**Unit / Project Overview**

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| **Curriculum Area / Skills**  KS2/3 ICT  *Key academic focus*: Careers  *Key ICT skills focus*: Using Publisher to create a leaflet  **Learning Outcomes :**  *Lessons 1*  Year 4: I can visit Cobalt Business Park and note down as many businesses/jobs that I see Challenge I can come up with 10 businesses and 15 jobs  *Lessons 2:*  Year 4: In can understand which jobs would be needed to set up the business park Challenge : Can we get 15 jobs on our mind map and can we find a job you would want to do in the future  *Lessons 3:*  Year 4 I can research what the current businesses and jobs available at Cobalt  Challenge Thoroughly research at least two Cobalt based businesses  *Lessons 4:*  Year 4: I can discuss the changes the Business Park has made to the local community. I can contribute to the class leaflet about Cobalt and its businesses.  Challenge **:** I can understand how Cobalt Business Park has improved all businesses in the North East | | **Subject / Course:**  KS2/3 ICT: Careers  **Teacher:** Richard Munro- Silverdale School  **Class/Year group**:  Year 7. All 6 pupils are Level Year 4  **Number of Students**: 6 Per class.  **Start date:** March  **Length of project** 3-4 weeks.  **Additional Info** These resources are designed to work with students who have both ASD and SEMH needs. The students are taught in small class sizes of wide academic ability in a specialist setting with high levels of 1:1 support. |
| **Driving Question:**  What businesses/jobs are there at the Cobalt Business Park? | | |
| **How can the learning from the employer visit be applied to the project idea?**  Key idea developed from visiting Accenture. The complexity of their projects has had to be differentiated down significantly to be appropriate for target pupils.  On the visit to Accenture we spoke to 2 new employees about how they had ended up working at Accenture straight from school and trained/done a degree while at Accenture. We were also explained to why Accenture has chosen to locate in the North East as the only location in the UK outside of London. | | |
| **Which Stakeholders could help deliver the project?**  The information I received at Accenture was very useful but due to the Mental health needs and behaviour of our pupils, a visit to Accenture due to the very formal setting would not be appropriate | **Foreseen Challenges / solutions?**  Pupil engagement in the comparatively complex topic (in their perception) over an extended period. Solution: Not asking them to create a leaflet by themselves which would likely have led to refusal due to the work load. Pupil connection to topic- Launch event visiting the site on the first lesson and the importance of finding a job in the future. | |
| **Draft activity timeline (specific delivery times / flexibility)**   Lessons 1:  Pupils to visit Cobalt Business Park and note down as many businesses/jobs that I see. Discuss all the jobs available and the hidden jobs   Lessons 2:   I can understand which jobs would be needed to set up the business park Challenge : Can we get 15 jobs on our mind map and can we find a job you would want to do in the future  Lessons 3:  Pupils can research what the current businesses and jobs available at Cobalt are. Each pupil should thoroughly research at least two Cobalt based businesses  Lessons 4&5:  Completing leaflet and letting the pupils contribute suggestions/ideas to the final product  What is the most suitable design choice?  Which content goes on which page?  This will include setting up the Business Park and the effect on the local community | | |
| **Products / outputs?**  Pupils will produce information sheets about a number of businesses.  The pupils will produce a group leaflet about Cobalt Business Park and the impact on the North East. | | **How will you celebrate, showcase learning with wider stakeholders?**     Pupils will go to Cobalt and hand out their leaflet to the people working there |
| **How will the work be assessed? How will you measure the impact, what are the success criteria?**   * The work will be assessed against learning objectives both through summative and formative assessment throughout by the teacher. * A range of success criteria for making the extended writing will be shared with the students to inform their writing. * The impact will be assessed both academically and holistically sue to the nature of the students- are they engaged in learning (some are currently withdrawn) does this project spark an interest in careers in STEM (comparative before and after) | | **Differentiation**  The initial group I am working with are all the same level at ICT. However in the future Lower ability students will likely contribute less to the final product and be asked to provide less information about each company. Lower ability students may also be given less complex companies to research Greggs/Aston Martin rather than Accenture |
|  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:** |