



Long Term Plan

Careers

Phase 3 (KS4)

2 years

| | Explorers | Adventurers | Pioneers |
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| Year 1 | Autumn 1 Making it! incl Enterprise Week | | |
| | <p>Overview of curriculum, skills, knowledge and objectives: To recognise occasions when I have shown teamwork or leadership skills To choose a target for me to work towards from a selection To contribute to creating, carrying out and evaluating a survey To work as part of a team to create and deliver a product or service consistently over time To know which coins/note could be used to pay for my product or service To keep track of how many units have been produced, ordered and sold</p> | <p>Overview of curriculum, skills, knowledge and objectives: To judge where my starting point is on the Skillsbuilder teamwork and leadership scales To set a target for me to work towards To work as part of a team to develop and realise an idea for a product or service To create, carry out and evaluate a survey with support To contribute to costing the product or service To understand what a profit is To contribute to accurate basic financial records (income and expenditure) over the course of a project</p> | <p>Overview of curriculum, skills, knowledge and objectives: To evaluate own and other's teamwork and leadership skills (Skillsbuilder) at the beginning of the project To set targets for me to work towards To evaluate my progress towards my targets at the end of the project To work as part of a team to develop, cost and realise an idea for a product or service To create, carry out and evaluate a survey To calculate a profit margin To keep accurate basic financial records (income and expenditure) over the course of a project</p> |
| | <p>Outcomes: I can choose accurate statements about my teamwork and leadership skills. I can follow sequences of instructions reliably and consistently. I can follow an established system to keep basic records of our project. I can give examples of my experience of resilience.</p> | <p>Outcomes: I can make accurate statements about my teamwork and leadership skills. I can chart the financial success of our project, using the records we kept. I can express how I feel about the project – my enjoyment, what I have learned and what I would do differently next time. I can explain why resilience was important for our project.</p> | <p>Outcomes: I can make accurate statements about my teamwork and leadership skills and my progress in those areas. I can evaluate the financial success of our project, using accurate records. I can express and evaluate how I feel about the project – my enjoyment, what I have learned and what I would do differently next time. I can explain how and when resilience helped us to overcome problems during our project.</p> |

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| <p>Suggestions, Links, Ideas: https://resources.careersandenterprise.co.uk/resources/what-entrepreneur-send-activity Dragon’s Den/business mentor from world of work students choose from a selection a product or service to make and sell at the school Christmas Fair and the shop in Sutton; they do market research, keep records, notice when leadership & team work are important and how different talents/skills contribute to overall success; teamwork step 1/2: https://hub.skillsbuilder.org/step/?group=30973&skill=8&step=2 leadership step 1/2: https://hub.skillsbuilder.org/step/?group=30973&skill=7&step=2 resilience step 2: https://launchpad.skillsbuilder.org/lesson/keeping-trying-when-something-goes-wrong/ at the end of the project, students are guided through an evaluation of the overall success and their contribution to it and decide on next steps links Maths (money, budget, survey) English (survey, adverts, communication with customers) Computing (costings, adverts, online ordering) PSHE (self-awareness, resilience, reliability)</p> | <p>Suggestions, Links, Ideas: https://resources.careersandenterprise.co.uk/resources/what-entrepreneur-send-activity Dragon’s Den/business mentor from world of work students are supported to create, develop and sell a product or service at the school Christmas Fair and the shop in Sutton; they are guided to research cost of ingredients/materials, do market research, keep records of income and expenditure, explore the Skillsbuilder components of leadership & team work and experience how different talents/skills can contribute to overall success; teamwork step 3/4 https://hub.skillsbuilder.org/step/?group=30973&skill=8&step=4 leadership step 3/4 https://hub.skillsbuilder.org/step/?group=30973&skill=7&step=4 resilience step 3: https://launchpad.skillsbuilder.org/lesson/keeping-trying-and-stay-calm-when-something-goes-wrong/ at the end of the project, students evaluate the overall success and their contribution to it and decide on next steps links Maths (money, budget, survey) English (survey, adverts, communication with customers) Computing (costings, adverts, online ordering) PSHE (self-awareness, resilience, reliability)</p> | <p>Suggestions, Links, Ideas: https://resources.careersandenterprise.co.uk/resources/what-entrepreneur-send-activity Dragon’s Den/business mentor from world of work students create, develop and sell a product or service at the school Christmas Fair and the shop in Sutton; they research cost of ingredients/materials, do market research, budget and keep records, explore leadership, team work and how different talents/skills best contribute to overall success; teamwork step 6/7 https://hub.skillsbuilder.org/step/?group=30973&skill=8&step=7 leadership step 5 https://hub.skillsbuilder.org/step/?group=30973&skill=7&step=5 resilience step 4: https://launchpad.skillsbuilder.org/lesson/keeping-trying-when-something-goes-wrong-and-thinking-about-what-happened/ at the end of the project, students evaluate the overall success and their contribution to it and decide on next steps links Maths (money, budget, survey) English (survey, adverts, communication with customers) Computing (costings, adverts, online ordering) PSHE (self-awareness, resilience, reliability)</p> |
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