

# **YSGOL GYNRADD CREIGIAU PRIMARY SCHOOL**

## **PARTNERSHIP WITH INDUSTRY LINKS**

Industry is wherever people come together to work. Partnership with industry is where education and industry combine to look at how children can understand the relationship between their work in school and the world of work.

### **AIMS**

- To use links with industry as a dynamic vehicle for developing curriculum planning and learning and hence to enrich it by demonstrating the relevance of what is being learnt.
- To enable pupils to experience meeting people outside their immediate family, peer group or teachers.
- To understand how industry and the community are interdependent and to explore the relationship between different groups of people at the workplace.
- To prepare young people for the opportunities, responsibilities and experiences of adult life, enabling them to take advantage of the opportunities presented in life.
- To allow pupils to make sense of decisions, the reasons behind them and their effect.
- To use links with industry to support staff learning and development.

### **OBJECTIVES**

- To enhance pupils' learning through providing opportunities for teamwork, problem solving, thematic work and direct experiences through curricular and extra-curricular activities including 'Y Cwricwlwm Cymreig'.
- To develop a range of skills in pupils, including skills of literacy, numeracy, communication, co-operation, investigation, initiative, data handling analysis, decision-making and evaluation.
- To promote the personal and social development of pupils.
- To develop in children a positive attitude towards equal opportunities for all, encompassing gender, race and those with special needs.
- To improve pupils' motivation, initiative, self-confidence and commitment to lifetime learning.

- To prepare children to play a full and active part in a changing society.
- To develop the knowledge and understanding, skills and attitudes relevant to work, leisure and citizenship.
- To develop the knowledge and skills in order to make effective consumer choices.
- To provide opportunities for staff training and development through schemes, such as Teacher Placements and G.T.C.W. funded projects.

### **KNOWLEDGE AND UNDERSTANDING**

- To develop knowledge about the different jobs and work places available in the community and how they interconnect
- To understand that money can buy goods and services and is earned through work
- To know about the process and the people involved in the production, distribution and selling of goods
- To know about the role of advertising
- To understand the limitations on resources and costs and benefits of spending choices

### **SKILLS**

The children need opportunities to develop the following skills:-

- Organising, presenting and communicating ideas and information
- Adopting a creative approach to problem solving
- Working as a team and making decisions
- Working effectively with a wide range of adults
- Using questionnaires, interviews and market research
- Applying knowledge to economic issues (e.g. the merits of having a busy lorry garage next to a school gate)
- Making predictions in association with the above

- Understanding that there can be a conflict of interest with each side being genuinely convinced their arguments are correct

### **ATTITUDES**

- Raise children's awareness of industry and economics affairs and dispel some of the negative misconceptions that exist
- Be aware that we need to use scarce resources sympathetically
- Encourage children to understand the effect of industrial and economic decisions (for example, if prices are too high, it may mean lack of work, and if too low, people may not be able to live)
- Encourage children to argue rationally with evidence and maintain concern for other people's needs and rights
- Develop a willingness to work co-operatively with other children and adults
- Recognise that their values may not be the same as others, but both can be correct or suitable and how these can affect the way we interpret events or courses of action
- To develop perseverance of commitment to projects and bring them to a satisfactory conclusion
- To be aware of the various contributions that Welsh industry and businesses make to the UK economy and also to Europe
- To enjoy and value learning, success and achievements
- To understand that there are rules both in school and the place of work and to respect them

### **RACE EQUALITY AND EQUAL OPPORTUNITIES**

Whilst planning, teaching and evaluating Partnership with Industry projects, all staff should be aware of the need to ensure equality of opportunity for all children regardless of race, religion, gender and disability.

Throughout all aspects of this curriculum, teachers should aim to enhance development of positive attitudes towards children and adults of all racial backgrounds.

## **CONTEXT**

- Partnerships with Industry need to be integrated into and support other curriculum areas. They need to be well planned in order to enhance the curriculum and to develop the wider skills, attitudes and knowledge needed for the world of work.
- At the school the co-ordinator will bring together the Partnership with Industry projects and integrate them into a coherent scheme of work with clear learning objectives identified. However, opportunities for Partnerships with Industry often arise for one-off projects. These opportunities should be grasped in order to enhance the children's education.

## **MONITORING AND EVALUATION**

- Each project should be evaluated at the end of the project by the class teacher. Self-evaluation by the pupils should contribute to this process.
- The monitoring and evaluation of Partnership with Industry should be carried out systematically by the co-ordinator and / or the Senior Management Team.

## **ROLE OF THE CO-ORDINATOR FOR PARTNERSHIP WITH INDUSTRY**

- Produce a policy document that reflects the local context of the school and takes into account the structure of the other school policies. Reference to the Cardiff exemplar policy might also be useful.
- Undertake an internal school audit of any links that have been developed with local industry (see proforma). Ensure that visitors to school from different trades and professions are included.
- Undertake an audit of links available within a reasonable distance of the school. Include local hotels, restaurants, businesses and parental skills and contacts.
- Analyse the information from the audits and examine how available links could support strategies for work-related education, for example, curriculum projects linked to P.S.E., Geography and Science.
- Develop professional expertise by networking with other Partnership with Industry co-ordinators within the county and attend relevant staff development courses. Make use of the Cardiff Partnership with Industry support group.
- Promote continuous professional development through enhanced links with industry by encouraging teacher placements.

- Develop high quality relationships with Careers Wales and other local support agencies
- Provide opportunities for work-related education through curricular and extra-curricular experiences to raise standards of achievement
- Raise awareness of potential developments at the school through school-based inset
- Encourage staff to collect evidence of projects in the school for the Partnership with Industry portfolio

Identify a school-based budget for Partnership with Industry links. Investigate other possible sources of funding, for example, G.T.C.W. grants and local sponsorship.

### **Planning across K.S.1 and K.S.2**

Partnership with Industry is incorporated into the themes in place in Creigiau Primary School (see attached list). This is constantly being updated.

It is recommended that across each of K.S.1 and K.S.2 there should be:-

- Two work place studies
- A range of A.O.T.s
- Consumer-related activities
- A mini enterprise
- Role play of economic activities

These aspects of Partnership with Industry will be consolidated over the Key Stages.

## Key Stage 1

Theme	Focus	Cross-Curricular	Partnership with Industry
All About Me	<ol style="list-style-type: none"> <li>1. People who help at school</li> <li>2. People who visit the school</li> <li>3. People in the community</li> <li>4. Safety</li> </ol>	Geography / Language Geography / Language Geography / Language P.S.E.	<ol style="list-style-type: none"> <li>0. Role-play</li> <li>0. Visitors to school explain what they do, how they do it, etc.</li> <li>0. Visit by P.C. Siân Jones</li> </ol>
Night and Day	<ol style="list-style-type: none"> <li>1. Susan Rees – pit girl</li> <li>2. Jobs today and yesterday</li> <li>3. Visit to Rhondda Heritage Park</li> </ol>	History Geography Language	<ol style="list-style-type: none"> <li>0. Role play</li> <li>0. Visit</li> <li>0. Miner</li> </ol>
Celebrations	<ol style="list-style-type: none"> <li>0. Planning a party</li> <li>0. Visit to Harry Ramsden's</li> <li>0. Church</li> </ol>	Science Mathematics Language R.E. Technology	<ol style="list-style-type: none"> <li>0. Consumer-related economic activity</li> <li>0. Visit by Rev. Binny</li> <li>0. Visit to churches (mock christening ceremony)</li> </ol>
Off We Go!	<ol style="list-style-type: none"> <li>3. Travels agents</li> <li>3. Fire Service</li> <li>3. Vintage cars</li> <li>3. Road Safety Officer</li> </ol>	Geography Language Science	<ol style="list-style-type: none"> <li>0. Role-play</li> <li>0. Fire engine to school</li> <li>0. Vintage car to school</li> </ol>

## Key Stage 1

Theme	Focus	Cross-Curricular	Partnership with Industry
Spring into Summer	<ul style="list-style-type: none"> <li>3. Job of a farmer</li> <li>3. Farm visit</li> <li>3. Seed planting</li> <li>3. Healthy eating</li> <li>3. Road safety</li> </ul>	<ul style="list-style-type: none"> <li>Geography</li> <li>Language</li> <li>Science</li> <li>Mathematics</li> <li>Language</li> <li>P.S.E.</li> </ul>	<ul style="list-style-type: none"> <li>0. Role-play</li> <li>0. Visit to Pugh's Garden Centre and Pencoed Agricultural College</li> <li>0. Economic activity</li> <li>0. Dental students to discuss healthy eating and brushing of teeth</li> <li>0. Dentist to school</li> <li>0. Officers to talk to all classes about road safety</li> </ul>
Once Upon a Time	Contrasting locality – jobs	<ul style="list-style-type: none"> <li>Geography</li> <li>Language</li> </ul>	<ul style="list-style-type: none"> <li>4. Visit</li> <li>5. Role-play</li> </ul>
Ready Steady Cook!	<ul style="list-style-type: none"> <li>4. Shops – past and present</li> <li>4. packaging</li> </ul>	<ul style="list-style-type: none"> <li>History</li> <li>Mathematics</li> <li>Language</li> </ul>	<ul style="list-style-type: none"> <li>3. Role-play</li> <li>3. Economic Activity</li> <li>3. Visit</li> </ul>

## Key Stage 2

Theme	Focus	Cross-Curricular	Partnership with Industry
Life Processes	<ul style="list-style-type: none"> <li>5. Work of a dentist</li> <li>5. Plants and animals</li> <li>5. environmental change</li> <li>5. Healthy food – set up fruit shop</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> <li>Language</li> </ul>	<ul style="list-style-type: none"> <li>6. Visitor</li> <li>6. Visit to Glyncoed Environmental Centre</li> <li>6. Consumer activity</li> </ul>
Materials	<ul style="list-style-type: none"> <li>0. Books</li> <li>0. Water cycle</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> <li>Language</li> </ul>	<ul style="list-style-type: none"> <li>2. Role of an illustrator (talk by Mr. Lawson)</li> <li>2. Visit to Cog Moors Environmental Centre</li> </ul>
Food	<ul style="list-style-type: none"> <li>3. Visit to local store and superstore</li> <li>3. Questionnaire</li> <li>3. Welsh cakes on sale for St. David's Day</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> <li>Language</li> <li>Geography</li> </ul>	<ul style="list-style-type: none"> <li>4. Workplace</li> <li>4. Consumer activity</li> </ul>
Fire	<ul style="list-style-type: none"> <li>3. Jobs of fireman</li> <li>3. How a fire station operates</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> <li>Language</li> </ul>	<ul style="list-style-type: none"> <li>2. Visit to Pontyclun Fire Station or fire engine to school</li> </ul>
Fantasy	<ul style="list-style-type: none"> <li>2. Books and their author and illustrators</li> <li>2. How books are made</li> </ul>	<ul style="list-style-type: none"> <li>Language</li> </ul>	<ul style="list-style-type: none"> <li>1. Visit by book illustrator</li> <li>2. Drake's Educational firm</li> </ul>

## Key Stage 2

Theme	Focus	Cross-Curricular	Partnership with Industry
Village Study	3. Castell-y-Mynach farmhouse – role in renovation 3. Environmental work 3. Pond study	History Geography Language Science	2. Workplace 2. Caerphilly Countryside Commission
Cardiff Bay	2. Look at development of Cardiff Bay 2. Environmental change – the Barrage 2. Work of National Assembly	Geography History Language	1. Visit to Cardiff Bay and Ocean park 1. tour of Barrage 1. Visit to national Assembly 1. Meet local Assembly Member
Europe	2. Look at industries of European countries 2. Plan a holiday in a travel agency	Geography Mathematics History	3. European Centre Bangor
Cardiff Castle	2. Visit to Cardiff Castle 2. Make food for a banquet 2. Role of King / Queen	Design Technology Language	3. Visit 3. Consumer activity

## Key Stage 2

Theme	Focus	Cross-Curricular	Partnership with Industry
Holidays – St. Lucia	4. Work of travel agents 4. Type of work in St. Lucia	Geography Language	2. Going Places – visit
Early People and Celts	1. Make jewellery 1. Visit to St. Fagans	History D.T. Language	3. Visits 3. Consumer activity
Victorians	2. Iron and coal industry 2. Miner’s talk 2. Schools in the past	Geography History Language	2. Visit to Merthyr Tydfil 2. Visit to St. Fagans

## Key Stage 1 Examples of Activities

- **Role Play:** Shop, telephoning, hairdresser's corner, dressing up, etc.
- **Cooking:** Especially where children have some idea of cost where they go to buy the ingredients
- **Shop Visit:** When they choose which variety of items to buy. When they decide how many items they can afford.
- **Shopping Activities:** In class 'play shop' where there is a choice of items and the child makes a choice and gives a reason, e.g. 'I only like apples' or 'I'll have that one, because it's bigger'.
- **People who help us at School-Project:** When the Cook, Caretaker or Lollipop Person talk about the kind of things they have to do, explain the reasons for a particular piece of clothing, badge or apron, etc., explain how they were trained to use a piece of equipment or to do their job.
- **Visitors to School in Connection with a Project:** Where a visitor to school is invited because of a particular expertise and the Economic and Industrial Understanding element is also drawn out.
- **Visits by Children to Local Places of Work:** Corner shop, Post Office, Garage, Health Centre. They might study: Who is there? What do they do? How do they do it? Why do they do it? Distinctive clothing and the reasons for it, e.g. to show the position in the organisation or for health and safety reasons.

## Key Stage 2 Examples of Activities

All the Key Stage 1 activities should be extended by pursuing them in more depth:

- **People who visit the school** in connection with a project and visits.
- **Uniform** – this can be studied in greater detail – how can it denote position in the management structure – how each company has similar management patterns – the relevance of health and safety.
- **Choice activities.** Where money is introduced this becomes far more difficult. How much can I afford? Is it a fair price? Shall I wait until tomorrow and save today's money so that I can buy more satisfactorily tomorrow?
- **Mini Enterprise Activities.** Growing or making items to sell at the school fête. How much will it cost to produce these items and what should be charged to make a profit? What different types of businesses are near us? Public/private, service/ manufacture, small/national? Why are they there?
- **Simulations.** Activities where materials are limited can be introduced. For example, you make a box for a pizza with one piece of card and 10cm of Sellotape. Money can be added if the equipment is priced. For example, any more you have to pay for, 10p for 10 more cm of Sellotape.

Team work activities, e.g. there are three jigsaws, one per team, but each team has a few of the pieces from the two other jigsaws. Each team has to trade to complete jigsaws.

- **Production Line Simulations.** For example, a team has to make 20 party hats for the Christmas party of a particular design in as short a time as possible. Time is given for them to devise a production line system and then the actual production is timed.
- **School Companies / Mini Enterprises.** The children can set up their own company, for example, the recycling of cans, with different children taking on various roles and with the help of a contact company, design advertising literature and sell the items. Finally, a financial statement of profit or loss can be produced.

Rachael Hussey ( 24.03.10)