

Learning Objectives	Gatsby reference	Possible teaching activities	Learning outcomes
<p>To be able to recognise how you are changing and what is important to you</p>	<p>3</p>	<ul style="list-style-type: none"> • Students to complete occupational interests questionnaire and discuss the outcome with the teacher • Students to look through their folders (if they have one from previous years) and discuss how they have changed and what they like about those changes from previous years. 	<p>Self-aware</p> <p><u>Maths:</u> How finances change. Importance of maths</p> <p><u>C&C:</u> Discussion around personal and self-awareness</p> <p><u>Woodland Management:</u> Talk about Health and Safety and risks.</p> <p><u>Auto sport:</u> Health and safety, Self-actions and PPE</p> <p><u>Art:</u> Bronze AN, reflect on what has gone well in units A and D. Silver AA – Describe strengths in the arts , what has gone well, potential arts careers.</p> <p><u>Catering:</u> Nutrition and diets</p> <p><u>English:</u> Creative writing – diary entry and poems</p>

<p>To be able to be positive about your own story and the progress of your well-being and achievements</p>	<p>3</p>	<ul style="list-style-type: none"> Students to set personal and learning targets so they are able to build on their own strengths rather than pointing out their weaknesses. 	<p>Self-determined</p> <p><u>Maths:</u> Setting aspirational targets, smaller steps and success recognised.</p> <p><u>C&C:</u> Looking at character building – My life.</p> <p><u>Woodland Management:</u> Setting own individual targets.</p> <p><u>Auto sport:</u> To complete tasks and problem solve.</p> <p><u>Art:</u> Bronze – Targets identified for making progress. Silver – Set challenge and targets.</p> <p><u>Catering:</u> Modifying recipes</p> <p><u>English:</u> Good exam skills</p>
<p>To be able to review and reflect how you have benefitted as a learner from careers and employability learning experience and activities.</p>	<p>3</p>	<ul style="list-style-type: none"> Students to pick out the aspects that they feel are most important of the experience that have had and to reflect on what they have learned. For any students that have had a work 	<p>Self-improving as a learner</p> <p><u>Maths:</u> Interventions, reflections, self-management and skills focus.</p>

		<p>experience placement to compare what they have learnt.</p>	<p><u>Woodland Management:</u> Evaluation of work</p> <p><u>Auto sport:</u> Be able to recall past learning to problem solve. Workshop activities and paperwork.</p> <p><u>Art:</u> Bronze – Students reflect explaining what they have learnt. Silver – Reflect as to how they have developed as a leader potential for work placement.</p> <p><u>Catering:</u> Evaluation/sensory analysis</p> <p><u>English:</u> Self-edit work-make corections</p>
<p>To be able to explain key ideas about your career and career development</p>	<p>2</p>	<ul style="list-style-type: none"> • Student to weigh up the pro and cons of the different types of careers – Single rack careers, serial careers and lifestyle careers. • Students to explore occupational careers (Teaching) and organisational careers (Army) 	<p>Exploring careers and career development</p> <p><u>Maths:</u> Looking at career progression, vocational and military.</p> <p><u>C&C:</u> Job applications and CV's Job interviews, keeping the job and progressing – My life.</p>

			<p><u>Woodland Management:</u> Discussions of careers around farming.</p> <p><u>Auto sport:</u> Visits to look at different settings – Bike shop, Scrap yard and garage visits.</p> <p><u>Art:</u> Bronze – Explore what careers are included in the arts and career pathway of others. Silver – Explore own career pathways in the arts.</p> <p><u>Catering:</u> Chefs in/visits to restaurants</p> <p><u>English:</u> Letter writing, CV writing</p>
<p>To be able to explain how work is changing and what impacts this has on peoples working lives</p>	<p>2</p>	<ul style="list-style-type: none"> Students to talk about how jobs are likely to change in the next 5/10 years 	<p>Investigating work and working life</p> <p><u>Maths:</u> Changes in technology, computers</p> <p><u>C&C:</u> Visits to different types of employers.</p> <p><u>Woodland Management:</u> Discussions on farming employment opportunities.</p>

			<p><u>Auto sport:</u> Discover the working day and the way automotive is changing.</p> <p><u>Art:</u> Discuss new technologies and gaming industries that is included in the arts.</p> <p><u>Catering:</u> Food hygiene certificates, employer visits.</p> <p><u>English:</u> Discussions of jobs (writer, author, poet.)</p>
To be able to explain 3 different types of businesses and how they operate.	5	<ul style="list-style-type: none"> Students to look at the pros and cons of different kind of businesses (Sole trader, partnership) 	<p>Understanding business and industry</p> <p><u>Maths:</u> Contractors, builders and engineers</p> <p><u>Auto sport:</u> Students to discover enterprise</p> <p><u>Art:</u> Discussions of single performer to team of practitioners. Research arts venues and businesses.</p> <p><u>Catering:</u> Food hygiene, policies and law.</p>
To be aware of your responsibilities	4	<ul style="list-style-type: none"> Students to carry out a risk assessment of 	Learning about safe working

<p>and rights as a student, trainee or employee for following safe working practices</p>		<p>an indoor space at school (classroom, dinner hall)</p> <ul style="list-style-type: none"> Students to research health and safety requirements and guidelines for any tools or equipment they may use (DT, Mechanics, catering) 	<p>practices and environments</p> <p><u>Maths:</u> Scales, times tables, staffing and ratios.</p> <p><u>C&C:</u> Keeping the job and progression – My life.</p> <p><u>Woodland Management:</u> Health and Safety in practical environments – OCN unit.</p> <p><u>Auto sport:</u> Healthy and safety, mapping and workshop. Being aware of others, PPE and environment.</p> <p><u>Art:</u> Silver – Pupils create their own risk assessment for unit 2. Health and safety for using tools, equipment, use of PPE/COSH regulations.</p> <p><u>Catering:</u> Policies, laws, health and safety</p>
<p>To be able to build and make the most of your personal support network and to be able to identify and use a wider range of careers advice and information</p>	<p>2</p>	<ul style="list-style-type: none"> Students to discuss their options with school teacher and a careers specialist and then be able to weigh up the advice received. 	<p>Making the most of careers information, advice and guidance.</p> <p><u>Maths:</u> Careers fair and colleges</p>

			<p><u>C&C:</u> Careers fairs and college open days.</p> <p><u>Auto sport:</u> Daily talks A/A advisor conversations about careers pathways.</p> <p><u>Catering:</u> Discussions with colleges Re Enrolment for catering college</p> <p><u>English:</u> Templates for CV and letter writing, interview and presentation techniques.</p>
To be able to show how you have developed qualities and skills to improve your employability	4,5,6	<ul style="list-style-type: none"> Students to practice filling out sections of sample application forms that require them to provide evidence of the skills and qualities that they have acquired. 	<p>Preparing for employability</p> <p><u>C&C:</u> My life programme.</p> <p><u>Auto sport:</u> Mock applications</p> <p><u>Catering:</u> Food hygiene certificate, OCN level 1.</p> <p><u>English:</u> Persuasive writing, positive language choice</p>
To be able to show that you can be	4,5,6	<ul style="list-style-type: none"> Local employers to run sessions on 	Showing initiative and enterprise

<p>enterprising in the way you learn, work and manage your career</p>		<p>marketing.</p> <ul style="list-style-type: none"> Students to take part in a marketing challenge such as how to promote healthy eating. 	<p><u>Maths:</u> Enterprise/school events ie school fete.</p> <p><u>C&C:</u> My life programme.</p> <p><u>Woodland Management:</u> Fire wood products.</p> <p><u>Auto sport:</u> Funding for Automotive. How to bill customers.</p> <p><u>Art:</u> Silver – Students will market their leadership activity (unit 2) to others</p> <p><u>Catering:</u> Packaging</p> <p><u>English:</u> Problem solving tasks</p>
<p>To be able to show that you can manage your own money, understand personal finance documents and know how to access financial support</p>	<p>3</p>	<ul style="list-style-type: none"> Students to calculate the cost of living Students to complete online activities that explain Tax and National Insurance Labour market information 	<p>Developing personal financial capability</p> <p><u>Maths:</u> Visitors, Nationwide, payday loans, Cost of living, Repayments.</p> <p><u>C&C:</u> Looking at the cost of living.</p>

			<p><u>Auto sport:</u> How billing works. How much it is to run a vehicle.</p> <p><u>Catering:</u> <u>Budgeting</u></p>
To research your education, apprenticeship and employment options about the best pathways for yourself	2	<ul style="list-style-type: none"> Students to draw up a list of questions for people they want to meet at a forthcoming careers fair <u>Understanding a prospectus</u> <u>Understanding 6th form/college</u> 	<p>Identifying choices and opportunities</p> <p><u>Maths:</u> Class discussions, maths development, drop- out rates/employment.</p> <p><u>C&C:</u> Job applications and CV's – My life</p> <p><u>Auto sport:</u> Choices in and around the workshop</p> <p><u>Art:</u> Silver – Interview other adults they work with. Research courses for further education.</p> <p><u>Catering:</u> College contact with subject teacher for talks and visits.</p> <p><u>English:</u> Reading, comprehension tasks, expressing opinions on text</p>
To be able to know how to make important decisions and plans and to	3	<ul style="list-style-type: none"> Students to take part in role play using 3 main styles of communication and conflict 	<p>Planning and deciding.</p>

<p>know how to solve problems</p>		<p>resolution (Passive, assertive or aggressive.)</p>	<p><u>Maths:</u> Investigation skills</p> <p><u>Woodland Management:</u> Practical work</p> <p><u>Auto sport:</u> Planning the day, work to make the workshop flow.</p> <p><u>Art:</u> Building resilience</p> <p><u>Catering:</u> Modifying recipes, OCN plan recipes for target audience.</p> <p><u>English:</u> Planning for writing, information.</p>
<p>To know your rights and responsibilities in a selection process and how to improve your chances of being chosen</p>	<p>3</p>	<ul style="list-style-type: none"> • Students to take part in a mock interview (Apprenticeship/college/job) • Students to complete a true or false quiz about questions that interviewers are and are not allowed to ask. <p>College visits</p>	<p>Handling applications and interviews</p> <p><u>C&C:</u> Job applications and CV's. Job mock interviews</p> <p><u>Auto sport:</u> Enterprise – Local businesses.</p> <p><u>Art:</u> Bronze/Silver A/A career pathways unit</p>

			<p><u>English:</u> Spoken language preparation, presentation, answering questions.</p> <p><u>Catering:</u> Employer visits</p>
To be able to review and reflect on previous transitions to help you improve your preparation for future moves in education or employment.	7	<ul style="list-style-type: none"> Students to say what they think should be included in induction programmes for young people going into 6th form, college, apprenticeships or employment. Careers assembly and feedback 	<p>Managing changes and transitions</p> <p><u>Maths:</u> Pay progression and employability.</p> <p><u>C&C:</u> Further education visits, feedback, discussions around anxieties.</p> <p><u>Woodland Management:</u> Moving between different environments.</p> <p><u>Auto sport:</u> How to manage the working day.</p> <p><u>Catering:</u> Employer visits</p> <p><u>English:</u> Support with college application forms.</p>