

## Friars Academy Year 8 CEIAG LB Planning

	Topic	Evidence/Evaluation Criteria	Learning Outcomes	GB	Framework outcome
Developing yourself through careers, employability, and enterprise education	What sort of person am I?	You can tell your own story, how you are making progress and what you need to do to raise your achievement and improve your wellbeing.	By completing this topic, students will be able to: <ul style="list-style-type: none"> <li>• Tell my story about my progress and aspirations.</li> <li>• Identify what I need to do to increase my successes and achievements.</li> <li>• Say how I can improve my wellbeing.</li> <li>• • Talk positively about yourself and what you have done well.</li> </ul>	1 2 3	2
		I can say how I can improve my wellbeing.	Wellbeing session/ walk /relax meditate		
Learning about careers and the world of work	This is what I want	Interview family and visiting speakers so you can identify different kinds of work that people do. List the types of work; seasonal, part-time, full time, self-employed, volunteering, being a parent.	By completing this topic, students will be able to: <ul style="list-style-type: none"> <li>• Ask people questions about their work.</li> <li>• List the types of work; seasonal, part-time, full time, self-employed, volunteering, being a parent.</li> <li>• Understand people want different things from a job.</li> <li>• • State what I think I want from a job.</li> </ul>	1 2 5 6	5
		Identify what students think they want from a job.	I can state what I think people want from a job.		
	Treating Everyone the same	You can say how people should be treated and know who to talk to if something is wrong. You can say how to stand up to stereotyping and discrimination that is damaging to you and those around you Say why equal opportunities are important at work. Understand some equal opportunity legislation.	By completing this topic, students will be able to: <ul style="list-style-type: none"> <li>• Identify some stereotypical views.</li> <li>• Understand the need to challenge stereotyping in relation to work.</li> <li>• Give examples of people who have been targets of inequality.</li> <li>• Say why equal opportunities are important in the workplace.</li> <li>• • Understand some equal opportunity legislation.</li> </ul> Identify equal opportunities in the workplaces. Look up equal opportunity legislation discuss as group.	1 3	8

	Job Studies	You are aware of the different local businesses and the products and services offered. EMPLOYER EXPERIENCE Research for Jobs using JED	By completing this topic, students will be able to: <ul style="list-style-type: none"> <li>Meet with an employer.</li> <li>Discuss a business and what it does.</li> <li>Use research skills to locate jobs</li> <li>• Research jobs using JED</li> </ul>	1 2 5 6	6
			Use the JED Quiz, establish what I am good at and what sorts of jobs I could do.		
	Then, Now and the future	As part of your local history project, you can state what have been the changes in employment in your village/town. You can say what is LMI and why you need to be aware of it for making future decisions	By completing this topic, students will be able to: <ul style="list-style-type: none"> <li>Compare and contrast jobs from the past and present.</li> <li>Name jobs that no longer exist.</li> <li>Say what is LMI and why they need to be aware.</li> <li>Investigate future jobs</li> </ul>	1 2 4 5 6	7
Developing your careers management and employability skills	Employability Skills	Take part in Enterprise activities. You can show how you are using the qualities and skills when being enterprising in many subjects.	By completing this topic, students will be able to: <ul style="list-style-type: none"> <li>Identify ideas for the task.</li> <li>Work as part of a Team.</li> <li>Identify skills and qualities used.</li> </ul>	1 2 3 5 6 7	12
	Finance	You can show how to make an informed decision based on looking at a range of saving products You can show how to get the most from a personal budget, understand and use financial words	By completing this topic, students will be able to: <ul style="list-style-type: none"> <li>Recognise things that influence their spending decisions.</li> <li>Suggest ways of saving money.</li> <li>Identify terms used in banking.</li> <li>Identify some financial words.</li> <li>• Identify sensible approaches to making spending decisions.</li> </ul>	1 6 7	13
	Planning for the future	You can make an informed decision after assessing the choices and opportunities open to you. I have looked at my successes in Y8 and I have identified my aspirations for year 9.	By completing this topic, students will be able to: <ul style="list-style-type: none"> <li>Understand the role of Careers advisor.</li> <li>Take part in discussions for future options.</li> <li>Identify my aspirations.</li> <li>Identify some options for the future</li> <li>Prepare for a guidance interview.</li> <li>Attend the interview.</li> <li>• Attend my Transition review.</li> </ul>	1 3 7 8	14