



Event and In-School delivery Lesson Plan

Workshop Name:	Year Group / Key Stage:
Future U	Key Stage 2 – Year 4 / 5

Written by:	Date written:	Review date:
Shannen Grace	24/08/2022	W/C 27/04/2023

Learning Objectives <i>what are the key questions we will be asking?</i>	Links to Gatsby Benchmarks
<ol style="list-style-type: none"> 1. What is a University and why do people go? 2. Do I need to go to University? 3. When can I go to University and how can I get there? 4. Why is learning at school important? 	<ol style="list-style-type: none"> 4. Linking curriculum learning to careers. 7. Encounters with further and higher education
Success Criteria	Learner Progression Framework Outcomes
<p>This workshop will enable the learner to:</p> <ul style="list-style-type: none"> - start thinking about their educational trajectory and their journey towards university - challenge stereotypes so they are aware they can “be what they want”, what might require HE and that University is for everyone who wants to choose it 	<p>Learning Outcome 1 Learner understands what higher education (HE) is and the benefits of attending HE as applied to them.</p> <p>Learning Outcome 2 Learner understands the choices available to them including different progression routes, courses and Institutions.</p> <p>Learning Outcome 3 Learner recognises the link between attainment in their current studies and future pathways. Skills are improved that raise attainment.</p>
Resources and Requirements from Learning Space	Links to previous learning
<p>Powerpoint display facilities Children sat in normal classroom conditions to be able to work in small groups on activities</p>	<p>Not applicable as this should be our first encounter with these children.</p>
Preparation and Health and Safety considerations	Key Terminology used
<p>In school activity. Follow schools’ procedures.</p>	<p>Careers e.g. astrophysicist, journalist etc University University courses e.g. Levels of education – degree</p>
EDI Statement	
<p>We value and embrace the diversity of our students and are committed to supporting their ambitions. We promote educational equity and firmly believe that every student should be empowered to succeed and to challenge the disparities that impact their access to high quality education. We strive to ensure our programme content is accessible to all students. This includes, but is not limited to:</p> <ul style="list-style-type: none"> • Digital accessibility. Content is designed to be inclusive of students with disabilities • Representation. People from a range of backgrounds are represented throughout our programme 	

- **Impartiality.** Information is provided to participants objectively

To facilitate an inclusive and personalised approach to student engagement, please notify our team of any accessibility considerations prior to our events.

Teaching Activities

<p>Starter Activity When I am older I want to be...</p>	<p><i>How will you assess prior knowledge?</i> This will be the children’s first engagement in our Widening Access Programme, so assumptions will be made the children will have a mix of understanding and prior knowledge. This session will form a baseline for future sessions. From the starter activity we will be able to begin to see this. Slides 4-6.</p>
<p>Question 1: What is a University and why do people go?</p>	<p>Content: This question is addressed throughout the duration of the session. Slide 6 initially introduces that university might be a chosen step after compulsory education. The curriculum and course matching game introduces the idea of how subject enjoyment at school could influence the children’s future choices, the importance that school study has on this and the connection between subjects. In slides 8-9 we go into a bit more detail about this. This then leads on to the guess the students course activity aiming to break down stereotypes and perceptions of who can go to university. Slides 6-9</p> <p>Activity: <i>(include differentiation and assessment for learning)</i> Curriculum and university course matching game Guess what the student studies activity Both activities are group tasks that the children will be supported with by WA staff and classroom staff, teachers and TA’s. Differentiation in the form of additional support and further explanation.</p>
<p>Question 2: Do I need to go to University?</p>	<p>Content: This question is also addressed throughout the session. We begin to see whether the children might need to go to university based on their answers to the starter activity of ‘When I grow up I want to be...’ If the job roles require a degree for example we discuss this in the feedback on slide 6. In slides 8-12 this is mentioned again. Slides 4-6 and 8-12</p> <p>Activity: <i>(include differentiation and assessment for learning)</i> Job role charades, job roles will be shown on the board and the children will act them out for their classmates to guess. There are three different sets of roles, one set that require a degree, one set that doesn’t and one set where a degree might be helpful. This will be discussed. Slides 10-12</p>
<p>Question 3: When can I go to University and how can I get there?</p>	<p>Content: This question continues to be addressed throughout the session, initially when feeding back to the starter activity and then it is continually reflected on through the activities. Specifically, ‘when’ can I go is addressed in slide 6 when we look at</p>

	<p>the education journey and then subtly through the guess the student course activity where the children will be able to see photos of actual university students.</p> <p>Slides 6-end of presentation</p>
	<p>Activity: <i>(include differentiation and assessment for learning)</i> Curriculum and university course matching game Guess what the student studies activity Both activities are group tasks that the children will be supported with by WA staff and classroom staff, teachers and TA's. Differentiation in the form of additional support and further explanation.</p>
<p>Question 4 Why is learning at school important?</p>	<p>Content: This question is addressed from the beginning of the session when we look at the education journey. It is continually reflected on with regards to the children's next steps, university courses and job role they might want to pursue.</p> <p>Slides 6-end of presentation</p> <p>Activity: <i>(include differentiation and assessment for learning)</i> No activity, just information given and discussed during initial task and slide 6. Q&A. Also relates to matching activities.</p>

Spare activity if needed:

- 1) Celebrity Guessing – celebrities will be shown on screen for the children to guess what they studied at university. This can then be compared to the job they are doing now.

Breakdown of timings relating to the slides:

Slides	Timings
1-4	9 minutes
5-6	5 minutes
7	12 minutes
8-9	7 minutes
10-12	7 minutes
13-15	6 minutes
16-17	6 minutes
	Total: 52 minutes
Spare slides including activities if required	
18-19	5 minutes

Where can I signpost students to discover more about this?	What is the next activity on the programme?
<ul style="list-style-type: none">• Teachers and school staff• Our Widening Access Team main contact – Shannen Grace• Parents/ carers• Family and friends	The Big STEAM on-campus event