

What is the point of the learning in this half term? Why are students learning it? How does it fit into the 7 Year journey? INTENT: This is a unit of work based upon the study of FUTURE GOALS as well as covering topics that look at how to write a CV. Students will explore what their goals are and how they can get there within their progression to adulthood. They will acquire knowledge of CV writing and understanding the work/life balance which will support their mental health. They will use this knowledge to reflect on how they can utilise the skills they have learnt in their own lives, to become a well-rounded individual.

Deliberate interleaving and Retrieval Opportunities	Key Core Learning (Knowledge and Skills) What should be transferred into long term memory?	Enriched Knowledge																
Essential Knowledge and skills 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 y7 National Curriculum for the GATSBY Benchmarks.</p> <p>In summer term 2, Y7 students will have had access to Unifrog and will have research different elements, including: different post 16 courses, careers and job and the labour market information. This will have given them enough information to begin to think about and take responsibility for their own future goals.</p> <p>Within the Garibaldi KS3 learning journey, students will also be building on their knowledge of careers, and their own goals. Where, in y9 Summer Term 1, they will begin to plan out their chosen pathway in order to make an informed choice about their options.</p> <p>These skills directly link to the KS4 journey of careers, where y10 students will have a WEX drop down day, where they will write up application letters and receive help and guidance from a local STEM Ambassador; in preparation for WEX week, where they will gain invaluable work experience.</p>	<p>Students will be aware of their own hopes and goals for the future, and understand the different pathways they can take to achieve their goals.</p> <p>As well as understanding how to balance their working and home life, to support their mental health. Students will begin to understand what 'mental health' is and signpost them to 'in school services' as well as external companies that offer support for children with mental health.</p> <p>LESSONS and CONTENT: Autumn Term 1: Future Goals</p> <table border="1" data-bbox="1032 993 1567 1522"> <thead> <tr> <th></th> <th>Future Goals</th> </tr> </thead> <tbody> <tr> <td>L3,</td> <td>1.New School Year Targets with Action Plan</td> </tr> <tr> <td>L6</td> <td>2.Hopes for the Future & life-long learning</td> </tr> <tr> <td>L12, L9, L11, H9, H13</td> <td>3.Part-time Jobs, volunteering, self-employment</td> </tr> <tr> <td></td> <td>4.Writing a C.V.</td> </tr> <tr> <td>L14,</td> <td>5.Work/Life Balance</td> </tr> <tr> <td>H6</td> <td>6.Concentration Strategies & online activity</td> </tr> <tr> <td></td> <td>7. Responding to set-backs and disappointment</td> </tr> </tbody> </table> <p>Integrated themes: Ambition, Raising aspirations, ATL Descriptors, importance of proof reading, wellbeing and mindfulness.</p>		Future Goals	L3,	1.New School Year Targets with Action Plan	L6	2.Hopes for the Future & life-long learning	L12, L9, L11, H9, H13	3.Part-time Jobs, volunteering, self-employment		4.Writing a C.V.	L14,	5.Work/Life Balance	H6	6.Concentration Strategies & online activity		7. Responding to set-backs and disappointment	<ul style="list-style-type: none"> The importance of understanding the different opportunities and pathways that students can take to become successful in life. Give students the ability to understand the importance of a work/life balance and how this can impact on mental health. Have knowledge and begin to understand how to write a CV, which will support their future goals. Giving students the skills they need to be well rounded individuals and develop 'Self-motivation' to apply and successfully interview for jobs. To understand the strains that work can bring, but to also understand how to cope and deal with those difficulties. To understand how to communicate effectively, in order to sell themselves to a prospective employer. Students will be able to effectively participate in society whether that be an academic or vocational route. <p>Links to support an ambitious curriculum: https://www.prospects.ac.uk/careers-advice/cvs-and-cover-letters/how-to-write-a-cv</p>
	Future Goals																	
L3,	1.New School Year Targets with Action Plan																	
L6	2.Hopes for the Future & life-long learning																	
L12, L9, L11, H9, H13	3.Part-time Jobs, volunteering, self-employment																	
	4.Writing a C.V.																	
L14,	5.Work/Life Balance																	
H6	6.Concentration Strategies & online activity																	
	7. Responding to set-backs and disappointment																	
<p>Future Learning -Health and Wellbeing</p>	<p>Application of Knowledge -Students will have written an example CV and understand the important aspects of the working world.</p>																	

<p>What possible teaching approaches could be used? How would you expect students to show progress?</p>	<p>Create a poster to display in mentor bases (as a reminder for students and Teachers) to have a healthy work/life balance.</p>	<p>By creating posters for mentor bases, this will actively remind students about what they have learnt on a daily basis. And will help them retain this information and have a sense of pride in it as well.</p> <p>This also creates a sense of solidarity, and allowing all Teachers and Students to celebrate mental health and wellbeing whilst respecting its increasing importance.</p>
	<p>Scenario stimulus: Oracy- Class discussion</p>	<p>By using scenarios as a stimulus, this enables the students to have an immediate personal reaction and allow them to think of how they would deal with specific situations.</p> <p>By using Oracy to discuss different outcomes as a class, it gives students the skills to be able to mediate and understand other ways of dealing with specific situations as well as 'challenging'* others in an appropriate manner.</p> <p>*'Challenge' this term is named as one of the talk tactics for students, within the Oracy/Voice 21 resources, whereby it encourages students to counter argue or question others in a professional and polite way.</p>
	<p>Interleaving (Skills and qualities)</p>	<p>Early on in the topic, students will understand the difference between skills and qualities and be able to identify which skills and qualities are useful for certain jobs.</p> <p>Later on in the topic, students will write a CV. Where they will revisit (interleave) the knowledge they learnt to successfully create a CV.</p>