# Working with Employers: Planning Template

## Use this template as a guide to plan curriculum led employer engagement activity

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| **LEAD SCHOOL CONTACT** |
| Contact Name: |  | Contact email address: |  | Contact telephone: |  |
| Preferred method of contact: | Email | Availability to meet: After school times – Monday, Wednesday, Thursday up to 17:00  |
| **COHORT DETAILS** | **DELIVERY LOGISTICS** |
| Year group: | 8 | Age of students: | 12 - 13 | School name: |  |
| Number of students: | 120 | School location: |  |
| Cohort gender: | Male | Female | Mixed | School day timings:  | AM start | 08:45 | Break/ Lunch | 10:35 – 501:30 – 2:00 | PM End | 15:30 |
| Cohort ability: | High | Middle | Low | Mixed | Lesson length: | 50 minutes | Lesson times: |  |
| Additional comments regarding abilities to inform session pitch: | If going on offsite visit, easiest if all 120 students can be accommodated at the same time. Best if on * Monday afternoon 12:30 – 15:30 or
* Wednesday morning 08:55 – 12:30
 | Suggested delivery timeline: *highlight delivery weeks where possible. Consider conflicts/ opportunities e.g., exams, parents’ evenings etc.* |  |
| Any other relevant pupil information:*e.g., accessibility requirements, EAL, PP, SEND etc.* | * No students with accessibility issues
* Can share EAL, PP, SEND specifics nearer time if needed
* All students access lesson content and LSAs would be available
 | Preferred time for activity delivery: *consider timetable opportunities & limitations e.g., double lesson/ assemblies etc.* | March 2023 – Monday afternoon 12:30 – 15:30 or Wednesday morning 08:55 – 12:30. Depends on what business can offer on scheduling |
| School transport: *accessibility/ limitations to consider* | City centre school, no mini bus, 67% PP population |  |
| Risk assessment requirements: *consider time required to process, extra staff requirements etc.*  |  |
| Any requirements for external visitors: *e.g., DBS, risk assessment,*  | Ideally a DBS (not essential as teaching staff to be present) |
| Preferred virtual platform if required: *e.g., teams, zoom, Google* | Open to all – Microsoft based school |
| Curriculum topic: | Electromagnets (magnets/ magnetic fields, electromagnets, uses of electromagnets) |
| What specific curriculum objectives will you incorporate?  | What outcomes do you want to achieve? | What type of activity/ activities will deliver these outcomes and curriculum learning objectives? |
| **CURRICULUM OBJECTIVE(S):** | **OUTCOME(S):** | **ACTIVITY:** |
| * *Describe uses of electromagnets*
* *Investigate electric bells, circuit breakers and loud speakers*
* *Explain the choice of magnet – electro or permanent*
* *Critique the design of a device using magnetism*
 | * *Students are aware of a variety of uses of electromagnets*
* *Carry out experiments on circuit breakers, bells and loud speakers*
* *Able to choose suitable magnets for specific jobs*
* *Able to see pros and cons of machines using magnets*
 | * *Critiquing activity, comparing and contrasting the design elements of different devices which use magnets e.g. MRIs, recycling plant visits, recording studios (speakers)*
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| How will impact be assessed? How can we demonstrate, share and showcase? |
| * *Write confidently on the content of the electromagnets topic using correct ‘tier 3’ vocabulary*
 | *- Students are aware of real life practical uses of electromagnetism in local area* | *- Site visits/ showing of equipment in school via businesses**- Short pitch -style presentations back to businesses RE designs* |
| Any key vocabulary to include:*Considerations to inclusive language e.g., gendered pronouns, gendered professions, characteristics etc.* | *Electromagnetism, field lines, positive, negative, attract, repel, permanent magnetic, solenoid, electrons, current, p.d, charge.*  |
| Additional resources required:*e.g., practical equipment, transport etc..* | *Electromagnetic devices for students to view, build and use*  |
| Activity delivery timeline:*Include learner prep, employer prep, engagement activity, consolidation learning, showcase & evaluation etc.*  | *March 2023* |
| Any foreseen challenges: | *Timetabling (5-min lessons), staffing (small school), transport costs (city centre), VERY significant EAL (improving & confident, able to access most/all vocab) 67% PP* |