# **Curriculum Knowledge Map**

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







Declarative What should they know?  Choriton Edge: Character Development: Demonstrating Communication Recall QoS – Creativity. What is it? How did it help in Year 7? Recall QoS – Curiosity. Why is that important to be successful? Understand that effective communication allows us to connect to others in our community by sharing experiences and express our feelings  Development: Demonstrating Communication Recall QoS – Creativity. What is it?  Choriton Edge: Character Development: Demonstrating Initiative Recall QoS – optimism. What is it?  Choriton Edge: Character Development: Demonstrating Resilience Recall QoS – optimism. What is it?  Necall QoS – optimism. What is it?  Necall QoS – optimism. What is it?  Necall CoS – optimism. What is it?  Necall CoS – optimism. What is it?  Necall the term Refliction.  Necall CoS – Motivation. What is it? How did it help in Year 7?  Explore the term Countribute to us being Happy and Successful.  Understanding why it is important and how it can contribute to us being Happy and Successful.  Understand that we cannot escape difficult situations in life – there will always be a challenge  The contribute of the productivity increases by productivity increases by incommunity.  Demonstrating Resilience  Necall CoS – Motivation. What is it? Development: Demonstrating Resilience  Necall CoS – Motivation. What is it? How did it help in Year 7?  Explore the term Reflection.  What does it mean? Understanding why it is important and how it can contribute to us being Successful.  Understand that we cannot escape difficult situations in life – there will always be a challenge  The contribute of the productivity increases by life of the productivity incre	V	Year 8 Term 1			ING	SUMI	MER
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57 am a san a s		of different types of careers and	with others online.	STEM Careers Week	cyber bullying.	<u> </u>	creative Student and how
3011.6 Market		the skills we need to develop		0			this will benefit them in
							their Y9, KS4 and beyond.
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Creative Careers Week needed to work in a STEM • Understanding the range needed to work in the green						o o	District Coffee
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Understanding how     CEIAG							CEIAG
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# **Curriculum Knowledge Map**

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







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		about jobs available in the local area				Reflecting on the different careers and skills we have learned about this year     Reflect on which careers you might be interested in
Procedural	Character Development:	Character Development:	Character Development:	Character Development:	Character Development:	Character Development:
What should they be able to do?	Use respectful communication consistently to build relationships in school and beyond.  Students should be able to plan 2 activities (Apprenticeship level) that demonstrate using their initiative.  Provide evidence of achieving this skill and continuing to develop their character.  Students should take ownership of their own decisions and understand how their decisions can impact others.  Students will work independently, to achieve one of these tasks, and work collaboratively with others to achieve the second task, to ensure they meet the "we demonstrate" criteria of year 8.  Explore and demonstrate engagement and improve working relationships across school, and boost confidence through increased work ethic around schoolwork, extracurricular and beyond.  CEIAG:  Define a career  Explain the importance of studying CEIAG	Students recognise how an organised lifestyle can help stabilise routines and reduce feelings of chaos and stress. Students can prioritise tasks and activities. Students can demonstrate the ability to prioritise tasks and how they can use this skill to support their CHS community and the wider community. Students will work independently, to achieve one of these tasks, and work collaboratively with others to achieve the second task, to ensure they meet the "we demonstrate" criteria of year 8.  Digital Safety: Recognise how the online world can portray a distorted view or perspective on reality. Make informed choices about social media influence, and profiles that could lead to misunderstanding or extreme views.  CEIAG:	Students should be able to plan 2 activities (Apprenticeship level) that demonstrate using their initiative.  Students will be able to communicate why Initiative is an important attribute and how it will make them successful.  Provide evidence of achieving this skill and continuing to develop their character.  Students should take ownership of their own decisions and understand how their decisions can impact others.  Students will work independently, to achieve one of these tasks, and work collaboratively with others to achieve the second task, to ensure they meet the "we demonstrate" criteria of year 8.  CEIAG: STEM Careers Week  Give examples of some skills needed to work in the STEM industry  Give examples of jobs in the STEM industry	Students will be able to demonstrate that they can manage stress and uncertainty to prevent negative emotions from clouding judgement and ensure positive, respectful behaviour.  Students can adopt a bounce back/adaptable work ethic that protects them from being overwhelmed and protect them from developing poor mental health.  Students will work independently, to achieve one of these tasks, and work collaboratively with others to achieve the second task, to ensure they meet the "we demonstrate" criteria of year 8.  Digital Safety:  Understand how to recognise online behaviours that are negative or harmful.  Understand how to deal with online bullying through appropriate reporting channels or support systems.	Students should be able to plan 2 activities (Apprenticeship level) that demonstrate using Leadership skills.  Students will work independently, to achieve one of these tasks and work collaboratively with others to achieve the second task, to ensure they meet the "we demonstrate" criteria of year 8.  Provide evidence of achieving the Leadership skill and how they will use this to boost their effort and success in Year 8.  Students help create a vision for their form group/year group/school to motivate, inspire and guide all students to achieving a common goal.  Students are positive and successful role models to other students in the school.  CEIAG  Green Careers/Future Frontiers Week  Give examples of industries that will continue to grow in the future	Students help create a vision for their form group/year group/school to motivate, inspire and guide all students to achieving a common goal. Students are positive and successful role models to other students in the school.  Digital Safety: Be able to communicate positively and freely online with the right form of communication style/to the right audience. Understand the impact of a negative digital footprint and how to keep a positive online presence.  CEIAG Give examples of different careers Articulate which career(s) you may/may not be interested in working in in the future
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### **Curriculum Knowledge Map**

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







•	Give	examples	ΟŤ	different
	caree	rs and skills	nee	ded

#### Creative Careers Week

- Give examples of careers in the creative industry
- · Give examples of the skills needed to work in the creative industry
- Explain which creative iobs are in demand in the local area

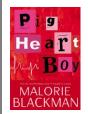
#### CEIAG:

#### National Careers Week

- Give examples transferrable employability skills
- Explain how to develop employability skills in a school context.

• Give examples of the skills needed to work in the green sector

### Literacy – Form **Reading Activities**



#### Pig Heart Boy

Cameron desperately needs a new heart when he is offered the opportunity to take part in a radical and controversial experiment involving the transplant of a pig's heart. While Cameron soon comes to terms with the idea, he finds the world around him less accepting.

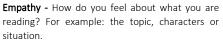
Themes: Empathy, kindness, family, the human body

Reading Strategies: This novel includes more difficult themes and vocabulary. Students will have an understanding of how to break down a text for inferences. Teachers will support with vocab by selecting and explaining key words during reading time.



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

Making predictions - What do you think the text



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



#### Black and British

Black And British: A Forgotten History is a book with a clear goal, to show that Black people have been in and part of Britain for millennia, and to make sure that their history in Britain is forgotten no more.

Themes: empire, migration, exploration, exploitation, slavery trade and discrimination.

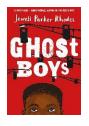
**Reading Strategies:** This is a non-fictional book which includes chapters on events through history. This is an opportunity for students to practise their active reading whilst making links to prior knowledge they have from subjects such as history.



Asking questions - What questions can you ask yourself, before, during and after reading?

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?



#### **Ghost Boys**

A 2018 middle-grade novel by Jewell Parker Rhodes. Set in Chicago, the novel follows the story of Jerome, a 12-year-old black boy who is shot and killed by a white police officer before coming back as a ghost. Emmett Till, a black boy who was murdered in 1955, features as another ghost in the

Themes: systemic racism, telling one's story, police brutality, bullving, empathy and understanding

Reading Strategies: This novel will be used by students to consolidate their understanding of active reading and show evidence of how the reading strategies can be used effectively. Teachers will design questions to allow students to show these skills during reading.



**Learn new vocabulary** - What words do you need to find the meaning of?

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



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



