# **Curriculum Knowledge Map**

## **Chorlton High School: Personal Development**







Personal Development Focus    Personal Development Focus	Careers and Employat	oility Cultural Capi	tal Equality and	Diversity Wellbeing an	d Community C	haracter	Digital Safety
Term 2   Term 3   Term 2   Term 4   Term 5   Term 6   T	Voor 7	AUTU	IMN	SPRI	NG	SUMMER	
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# **Curriculum Knowledge Map**

## **Chorlton High School: Personal Development**

tasks it entails







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Procedural	Future Foundations:	Future Foundations:	Future Foundations:	CEIAG: National Careers Week  Understanding what skills, you will need for employment in the future  Future Foundations:	Broadening our awareness of the different jobs available in the green sector      Future Foundations:	Reflecting on the different careers we have learned about this year  Future Foundations:
What should they be able to do?	Character Development: I embrace life and prepare to succeed.  • Understand the many ways to show optimism.  • Recognise the challenges of secondary school and explore the positive steps they are making to their learning journey.  • Understand that optimism is a character trait that allows them to develop their approach to learning and personal circumstances.  • Evidence their understanding to show they are actively working on their character development.  CEIAG:  • Explain what a career is • Identify the benefits of learning about CEIAG	Character Development: I support my community and make a difference to it.  Understand the many ways to show empathy. Recognise the ways that they can support themselves and their community to help make a difference. Be able to evidence how they are making a positive impact on their community and the differences this makes. Understand that empathy is a character trait that allows them to develop their approach and communication with others.  Digital Safety: Identify how the digital world can portray misleading information. Be able to recognise correct and incorrect information online.  CEIAG: Explain what the creative careers industry is Give an example of a	Character Development: I explore life, take a deep breath, go for it and respond with imagination.  Be able to work in lessons in a creative and curious way, being adaptable in their approaches.  Understand how to apply creative approaches to their learning and in their pursuits, maybe by taking up a new skill or hobby, or joining an after-school activity.  Understand the many ways to show creativity and curiosity.  Recognise the ways that they can challenge themselves further.  CEIAG:  Explain what a STEM career is  Explain what labour market information is	Character Development: I own my actions. I understand my actions.  Be able to take responsibility in the classroom with their academic studies.  Be a responsible citizen in school and in their personal life.  Be a reflective 'practitioner' who can identify areas of personal strength and areas for development.  Know when their actions can have a positive or negative impact on others, and how to respond to a variety of situations.  Understand the many ways to show responsibility and reflection.  Digital Safety:  Identify what a healthy and unhealthy online relationship looks like.  Understand how to make judgements on the relationships they form online.	Character Development: I hone my skills. If I fall down, I get up again.  Be able to practice their skills and aspire to improve.  Be able to evidence how they have used resiliency to overcome obstacles or barriers.  Demonstrate ways to develop academic or personal skills to improve themselves and others.  Be a resilient person who can challenge themselves even in difficult circumstances.  Know when things don't go right, they have opportunities to learn and grow from it.  Understand the many ways to show practice and resiliency.  CEIAG:  Identify the industries which will grow in the future Give an example of a career in the green sector	Character Development: I want the best. I am the best.  Be able to motivate themselves and others.  Be able to evidence how they have demonstrated they are working towards being successful, creative, and happy.  Demonstrate ways to develop academic or personal skills and how this can be a motivation to improve themselves and others.  Recognise the next stages of their personal growth and development and how to achieve it.  Understand the many ways to show motivation.  Digital Safety:  Identify the variety of social media apps and their age restrictions.  Make informed choices about social media profiles and setting these up correctly and securely.  CEIAG:  Give examples of different
		creative career and the		CEIAG:		careers

### **Curriculum Knowledge Map**

### **Chorlton High School: Personal Development**







Literacy – Form
Readig Activi



### Clean Getaway

Set against the backdrop of the segregation history of the American South, take a trip with New York Times bestselling Nic Stone and an eleven-year-old boy who is about to discover that the world hasn't always been a welcoming place for kids like him, and things aren't always what they seem - his G'ma included.

**Themes:** Clean Getaway explores the difficult themes of racism, regret, and the complicated nature of humans.

**Reading Strategies:** At this stage, students will be introduced to the different CHS reading strategies. They will already be able to discuss comprehension style questions. The reading strategies are designed to target specific points in a novel and structure conversations around this.



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**Form opinions** - What do you think about what you are reading?

**Making predictions** - What do you think the text will be about?



### Boy 87

Boy 87 tells the story of immigrants trying to flee to Europe through the eyes of Shif. This heart-breaking book perfectly captures the often-over-looked struggles of refuges throughout the world as well as addressing the catastrophic greed in it caused by money.

work

 Give examples of the skills needed in the world of

**Themes:** Family, friendship, human rights, refugees and diversity.

**Reading Strategies:** students will have practised the reading strategies and be able use these when discussing themes with peers. Students will know how to embed these strategies in their reading time.



**Empathy** - How do you feel about what you are reading? For example: the topic, characters, or situation.

**Relate to own experience -** Can you relate to what you are reading?









In the summer term we want our students to be able make a choice of text to read in their form reading session.

There will be a selection of books which forms can choose from.

#### The books students can choose from include:

- Night Bus Hero by Onjali Rauf
- The Star above my window by Onjali Rauf
- Marcus Rashford: Book 1 You are a champion.
- Jimmy Coates: Killer by Joe Craig

**Themes:** Resilience, empathy, forgiveness, and compassion.

**Reading Strategies:** At this point, students should reflect on their reading booklets to see which reading strategies they could evidence or develop further. Students should show evidence of active reading using a range of reading strategies.



**Break down information -** Can you divide the reading into smaller parts to help make sense of it?

**Visualisation -** What image does the reading make you picture?

