

KING'S FOUNDATION CURRICULUM

Y7 & Y8 academy week (Foundation)

	Monday	Tuesday	Wednesday	Thursday	Friday
ASPIRE	Standards/Assembly/Literacy/Numeracy/Mentoring (2.5 hours)				
Morning session	Academic Arc (20 hours incl Aspire & PPE)				
Afternoon session	Creative Arc (2 hours)	Creative Arc (2 hours)	Enrichment (2 hours)	Creative & Leadership Arc (2 hours)	Staff training
Extra-Curricular	Catch up/Clubs (4 hours)				

Academic Arc: 20 hours

Creative Arc: 6 hours

Enrichment: 2 hours

ASPIRE: 2.5 hours

Total: 30.5 hours

b) The Learning Modules

Each subject in the Foundations Programme's (Yr 7 & 8) academic arc has ten Learning Modules. Each of these Learning Modules has two assessment points. The first assessment point, at the end of the third week of study, is an informal assessment where our students are given informal feedback on their progress using an 'assessment for learning' pro-forma and an individual interview to discuss their progress. The second, and more formal, assessment takes place at the end of week 6. However, this assessment is designed to enable the academy to identify the lack of specific knowledge, errors or misconceptions for each individual pupil rather than simply 'what they know'.

In week 7 pupils are regrouped to in our 'gap analysis' sessions to correct the lack of specific knowledge, errors or misconceptions

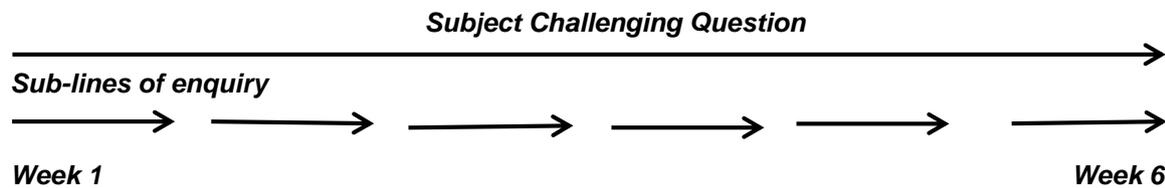
c) Hypothesis led teaching

We firmly believe that our pupils will gain far more from their education if we help them become the 'investigators' of their own learning and applying the higher levels of Bloom's taxonomy to each task that they undertake. To ensure that this happens we have introduced hypothesis led teaching by introducing an 'over-arching' challenging

question at the start of each learning module. This question determines the direction of the module's learning journey.

Each overarching question is supported by a series of 6 weekly 'lines of enquiry' which further underpin the learning journey.

Overarching Challenging Question



Each sub-line of enquiry can cover a week, a series of lessons or, given practise, each lesson can have its own hypothetical question. By formulating an initial hypothesis you are encouraging your students to use higher level thinking skills as they answer your lines of enquiry. They are no longer simply absorbing knowledge but having to use it to analyse, evaluate or create an answer to 'line of enquiry'.

d) Producing 'lateral cohesion'

To produce lateral cohesion and interconnectivity across the Foundations Programme the academy has introduced '10 Challenging Questions' which will be common to each learning module. Each subject area will adjust the question to suit the learning but, the new question, must be easily identifiable with the original overarching question. For instance, the first overarching question of the Foundation Programme is:

'How did we arrive at where we are today?'

Each subject area will be expected, over the six week learning module, to produce a time line from the early beginnings of the subject through to the present day. The second overarching question of the programme is:

'What makes a successful invasion?'

Whilst history will be examining the success of the Norman invasion geography will examine the challenges of terrains on successful invasions; science will investigate the invasion of 'alien' species in to the British countryside; mathematics will examine maps and distances; English will examine the concept of the concept of 'persuade or invade' and French will use, as a source, the language that will be needed to assist in whole academy role play of the 'Battle of Hastings'. Pupils will then be taught along Subject Specific Challenging Questions and weekly Lines of Enquiry which will create taxonomic links throughout the whole curriculum. The purpose of this approach is to deepen the way pupils process their learning by constantly challenging their own thinking through our hypothesis based approach. This will be further reinforced by our requirement to respond in writing to the line of enquiry at the end of each week.

h) Example: The overarching questions in Year 7

		History	English	Mathematics	Science	Geography
1	Why are we where we are today?	An examination of the major events that have shaped our history	An examination of how the English language and literature has changed	How we have built up our present knowledge of mathematics	How we have built up our present knowledge of science?	How we have built up our present knowledge of geography
2	What makes a successful invasion?	An examination of the Roman, Viking and Norman invasions	How different languages and literature have influenced the English language	An examination of population densities' sizes of armies, distances marched to battle etc.	An examination of the 'alian' species that have invaded Great Britain	How terrain can affect both invasions and invasion strategies
3	How has society been influenced in the past?	An examination of the changes to English life after the Norman invasion. How William gained control; the influence of the church	Does persuasion have to involve deception? How historical characters have used persuasion to influence behaviours	How did proportion and number skills help William to gain and keep control of England? How land was divided and structures set up	How does energy influence the future of society? Importance of energy, energy transfer, electricity, nuclear fuels and energy shortages	How living conditions have been determined by location and climate
4	How life has changed in Great Britain	How life has changed from medieval times through the agricultural and industrial revolutions to the present day	How has the reporting of news changed over the centuries? An examination of methods of reporting major and minor news stories	How 'living space' has changed since medieval times. An examination of population and housing density from castles to home ownership	How science has changed our lives; modern medicine, transport and life styles.	How changes in life expectancy and population demographics are changing our society in terms of health and wealth
5	What makes a good leader?	An examination of the success of English monarchs	What makes a good communicator?	What makes a good mathematician? How we use our mathematical skills in everyday life	What makes a good scientist? How we use science in our everyday lives	What makes a good geographer? How we use geography in our everyday lives

Foundation Curriculum (Based on 2 week Timetable)

Year 7-8 Curriculum for AY2016/17

Students in sets 1-4 study the following subjects in Years 7-8:

	Periods per Fortnight	Subject
King's Baccalaureate	9	English Language & Literature
	8	Mathematics
	6	Science
	5	French (set 2-4) Spanish (Set 1 & 5)
	4	History
	4	Geography
ASPIRE	2	Character Curriculum
PPE	2	Taught within English Faculty
Creative Arc	12	6 blocks each lasting a half term
Enrichment	4	Wednesday Period 5-6
Morning Aspire	5	Assembly/Standards/Literacy/Mentoring
	61	

Students in sets 5 study the following subjects in Years 7-8:

	Periods per Fortnight	Subject
King's Baccalaureate	10	English Language & Literature
	10	Mathematics
	6	Science
	4	Spanish
	3	History
	3	Geography
ASPIRE	2	Character Curriculum
PPE	2	Taught within English Faculty
Creative Arc	12	6 blocks each lasting a half term
Enrichment	4	Wednesday Period 5-6
Morning Aspire	5	Assembly/Standards/Literacy/Mentoring
	61	

Year 7-8 Creative Curriculum 2016

Students study the following subjects in Years 7 & 8 as 6 x 6 week blocks Monday, Tuesday, Thursday:

	Periods per Fortnight	Subject
King's Creative Arc	4	PE (includes 14 weeks of both Fencing & Ju-Jitsu)
	2	CMI Leadership (Learning to Lead Module A & B)
	1.5	Art
	1.5	Music
	1	Computing
	1	Conversational Spanish & Hispanic Culture
	1	Drama
	12	

OVERARCHING CHALLENGING QUESTIONS (HISTORY)

Year 7

Learning Cycle 1: (6+1) weeks

What have been the major events that have shaped our history?

- *What would a time line of these major events look like?*
- *How did we change from a nation of distinct tribes in to one multi-cultural nation?*
- *How has our population increased?*
- *How has land ownership changed?*
- *What changes have there been in the way that we have been ruled and governed?*
- *How has Warrington developed within this timeline?*

Learning Cycle 2: (6+1) weeks

What makes an invasion successful?

- *Why did we get the name Baratanac?*
- *Why did the Vikings invade us?*
- *Why did the Romans have to invade twice?*
- *Why were there so many claims to the throne in 1066?*
- *Why did Harold lose the Battle of Hastings?*
- *How useful is the Bayeux Tapestry as a historical source?*

Learning Cycle 3: (6+1) weeks

How has society been influenced in the past?

- *How did William gain control after the battle of Hastings?*
- *Why were so many castles built?*
- *What was the feudal system and how did it work?*
- *Why did William order the Domesday Book to be written?*
- *How did the Medieval Church influence medieval society?*
- *How did Ghandi, Martin Luther King and Emily Pankhurst manage important changes in society without excess violence?*

Learning Cycle 4: (6+1) weeks

How has life changed for the average English person?

- *What was life like in medieval times for the average person?*
- *How did they work, live, learn and play?*
- *What was the significance of the Black Plague on Medieval life?*
- *What caused the Peasant's revolt and how successful was it?*
- *How did the industrial revolution change people's lives?*
- *How is the technological revolution changing peoples lives?*

Learning Cycle 5: (6+1) weeks

What makes a good Monarch?

- *Why did Henry V111 form the Church of England?*
- *How did Elizabeth, as the third in line, become monarch after the death of her father?*
- *How did Elizabeth help England to become a major nation in the world?*
- *Why were relationships with Spain so bad?*
- *How did we defeat the Armada?*
- *Who was the greatest female monarchs compare? (Elizabeth 1, Victoria and Elizabeth 11?)*

Year 8

Learning Cycle 1: (6+1) weeks

Why have people made challenges to those in Power?

- Why did the relationship between the monarchy and parliament become difficult towards the middle of the 16th Century?
- How did this lead to the English Civil War?
- What were the principal differences between the Roundheads and the Cavaliers?
- How was the war resolved?
- Why did Oliver Cromwell bring Charles 1 to trial and subsequent execution?
- How does the English Civil War compare to the American Civil War or the French Revolution?

Learning Cycle 2: (6+1) weeks

Why and how have lives changed across the world?

- Why did Britain need an Empire?
- Why was slavery so profitable?
- How did the Trade Triangle make nations rich?
- What was life on the Plantations like for slaves?
- How did opposition to slavery build up?
- How was slavery abolished?
- How has slavery affected the life of indigenous populations such as the Plains Indians or cause such conflict as the 1857 Indian Rebellion?

Learning Cycle 3: (6+1) weeks

How has Britain become involved in world conflict?

- *How did we become involved in World War 1?*
- *Why did the war spread further than Europe?*
- *If World War 1 was the 'war end all wars', why was there a Second World War?*
- *How did Hitler prepare Germany for a World War?*
- *How did Britain respond?*
- *How did the Japanese and Americans become involved?*
- *What lessons have we learned from these wars?*

Learning Cycle 4: (6+1) weeks

What is the changing nature of conflict and co-operation in our world?

- *What did we mean by the 'Cold War'?*
- *What is the role of the United Nations in preventing wars?*
- *How important was the 'Cuban Missile Crisis' to the balance of world power?*
- *Why did we invade Iraq?*
- *Why is the gaining of peace in Afghanistan so difficult?*
- *Why is there still conflict in Palestine?*
 - *What is the role of 20th Century Charities in influencing world peace?*

Learning Cycle 5: (6+1) weeks

What lessons has the world learned in two centuries?

- *Who are now the major nations in the world?*
- *Why are they so powerful?*
- *Are multi-national companies replacing nation states?*
- *How has the British economy adapted to these changes?*
- *What is the future for the British armed forces?*

- *How can Britain still play a world-wide part in maintaining world piece?*

END OF FOUNDATION PROGRAMME