

Curriculum Knowledge Map

Chorlton High School: Personal Development



**SUCCESSFUL
CREATIVE
HAPPY**



Careers and Employability	Cultural Capital		Equality and Diversity	Wellbeing and Community	Character	Digital Safety
Year 10	AUTUMN		SPRING		SUMMER	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Personal Development Focus	Future Success	Careers and Pathways	Work Experience	Habits for Learning and Success	Growth Mindset and Exams	Colleges and Experiences
Qualities of Success	Responsibility & Curiosity	Creativity & Reflection	Empathy & Practice	Responsibility & Resiliency	Motivation & Optimism	Responsibility & Reflection
Declarative <i>What should they know?</i>	<u>Work experience launch</u> <ul style="list-style-type: none">Students should know what work experience is and why they are taking part in this programme.Students should know what type of work experience they can do at their age point and understand how to find work experience placements.Students should know the importance of meeting deadlines for work experience and ensuring their placements are secure. <u>Employability skills and Careers sessions</u> <ul style="list-style-type: none">Students should know about the importance of employability skills needed for successful future careers this term focussing on:<ul style="list-style-type: none">Communication.Teamwork.Problem solving.Initiative and enterprise. <u>Study skills</u>	<u>Work experience Preparation</u> <ul style="list-style-type: none">In preparation for their Work Experience Placements, students will learn how to plan for and develop the following skills:<ul style="list-style-type: none">Employability skillsCareer sessionsStudy skillsCV writing <u>Employability skills and Careers sessions</u> <ul style="list-style-type: none">Students should know about the importance of employability skills needed for successful future careers this term focussing on:<ul style="list-style-type: none">Planning and organising.Self-management.Learning.Technology. <u>Study skills</u> <ul style="list-style-type: none">Students should know the importance of creating good study habits throughout the school year, and not just during exams.Students should know the benefits of studying	<u>Completing Work Experience Placements</u> <ul style="list-style-type: none">Students should know how to structure and write up a CV with appropriate information.When finding out about their placements Students should know how to communicate with them effectively.In readiness for a potential Interview students should know what techniques to use to present themselves well at interview.Throughout work experience students should know how to organise their work portfolio and complete their Work Experience Diaries. <u>Employability skills and Careers sessions</u> <ul style="list-style-type: none">Students should know about the importance of employability skills needed for successful future careers this term focussing on:<ul style="list-style-type: none">Negotiating skills	<u>Reflection on work experience</u> <ul style="list-style-type: none">Students should know how to complete and submit their work experience diaries.Following their work experience students should know how to complete and employability skills audit. <u>Mapping The Journey</u> <ul style="list-style-type: none">Students should know how to map out their journey through the next 12 months of their education prior to GCSE exams.Students should know how effort and grit and determination can support progress and growth in their academic curriculum.Students should know how wellbeing and stress management can support their mental wellbeing and their progress/attitude to learning. <u>iDEA Award</u> <u>Digital Safety and Ethics:</u> <ul style="list-style-type: none">Being a good digital citizen.	<u>Growth mindset</u> <ul style="list-style-type: none">Students should know about how growth mindsets can determine success.Students should know about the following growth mindset strategies:<ul style="list-style-type: none">Measuring mindsetFight or flightDecision making <u>Careers</u> <ul style="list-style-type: none">Students should know how to use their academic curriculum to link their curriculum with future careers.Students should know how their academic achievements can impact upon their progression through careers and explore how to achieve success.Students should know how to prepare for, and reflect upon a careers interview, and preparation for Year 11 and readiness for college applications. <u>iDEA Award</u>	<u>Study skills</u> <ul style="list-style-type: none">Students should know the importance of managing stress around exam periods.Students should know the benefits of studying and managing exam stress using the following tips:<ul style="list-style-type: none">Self-beliefBeing organisedGetting enough sleepEating healthilyGetting exerciseHaving perspectiveCommunication <u>Progress Tests</u> <ul style="list-style-type: none">Students should know the standard operating procedure and expectations for exams.Students should know how to build their independent learning habits for exam success and the importance of effort.Students should know how to reflect on their progress following exams and how Feedback Fortnight supports their next steps on the

Curriculum Knowledge Map

Chorlton High School: Personal Development



**SUCCESSFUL
CREATIVE
HAPPY**



	<ul style="list-style-type: none"> Students should know the importance of creating good study habits throughout the school year, and not just during exams. Students should know the benefits of studying regularly to help develop memory and provide knowledge time to grow. Students should know how to use the following Study skills strategies to support their learning in classrooms and at home: <ul style="list-style-type: none"> Retrieval Practice Dual Coding Spaced Practice Interleaving <p>iDEA Award</p> <p>Digital Careers:</p> <ul style="list-style-type: none"> What are the career opportunities for people in the digital and tech industries? Digital skills Types of career opportunities for them to possibly pursue. <p>Themes:</p> <ul style="list-style-type: none"> Raising Aspirations Self-knowledge Careers Career exploration Digital Skills Industry Knowledge <p>Digital Pathways:</p> <ul style="list-style-type: none"> What are the opportunities and pathways in tech? How to overcome potential challenges in digital careers? <p>Themes:</p> <ul style="list-style-type: none"> Career exploration Digital Skills Apprenticeships Career Pathways Aiming high <p>Money Management:</p>	<p>regularly to help develop memory and provide knowledge time to grow.</p> <ul style="list-style-type: none"> Students should know how to use the following Study skills strategies to support their learning in classrooms and at home: <ul style="list-style-type: none"> Retrieval Practice Dual Coding Spaced Practice Interleaving <p>iDEA Award</p> <p>Digital Careers:</p> <ul style="list-style-type: none"> What are the career opportunities for people in the digital and tech industries? Digital skills Types of career opportunities for them to possibly pursue. <p>Themes:</p> <ul style="list-style-type: none"> Raising Aspirations Self-knowledge Careers Career exploration Digital Skills Industry Knowledge <p>Digital Pathways:</p> <ul style="list-style-type: none"> What are the opportunities and pathways in tech? How to overcome potential challenges in digital careers? <p>Themes:</p> <ul style="list-style-type: none"> Career exploration Digital Skills Apprenticeships Career Pathways Aiming high 	<ul style="list-style-type: none"> Valuing diversity and difference <p>Study skills</p> <ul style="list-style-type: none"> Students should know the importance of managing stress around exam periods. Students should know the benefits of studying and managing exam stress using the following tips: <ul style="list-style-type: none"> Self-belief Being organised Getting enough sleep Eating healthily Getting exercise Having perspective Communication <p>Progress Tests</p> <ul style="list-style-type: none"> Students should know the standard operating procedure and expectations for exams. Students should know how to build their independent learning habits for exam success and the importance of effort. Students should know how to reflect on their progress following exams and how Feedback Fortnight supports their next steps on the learning journey. <p>iDEA Award</p> <p>Interviews:</p> <ul style="list-style-type: none"> What is the interview process? Types of interviews. Successful techniques for interviews <p>Themes:</p>	<ul style="list-style-type: none"> Learning how to manage the issues and the ethics of the digital world. The challenges which arise from aspects of digital innovation, and how to deal with them. <p>Themes:</p> <ul style="list-style-type: none"> Citizenship Ethics Safeguarding E-Health Staying positive <p>E-Safety & Online Etiquette:</p> <ul style="list-style-type: none"> How to keep themselves and friends stay safe How to avoid being a victim of fraud and theft online. <p>Themes:</p> <ul style="list-style-type: none"> Safety Reputation Etiquette Responsibility Ethics Problem solving <p>Digital Safety:</p> <ul style="list-style-type: none"> Digital Profile - Digital footprint and the impact on the future. 	<p>Growth Mindset:</p> <ul style="list-style-type: none"> What is a growth mindset? What is a fixed mindset? How to develop themselves further by exploring their mindset and approaches to learning. <p>Themes:</p> <ul style="list-style-type: none"> Staying Positive Stress Management Coping Skills Employability Skills Life Skills <p>Project Management:</p> <ul style="list-style-type: none"> project management is key to success in business/life. How to drive your projects to a brilliant finish. <p>Themes:</p> <ul style="list-style-type: none"> Projects Planning Organising Teamwork Leadership 	<p>learning journey – Preparing for Year 11.</p> <p>College Taster Days</p> <ul style="list-style-type: none"> Students should know what colleges are available to them in the Manchester Region. Through taster days and preparation for Taster Days, students should identify areas of study they want to explore and know how to access these courses. Students should know what colleges entry requirements are through accessing Taster Day sessions and exploring college campuses. <p>iDEA Award</p> <p>Personal Statements:</p> <ul style="list-style-type: none"> Your personal statement helps you showcase what you are able to do. A Personal Statement helps potential employers and educational institutions discover what makes you a perfect fit for the job or the course you are applying for. How to boost chances of success and find out how to identify your transferable skills. <p>Themes:</p> <ul style="list-style-type: none"> Research Ethics Responsibility Branding Etiquette Aiming high Staying positive
--	---	---	--	--	--	---

Curriculum Knowledge Map

Chorlton High School: Personal Development



**SUCCESSFUL
CREATIVE
HAPPY**



	<ul style="list-style-type: none"> How to manage money (savings, investing and handling a budget). How do we make transactions and spend money safely and securely. <p>Themes:</p> <ul style="list-style-type: none"> Innovation Budgeting Business administration Problem solving Creativity 	<p>Digital Safety:</p> <ul style="list-style-type: none"> Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) 	<ul style="list-style-type: none"> Interview Skills Employability Skills Aspiration Listening Career Development Etiquette Communication <p>Customer relationship management:</p> <ul style="list-style-type: none"> What are customer relationship techniques. How to provide excellent customer service. <p>Themes:</p> <ul style="list-style-type: none"> Relationships Marketing Teamwork Leadership 			<p>Digital Portfolios:</p> <ul style="list-style-type: none"> How to showcase their achievements to potential employers. <p>Themes:</p> <ul style="list-style-type: none"> E-Learning Digital Careers Planning Presenting <p>Digital Safety:</p> <ul style="list-style-type: none"> The risks related to online gambling including the accumulation of debt.
<p>Procedural</p> <p><i>What should they be able to do?</i></p>	<p>Work experience launch</p> <ul style="list-style-type: none"> Students should recognise the importance of the work experience milestone. Students should start to research and organise their work experience placements, for self-placement or engage with the programme school provides to place students. Students should be able to meet the deadlines as established by school to secure work experience placements. <p>Employability skills and Careers sessions</p> <ul style="list-style-type: none"> Students should be able to recognise and demonstrate the employability skills and why they are important to 	<p>Work experience Preparation</p> <ul style="list-style-type: none"> In preparation for their Work Experience Placements, students should be able to work on creating the following evidence for work experience placements: <ul style="list-style-type: none"> Employability skills Career sessions Study skills CV writing <p>Employability skills and Careers sessions</p> <ul style="list-style-type: none"> Students should be able to recognise and demonstrate the employability skills and why they are important to employers and colleagues, focussing on; <ul style="list-style-type: none"> Planning and organising. Self-management. Learning. 	<p>Completing Work Experience Placements</p> <ul style="list-style-type: none"> Students should be able to write up a CV to send to an employer. Students should be confident communicators when speaking with their Work Experience employer. Students should feel confident in their approach to employer interviews (both in person, and on the phone). Throughout work experience students should be able to reflect on their learning logs from work experience. <p>Employability skills and Careers sessions</p> <ul style="list-style-type: none"> Students should be able to recognise and demonstrate 	<p>Reflection on work experience</p> <ul style="list-style-type: none"> Students should be able to reflect on their work experience placement and understand its value on their understanding of the world of work, even if it's not within a career or industry they want to work in, in the future. Following their work experience students should know how to complete and employability skills audit. <p>Mapping The Journey</p> <ul style="list-style-type: none"> Students should be able to recount the milestones throughout the last 12 months of their secondary education. Students should be able to identify their progression 	<p>Growth mindset</p> <ul style="list-style-type: none"> Students should confidently be able to demonstrate growth mindset and evidence their own determination to be successful. Students should be able to evidence and demonstrate the following growth mindset strategies in practice or through their understanding of them: <ul style="list-style-type: none"> Measuring mindset Fight or flight Decision making <p>Careers</p> <ul style="list-style-type: none"> Students should be able to recognise how their academic curriculum can support them in their transition to Post 16 education and future 	<p>Study skills</p> <ul style="list-style-type: none"> Students should be able to create resources such as revision timetables to start to complete studying at home, and as part of their classroom-based learning. Students should be able to use the following strategies to start to create effective study habits and routines: <ul style="list-style-type: none"> Self-belief Being organised Getting enough sleep Eating healthily Getting exercise Having perspective Communication <p>Progress Tests</p> <ul style="list-style-type: none"> Students should be able to complete progress tests in classrooms and the exam hall using the correct

Curriculum Knowledge Map

Chorlton High School: Personal Development



**SUCCESSFUL
CREATIVE
HAPPY**



	<p>employers and colleagues, focussing on;</p> <ul style="list-style-type: none"> o Communication. o Teamwork. o Problem solving. o Initiative and enterprise. <p>Study skills</p> <ul style="list-style-type: none"> • Students should be able to create resources such as revision timetables to start to complete studying at home, and as part of their classroom-based learning. • Students should be able to use the following strategies to start to create effective study habits and routines: <ul style="list-style-type: none"> o Have a plan and study schedule o Make space for studying at home, with all the correct equipment to hand. o Repetition o Use strategies to remember learning, mind maps, revision cards, self-testing, study groups. <p>iDEA Award: Through the iDEA award, students should be able to know how to apply knowledge and understanding to complete interactive tasks linked to the key areas of</p> <ul style="list-style-type: none"> • Citizenship (digital awareness, safety and ethics) • Entrepreneurs (how to originate ideas and bring them to life) 	<ul style="list-style-type: none"> o Technology. <p>Study skills</p> <ul style="list-style-type: none"> • Students should be able to create resources such as revision timetables to start to complete studying at home, and as part of their classroom-based learning. • Students should be able to use the following strategies to start to create effective study habits and routines: <ul style="list-style-type: none"> o Retrieval Practice o Dual Coding o Spaced Practice o Interleaving <p>iDEA Award: Through the iDEA award, students should be able to know how to apply knowledge and understanding to complete interactive tasks linked to the key areas of</p> <ul style="list-style-type: none"> • Citizenship (digital awareness, safety and ethics) • Entrepreneurs (how to originate ideas and bring them to life) • Makers (digital creativity and show you how to build and make in the digital world) • Workers (tools and techniques which are useful in the workplace) <p>Digital Safety:</p> <ul style="list-style-type: none"> • Recognise how the sharing of explicit materials can be consequence through law. 	<p>the employability skills and why they are important to employers and colleagues, focussing on;</p> <ul style="list-style-type: none"> o Negotiating skills o Valuing diversity and difference <p>Study skills</p> <ul style="list-style-type: none"> • Students should be able to create resources such as revision timetables to start to complete studying at home, and as part of their classroom-based learning. • Students should be able to use the following strategies to start to create effective study habits and routines: <ul style="list-style-type: none"> o Self-belief o Being organised o Getting enough sleep o Eating healthily o Getting exercise o Having perspective o Communication <p>Progress Tests</p> <ul style="list-style-type: none"> • Students should be able to complete progress tests in classrooms and the exam hall using the correct protocols expected in Year 11. • Students should be using their independent learning habits for exam success and demonstrate the importance of effort. • Students should be able to reflect on their progress following exams and how Feedback Fortnight and 	<p>needs as they move towards Year 11 and GCSE's.</p> <ul style="list-style-type: none"> • Students should be able to demonstrate their efforts in their academic curriculum, through their own personal development and in home study preparations for exams. • Students should be able to demonstrate wellbeing and stress management for themselves and to support others. <p>iDEA Award: Through the iDEA award, students should be able to know how to apply knowledge and understanding to complete interactive tasks linked to the key areas of</p> <ul style="list-style-type: none"> • Citizenship (digital awareness, safety and ethics) • Entrepreneurs (how to originate ideas and bring them to life) • Makers (digital creativity and show you how to build and make in the digital world) • Workers (tools and techniques which are useful in the workplace) <p>Digital Safety:</p> <ul style="list-style-type: none"> • Consider how their online and social media presence can impact their future education or career. • Make informed choices about what is posted online, 	<p>careers, even if that is indirect.</p> <ul style="list-style-type: none"> • Students should be able to draw parallels between their academic achievements and the impact upon their progression through careers and explore how to achieve success. • Students should be able to communicate with a career's advisor their future career ambitions and learn how to accomplish these through college experiences and taster days. <p>iDEA Award: Through the iDEA award, students should be able to know how to apply knowledge and understanding to complete interactive tasks linked to the key areas of</p> <ul style="list-style-type: none"> • Citizenship (digital awareness, safety and ethics) • Entrepreneurs (how to originate ideas and bring them to life) • Makers (digital creativity and show you how to build and make in the digital world) • Workers (tools and techniques which are useful in the workplace) 	<p>protocols expected in Year 11.</p> <ul style="list-style-type: none"> • Students should be using their independent learning habits for exam success and demonstrate the importance of effort. • Students should be able to reflect on their progress following exams and how Feedback Fortnight and consider their next steps of their learning as part of the next steps programme. <p>College Taster Days</p> <ul style="list-style-type: none"> • Students should be able to experience college taster days and experiences through trips and visits, guest speakers and in school enrichment. • Students should be able to reflect on the college experience to support their own preparations for college open days and applications in the autumn term of Year 11. • Students should be able to use their progress in Year 10 exams to measure their performance against the entry requirements for colleges, apprenticeships and Post 16 training. <p>iDEA Award: Through the iDEA award, students should be able to know how to apply knowledge and understanding to complete</p>
--	---	--	--	---	---	---

Curriculum Knowledge Map

Chorlton High School: Personal Development



**SUCCESSFUL
CREATIVE
HAPPY**



	<ul style="list-style-type: none"> • Makers (digital creativity and show you how to build and make in the digital world) • Workers (tools and techniques which are useful in the workplace) 	<ul style="list-style-type: none"> • Identify what constitutes inappropriate materials or content that is shared online. 	<p>consider their next steps of their learning as part of the next steps programme.</p> <p>iDEA Award: Through the iDEA award, students should be able to know how to apply knowledge and understanding to complete interactive tasks linked to the key areas of</p> <ul style="list-style-type: none"> • Citizenship (digital awareness, safety and ethics) • Entrepreneurs (how to originate ideas and bring them to life) • Makers (digital creativity and show you how to build and make in the digital world) • Workers (tools and techniques which are useful in the workplace) 	<p>and how to avoid poor digital/media influences that could harm a reputation.</p>		<p>interactive tasks linked to the key areas of</p> <ul style="list-style-type: none"> • Citizenship (digital awareness, safety and ethics) • Entrepreneurs (how to originate ideas and bring them to life) • Makers (digital creativity and show you how to build and make in the digital world) • Workers (tools and techniques which are useful in the workplace) <p>Digital Safety:</p> <ul style="list-style-type: none"> • Understand the circumstances where online gambling or debts could be accumulated even in an indirect way. • Understand points of contact for support relating to gambling and debts (online focussed).
--	---	---	--	---	--	--

Curriculum Knowledge Map

Chorlton High School: Personal Development



**SUCCESSFUL
CREATIVE
HAPPY**



Careers and Employability	Cultural Capital		Equality and Diversity	Wellbeing and Community	Character	Digital Safety
Year 11	AUTUMN		SPRING		SUMMER	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Personal Development Focus	Personal statement Study skills Post 16 research	College Applications CEME Feedback/ Feedforward	Big Picture Phase 2 interventions	Mock Exams	Preparing for GCSE's GCSE completion PROM	
Qualities of Success	Practice & Empathy	Creativity & Responsibility	Resiliency	Curiosity & Reflection	Optimism & Motivation	
Declarative <i>What should they know?</i>	<u>Preparation for Mock exams</u> <ul style="list-style-type: none">Students should know how to prepare themselves for exams, applying all of the tools in their study skills toolkit in order to be successful.Students should know that they can plan and prepare for exams using the following strategies:<ul style="list-style-type: none">Have a plan and study scheduleMake space for studying at home, with all the correct equipment to hand.RepetitionUse strategies to remember learning, mind maps, revision cards, self-testing, study groups.Retrieval PracticeDual CodingSpaced PracticeInterleaving <u>Successful Study Habits</u> <ul style="list-style-type: none">Students should know how they can create successful study habits that support their progress in Year 11 and working towards	<u>College Entry Mock Exams (CEME)</u> <ul style="list-style-type: none">Students should know their revision needs for their exams.Students should know how to identify the gaps in their learning to support their progress in the examination window.Students should know how to improve upon exam performance to be successful and build upon prior performance.Students should know what additional opportunities are available to them to support their revision and learning for exams (Half Term and After School sessions).Students should know that their application to their work can help them show improvements by at least 1 grade from previous exams. <u>Managing Exam periods</u> <u>Growth mindset</u> <ul style="list-style-type: none">Students should know about how growth	<u>Preparation for Mock exams</u> <ul style="list-style-type: none">Students should know how to prepare themselves for exams, applying all of the tools in their study skills toolkit in order to be successful.Students should know that they can plan and prepare for exams using the following strategies:<ul style="list-style-type: none">Have a plan and study scheduleMake space for studying at home, with all the correct equipment to hand.RepetitionUse strategies to remember learning, mind maps, revision cards, self-testing, study groups.Retrieval PracticeDual CodingSpaced PracticeInterleaving <u>Successful Study Habits</u> <ul style="list-style-type: none">Students should know how they can create successful study habits that support their progress in Year 11 and working towards	<u>March Mock Exams</u> <ul style="list-style-type: none">Students should know their revision needs for their exams.Students should know how to identify the gaps in their learning to support their progress in the examination window.Students should know how to improve upon exam performance to be successful and build upon prior performance.Students should know what additional opportunities are available to them to support their revision and learning for exams (Half Term and Easter Sessions).Students should know that their application to their work can help them show improvements by at least 1 grade from previous exams.Students should know how to apply their practice to exams in this last opportunity before the summer exams. <u>Revision techniques</u>	<u>Preparation for GCSE exams</u> <ul style="list-style-type: none">Students should know how to prepare themselves for exams, applying all of the tools in their study skills toolkit in order to be successful.Students should know that they can plan and prepare for exams using the following strategies:<ul style="list-style-type: none">Have a plan and study scheduleMake space for studying at home, with all the correct equipment to hand.RepetitionUse strategies to remember learning, mind maps, revision cards, self-testing, study groups.Retrieval PracticeDual CodingSpaced PracticeInterleavingStudents should know that they need to focus and manage their wellbeing approaches around exams, including using the following strategies:<ul style="list-style-type: none">Self-belief	

Curriculum Knowledge Map

Chorlton High School: Personal Development



**SUCCESSFUL
CREATIVE
HAPPY**



	<p>exams, including how to use strategies such as:</p> <ul style="list-style-type: none"> o Planning and organising revision timetables. o How to use a PLC (Personal Learning Checklist) o How to access Online platforms for Studying and Revision. o How to hone revision skills. <p>Post 16 Pathways Research</p> <ul style="list-style-type: none"> • Students should know what opportunities are available for their Post 16 options and understand what to consider. • Students should know what types of courses are available to them and what the grade entry requirements are for both the college and the courses they want to take. • Students should understand the value of a careers interview – and know how to use it as an opportunity to find out more about college and Post 16 opportunities. • Students should know how to find and attend college Open Days in order to and visit the colleges, meet teaching staff and find out more information about the opportunities available. 	<p>mindsets can determine success.</p> <ul style="list-style-type: none"> • Students should know about the following growth mindset strategies: <ul style="list-style-type: none"> o Measuring mindset o Fight or flight o Decision making • Students should know how to demonstrate that they are resilient, optimistic and responsible. • Student should know how to find and take part in revision sessions, how to sign up for and when to attend these additional learning opportunities. • Students should know how to remain future focused on their learning and aspirations, with exams being an opportunity to test their current knowledge and understanding. • Students should know how to Identify gaps in their learning and know how to fill gaps in their learning to make sure they have effective revision strategies. <p>Feedback fortnight</p> <ul style="list-style-type: none"> • HOSFORTH Quadrant (assemblies) – Students should know how Effort and Progress can be measured and inform supportive strategy making: <ul style="list-style-type: none"> o Ambition 	<p>exams, including how to use strategies such as:</p> <ul style="list-style-type: none"> o Planning and organising revision timetables. o How to use a PLC (Personal Learning Checklist) o How to access Online platforms for Studying and Revision. o How to hone revision skills. <p>Revision technique – Spring Launch</p> <ul style="list-style-type: none"> • Students will be shown the ‘Revision clock’ – This allows students to know and understand how to use a development loop cycle within lessons and at home to develop study habits and patterns. • ‘Practice’ revision strategies will be used to help students apply their learning and revision through past papers and practice of exam papers to support their progress and readiness for exams. <p>Securing college placement</p> <ul style="list-style-type: none"> • Students will start to take part in college interviews, here they should know how to discuss their applications in college with a view to securing a placement. • Students who receive a college place and/or conditional offer should 	<ul style="list-style-type: none"> • Marginal gains • Past paper practice <p>PROM PASSPORT launch</p> <ul style="list-style-type: none"> • Students should know about the requirements for the school Prom as a celebration event. • Students should know that they need to take responsibility for several aspects of their schooling in order to attend the Prom, including; <ul style="list-style-type: none"> o Focus on attendance and punctuality at school o Participate in Study sessions in school, before and after school and during school holidays. o Work on their revision and work at home to develop their preparation for exams. o Get their class teachers to sign off their passports based on effort in the classroom in order to take accountability. <p>Digital Safety:</p> <ul style="list-style-type: none"> • How people may curate a specific image of their life online, over-reliance on online relationships including social media. 	<ul style="list-style-type: none"> o Being organised o Getting enough sleep o Eating healthily o Getting exercise o Having perspective o Communication <p>Phase 3 - Interventions and monitoring</p> <ul style="list-style-type: none"> • Students will undertake a range of activities through their personal development curriculum to support interventions that best place them for success. • Students should know what interventions they are a part of and how this helps them to move forward with their learning right through to their exams. <ul style="list-style-type: none"> o English and Maths interventions - Life skills lessons change to English and Maths targeted support o Launch of Olympic cohort - English and Maths focussed support for students to prepare them for core examinations. o Progress meetings - Form tutor meetings to check in with students and review progress. o ISP coaching continues - One to one coaching with an ISP coach to support progress and engagement in learning. 	
--	---	---	--	--	---	--

Curriculum Knowledge Map

Chorlton High School: Personal Development



SUCCESSFUL
CREATIVE
HAPPY



	<ul style="list-style-type: none"> Students should finalise their Personal Statement document ready to apply for colleges in Autumn 2. 	<ul style="list-style-type: none"> Aspire Action Accelerate Students should know how to Identify gaps in their learning and know how to fill gaps in their learning to make sure they have effective revision strategies. <p><i>*Life skills lessons will be modified to meet feedback demand based on exam performance and development needs of students</i></p> <p>Application Forms</p> <ul style="list-style-type: none"> Students should know how to complete application forms ready for their college application deadline, making sure to include all key information. Students should support applications with a personal statement, which will be supported by a reference from their tutors. Students should know about the importance of meeting deadlines for college applications in order to secure interviews for college in the Spring. <p>Digital Safety:</p> <ul style="list-style-type: none"> Recognise consent from others, including sexual consent, and how and when consent can be 	<p>know how to best secure that place in college through their results and academic drive.</p> <ul style="list-style-type: none"> Students should know when the college interviews are taking place and how to prepare for them – a mock interview will support them with their actual interview. Students should know how to appeal a decision for a college placement if this is required (tutor team, year team and careers advisor). <p>Interventions</p> <ul style="list-style-type: none"> Students will undertake a range of activities through their personal development curriculum to support interventions that best place them for success. Students should know what interventions they are a part of and how this helps them to move forward with their learning right through to their exams. <ul style="list-style-type: none"> English and Maths interventions - Life skills lessons change to English and Maths targeted support Launch of Olympic cohort - English and Maths focussed support for students to prepare them for core examinations. 	<ul style="list-style-type: none"> Study support sessions - For morning and after school Stress and management anxiety workshops - Year team initiative to support students around exam stresses and pressures. 	
--	---	--	--	---	--

Curriculum Knowledge Map

Chorlton High School: Personal Development



**SUCCESSFUL
CREATIVE
HAPPY**



		withdrawn (in all contexts, including online).	<ul style="list-style-type: none"> Progress meetings - Form tutor meetings to check in with students and review progress. ISP coaching continues - One to one coaching with an ISP coach to support progress and engagement in learning. Study support sessions - For morning and after school Stress and management anxiety workshops - Year team initiative to support students around exam stresses and pressures. 			
Procedural <i>What should they be able to do?</i>	Post 16 Pathways Research <ul style="list-style-type: none"> Students should Post 16 pathways evening and understand what to consider. Students should know what types of courses are available to them and what the grade entry requirements are for both the college and the courses they want to take. Students should understand the value of a careers interview – and know how to use it as an opportunity to find out more about college and Post 16 opportunities. Students should know how to find and attend college Open Days in order to and visit the colleges, meet teaching staff and find out 	College Entry Mock Exams (CEME) <ul style="list-style-type: none"> Students should know their exam timetable for Mock Exams. Students should know when they have a clash session and where to go to complete this exam. Students should know what to revise and prepare for each subject using information shared by their teachers. Using Feedback students should be able to map their gaps in learning, respond to feedback and reteaching methods to support their progress moving forwards. Students should review their exam performance and be able to recognise how to move to the next 	Revision technique – Spring Launch <ul style="list-style-type: none"> Students should be able to use the 'Revision clock' – to allow them to use a development loop cycle within lessons and at home whilst developing their study habits and patterns. Students should be able to look at chunking their learning down to condense down notes, interleave topics, and break revision into manageable chunks. 'Practice' revision strategies will be used to help students apply their learning and revision through past papers and practice of exam papers to support their progress and readiness for exams. Interventions	March Mock Exams <ul style="list-style-type: none"> Students should know their exam timetable for Mock Exams. Students should know when they have a clash session and where to go to complete this exam. Students should know what to revise and prepare for each subject using information shared by their teachers. Using Feedback students should be able to map their gaps in learning, respond to feedback and reteaching methods to support their progress moving forwards. Students should review their exam performance and be able to recognise how to move to the next grade or more in their next assessments. Interventions	Revision technique – GCSE EXAMS <ul style="list-style-type: none"> Students should be able to use the 'Revision clock' – to allow them to use a development loop cycle within lessons and at home whilst developing their study habits and patterns. Students should be able to look at chunking their learning down to condense down notes, interleave topics, and break revision into manageable chunks. 'Practice' revision strategies will be used to help students apply their learning and revision through past papers and practice of exam papers to support their progress and readiness for exams. Interventions	

Curriculum Knowledge Map

Chorlton High School: Personal Development



**SUCCESSFUL
CREATIVE
HAPPY**



	<p>more information about the opportunities available.</p> <ul style="list-style-type: none"> Students should finalise their Personal Statement document ready to apply for colleges in Autumn 2. <p><u>Student specific skills through Autumn 1 to demonstrate:</u></p> <ul style="list-style-type: none"> Know what good / outstanding effort looks like. Identify strengths and areas for development. How to organise and manage time. Be able to navigate online platforms to research post 16 options. Be able to ask the right questions to elicit responses needed. Attending open events for college. Attend morning and after school revision clubs. ISP coaching launch – be able to communicate their needs and effort with the coach and employ strategies to develop themselves further. 	<p>grade or more in their next assessments.</p> <ul style="list-style-type: none"> Students should be able to continue revising and preparing for exams beyond the current exam window, building their knowledge throughout the year. <p><u>Coursework Activities</u></p> <ul style="list-style-type: none"> Students should be able to focus on completing coursework and NEA throughout the school year, working towards the deadlines set by their teachers. Students should be able to balance coursework alongside home study and revision making sure their progress is continual in both areas. Students should seek out opportunities for support and act on the feedback provided (where appropriate) to improve upon their work. <p><u>Managing Exam periods</u></p> <p><u>Growth mindset</u></p> <ul style="list-style-type: none"> Students be able to use their growth mindset activities to balance their wellbeing through a busy exam period. Students should be able to utilise their growth mindset strategies: <ul style="list-style-type: none"> Measuring mindset Fight or flight 	<ul style="list-style-type: none"> Students should be able to engage with their supportive interventions that best place them for success. Students should be able to sue their interventions to support their progress in their subjects and exam preparation. <ul style="list-style-type: none"> English and Maths interventions - Life skills lessons change to English and Maths targeted support Launch of Olympic cohort - English and Maths focussed support for students to prepare them for core examinations. Progress meetings - Form tutor meetings to check in with students and review progress. ISP coaching continues - One to one coaching with an ISP coach to support progress and engagement in learning. Study support sessions - For morning and after school Stress and management anxiety workshops - Year team initiative to support students around exam stresses and pressures. 	<ul style="list-style-type: none"> Students should be able to continue revising and preparing for exams beyond the current exam window, building their knowledge throughout the year. <p><u>Coursework Activities</u></p> <ul style="list-style-type: none"> Students should be able to focus on completing coursework and NEA throughout the school year, working towards the deadlines set by their teachers. Students should be able to balance coursework alongside home study and revision making sure their progress is continual in both areas. Students should seek out opportunities for support and act on the feedback provided (where appropriate) to improve upon their work. <p><u>Managing Exam periods</u></p> <p><u>Growth mindset</u></p> <ul style="list-style-type: none"> Students be able to use their growth mindset activities to balance their wellbeing through a busy exam period. Students should be able to utilise their growth mindset strategies: <ul style="list-style-type: none"> Measuring mindset Fight or flight Decision making 	<ul style="list-style-type: none"> Students should be able to engage with their supportive interventions that best place them for success. Students should be able to sue their interventions to support their progress in their subjects and exam preparation. <ul style="list-style-type: none"> English and Maths interventions - Life skills lessons change to English and Maths targeted support Launch of Olympic cohort - English and Maths focussed support for students to prepare them for core examinations. Progress meetings - Form tutor meetings to check in with students and review progress. ISP coaching continues - One to one coaching with an ISP coach to support progress and engagement in learning. Study support sessions - For morning and after school Stress and management anxiety workshops - Year team initiative to support students around exam stresses and pressures. 	
--	--	--	---	---	---	--

Curriculum Knowledge Map

Chorlton High School: Personal Development



**SUCCESSFUL
CREATIVE
HAPPY**



		<ul style="list-style-type: none"> o Decision making • Students be able to demonstrate that they are resilient, optimistic and responsible. <p>Application Forms</p> <ul style="list-style-type: none"> • Students should be able to complete application forms for the colleges that they want to attend Post 16. • Students should be able to complete application forms for the deadlines established in school for submission. • know how to complete application forms ready for their college application deadline, making sure to include all key information. • Students should be able to provide a supporting personal statement with their application forms making sure that they have promoted their achievements that support data sent from school. • support applications with a personal statement, which will be supported by a reference from their tutors. <p>Feedback fortnight</p> <ul style="list-style-type: none"> • HOSFORTH Quadrant (assemblies) – Students should be able to measure their Effort and Progress to employ their skills in: <ul style="list-style-type: none"> o Ambition 	<p>Securing college placement</p> <ul style="list-style-type: none"> • Students should be able to complete a mock interview in school with a tutor or careers advisor. • Students who receive a college place and/or conditional offer should know how to best secure that place in college through their results and academic drive. • Students should know how to appeal a decision for a college placement if this is required (tutor team, year team and careers advisor). 	<ul style="list-style-type: none"> • Students be able to demonstrate that they are resilient, optimistic, and responsible. <p>Revision techniques</p> <ul style="list-style-type: none"> • Students should recognise that there are gains that can be made through exams and their preparation, they should understand the concept of 1% Marginal gains. • Students should be able to use a PLC to make small changes to their learning to make improve their grades. • Students should seek out Past Papers to develop their practice for examinations in the Spring term, and after the exams before summer (Students to collect and complete exam questions/past papers based on topics/difficulty) <p>PROM PASSPORT launch</p> <ul style="list-style-type: none"> • Students should be able to work towards the requirements of the Prom Passport in order to attend the school Prom. • Students should know that they need to take responsibility for several aspects of their schooling in order to attend the Prom, including. <ul style="list-style-type: none"> o Focus on attendance and punctuality at school 	
--	--	--	--	--	--

Curriculum Knowledge Map

Chorlton High School: Personal Development



SUCCESSFUL
CREATIVE
HAPPY



		<ul style="list-style-type: none"> ○ Aspire ○ Action ○ Accelerate • Students should be able to develop strategies that will allow them to fill the gaps in their learning and then use revision strategies to help them move forwards. <p>Digital Safety:</p> <ul style="list-style-type: none"> • Know what is appropriate and responsible content to share online. • How to report instances where imagery, content and information has been shared without consent. 		<ul style="list-style-type: none"> ○ Participate in Study sessions in school, before and after school and during school holidays. ○ Work on their revision and work at home to develop their preparation for exams. ○ Get their class teachers to sign off their passports based on effort in the classroom in order to take accountability. <p>Digital Safety:</p> <ul style="list-style-type: none"> • Be able to distinguish between online portrayals of reality and reality itself. • Know how to limit and restrict access to online/social spaces to support wellbeing. 		
--	--	---	--	--	--	--