

Learning Plans

Year: 10
Subject: Welsh Bacallaureate
Learning Plan 2 – Spring Term
Knowledge Focus: Enterprise and Employability Business Proposal Team Work



This half term: Skills to be developed:

Welsh Bacallaureate

Creativity, Innovation and Problem Solving skill

- Generating multiple ideas for new concept
- In collaboration assessing and comparing strengths and weaknesses of multiple ideas
- Collaborating to determine the selection of one idea to take forward
- Developing new concept through combination of team members imagination, initiative and active engagement
- Reviewing creativity and innovation of new concept
- Identification, consideration and use of a variety of facts, opinions, viewpoints and arguments
- Formulate judgments and drawing conclusions
- Analysis of data and a variety of information

Personal Effectiveness skill

- Assessing strengths and weaknesses of personal and team work skills relevant to the Challenge
- Planning the development of personal and team work skills identified as necessary to carry out the Challenge
- Deploying roles and responsibilities to team members utilising individuals strengths
- Personal organisation and self-management skills including time management, personal skills and setting of priorities and goals to carry out role and responsibilities
- Team working skills including positive working relationships, cooperation, compromise, encouragement and respect of others views
- Reflection of problem solving and decisions making process of self and others.

Participation in an Enterprise and Employability Challenge

- Organising team delivery of pitch

Participation in a Global Challenge

- Identify, consider and form a personal opinion on a global issue
- Use relevant PESTLE factors to inform a written standpoint
- Develop ideas and evaluate methods of raising awareness

Literacy

Oracy

- Use a range of options and strategies to enable the group to progress and reach agreement.
- Listen to a range of information and ideas from different viewpoints, identifying how different speakers present specific points of view.
- Adapt talk in a range of roles, including in more formal situations, contexts and purposes
- respond to the ideas of others in thoughtful and considerate ways, seeking clarification through appropriate questioning
- Present ideas and issues to meet the demands of different audiences
- Speak fluently, using a range of techniques, expressions and gestures

Reading

- Skim texts for gist, key ideas and themes, and scan for detailed information, extracting and commenting on key ideas and themes
- Independently research a wide range of sources to develop a full understanding of unfamiliar topics or issues
- Use the internet to search selectively, assessing the reliability and significance of what they find.
- Construct responses that connect and develop ideas to fully cover the topic

Writing

- Plan appropriately to develop writing for a range of different purposes and audiences
- Use the tools and conventions of ICT creatively and appropriately to communicate effectively in a range of contexts.
- Improve the content, structure and accuracy of their writing through independent review and editing

- Present their handwritten or on-screen work effectively, choosing form, images and graphics to enhance meaning

Numeracy

- Transfer mathematical skills across the curriculum in a variety of contexts and everyday situations
- Prioritise and organise the relevant steps needed to complete the task or reach a solution
- Identify, measure or obtain required information to complete the task
- Identify what further information might be required and select what information is most appropriate
- Select appropriate mathematics and techniques to use
- Select and construct appropriate charts, diagrams and graphs with suitable scales
- Interpret graphs that describe real-life situations, including those used in the media, recognising that some graphs may be misleading.

Digital Competency

- Use a variety of software, tools and techniques to create a professional individual or collaborative project outcome incorporating a range of multimedia components in one or more languages
- Create formal text documents for a professional audience, incorporating the use of collaborative review tools into activities
- Search efficiently for information and evaluate the reliability of sources of information, justifying opinions and reasons for choices; reference work using appropriate methods.
- Make use of available online communication services for specific purposes, justifying selections made based on their appropriateness for delivery of information.
- Use appropriate indexing and referencing tools to enhance documents.

This half term: knowledge and understanding to be developed:

Pitch delivery to promote the product

Evaluate the process of working in a team

Research and form an opinion on a global issue






Raise awareness of the global issue using analytical tools such as PESTLE and SWOT








Identify a community that would benefit from support

Complete 10 hours of volunteer support for that community

Key Terms to be learned this half term:

- PESTLE
- Critical analysis
- Argument
- Justification
- Analyse

Week 17 Learning Objectives: <ul style="list-style-type: none"> • Prepare for pitch delivery 		Objective Assessment: <ul style="list-style-type: none"> • PPT • Business proposal 	Homework:
Week 18 Learning Objectives: <ul style="list-style-type: none"> • Deliver pitch 		Objective Assessment: <ul style="list-style-type: none"> • PPT • Business proposal • Product • Panel observation sheet 	Homework:
Week 19 Learning Objectives: <ul style="list-style-type: none"> • Evaluation and reflection on personal and team skills and objectives 		Objective Assessment: <ul style="list-style-type: none"> • Evaluation 	Homework: 1 hour-controlled assessment
Week 20 Learning Objectives: <ul style="list-style-type: none"> • Scan, skim and extract information on a global issue • PESTLE 		Objective Assessment: <ul style="list-style-type: none"> • PESTLE analysis 	Homework:
Week 21 Learning Objectives: <ul style="list-style-type: none"> • Analyse credibility of sources • Opinion and view points 		Objective Assessment: <ul style="list-style-type: none"> • Credibility analysis • Draw own opinion from the opinions of others • Personal standpoint 	Homework:

Week 22 Learning Objectives: <ul style="list-style-type: none"> • Personal standpoint 		Objective Assessment: <ul style="list-style-type: none"> • Credibility analysis • Draw own opinion from the opinions of others • Personal standpoint 	Homework:
Week 23 Learning Objectives: <ul style="list-style-type: none"> • Research preparation for the global challenge 		Objective Assessment: <ul style="list-style-type: none"> • 4 pieces of research to be used in the controlled assessments 	
HALF TERM			
Week 24 Learning Objectives: <ul style="list-style-type: none"> • 5 hour-controlled assessment during Drop down day 		Objective Assessment: <ul style="list-style-type: none"> • Personal standpoint 	Homework: 5 hour-controlled assessment
Week 25 Learning Objectives: <ul style="list-style-type: none"> • Creative ideas to raise awareness • SWOT analysis 		Objective Assessment: <ul style="list-style-type: none"> • Mind map • SWOT analysis 	Homework:
Week 26 Learning Objectives <ul style="list-style-type: none"> • Create raising awareness pack 		Objective Assessment: <ul style="list-style-type: none"> • Draft raising awareness pack 	Homework:
Week 27 Outcome: <ul style="list-style-type: none"> • Create raising awareness pack 		Objective Assessment: <ul style="list-style-type: none"> • Draft raising awareness pack 	Homework:
Week 28 Learning Objectives: <ul style="list-style-type: none"> • Create raising awareness pack 		Objective Assessment: <ul style="list-style-type: none"> • Peer feedback 	
Week 29 Learning Objectives: <ul style="list-style-type: none"> • Create raising awareness pack 		Objective Assessment: <ul style="list-style-type: none"> • Final raising awareness pack 	
EASTER			

BELONG, BELIEVE, ACHIEVE
PERTHYN, CREDU, LLWYDDO