# 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 – 50  1:30 – 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)* | | | | | | | | | |
| 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* | | | | | | | | | | | | | | | | | | | | |