

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 8		AUTUMN		SPRING				SUMMER			
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2		
Personal Development Focus		We demonstrate Initiative skills.	We demonstrate Leadership skills.	We demonstrate Resilience skills.	We demonstrate Communication skills.	We demonstrate Organisation skills.	We evidence that we are Creative, Successful & Happy.				
Declarative <i>What should they know?</i>		<u>Chorlton Edge:</u> Character Development: Demonstrating Communication <ul style="list-style-type: none">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 <u>CEIAG:</u> Introduction to CEIAG <ul style="list-style-type: none">Extending our understanding of what a career is and why we learn about CEIAGBroadening our understanding of different types of careers and the skills we need to develop	<u>Chorlton Edge:</u> Character Development: Demonstrating Organisation <ul style="list-style-type: none">Recall QoS Empathy – What is it?How did it contribute to my happiness in Y7?Understand how to work both collaboratively and independently to organise events that support and enhance our understanding of our community. Being organised also means productivity increases by managing our time and workload efficiently. <u>Digital Safety:</u> <ul style="list-style-type: none">The impact of unhealthy or obsessive comparison with others online. <u>CEIAG:</u> Creative Careers Week <ul style="list-style-type: none">Understanding the range of careers available in the creative industries and the skills used in those careersUnderstanding how labour market information can inform us	<u>Chorlton Edge:</u> Character Development: Demonstrating Initiative <ul style="list-style-type: none">Recall QoS – optimism. What is it?How did it help us be Successful in Year 7?Explore the term “Initiative”.What does it mean? Understanding why “Initiative” is an important character skill.Understand that initiative is the ability to make decisions, solve problems, increase work ethic and stay on track with tasks. <u>CEIAG:</u> STEM Careers Week <ul style="list-style-type: none">Using labour market information to understand the skills needed to work in a STEM career	<u>Chorlton Edge:</u> Character Development: Demonstrating Resilience <ul style="list-style-type: none">Recall the term Resilience. What does it mean?Recall the term Reflection.What does it mean? 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 to overcome so we need to understand how to do this calmly. <u>Digital Safety:</u> <ul style="list-style-type: none">Online behaviours and cyber bullying. <u>CEIAG:</u> National Careers Week <ul style="list-style-type: none">Understanding the range of skills needed for work in the future and how you can develop these.	<u>Chorlton Edge:</u> Character Development: Demonstrating Leadership <ul style="list-style-type: none">Recall QoS – Motivation. What is it? How did it help in Year 7?Explore the term Leadership. What does it mean? Understanding why it is important and how it can contribute to us being Successful.Students to understand and possess the necessary skills to make informed decisions and solve problems effectively to boost morale and work ethic. <u>CEIAG</u> Green Careers/Future Frontiers Week <ul style="list-style-type: none">Understanding which industries will grow in the futureUnderstanding the skills needed to work in the green sector	<u>Chorlton Edge:</u> Character Development: Demonstrating Successful, Creative and Happy. <ul style="list-style-type: none">Students should be able to identify the 5 attributes and why they are important.Students should be able to understand how developing and demonstrating these attributes will contribute to them becoming well rounded, Creative Successful and Happy students.Recall the 5 LORIC attributes and why they are important.Understand what makes a Successful, Happy and creative Student and how this will benefit them in their Y9, KS4 and beyond. <u>Digital Safety:</u> <ul style="list-style-type: none">Netiquette and the digital footprint. <u>CEIAG</u>				

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		about jobs available in the local area				<ul style="list-style-type: none"> Reflecting on the different careers and skills we have learned about this year Reflect on which careers you might be interested in
Procedural <i>What should they be able to do?</i>	Character Development: <ul style="list-style-type: none"> 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, extra-curricular and beyond. CEIAG: <ul style="list-style-type: none"> Define a career Explain the importance of studying CEIAG 	Character Development: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	Character Development: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Give examples of some skills needed to work in the STEM industry Give examples of jobs in the STEM industry 	Character Development: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. 	Character Development: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Give examples of industries that will continue to grow in the future 	Character Development: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Give examples of different careers Articulate which career(s) you may/may not be interested in working in the future

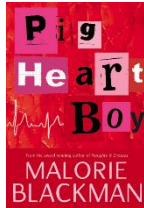








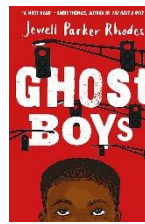



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	<ul style="list-style-type: none">Give examples of different careers and skills needed	Creative Careers Week <ul style="list-style-type: none">Give examples of careers in the creative industryGive examples of the skills needed to work in the creative industryExplain which creative jobs are in demand in the local area		CEIAG: National Careers Week <ul style="list-style-type: none">Give examples of transferrable employability skillsExplain how to develop employability skills in a school context.	<ul style="list-style-type: none">Give examples of the skills needed to work in the green sector	
Literacy – Form Reading Activities		<p>Pig Heart Boy</p> <p>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.</p> <p>Themes: Empathy, kindness, family, the human body</p> <p>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.</p> <div><p>Form opinions - What do you think about what you are reading?</p><p>Making predictions - What do you think the text will be about?</p><p>Empathy - How do you feel about what you are reading? For example: the topic, characters or situation.</p><p>Relate to own experience - Can you relate to what you are reading?</p></div>		<p>Black and British</p> <p>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.</p> <p>Themes: empire, migration, exploration, exploitation, slavery trade and discrimination.</p> <p>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.</p> <div><p>Asking questions - What questions can you ask yourself, before, during and after reading?</p><p>Break down information - Can you divide the reading into smaller parts to help make sense of it?</p><p>Visualisation - What image does the reading make you picture?</p></div>		<p>Ghost Boys</p> <p>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 text.</p> <p>Themes: systemic racism, telling one's story, police brutality, bullying, empathy and understanding</p> <p>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.</p> <div><p>Learn new vocabulary - What words do you need to find the meaning of?</p><p>Empathy - How do you feel about what you are reading? For example: the topic, characters or situation.</p><p>Form opinions - What do you think about what you are reading?</p></div>