**Unit / Project Overview**

|  |  |  |
| --- | --- | --- |
| **Curriculum Area / Skills**  Curriculum area: calculations, and industrial processing.  Skills: Retrieval practice, application of knowledge  **Learning Outcomes**   * Successful completion of task leading to increased student understanding of chemical calculations and industrial processing * Students gain awareness of how GCSE Chemistry can be applied to a work situation * Students gain an awareness of employment opportunities in their locality | | **Subject / Course:** GCSE Chemistry  **Teacher:** Miss J Dalrymple  **Class/Year group:** Year 11  **Number of Students:** 31 initially, increasing to all higher students. (Approximately 65)  **Start date:** Feb/March 2020  **Length of project:** approximately 4 lessons  Additional Info |
| **Driving Question**  How can chemical knowledge be used to problem solve in industry? | | |
| **How can the learning from the employer visit be applied to the project idea?**  Using a holistic approach to problem solving. This section of the specification can be quite ‘dry’ and linking it to a real world example will increase student motivation and interest.  Contextualizing the content. Students often do not see the purpose of what they are learning and this activity will help them to make links between what they are learning in the classroom to what is happening in real life. | | |
| **Which Stakeholders could help deliver the project?**  Chemistry teachers will deliver the bulk of the project.  KLG will provide LMI to introduce the topic.  Parents and carers linked to the school help provide careers information on a regular basis and could be asked to support this. | **Foreseen Challenges / solutions?**  Time. It is important that JDA is kept off cover for a block period, and has a suitably quiet area to work.  KLG will inform PRO to ensure that there is no cover scheduled, and JDA will use KLG’s office on 21.01.20. | |
| **Draft activity timeline (specific delivery times / flexibility)**   * Preparation work will be carried out up to 20.01.20. * On 21.01.20 JDA will use a 3-hour block to get the bulk of the work completed. * February 2020: Students will complete the task during their Chemistry lessons with JDA. * March / April 2020: Students taught by other teachers will complete the task. * By end of April 2020: Selected students will complete a student voice activity to gain their feedback. * June 2020: Activity will be included in the Careers Report to governors. * June 2020: Students will sit GCSE examinations, including this aspect of the Chemistry GCSE specification. * August 2020: GCSE examination results analysis will indicate student performance on this section of the specification. | | |
| **Products / outputs?**  A booklet will be produced that students can work through. This will incorporate both chemical and careers information. | | **How will you celebrate, showcase learning with wider stakeholders?**  The activity and the booklet will be shared with other departments. The activity will also be included in the careers report to governors. |
| **How will the work be assessed? Self and peer assessment**  **How will you measure the impact, what are the success criteria?**  The success criteria are:   * Students will be able to go on to complete exam questions confidently and successfully on the relevant content. * Student voice will show that students found the task to be a positive activity and have an increased awareness of how their GCSE Chemistry links to the real world. | | **Differentiation**  By outcome. Some areas will be open ended allowing a greater depth of knowledge to be shown. |
|  Is the idea clear to communicate with potential partners?   Has a timeline been drafted?   Have outcomes and evaluation process been agreed?   Have key contacts agreed a communication strategy? | | **Key Contact details:** |