

Subject: Public Services Year 10-11 Ability: Lower

Term / Date(s)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Topic	Being Organised	Planning and Navigating a Route	Finding out about public services	Developing a Personal Progression Plan	Taking Part in Sport and Adventurous Activities
Topic overview Pupils will learn...	Students will develop key techniques to help organise their work and priorities and manage their time effectively.	Students will develop their skills in planning and navigating a route using OS maps.	Students will find out and present information about public services in general and also specifically in their area	Students will develop the skills and behaviours to progress to the next stage in their learning, identifying progression opportunities	Students will develop their skills of participation in sport and adventurous activities, with a particular focus on how this help when working in a Public Service
Components	<p>Students will have a knowledge of different practical methods and techniques to improve their organisational skills.</p> <p>Students will be able to review their own techniques to improve their own organisational skills.</p> <p>Students will need to know to apply methods and techniques to manage their own time effectively.</p> <p>Students will have a knowledge of how to manage their time effectively, contributing to a more effective level of organisation.</p> <p>Students will be able to demonstrate the ability to review and apply new organisational methods.</p>	<p>Students will have a knowledge of how to read a map properly, so they can navigate a route.</p> <p>Students will be able to demonstrate the ability to read a map properly.</p> <p>Students will have an understanding of signs and symbols used on a map and be able to demonstrate the ability to use them when planning a route.</p> <p>Students will have a knowledge of map equipment and demonstrate the ability to use this equipment effectively.</p> <p>Students will be able carry out a planned route, demonstrating the navigation knowledge and skills they've learned.</p> <p>Students will be able to demonstrate problem solving skills to effectively plan and navigate pre-planned routes.</p>	<p>Students will have a knowledge of the different public services so they understand the difference between uniformed and non-uniformed.</p> <p>Students will be able to identify the main providers of public services in the UK including the central government, local government, regional government and third sector eg charities</p> <p>Students will be able to explain the functions of public services, including:</p> <ul style="list-style-type: none"> • defence • protection • justice • transportation • health and wellbeing • maintaining security <p>so they can understand how they help members of the public.</p> <p>Cultural capital Students will understand a range of public services in the UK and the requirements needed to join the different public services. Talk from local PC.</p>	<p>Students will have a knowledge of the progression opportunities available to them when they leave school</p> <p>Students will be able to identify their own skills using a number of techniques such as skills audits from gov.co.uk, buzz quiz and other relevant tools.</p> <p>Students will have an understanding of the appropriate behaviours for progression</p> <p>Students will have the opportunity to develop the skills and behaviours needed to progress</p> <p>Students will be able to demonstrate how to set short and long term goals that are achievable using SMART targets.</p> <p>Students will be able to identify a realistic progression goal with details of the skills and behaviours needed to achieve it.</p>	<p>Students will have a knowledge of the links between sport and Public Service roles, and the importance of them.</p> <p>Students will develop an understanding of how taking part in sport and adventurous activities can improve health, fitness and mental wellbeing.</p> <p>Students will be able to evaluate their performance in outdoor and adventurous activities</p> <p>Student will be able to demonstrate their knowledge of additional skills of communication and teamwork required through physical activity</p> <p>Students will be able to participate in planned physical activities and demonstrate additional communication and team work skills.</p> <p>Students will understand the careers involving outdoor adventurous activities such as expedition leaders</p>

				Students will be able to describe how their own skills and behaviours meet personal progression goals.	
What pupils should already know (prior learning components)	<p>Students will need to be able to identify a timetable.</p> <p>Students will need to be able to write coherently, including an appropriate level of detail.</p> <p>Students will need to be able to solve problems requiring calculations with common measures, including money and time.</p> <p>Students will need basic ICT skills, to be able to create, open and save documents within Word, Excel and PowerPoint.</p>	<p>Students will be able to identify what a map is from KS2/KS3 Geography.</p> <p>Students will be able to identify features on a map, such as roads and paths.</p> <p>Students will need to be able to write coherently, including an appropriate level of detail.</p> <p>Students will need to be able to present information in a logical sequence.</p> <p>Understand 4-functions in Maths of add, subtract, multiple and divide whole numbers.</p> <p>Solve simple maths problems such as ratio, where one number is a multiple of another.</p>	<p>Students will be able to identify various Public Service roles.</p> <p>Students will be able to read and understand text to an appropriate level of detail.</p> <p>Students will be able to collect and record data, then analyse the data appropriately.</p> <p>Students will need basic ICT skills, to be able to create, open and save documents with Word, Excel and PowerPoint.</p>	<p>Students will have already had a 1 to 1 appointment with our Level 6 qualified Careers advisor who will have discussed post 16 progression routes.</p> <p>Students should have / be in the process of applying for college using the GET-Into website.</p> <p>Students will have had an experience of a mock interview in which their had feedback on their key strengths and areas for improvement.</p>	<p>Students will be able to read and understand text to an appropriate level of detail.</p> <p>Students will have a knowledge of previous sports and basic rules from KS2/3 PE.</p> <p>Students will be able to identify different types of sports and their suitability for individuals.</p> <p>Students will be able to identify personal characteristics that are important when playing sport.</p> <p>Students will need basic ICT skills, to be able to create, open and save documents with Word, Excel and PowerPoint.</p>
Transferrable knowledge (skills)	<p>Students will need to be able to tell the time and use their time effectively in the future.</p> <p>Students will need to be able to review their organisational practice and display these planning skills in the future.</p> <p>Students will need to be able to manage basic information, then use external methods to organise and review the effectiveness of them.</p>	<p>Students will need to be able to plan a route effectively and use these skills in the future.</p> <p>Students will need to be able to gather information to put together a route plan.</p> <p>Students will need to be able to review their planning skills and demonstrate how they can plan more effectively in the future.</p> <p>Students will need to be able to demonstrate problem solving skills, then review the effectiveness of these skills when planning new routes.</p> <p>Students will need to be able to demonstrate finding solutions to problems that may arise.</p>	<p>Students will have developed their knowledge of Public Service requirements, helping to make more informed decisions on their future.</p>	<p>Students will be able to set a focused progression goal that demonstrates evidence of finding out information from different sources, showing some understanding of the skills and behaviours needed to achieve it</p> <p>Students will be able to carry out a review of own skills and behaviours, using some feedback from others and give some detail on how own skills and behaviours match those needed for the progression goal.</p>	<p>Students will develop additional skills such as communication, improving speaking skills and transference of knowledge, essential to future development.</p> <p>Students will develop teamwork skills, improving their contributory skills to work respectfully and collaboratively with others.</p> <p>Students will demonstrate an understanding of how vital physical activity and sport, highlighting its importance on mental and physical wellbeing.</p> <p>Students will improve their knowledge and depth of rules within sport; a catalyst to increased participation in more sport and physical activity.</p>
Key vocabulary student will know and learn	<p>Organisation</p> <p>Time management</p> <p>Problem Solving</p> <p>Organisation methods and techniques</p>	<p>Ordnance Survey Map</p> <p>Route Planning</p> <p>Orienting</p> <p>Key</p> <p>Symbols</p> <p>Scale</p>	<p>Public services</p> <p>Uniformed</p> <p>Non Uniformed</p> <p>Defence</p> <p>Protection</p> <p>Justice</p>	<p>Progression plan</p> <p>SMART targets</p> <p>Post 16 progression routes</p> <p>Short term goals</p> <p>Long term goals</p> <p>Employability skills</p>	<p>Risk Assessments</p> <p>Benefits of physical activity</p> <p>Cohesion</p> <p>Teamwork</p> <p>Communication</p> <p>Safety</p>

			Transportation Health and wellbeing Security		Resilience
Assessment activities	<p>Formative assessments to utilise planning and organisational skills over a period of lessons to effectively plan:</p> <ul style="list-style-type: none"> • Theme Park Trip • Party planning • Charity Project • Daily Planner <p>Summative Assessment (Pass/Merit/Distinction) over a period of lessons:</p> <ul style="list-style-type: none"> • A 2-week period planner • Supporting document demonstrating techniques, analysing the effectiveness of these techniques. 	<p>Formative assessment to utilise planning and map reading skills over a period of lessons:</p> <ul style="list-style-type: none"> • Home-school route • Symbols booklet • Safety while navigating • Leaflet/Poster on OS maps <p>Summative Assessment (Pass/Merit/Distinction) over a period of lessons:</p> <ul style="list-style-type: none"> • Produce a route plan from given information using an OS Map. • Complete an agreed route within an agreed time frame. • Provide logical evidence of the route taken. 	<p>Formative assessment to utilise their knowledge of the different roles within the public services over a period of lessons:</p> <ul style="list-style-type: none"> • Different types of Public services • Uniformed services • Non uniformed services • Posters <p>Summative Assessment (Pass/Merit/Distinction) over a period of lessons:</p> <ul style="list-style-type: none"> • A PPT presentation that gives general information about the many different public services that exist nationally, giving at least three examples of uniformed and three examples of non-uniformed • Details on at least three different public services that are in their local area, including their functions and who the main provider of the service is. • What uniform each service wears and why • Similarities in how public services work, e.g. which common practices they have. • Identification of some of the different members of the public that public services work with, including individual and community groups. 	<p>Formative assessment to utilise their progression plans over a period of lessons:</p> <ul style="list-style-type: none"> • Skills audit to identify strengths and areas of weakness • Skills set scenarios for different careers • Goal setting for post-16 • Applying for a job or course task. <p>Summative Assessment (Pass/Merit/Distinction) over a period of lessons:</p> <ul style="list-style-type: none"> • Explore the skills and behaviours needed to meet personal progression goals • Produce a progression plan to meet intended progression goal <p>Reflect on the sector skills they have developed when considering their progression goal.</p>	<p>Formative assessment to utilise sports and physical activity knowledge over a period of lessons:</p> <ul style="list-style-type: none"> • Research case studies of sport and Public Services. • Sports and rules booklet, looking at appropriate individual/team/adventurous sports for public service roles • Participation log for individual/team/adventurous sports. • Ability to evaluate performance within outdoor and adventurous activities • Plan and lead a practical sports session to peers. • Create a risk assessment for a practical sports session. <p>Summative Assessment (Pass/Merit/Distinction) over a period of lessons:</p> <ul style="list-style-type: none"> • Produce an accurate plan, including skills needed for participation in various sports. • Participate in sports and adventurous activities and evaluate performance <p>Demonstrate effective additional skills of communication and teamwork.</p>
Resources available	<p>Link to Specification:</p> <p>Formative Assessment templates</p> <p>Summative Assessment brief:</p>	<p>Link to Specification:</p> <p>Formative Assessment templates</p> <p>Summative Assessment brief:</p>	<p>Link to Specification:</p> <p>Formative Assessment templates</p> <p>Summative Assessment brief:</p>	<p>Link to Specification:</p> <p>Formative Assessment templates</p> <p>Summative Assessment brief:</p>	<p>Link to Specification:</p> <p>Formative Assessment templates</p> <p>Summative Assessment brief:</p>
Notes Why this topic is important...	This topic provides the basic organisational skills and knowledge, building on previous transferable	This topic builds on previous organisational and time management skills from unit 1.	This topic build on knowledge to increase understanding of the	This topic will help students find out what opportunities are	This topic build on fitness knowledge to increase understanding of the importance of good physical fitness.

	<p>skills of planning and managing time.</p> <p>The building blocks of organisation will be used effectively in the next unit “Planning and Navigating a Route”</p>	<p>Development of map reading skills and route planning to reinforce skills used in the future, such as moving onto college or the working world.</p> <p>Public Services jobs often require outdoor work and weather conditions that mean you might not know where you are based on what you can see. Modern technology can be great, but for areas with poor GPS or lack of battery, it can be vital to know how to read a map, identify key features and navigate to safety.</p>	<p>importance of the different public services in the UK</p> <p>Clear links are made between fitness levels and how they relate to various Public Service roles.</p> <p>Development of a clear understanding of the roles of public service workers</p>	<p>available to them and how to get to the next stage.</p> <p>They will carry out a self-audit, identifying what their strengths are and what they need to develop to be able to meet their progression goals.</p> <p>They will learn how to set goals and plan ways to achieve them.</p> <p>They will then produce a personal progression plan to help them reach the next step in their life.</p> <p>The skills developed in this unit will be good preparation when applying for another course or training programme.</p>	<p>A development of transferable skills such as communication and teamwork and their importance for future development.</p>
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