

# Curriculum Knowledge Map

## Chorlton High School: Personal Development



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

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	<p>and working towards exams, including how to use strategies such as:</p> <ul style="list-style-type: none"> <li>o Planning and organising revision timetables.</li> <li>o How to use a PLC (Personal Learning Checklist)</li> <li>o How to access Online platforms for Studying and Revision.</li> <li>o How to hone revision skills.</li> </ul> <p><b>Post 16 Pathways Research</b></p> <ul style="list-style-type: none"> <li>• Students should know what opportunities are available for their Post 16 options and understand what to consider.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>mindsets can determine success.</p> <ul style="list-style-type: none"> <li>• Students should know about the following growth mindset strategies: <ul style="list-style-type: none"> <li>o Measuring mindset</li> <li>o Fight or flight</li> <li>o Decision making</li> </ul> </li> <li>• Students should know how to demonstrate that they are resilient, optimistic and responsible.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Feedback fortnight</b></p> <ul style="list-style-type: none"> <li>• HOSFORTH Quadrant (assemblies) – Students should know how Effort and Progress can be measured and inform supportive strategy making: <ul style="list-style-type: none"> <li>o Ambition</li> </ul> </li> </ul>	<p>and working towards exams, including how to use strategies such as:</p> <ul style="list-style-type: none"> <li>o Planning and organising revision timetables.</li> <li>o How to use a PLC (Personal Learning Checklist)</li> <li>o How to access Online platforms for Studying and Revision.</li> <li>o How to hone revision skills.</li> </ul> <p><b>Revision technique – Spring Launch</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• ‘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.</li> </ul> <p><b>Securing college placement</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students who receive a college place and/or</li> </ul>	<p><b>Revision techniques</b></p> <ul style="list-style-type: none"> <li>• Marginal gains</li> <li>• Past paper practice</li> </ul> <p><b>PROM PASSPORT launch</b></p> <ul style="list-style-type: none"> <li>• Students should know about the requirements for the school Prom as a celebration event.</li> <li>• 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"> <li>o Focus on attendance and punctuality at school</li> <li>o Participate in Study sessions in school, before and after school and during school holidays.</li> <li>o Work on their revision and work at home to develop their preparation for exams.</li> <li>o Get their class teachers to sign off their passports based on effort in the classroom in order to take accountability.</li> </ul> </li> </ul> <p><b>Digital Safety:</b></p> <ul style="list-style-type: none"> <li>• How people may curate a specific image of their life online, over-reliance on online relationships including social media.</li> </ul>	<ul style="list-style-type: none"> <li>o Self-belief</li> <li>o Being organised</li> <li>o Getting enough sleep</li> <li>o Eating healthily</li> <li>o Getting exercise</li> <li>o Having perspective</li> <li>o Communication</li> </ul> <p><b>Phase 3 - Interventions and monitoring</b></p> <ul style="list-style-type: none"> <li>• Students will undertake a range of activities through their personal development curriculum to support interventions that best place them for success.</li> <li>• 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"> <li>o English and Maths interventions - Life skills lessons change to English and Maths targeted support</li> <li>o Launch of Olympic cohort - English and Maths focussed support for students to prepare them for core examinations.</li> <li>o Progress meetings - Form tutor meetings to check in with students and review progress.</li> <li>o ISP coaching continues - One to one coaching with an ISP coach to</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>Students should finalise their Personal Statement document ready to apply for colleges in Autumn 2.</li> </ul>	<ul style="list-style-type: none"> <li>Aspire</li> <li>Action</li> <li>Accelerate</li> </ul> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><i>*Life skills lessons will be modified to meet feedback demand based on exam performance and development needs of students</i></p> <p><b>Application Forms</b></p> <ul style="list-style-type: none"> <li>Students should know how to complete application forms ready for their college application deadline, making sure to include all key information.</li> <li>Students should support applications with a personal statement, which will be supported by a reference from their tutors.</li> <li>Students should know about the importance of meeting deadlines for college applications in order to secure interviews for college in the Spring.</li> </ul> <p><b>Digital Safety:</b></p> <ul style="list-style-type: none"> <li>Recognise consent from others, including sexual consent, and how and when consent can be</li> </ul>	<p>conditional offer should know how to best secure that place in college through their results and academic drive.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Students should know how to appeal a decision for a college placement if this is required (tutor team, year team and careers advisor).</li> </ul> <p><b>Interventions</b></p> <ul style="list-style-type: none"> <li>Students will undertake a range of activities through their personal development curriculum to support interventions that best place them for success.</li> <li>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"> <li>English and Maths interventions - Life skills lessons change to English and Maths targeted support</li> <li>Launch of Olympic cohort - English and Maths focussed support for students to prepare</li> </ul> </li> </ul>		<p>support progress and engagement in learning.</p> <ul style="list-style-type: none"> <li>Study support sessions - For morning and after school</li> <li>Stress and management anxiety workshops - Year team initiative to support students around exam stresses and pressures.</li> </ul>	
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		<p>withdrawn (in all contexts, including online).</p>	<p>them for core examinations.</p> <ul style="list-style-type: none"> <li>○ Progress meetings - Form tutor meetings to check in with students and review progress.</li> <li>○ ISP coaching continues - One to one coaching with an ISP coach to support progress and engagement in learning.</li> <li>○ Study support sessions - For morning and after school</li> <li>○ Stress and management anxiety workshops - Year team initiative to support students around exam stresses and pressures.</li> </ul>			
<p><b>Procedural</b> <i>What should they be able to do?</i></p>	<p><b>Post 16 Pathways Research</b></p> <ul style="list-style-type: none"> <li>• Students should Post 16 pathways evening and understand what to consider.</li> <li>• 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.</li> <li>• 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.</li> <li>• Students should know how to find and attend college Open Days in order to and</li> </ul>	<p><b>College Entry Mock Exams (CEME)</b></p> <ul style="list-style-type: none"> <li>• Students should know their exam timetable for Mock Exams.</li> <li>• Students should know when they have a clash session and where to go to complete this exam.</li> <li>• Students should know what to revise and prepare for each subject using information shared by their teachers.</li> <li>• Using Feedback students should be able to map their gaps in learning, respond to feedback and reteaching methods to support their progress moving forwards.</li> <li>• Students should review their exam performance and be able to recognise</li> </ul>	<p><b>Revision technique – Spring Launch</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students should be able to look at chunking their learning down to condense down notes, interleave topics, and break revision into manageable chunks.</li> <li>• ‘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.</li> </ul>	<p><b>March Mock Exams</b></p> <ul style="list-style-type: none"> <li>• Students should know their exam timetable for Mock Exams.</li> <li>• Students should know when they have a clash session and where to go to complete this exam.</li> <li>• Students should know what to revise and prepare for each subject using information shared by their teachers.</li> <li>• Using Feedback students should be able to map their gaps in learning, respond to feedback and reteaching methods to support their progress moving forwards.</li> <li>• Students should review their exam performance and be able to recognise how to move to the next</li> </ul>	<p><b>Revision technique – GCSE EXAMS</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students should be able to look at chunking their learning down to condense down notes, interleave topics, and break revision into manageable chunks.</li> <li>• ‘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.</li> </ul>	

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	<p>visit the colleges, meet teaching staff and find out more information about the opportunities available.</p> <ul style="list-style-type: none"> <li>Students should finalise their Personal Statement document ready to apply for colleges in Autumn 2.</li> </ul> <p><b><u>Student specific skills through Autumn 1 to demonstrate:</u></b></p> <ul style="list-style-type: none"> <li>Know what good / outstanding effort looks like.</li> <li>Identify strengths and areas for development.</li> <li>How to organise and manage time.</li> <li>Be able to navigate online platforms to research post 16 options.</li> <li>Be able to ask the right questions to elicit responses needed.</li> <li>Attending open events for college.</li> <li>Attend morning and after school revision clubs.</li> <li>ISP coaching launch – be able to communicate their needs and effort with the coach and employ strategies to develop themselves further.</li> </ul>	<p>how to move to the next grade or more in their next assessments.</p> <ul style="list-style-type: none"> <li>Students should be able to continue revising and preparing for exams beyond the current exam window, building their knowledge throughout the year.</li> </ul> <p><b><u>Coursework Activities</u></b></p> <ul style="list-style-type: none"> <li>Students should be able to focus on completing coursework and NEA throughout the school year, working towards the deadlines set by their teachers.</li> <li>Students should be able to balance coursework alongside home study and revision making sure their progress is continual in both areas.</li> <li>Students should seek out opportunities for support and act on the feedback provided (where appropriate) to improve upon their work.</li> </ul> <p><b><u>Managing Exam periods</u></b></p> <p><b><u>Growth mindset</u></b></p> <ul style="list-style-type: none"> <li>Students be able to use their growth mindset activities to balance their wellbeing through a busy exam period.</li> <li>Students should be able to utilise their growth mindset strategies:             <ul style="list-style-type: none"> <li>Measuring mindset</li> </ul> </li> </ul>	<p><b><u>Interventions</u></b></p> <ul style="list-style-type: none"> <li>Students should be able to engage with their supportive interventions that best place them for success.</li> <li>Students should be able to sue their interventions to support their progress in their subjects and exam preparation.             <ul style="list-style-type: none"> <li>English and Maths interventions - Life skills lessons change to English and Maths targeted support</li> <li>Launch of Olympic cohort - English and Maths focussed support for students to prepare them for core examinations.</li> <li>Progress meetings - Form tutor meetings to check in with students and review progress.</li> <li>ISP coaching continues - One to one coaching with an ISP coach to support progress and engagement in learning.</li> <li>Study support sessions - For morning and after school</li> <li>Stress and management anxiety workshops - Year team initiative to support students around exam stresses and pressures.</li> </ul> </li> </ul>	<p>grade or more in their next assessments.</p> <ul style="list-style-type: none"> <li>Students should be able to continue revising and preparing for exams beyond the current exam window, building their knowledge throughout the year.</li> </ul> <p><b><u>Coursework Activities</u></b></p> <ul style="list-style-type: none"> <li>Students should be able to focus on completing coursework and NEA throughout the school year, working towards the deadlines set by their teachers.</li> <li>Students should be able to balance coursework alongside home study and revision making sure their progress is continual in both areas.</li> <li>Students should seek out opportunities for support and act on the feedback provided (where appropriate) to improve upon their work.</li> </ul> <p><b><u>Managing Exam periods</u></b></p> <p><b><u>Growth mindset</u></b></p> <ul style="list-style-type: none"> <li>Students be able to use their growth mindset activities to balance their wellbeing through a busy exam period.</li> <li>Students should be able to utilise their growth mindset strategies:             <ul style="list-style-type: none"> <li>Measuring mindset</li> <li>Fight or flight</li> </ul> </li> </ul>	<p><b><u>Interventions</u></b></p> <ul style="list-style-type: none"> <li>Students should be able to engage with their supportive interventions that best place them for success.</li> <li>Students should be able to sue their interventions to support their progress in their subjects and exam preparation.             <ul style="list-style-type: none"> <li>English and Maths interventions - Life skills lessons change to English and Maths targeted support</li> <li>Launch of Olympic cohort - English and Maths focussed support for students to prepare them for core examinations.</li> <li>Progress meetings - Form tutor meetings to check in with students and review progress.</li> <li>ISP coaching continues - One to one coaching with an ISP coach to support progress and engagement in learning.</li> <li>Study support sessions - For morning and after school</li> <li>Stress and management anxiety workshops - Year team initiative to support students around exam stresses and pressures.</li> </ul> </li> </ul>	
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		<ul style="list-style-type: none"> <li>○ Fight or flight</li> <li>○ Decision making</li> <li>• Students be able to demonstrate that they are resilient, optimistic and responsible.</li> </ul> <p><b>Application Forms</b></p> <ul style="list-style-type: none"> <li>• Students should be able to complete application forms for the colleges that they want to attend Post 16.</li> <li>• Students should be able to complete application forms for the deadlines established in school for submission.</li> <li>• know how to complete application forms ready for their college application deadline, making sure to include all key information.</li> <li>• 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.</li> <li>• support applications with a personal statement, which will be supported by a reference from their tutors.</li> </ul> <p><b>Feedback fortnight</b></p> <ul style="list-style-type: none"> <li>• HOSFORTH Quadrant (assemblies) – Students should be able to measure their Effort and Progress to employ their skills in:</li> </ul>	<p><b>Securing college placement</b></p> <ul style="list-style-type: none"> <li>• Students should be able to complete a mock interview in school with a tutor or careers advisor.</li> <li>• 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.</li> <li>• Students should know how to appeal a decision for a college placement if this is required (tutor team, year team and careers advisor).</li> </ul>	<ul style="list-style-type: none"> <li>○ Decision making</li> <li>• Students be able to demonstrate that they are resilient, optimistic, and responsible.</li> </ul> <p><b>Revision techniques</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students should be able to use a PLC to make small changes to their learning to make improve their grades.</li> <li>• 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)</li> </ul> <p><b>PROM PASSPORT launch</b></p> <ul style="list-style-type: none"> <li>• Students should be able to work towards the requirements of the Prom Passport in order to attend the school Prom.</li> <li>• Students should know that they need to take responsibility for several aspects of their schooling in order to attend the Prom, including.</li> </ul>		
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		<ul style="list-style-type: none"> <li>○ Ambition</li> <li>○ Aspire</li> <li>○ Action</li> <li>○ Accelerate</li> <li>● 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.</li> </ul> <p><b>Digital Safety:</b></p> <ul style="list-style-type: none"> <li>● Know what is appropriate and responsible content to share online.</li> <li>● How to report instances where imagery, content and information has been shared without consent.</li> </ul>		<ul style="list-style-type: none"> <li>○ Focus on attendance and punctuality at school</li> <li>○ Participate in Study sessions in school, before and after school and during school holidays.</li> <li>○ Work on their revision and work at home to develop their preparation for exams.</li> <li>○ Get their class teachers to sign off their passports based on effort in the classroom in order to take accountability.</li> </ul> <p><b>Digital Safety:</b></p> <ul style="list-style-type: none"> <li>● Be able to distinguish between online portrayals of reality and reality itself.</li> <li>● Know how to limit and restrict access to online/social spaces to support wellbeing.</li> </ul>		
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