



# CHORLTON HIGH SCHOOL: CURRICULUM



## Key Stage 3 Framework for Learning

### Year 7 2018-2019: Future Foundations

#### Curriculum Area: English

Year 7	First 2 Weeks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<b>Adventure</b> This unit acts as a bridge between KS2 and KS3 where the focus is on developing reading skills. Students will be exploring the theme of Space across all core subjects. Using the CHS reading strategies, students will embed their knowledge of how to break down unseen texts and develop their independent reading skills. Following on from building in the CHS reading strategies students will work through specific stimuli to inspire their own creative writing.  <b>ELF - ½ Day:</b>	<b>Language Paper 1</b> <b>Analysing Fiction and Creative Writing</b>  Students will follow a unit of study that allows them to have some exposure to the skills needed for Language Paper 1 which they will sit in Year 11. This exam paper (Paper 1) is called Explorations in Creative Reading and Writing. Students will study the writer's craft from a variety of eras and have the opportunity to produce their own piece of creative writing.	<b>Anthology Poetry</b> <b>Love and Relationships</b> (Love and Relationships pre 1914 - 21st century)  This unit is the starting point for preparing students for Literature Paper 2 which they will sit in Year 11. It will require students to work through an anthology of set poems, which they will also have to do in Year 11. This is great practice and builds great habits for students at this early stage.	<b>Novel</b>  The novels studied are: <i>Frankenstein</i> , <i>Animal Farm</i> , <i>Twelve Minutes to Midnight</i> , <i>Wonder</i> , <i>The Fastest Boy in the World</i> and <i>Until Proven Guilty</i>  This unit will help prepare students for Literature Paper 2 which they will sit in Year 11. This unit is based on the explorations of the writer's craft, themes, characters and plot. Students will read an entire novel and work through thematic and characterisation questions. This will help students build their confidence in exploring and critically evaluating how a writer communicates and develops plot and character.	<b>Novel and Classics</b>  During the beginning of Spring 2, students will continue to study their novel and consolidate their understanding of themes and characterisation, culminating in a progress test to check learning.  Students will move onto applying their knowledge of the writer's craft to a classic text. Students will be expected to explore the narrative voice, plot and themes which will then influence their own narrative writing project.  (Classic texts studied are: <i>Picture of Dorian Gray</i> , <i>Alice in Wonderland</i> , <i>Treasure Island</i> and <i>the Grimm's Tales</i> )  Students will spend 6 weeks exploring their classic text. This unit has been designed to offer some early exposure to 19th century	<b>Classics and Shakespeare</b>  As the Classics unit continues, the students will be developing their creative writing skills needed for Language Paper 1. Summer 1 will be spent unpicking the language, plot and characterization within the classic text set for each class. This half term will also allow for many creative writing opportunities, using the classic text as a stimulus to develop the students' own narrative voice.  Students will then spend the final 2 weeks of this term gathering contextual information on the Shakespeare play they will study in full during Summer 2.	<b>Shakespeare and Summative Unit</b>  (Plays studied are: <i>Much Ado About Nothing</i> , <i>The Tempest</i> , <i>Twelfth Night</i> and <i>Macbeth</i> )  During this final half term, students will continue to build their confidence with Shakespeare, understanding and exploring the writer's craft in order to develop their analytical skills for KS4 by studying a Shakespeare play.  This unit will act as a starting point to develop students' confidence with Shakespearean language, develop their understanding of plot and be able to draw on links from various moments within a play. Students will complete their final progress test based on the play studied within their class.



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<b>Skills</b>	<p>With this unit having a <b>LANGUAGE PAPER 1 Q5 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the narrative and descriptive writing.</p> <p>Students will practice their reading, writing and communication skills in mixed ability classes for the first two</p>	<p>This unit continues to develop an understanding of <b>LANGUAGE PAPER 1</b> focusing on the exploration of creative reading and writing. Students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <ul style="list-style-type: none"> <li>This half term will primarily focus on developing students' writing and reading skills through a range of stimuli based on LANGUAGE PAPER 1 as</li> </ul>	<p>With this unit having a <b>LITERATURE PAPER 2 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><b><u>READING:</u></b></p> <ul style="list-style-type: none"> <li>*Developing students' independent reading skills</li> <li>*Developing reasoned personal opinions on what has been read</li> <li>*Communicating</li> </ul>	<p>With this unit having a <b>LITERATURE PAPER 2 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam. Students will be expected to know the entire novel and draw on relevant references for their progress test. Whilst a wide range of reading skills and strategies will be taught over the course of the unit, the following details the specific</p>	<p>texts which is something students will have to be confident with when they sit their GCSEs. This unit will be the starting point to develop this confidence with the language and reading skills needed to access texts like these at KS4.</p> <p>For the final 2 weeks of Spring 2 students will begin their Classics scheme of work and explore the context behind the text.</p>		<p>The final part of this halfterm will focus on summative unit which will then cover elements studied from the entire year where students will be exploring the 'Big Questions' within the texts they have studied over the year.</p> <p>This unit will focus on the skill of revision which will help prepare students for next year. Students will cover all elements of this year's syllabus.</p>	



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	<p>weeks. Extracts from adventure texts will be studied in depth, exploring for meaning and will then be used as a stimulus for reading and writing tasks. Opportunities for speaking and listening will be built in, including group work and the presentation of ideas.</p> <p>Quality of written communication (QWC) will be marked on each assessment piece.</p>	<p>well as developing students' abilities to appreciate the fiction that they have read (in extract form). Whilst a wide range of reading and writing skills will be taught over the course of the unit, the following information details the specific overarching aims of the unit:</p> <p><b><u>READING:</u></b></p> <ul style="list-style-type: none"> <li>*Describe and summarise with occasional accuracy and understanding</li> <li>*Respond clearly to some explicit information and viewpoints</li> <li>*Make occasional relevant comments about language and structure</li> <li>*Support their comments and opinions at points with some general references</li> <li>*Make brief and straightforward links between texts</li> <li>*Communicate basically with some clarity for the reader</li> <li>*Structure a coherent essay.</li> </ul> <p><b><u>COMMUNICATION:</u></b></p> <ul style="list-style-type: none"> <li>*Opportunities to develop speaking and listening skills will also be developed over the course of the half term through in class activities. There will be a focus on increasing</li> </ul>	<p>understanding of poems and the above in extended, personal and critical responses.</p> <p>*Critically comparing a range of poetry.</p> <p>*Make comments about very explicit meanings of poems</p> <p>*Describe aspects of language, form or structure</p> <p>*Make references to obvious details of poems</p> <p>*Show an awareness that poems are related to contexts</p> <p>*Make a few basic links between texts</p> <p><b><u>WRITING:</u></b></p> <ul style="list-style-type: none"> <li>*Developing the ability to manipulate language and structure to produce texts with tone</li> <li>*Writing full, well-crafted pieces for a range of audiences and purposes</li> </ul> <p><b><u>COMMUNICATION:</u></b></p> <ul style="list-style-type: none"> <li>*There will be a focus on increasing effective discussion skills. Opportunities to develop speaking and listening skills will also be developed over the course of the half term through in class activities.</li> </ul>	<p>overarching aims of the unit:</p> <p><b><u>READING:</u></b></p> <ul style="list-style-type: none"> <li>*Developing independent reading of more complex and challenging texts</li> <li>*Exploring the relevance of historical, social and cultural context throughout the novel</li> <li>*Developing reasoned personal opinions on what has been read</li> <li>*Communicating understanding of written texts and the above in extended, personal and critical responses.</li> </ul> <p><b><u>WRITING:</u></b></p> <ul style="list-style-type: none"> <li>*Developing the ability to manipulate language and structure to produce texts with tone</li> <li>*Writing full, well-crafted pieces for a range of audiences and purposes</li> <li>*Ensuring that the effect on the reader is explored.</li> <li>*Make comments about very explicit meanings of texts</li> </ul> <p><b><u>COMMUNICATION:</u></b></p> <ul style="list-style-type: none"> <li>*Developing students' abilities to produce extended, sophisticated, original pieces</li> <li>*Nurturing students' abilities to develop an underlying message throughout</li> <li>*Developing depth to pieces of writing</li> <li>*Using language and</li> </ul>	<p>understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events</p> <p>*Critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text</p> <p><b><u>WRITING:</u></b></p> <ul style="list-style-type: none"> <li>*Develop a response to explicit and implicit meanings of plays</li> <li>*Develop an increasing understanding of the ways in which writers use language, form and structure</li> <li>*Make specific references to obvious details of texts to support ideas</li> <li>*Show clear understanding that plays are related to contexts</li> <li>*Make clear comparisons between texts</li> </ul> <p><b><u>COMMUNICATION:</u></b></p> <ul style="list-style-type: none"> <li>*Opportunities to develop speaking and listening skills will also be developed over the course of the half term through in class activities.</li> </ul> <p><b><u>WRITING:</u></b></p> <ul style="list-style-type: none"> <li>*Develop a response to explicit and implicit meanings of plays</li> <li>*Develop an increasing understanding of the ways in which</li> </ul>	<p>undertaking a summative unit which specifically focuses on the contextual elements the novels they have studied, building a more holistic understanding of Literature Paper 1 and 2. Students will be continuing to develop their ability to:</p> <p><b><u>READING:</u></b></p> <ul style="list-style-type: none"> <li>*Critical and exploratory response to the task and the whole play</li> <li>*Exploring the relevance of historical, social and cultural context throughout the play</li> <li>*Developing reasoned personal opinions on what has been read and how it links to the reader</li> <li>*Communicating understanding of written plays and the above in extended, personal and critical responses.</li> </ul> <p><b><u>WRITING:</u></b></p> <ul style="list-style-type: none"> <li>*Develop a response to explicit and implicit meanings of plays</li> <li>*Develop an increasing understanding of the ways in which</li> </ul>
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			<p>effective discussion skills.</p> <p>*Communication skills will be developed to ensure that students can understand how to frame their ideas and for what purpose both in talk and written format.</p> <p>*Students will also undertake self and peer assessment, critically expressing and assessing the strengths and targets of a specified piece of work.</p> <p>*Qualities of Written Communication will be marked on each assessment piece.</p>	<p>*Communication skills will be developed to ensure that students can understand how to frame their ideas and for what purpose both in talk and written format.</p> <p>*Students will also undertake self and peer assessment, critically expressing and assessing the strengths and targets of a specified piece of work.</p> <p>*Students will also be expected to develop their own creative responses and share and/or perform within the class.</p> <p>*Quality of Written Communication will be marked on each assessment piece.</p>	<p>to contexts</p> <p>*Make links between texts</p> <p><b><u>COMMUNICATION:</u></b></p> <p>*Opportunities to develop speaking and listening skills will also be developed over the course of the half term through in class activities. There will be a focus on developing students' abilities to articulate and present their ideas verbally in a presentation format.</p> <p>*Communication skills will be developed to ensure that students can understand how to frame their ideas and for what purpose both in talk and written format.</p> <p>*Students will also undertake self and peer assessment, critically expressing and assessing the strengths and targets of a specified piece of work.</p> <p>*Qualities of Written Communication will be marked on each assessment piece.</p>	<p>structure to create specific effects and to make deliberate choices</p> <p>*Respond to a creative writing based task thinking carefully about the audience and purpose in particular when considering their language and structural choices</p> <p>*Produce texts with basic structures and a basic awareness of purpose</p> <p>*Show some control over sentence type and structure using familiar vocabulary</p> <p>*Spell, punctuate and use grammar with occasional accuracy.</p> <p><b><u>COMMUNICATION:</u></b></p> <p>*Communication skills will be developed to ensure that students can understand how to frame their ideas and for what purpose both in talk and written format.</p> <p>*Students will also undertake self and peer assessment, critically expressing and assessing the strengths and targets of a specified piece of work.</p>	<p>on increasing students' drama skills.</p> <p>*Quality of Written Communication (QWC) will be marked on each assessment piece.</p>	<p>writers use language, form and structure</p> <p>*Make specific references to obvious details of texts to support ideas</p> <p>*Show clear understanding that plays are related to contexts</p> <p>*Make clear comparisons between texts</p> <p><b><u>COMMUNICATION:</u></b></p> <p>*Opportunities to develop speaking and listening skills will also be developed over the course of the half term through in class activities. There will be a focus on increasing effective discussion skills.</p> <p>*Quality of written communication (QWC) will be marked on each assessment piece.</p>
<b>Assessments</b>	In class progress checks will take place on a fortnightly basis focusing on students' reading and writing skills. After each		<p><b><u>Marking Point 1 Language Paper 1</u></b></p> <p>To complete a baseline writing test using the reading week topic of space as a stimulus.</p>	<p><b><u>Marking Point 1 Poetry</u></b></p> <p>Analyse a selected poem and explore how the poet presents the theme of love and relationships.</p>	<p><b><u>Marking Point 1 Novel</u></b></p> <p>How does the writer explore the theme of _____ through setting/character during Chapter 1?</p>	<p><b><u>Marking Point 1 Novel PROGRESS TEST Literature Paper 2 Novel</u></b></p> <p>How does the author present the character of...?</p>	<p><b><u>Marking Point 1 Classics</u></b></p> <p>Write your own short story in the style of your Classic novel.</p>	<p><b><u>Marking Point 1 Shakespeare</u></b></p> <p>How does Shakespeare present the theme of... in this extract and elsewhere in the play?</p>



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	<p>progress check, the opportunity to reflect and put in to practice the next steps for achieving higher will be built in to lessons. These lessons will be known as <i>feedback loops</i>. Every term there is a Progress Test which consolidates learning from a specific SOW.</p>	<p><b>Language Paper 2</b> How does the writer use language to describe the character/ setting in this source?</p> <p><b>Marking Point 3 Language Paper 1</b> Write the opening to a short story based on the theme of Adventure.</p>	<p><b>Marking Point 2 Poetry</b> Compare two poems and how the poet's present the theme of love and relationships</p> <p><b>Marking Point 3 Poetry PROGRESS TEST Literature Paper 2 Poetry</b> <b>Pupils will have an opportunity to respond to the poem that they have studied in the first 3 weeks.</b> <b>How does the poet present the theme of love?</b></p> <p><b>Marking Point 4 Oracy</b> Students to perform a poem which will be assessed with the oracy framework.</p>	<p><b>Marking Point 2 Novel</b> Write a letter to a character within the text describing your feelings on a specific moment within the novel.</p> <p><b>Marking Point 3 Novel</b> Explore how a specific character is important to the novel.</p>	<p><b>OR How does the author present the theme of....?</b></p> <p><b>Marking Point 2 Classics</b> Write a description based on a stimulus linked to the Classic novel being studied.</p> <p><b>Marking Point 3 Classics</b> Reading based assessment on theme, character or setting.</p>	<p><b>Shakespeare</b> Write a diary entry from the perspective of the protagonist/antagonist.</p>	<p><b>Marking Point 2 Shakespeare PROGRESS TEST Literature Paper 1 Shakespeare.</b> <b>How is the character presented in this extract and elsewhere in the play?</b></p> <p><b>Marking Point 3 Oracy</b> Students will perform their Ignite speeches which will be assessed using the oracy framework.</p>
Cultural Enrichment	<p>All students are welcome to attend after school clubs that are on offer in the department. Each enrichment opportunity will target a wide variety of students at every level.</p> <p>Debate Club and Creative Writing Club will serve to engage students both orally and in</p>	<p><b>READ</b> Students will be encouraged to read a variety fiction to enhance their study of Language. Recommended books to read are The Lost World - Sir Arthur Conan Doyle, The Railway Children -Elizabeth Nesbit and The Hobbit - J R R. Tolkien.</p> <p><b>WATCH</b> Interviews with <a href="https://www.young">https://www.young</a></p>	<p><b>READ</b> Other poems written by our studied poets will be suggested such as: Moniza Alfi, Christina Rossetti, John Agard, Wilfred Owen. Students could use poetry they are reading as inspiration to enter a poetry writing competition e.g. <a href="https://www.young">https://www.young</a></p>	<p><b>READ</b> Students will be encouraged to read texts which link to their studied novel, in terms of genre and subject contact. Those reading Frankenstein could explore Dracula, A Christmas Carol and Great Expectations to explore gothic conventions and literature from the Victorian era. Those</p>	<p><b>READ</b> Students should explore other classics for further their awareness of pre 19 century literature in preparation for their career in English at CHS such as: War of the Worlds, Great Expectations, A Christmas Carol and The Hunchback of Notre Dame.</p> <p>Read reviews of Alice in Wonderland, taken</p>	<p><b>READ</b> To research the life and background of William Shakespeare. <a href="https://www.shakespeare.org.uk/explore-shakespeare/shakespearepedia/">https://www.shakespeare.org.uk/explore-shakespeare/shakespearepedia/</a></p> <p><b>WATCH</b> There will be opportunities to watch a performed version of the play.</p>	<p><b>READ</b> Students should be reading newspaper articles which link to the big questions within their Classic novel and should draw on links on how they relate to modern day society.</p> <p><b>WATCH</b> Take the opportunity to research the Shakespearean times and watch</p>



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	<p>written form. This will open opportunities to participate in competitions</p> <p><b>Author Visit</b> – to check what our book of the year will be and liaise with Rachel Hockey (link to Spring 1-Summer 1 Novel and Classics)</p>	<p>prominent authors such as JK Rowling and Sir Terry Pratchett reveal their inspiration and how they have created exciting adventure stories.</p> <p><b>VISIT</b> The Edge theatre in Chorlton to discover events relating to theatre or creative writing.</p> <p>Visit John Ryland's Library and take a tour around one of the world's richest and most unique collections of books, manuscripts, maps, works of art and objects.</p> <p>Visit Manchester Central Library and research and explore your city and how Manchester has progressed over the years.</p> <p><b>CAREERS</b> TV Presenter Nina Warhurst to come in. (SLA link and links to Autumn 1 LP1/Oracy)</p>	<p><a href="http://writers.co.uk/competitions/secondary-school.php">writers.co.uk/competitions/secondary-school.php</a></p> <p><b>WATCH</b> Students should be encouraged to watch Tony Walsh's performances of his poetry specifically 'This is the place' and explore how words and poetry can transform communities. <a href="https://forevermanc hester.com/this-is-the-place-fm/">https://forevermanc hester.com/this-is-the-place-fm/</a></p> <p>Watch Lemn Sissay's poetry and how he celebrates his heritage and our city. <a href="https://www.youtube.com/watch?v=WzS1w3NWzg">https://www.youtube.com/watch?v=WzS1w3NWzg</a></p> <p><b>VISIT</b> Students could visit The Contact Theatre and attend a Spoken Word event to explore the power of words in a live setting.</p> <p><b>CAREERS</b> Spoken Word Poet to come in – Young Identity Poets at the Contact Theatre <a href="https://contactmcr.com/project/young-identity/">https://contactmcr.com/project/young-identity/</a> (link to Autumn 2 Poetry/Oracy)</p>	<p>reading Animal Farm may want to explore George Orwell's essays and or the premise of 1984, The Hunger Games, Divergent and other dystopian novels.</p> <p>Those reading Wonder may enjoy reading Mockingbird, Out of My Mind and Wonderstruck. Those reading Skellig may also enjoy reading Northern Lights, Kit's Wilderness and The Unforgotten Coat.</p> <p><b>WATCH</b> There will be opportunities to watch adaptations of the novels studied. If novels are being toured, the department will endeavor to arrange trips to the theatre.</p> <p><b>VISIT</b> A visit to Jodrell Bank Discovery Centre may inspire students to understand how science exploration progressed and link this to their study of Victorian literature.</p>	<p>from the British Library's recent exhibition. <a href="https://www.bl.uk/alice-in-wonderland/articles/anniversaries-of-alice">https://www.bl.uk/alice-in-wonderland/articles/anniversaries-of-alice</a></p> <p><b>WATCH</b> There will be opportunities to watch film versions of the classics texts studied. Opportunities to see live theatre depending on touring schedules will also be arranged.</p> <p><b>VISIT</b> Students should be encouraged to visit The Museum of Science and Industry to inform them further of the Industrial Revolution. Manchester Central Museum could also enhance students' awareness of how life was like and how people lived in cities and further afield.</p>	<p>Students will use documentaries to explore and picture what Shakespearean England may have been like. Students will spend time thinking about how their play has been adapted and embedded into popular cultural</p> <p>Watch a tour around the Globe Theatre and visualise how plays were performed in the 17<sup>th</sup> Century.</p> <p>There will be opportunities to watch age appropriate film versions of the Shakespeare plays studied.</p> <p><b>VISIT</b> Opportunities to see live theatre depending on touring schedules, will also be arranged.</p>	<p>informative clips on The Gunpowder Plot and explore how this links to Shakespeare's plays.</p> <p>There may be opportunities to watch a play at The Playhouse, a venue which completes a Shakespeare triangle: Stratford, London, and the North West.</p> <p><b>VISIT</b> Depending on the events schedule, visits to Home Theatre and Cinema will be arranged to ensure students are exploring the big issues which relate to their Classic Text and their novel such as Poverty, Identity, Growing Up and Disabilities.</p> <p><b>CAREERS</b> Print Journalist Daisy Jackson to come in. (ASZ link and links to Summer 2 Summative)</p>
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Character			 QoS – Optimism  <b>Optimism:</b> Students should focus on building an optimistic outlook as they begin their English learning journey at CHS, being aware of the new demands but ensuring these are positively dealt with.  Tackling a variety of fictional extracts will provide students with a wealth of ideas and lead them to feel optimistic prior to writing their own story.	 QoS – Empathy  <b>Empathy:</b> Students need to develop an awareness of what is outside of the SOW and investigate further into the poems studied. Students are required to put themselves in the position of different speakers and poets from a range of eras and understand their lives and situations.  It is imperative the students understand the eras in which the poems within the anthology were written and build their empathy skills by researching the social and historical context. Students will also benefit by being empathetic towards the speaker and how they are presented in each poem.	 QoS – Creativity & Curiosity  <b>Creativity:</b> Students will be expected to think critically about characters, their motivations and actions. There will be opportunities for creative writing from different viewpoints. Pupils will also have the chance to act out parts of the novel and think carefully about how they can use their voice and body to express themselves. Students will need to think creatively when considering the universal themes of the play and how they might inspire modern interpretations  <b>Curiosity:</b> Students should ask questions about why the writer has included specific characters and what they represent.  By being curious about the novel and the journey it takes, students will have opportunities to	 QoS – Responsibility & Reflection  <b>Responsibility:</b> Exercise books should be presentable with detailed notes for revision purposes. Students will be expected to take responsibility of their own progress and monitor this in the inside of their exercise books.  Students will be responsible to complete progress checks to reflect on their own progress, understand their wishes and work towards actioning them. Students will be trusted with a copy of the play script in class to look after. Students will need to be responsible in organising their work and planning time to revisit information. They can be responsible in attending a revision session in their own time to prepare for their Progress Test and completing some wider reading using suggestions from staff posted on Doddle.	 QoS – Practice & Resiliency  <b>Practice:</b> Students will hone their written analysis by responding to reading questions in preparation for their Progress Test. Students will be able to transfer their analytical skills from the Spring term and see how they can develop and practice further under a different topic.  <b>Resiliency:</b> Students will be expected to think critically about characters, their motivations and actions. Progress checks prior to their Progress Test will strengthen their resiliency. Students also should reflect back over their progress in the year and celebrate their achievements and ensure they have a Growth mindset as they improve on their targets.	 QoS – Motivation  <b>Motivation:</b> As the final Progress Test takes place students should be encouraged and motivated to improve through the medium of Feedback Loops.  Students will be motivated to end their year on a positive and celebratory note which culminates in the Ignite Oracy speeches where they can showcase their own speech on a specific subject.	
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