Year 12 2020-21

Term	Autumn	Autumn	Spring	Spring	Summer	Summer	Summer
Where to run this session	Classroom	Remote or Classroom	Remote or Classroom	Remote or Classroom	Remote or Classroom	Remote or Classroom	Classroom
Link to distance session		Distance learning - Post 18 planning	Distance learning - Goal setting	Distance learning - Geeking out	Distance learning - Finding the right apprenticeship	Distance learning - Acing your Personal Statement	
Link to classroom session	Post 18 - Choices, choices	Post 18 planning	Student year plan: Goal setting and geeking out	Student year plan: Goal setting and geeking out	Apprenticeships - finding the best fit	Acing your Personal Statement	Discovering MOOCs
To be completed by	4/1/2021	4/1/2021	19/4/2021	19/4/2021	5/7/2021	5/7/2021	5/7/2021
Name	Post 18 choices	Post 18 planning	Goal setting	Geeking out	Finding the right Apprenticeship	Personal Statements	MOOCs
Description	Students learn about the opportunities available to them post-18.	Students review the pros and cons of a range of pathways, then use the planning worksheet to identify what their next steps are to reach those pathways, including career planning, wider reading, CV creation, etc.	Students use the Careers library to highlight five potential careers, research what those careers involve on a day to day basis, and the skills, qualifications, working hours and salary involved.	Students use the Subjects library to identify wider and deeper reading to undertake in preparation for future applications.	Students learn about different apprenticeship levels, research apprenticeship opportunities, and start logging key competencies required by employers.	Students research HE courses in the Unifrog Subjects library, idenitfying wider reading and skills required for their courses of interest. Students will then use the Activities and Competencies tools to evidence these. They will move on to read a Know-how guide on Personal Statement writing and begin a first draft of their statement.	Students learn more about MOOCs, what they can study, and why it's beneficial to do so. They then research three MOOCs to study over the summer break.
Teachers, ahead of the session	Make sure students can access their Unifrog accounts. See the FAQs tab for information on how to do this. Deliver the session in the cell below. **After this session, add it as an Interaction for all students.**	Set this as a task on Unifrog (attaching the 'Post 18 planning' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.	Set this as a task on Unifrog (attaching the 'Goal setting' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.	Set this as a task on Unifrog (attaching the 'Geeking out' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.	Set this as a task on Unifrog (attaching the 'Finding the right apprenticeship' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.	Set this as a task on Unifrog (attaching the 'Acing your personal statement' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.	Spot check students' progress from the previous sessions throughout the programme, and contact students to catch up on the work ahead of this session. Deliver the session in the cell below. **After this session, add it as an Interaction for all students.**
Tasks for students	- Students read Know-how library guides that are relevant to their preferred next steps - Weigh up the pros and cons of each pathway available to them - Log their intentions on Unifrog	- Get logged into Unifrog - If using the remote lesson, download the 'Goal setting' distance learning lesson - Students list the pros and cons of pathways, choosing two pathways to focus on - Students complete three tasks: 1) Complete the pathways pros and cons table. 2) Complete the Post 18 planning worksheet, identifying two pathways, careers they could lead to, and what they need to do now to support their applications. 3) Students create shortlists using the search tools and update their Post 18 Intentions.	- Get logged into Unifrog - If using the remote lesson, download the 'Goal setting' distance learning lesson - Students complete three tasks: 1) Use the Careers library to research and favourite five careers. 2) Complete a table designed to highlight the key elements of those five careers. 3) Write an analysis of why they've chosen those careers and identify short and long term goals needed to get there.	- Get logged into Unifrog - If using the remote lesson, download the 'Geeking out' distance learning lesson - Students complete two tasks: 1) Using the Geek out section, complete a wider reading table of influential academics, videos and podcasts related to those subjects. 2) Write a paragraph on what they have found interesting from their wider reading and what they would like to learn more about.	- Get logged into Unifrog - If using the remote lesson, download the 'Finding the right apprenticeship' distance learning lesson - Students complete three tasks: 1) Use the Apprenticeships tool on Unifrog to learn about the different levels of apprenticeships and complete the table. 2) Research five apprenticeships on Unifrog, favouriting them and completing the table highlighting Labour Market Information. 3) Start recording the skills required for those opportunities using the Competencies tool on Unifrog.	- Get logged into Unifrog - If using the remote lesson, download the 'Acing your Personal Statement' distance learning lesson - Students complete three tasks: 1) Research University courses in the Subjects library. 2) Start logging acitvities and competencies required for their applications. 3) Read the Know-how library guide on Personal Statement writing. 4) Start the first draft of their Personal Statement.	- Students read a Know-how library article on MOOCs and answer questions about them - Research and create two MOOC shortlists - Complete at least one MOOC over the summer and log it in their Activities tool
Tracking progress on Unifrog	Advanced view > Sort by > Post 18 Intentions	Advanced view > Sort by > Post 18 Intentions	Advanced view > Sort by > Last login Advance view > Sort by > Locker	Advanced view > Sort by > last login Advanced view > Sort by > Locker	Advanced view > Sort by > Apprenticeships Advanced view > Sort by > Competencies	Advanced view > Sort by > Personal Statements	Advanced view > Sort by > MOOCs shortlists
Gatsby Benchmarks	1,3,7	1,3,7	1,3,7	1,3,4,7	1,2,3	1, 7	1,3
CDI Framework	1, 3, 4, 5, 7, 10, 11, 14, 15, 16,	1, 3, 4, 5, 7, 10, 11, 14, 15, 16,	1, 3, 4, 5, 7, 10, 11, 12, 14, 15,	1, 2, 4, 7, 10, 14, 15, 17	1, 4, 5, 7, 10, 11, 14, 15, 16,	1, 2, 3, 14, 15, 16	1, 2, 3, 12, 15, 16

Term	Autumn	Spring	Spring
Where to run this session	Classroom	Remote or Classroom	Remote or Classroom
Link to distance session		Distance learning - Assessment centres	Distance learning - Managing stress and anxiety
Link to classroom session	How to - Applications list	Assessment centres	Wellbeing - Managing stress and anxiety
To be completed by	4/1/2021	19/4/2021	5/7/2021
Name	Applications list	Assessment centres	Managing stress and anxiety
Description	Students should idenitfy their five course choices and add them to their Applications List, confirming their firm and insurance places as offers come in.	Students learn more about what happens at assessment centres as part of the recruitment process.	Students will learn some techniques to cope with the stress and anxiety that can come with exams and applications towards the end of Year 13.
Teachers, ahead of the session	Make sure students can access their Unifrog accounts. See the FAQs tab for information on how to do this. Deliver the session in the cell below. **After this session, add it as an Interaction for all students.**	Set this as a task on Unifrog (attaching the 'Assessment centres' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.	Set this as a task on Unifrog (attaching the 'Managing stress and anxiety' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.
Tasks for students	- Students read Know-how	- Get logged into Unifrog	- Get logged into Unifrog
Tracking progress on Unifrog	Advanced view > Sort by >	Advanced view > Sort by >	Advanced view > Sort by >
Gatsby Benchmarks	1,7,8	1,3,6	N/A
CDI Framework	10, 14, 15	1, 3, 11, 12, 16, 17	1, 17