

KING'S FOUNDATION CURRICULUM

a) Structure: Foundation Curriculum (Based on 2 week Timetable)

Year 7-8 Curriculum for AY2017/18

	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

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 or Spanish
	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 10 6 4	English Language & Literature Mathematics Science 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 2017

Students study the following subjects in Years 7 & 8 Monday, Tuesday & Thursday afternoons:

	Periods per Fortnight	Subject
King's Creative Arc	4 2 2 2 1 1	PE (includes 14 weeks of both Fencing & Ju-Jitsu) Art Music Drama Computing Conversational Spanish & Hispanic Culture Drama
	12	

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'.

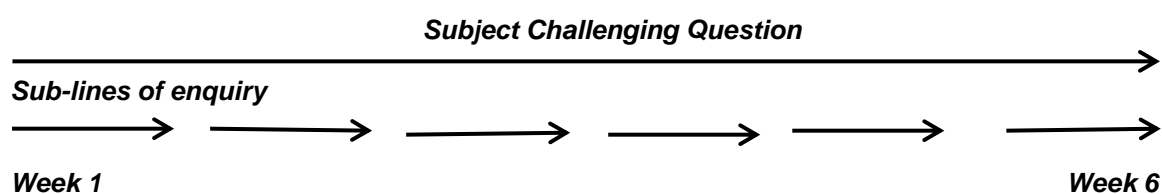
In week 7 pupils are regrouped to in our 'gap analysis' sessions to correct the lack of specific knowledge, errors or misconceptions

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'.