

What is the point of the learning in this half term? Why are students learning it? How does it fit into the 9 Year journey? INTENT: This is a unit of work based upon the study of the workplace and student’s awareness of some of the skills required to be successful in employment. Students will explore their own strengths and points for improvement, and how they can apply these in the workplace. Lessons build on target setting, career planning, Technology required for the workplace and the impact of unemployment. They will acquire knowledge of strategies on how to improve their own employability, along with difficulties they may face when considering unemployment. They will use this knowledge to reflect on how they can improve both their physical image for interviews and the workplace, as well as hone in on the skills that they want to improve for the career that they wish to pursue.

Deliberate interleaving and Retrieval Opportunities	Key Core Learning (Knowledge and Skills) What should be transferred into long term memory?	Enriched Knowledge
Essential knowledge and that underpin the new learning	What do you want students to know?	How will the knowledge and skills be applied to transform students thinking?
<p>This unit of work will build upon the KS3 National Curriculum for the GATSBY Benchmarks, where students will have been challenged on their ideas of ambitions and have knowledge of their individual future goals from year 8.</p> <p>Within the Garibaldi KS3 learning journey, students will also be building on their knowledge of the application process in terms of CV writing and what employers look for from year 8, such as ‘Part-time jobs’ and ‘CV writing’. Students should also have embedded knowledge of appearance ideals (Drop-down day ‘Dove Body-Confidence’) and how these ‘ideals’ can link to expectations in the workplace.</p> <p>These skills directly link to the KS4 journey of ‘preparation for work experience’ and ‘employment’, as students are required to adhere to employer’s expectations on their work placements, in order to ensure that all students have high standards with regards to providing the best possible first impression for job interviews.</p> <p>Year 7: Relationships</p>	<p>Students will retain knowledge of the workplace and the expectations that employers have on their staff, such as formal dress-code and appropriate behaviour. These topics will be covered over a range of teaching styles, including group work, discussion-based tasks and questioning.</p> <p>Students will retain knowledge and understanding of the influences of technology in the workplace and how technology can raise issues around confidentiality. Students will also gain an understanding of expectations around using technology safely in the workplace.</p> <p>Students will apply their own ambitions, strengths and improvement points in order to relate these to employment and be able to understand the good practice of target-setting, interlinking with success.</p> <p>Students will retain knowledge of unemployment and the difficulties faced by people seeking to find employment, enhancing their ability to reflect on their own progress and improve their own employability chances.</p> <p>Students will learn, apply and remember the following GATSBY benchmarks: 2 (Career and Labour market information): Employment image, change, technology financial worries, financial support, and unemployment. 3 (Addressing needs of each pupil): setting personal and aspirational targets related to school subjects in order to promote individual success.</p> <p>Students being to learn sex and relationships aspects including porn and contraception awareness.</p> <p>LESSON CONTENT</p>	<p>Cultural Capital</p> <ul style="list-style-type: none"> • The importance of employment, along with the importance of having ambitions/ goals • Awareness of the current employability circumstances in the UK (GATSBY Benchmark 2) and how to be resilient against some of the challenges faced in seeking employment • Have knowledge and begin working towards the general skills that are required for most jobs <p>Social Capital</p> <ul style="list-style-type: none"> • The importance of setting unique and individual goals and ambitions that will aid them in their own future careers, which are tailored to their own individual requirements (GATSBY Benchmark 3). • Developing the characteristic of resilience with regards to finding and succeeding in securing employment. • The skills required to be reflective with regards to developing character, image and behaviour expected in the workplace. <p>Links that can enhance an ambitious curriculum: https://www.prospects.ac.uk/prospects-press-office/graduate-unemployment-rate-lowest-in-39-years-as-skills-shortages-boost-prospects https://www.theguardian.com/media/2006/mar/22/pressandpublishing.broadcasting</p>

	<p>L3, L7, L14, L5, L9, L10, 25, R26, R27, R8, R28, R29, R30, R31, R32, R33, H35</p> <p>Employment & the Workplace 1.Moving Forward & Target Setting, Which Job? 2. Enterprise 3.Career Planning & Managing Emotions in full-time employment 4.Technology in the Workplace 5.Unemployment & IMPACT Sex and Relationships 6: Sex in the Media, Porn & real-life expectations 7. Sex: Risks, contraception (inc. emergency contraception) Sexions Visit</p>	
<p>Future Knowledge</p> <p>-Sexual relationships HT2</p>	<p>Application of Knowledge</p> <p>- Students will create a mock up enterprise project plan</p>	

Pedagogy	Approaches to Learning	Impact on Learning
<p>What possible teaching approaches could be used? How would you expect students to show progress?</p>	<p>Playing 'Popcorn': to class-read information on employment and ensure that all students are involved in each other's attention and learning.</p>	<p>Students will have the opportunity to read a section of text from reading material and then 'popcorn' or select another student to read the next section allowing for class autonomy, as well as building on confidence in performance of complex material. They will be engaged and invested in improving the focus of each other's reading focus and accuracy as there is an element of competition for students to 'catch each other out'.</p>
	<p>Slappers: to encourage students to argue for and against each other with regards to employment and unemployment, as well as expectations around appearances and behaviours.</p>	<p>Students will be instantly engaged and enthralled in the class debate regarding employment and unemployment, as the blow-up hands (slappers) allow for students to voice their opinions and be intrigued in offering alternative opinions by being allowed to use blow-up hands.</p>
	<p>Drama Freeze-frames: to enable students to act out different employment or interview scenarios, in order to reduce the fear-factor often associated with interviews when preparing for the workplace.</p>	<p>Students will have the opportunity to act out different scenarios posed to them for different interviewing scenarios. Students will get instant feedback from each other as they try to perfect their freeze-frames within the allotted time-frame.</p>