The Garibaldi School – Medium Term Curriculum Overview/ Dept: Personal Development/ Year Group: 11/ Half Term: 1/ Careers

What is the point of the learning in this half term? Why are students learning it? How does it fit into the 11 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 reflect on their different work experience placements, and write down some ideas that they already have in order for Ideas 4 Careers to have a more tailored 1:1 appointment with each student. Lessons build on how to write CVs, how to use Unifrog as a supportive platform for students to explore current labour market information and apply for jobs/ courses/ apprenticeships based on this. They will acquire knowledge of how their work experience will support them in their quest for employment, along with the expectations within the workplace.

Deliberate Interleaving and Retrieval Opportunities	Key Core Learning (Knowledge and Skills) What should be transferred into long term memory?	Cultural Capital / Social Capital development opportunities
Essential Knowledge and Skills that underpin the new learning	What should students already know?	How will you ensure that you make learning relevant to the world we live in?
This unit of work will build upon the **GATSBY Benchmarks** National Curriculum for career development and opportunities, where students will have been challenged on their ideas of acceptable behaviours, conduct and the breadth of skills required for the workplace in year 9 and from work experience placements in year 10. Within the Garibaldi KS4 learning journey, students will also be building on their knowledge of work skills and Finance from **year 9,** such as **'Problem-solving skills and job applications', 'employability skills'** and **'personal brand to suit future goals'.** As a result of students acquiring this previous knowledge, they will be able to observe and apply such knowledge to observe the impacts of making aspirational choices in every aspect of daily life. These skills directly link to the KS4 journey of 'Work Experience' and 'Financial Capability', as students are required to retain knowledge of how to earn money in order to budget effectively, as well as the effects of taking financial risks and rewards. This is to ensure that all students have current and accurate knowledge of how to earn, spend and save money effectively in order to develop wise, aware and well-balanced individuals financially.	Students will retain knowledge of how to write professional letters and research available work experience placements using the tools available, such as Safety Measures and Unifrog, as well as retaining knowledge on acceptable communication techniques, how to communicate responsibly over the phone to employers and how to write a formal letter in order to secure a further education position or employment. These topics will be covered over a range of teaching styles, including discussion-based tasks, questioning and independent research. Students will receive a drop-down day based on careers information and will have the opportunity to meet a local police officer who will visit The Garibaldi School and will provide information and be available for questioning about careers options **(GATSBY benchmarks 2, 5 and 7),** how work experience played a role in career development and raising aspirations for our students in the local community. Thus, students will retain knowledge and understanding of the impact of work experience **(GATSBY benchmark 6)** on long-term employment choices and opportunities, as well as raise our students' aspirations by meeting local employers and employees **(GATSBY benchmark 5).** Students will learn, apply and remember the skills that they will gain from applying for further education options or jobs, and will be able to apply this array of skills to their long-term employment and career plan.	• The importance of appearance and punctuality and the importance of these in securing long-term employment. • Awareness of how to conduct and behave oneself in the workplace, and how the school structure shares both similarities and differences with this. • Awareness of how to communicate effectively with employers and other educators in order to stand out from the crowd and secure work/ further education. • Have knowledge and begin building confidence with making phone calls to employers and workplaces, receiving guidance on how to liaise with employers in an appropriate, clear and confident way. • The importance of setting expectations around social skills and how to apply this to different workplaces • Developing the characteristic of resilience with regards to understanding how to face new challenges in an unfamiliar setting • Develop and grow in confidence in terms of communication with unfamiliar people and how to do this effectively in order to secure their next steps in life. **Links to support an ambitious curriculum:** https://nationalcareersservice.direct.gov.uk www.Unifrog.co.uk Mind.org.uk

	LESSON CONTENT	NHS.uk/mental-health
		Revision Strategies: https://www.youtube.com/watch?v=0R4jPwsz8l4

LESSON CONTENT

	Careers
L25, L10	1. Personal Data in workplace & Taking opportunities for education/ work
L2, L3, L4, L6	2. WEX Reflection & What Do I Want to Do?
L11, L12 H5, H6, H4, H7	3.Unifrog 4.Mocks & Mental Health (managing mental health) 5.Revision Strategies & Resilience 6.The Ideal Candidate & Enhancing Online Reputation
L1, L23, L2, L22	7.CV Writing & Online Content Opportunities (vlogging, blogging, trip advisor)
L4, L6	**1:1 Ideas 4 Careers Begins** **DROP-DOWN Day** **Sexions Visit**

DROP-DOWN Day:
Sex and Relationships visit (September 2022)

Future Learning The next module to follow on from the careers module is the HT2 module "Relationships and Mental Health".	**Application of Knowledge** Students will be more able to apply for courses and jobs as a result of their learning and opportunities for work experience and employer encounters.	

Pedagogy	Approaches to Learning	Impact on Learning
What possible teaching approaches could be used? How would you expect students to show progress?	**Market-place activity:** To allow students to rotate around different examples of CVs, evaluating which one is best and why. This will further embed high expectations when students write their own CV (can be done on Unifrog) as they will have seen and evaluated good examples prior.	Students will have the opportunity to read a range of different CVs in their market place activity groups. This will allow for individuals to gain and model the expectations that they need to follow when they complete their own CVs in preparation for applying for jobs or further education courses. They will have opportunities to share and listen to other ideas, as well as taking an active interest in making good or outstanding first impressions on paper, learning how to stand out from the crowd. This will enhance the retention for students to be resilient in different situations, as well as increasing their employability skills, especially if they make an outstanding first impression.
	Role-play: Allow students to pair up, one be the employer and the other be the applicant. Students can swap and practice both roles in order to build confidence with a range of prepared interview questions and answers.	Students will be instantly aware that they can build on their own confidence for something meaningful, such as applying for jobs or for further education courses, but in a safe and comfortable setting. By promoting teamwork and working in pairs for role-play, students understand that both have an important role to play and can practice on different skills, whether that's preparing for interview or pre-empting interview questions. This should also help to reduce a lack in confidence when it comes to an unfamiliar workplace with unfamiliar people, therefore providing them with some guidance that they can follow, no matter what they are applying for.
	Reflective Phrases: Staff to share the positive feedback provided by students at the end of year 10, to allow students to reflect on the positives from the end of year 10 and the skills they gained during work experience week, whether that was an external placement or the in-house project.	Students will have the opportunity to read a few of their peers' comments given prior to summer. This will help students to reflect on their own experiences in a positive way and think deeply about some of the skills they may have learned. This will subsequently allow students to think about their skills they have accrued through their school lives so far and use these as prompts to include in their CVs.

| | | Thus, students should be able to give confident and excellent first impressions, particularly on paper. |