**Unit / Project Overview**

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| Curriculum Area / Skills  Percentages, functional skills problems.  Learning Outcomes  Solve multi step problems. Use percentages in real life contexts | | Subject / Course  Mathematics  Teacher  Design – Mr. Reed  Delivery – All yr. 8 teachers  Class/Year group  Year 8  Number of Students  180  Start date  April/May 2020  Length of project  1 week  Additional Info |
| Driving Question - Can the government help me to make saving worthwhile for those on low incomes? | | |
| How can the learning from the employer visit be applied to the project idea?  HMRC provides support for those on a low income. Information was provided on the visit for different scenarios of savers. I can use these scenarios to design activities for both high and low ability pupils. | | |
| Which Stakeholders could help deliver the project?  A visit from HMRC staff would be a great way to launch the project. It would add an extra dimension to the ‘real life’ feel of the project | Foreseen Challenges / solutions?  Creating a suitably engaging project that challenges all abilities.  Vary conditions to increase challenge. | |
| Draft activity timeline (specific delivery times / flexibility)  Time has already been agreed with HOD for a week on teaching to be allocated as part of the yr 8 program of study to complete the project. This was originally allocated for an enrichment activity but this ‘real life’ project will have a greater impact on pupils seeing the relevance of what they do in class to the world of work. | | |
| Products / outputs?  Lesson PowerPoint/worksheet for the project. The instruct and guide pupils through the calculations and conditions that are associated with the HMRC scheme. | | How will you celebrate, showcase learning with wider stakeholders?  It would be nice for the pupils to present some of their calculations and conclusions to SLT or even better HMRC staff. This would really close the loop . HMRC staff launch the project and then come back to hear the success from pupils. |
| How will the work be assessed? How will you measure the impact, what are the success criteria?  The work will be assessed in class against successful completion of the tasks.  Impact will be measured using a Microsoft form emailed to pupils involved with the project | | Differentiation  For the lowest ability simple scenarios that have no conditions. For those of higher ability the scenarios can have ever increasing complexity varying time scales and saving amounts. Withdrawals and the effect that has on final amounts can also be incorporated. |
|  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: |