

A photograph of three students in a science laboratory. A young boy in the center is focused on examining a specimen on a tray with a scalpel. A girl on the left and another boy on the right are looking on, also focused on the task. They are wearing blue and grey school uniforms.

CANFORD

THE SHELL CURRICULUM

2018-19

HABITS | SKILLS | LITERACY



Introduction



The Shell Curriculum is designed to form the **habits** that will shape **skills** and develop the **literacy** to help our pupils **cope successfully** with all the academic work they face, and form a love of learning to last them through their lives. They have lessons with teachers in the following subjects.

Art, Biology, Business Studies, Chemistry, Classical Civilisation, Design Technology, English, Drama, French, Geography, German or Spanish, History, Computing and ICT, Latin or Extra English, Maths, Music, PE, Physics, PSME, Philosophy and Religious Studies.

As well as giving pupils a 'proper' **experience** of being taught all the subjects they can choose from for **GCSE**, we want pupils to be able to place their learning and understanding in a broader context than simply the subject through which they have acquired it. Teachers teach not only their subject, but also the habits, skills and literacy we want pupils to gain. Lessons are not just a time to learn subjects, but an opportunity to develop the skills of **collaboration**, the habit of determination, and the power of expression in a variety of different forms, through **cross-curricular** projects that take place throughout the year.

Christmas Term

POMPEII: PILES OF ASH TO PILES OF CASH

Art, Classical Civilisation, Classical Languages and Geography join forces in an exploration of the changing circumstances of Pompeii in the year AD79. Using a before and after image of an artefact from Pompeii, pupils will create a timeline journey of how the artefact came to be in Pompeii, what it tells us about life there, and how its destruction came about.

PROPAGANDA IN ACTION

Using the soviet union as a jumping off point, pupils will explore the nature, purpose and various forms propaganda has taken and still does take through *History, English, Music and Drama*.



Easter Term

ROBOTS BORN AND BRED

Pupils will discover if they have what it takes to take an initial idea through development into a proof of concept. Working with *Design Technology, Computing, and Business Studies*, each group will design, build and test an autonomous robot prototype, capable of operating in dangerous environments. They will identify a market opportunity where the technology they have available will give them a market edge.

HAPPY, HAPPY, HAPPY?

The *Biology, Philosophy and Religious Studies, and Maths* departments will explore human behaviour in the quest to evaluate what our ultimate goal is in this life. Is happiness quantifiable? We hope to find out!



Summer Term

WHERE DOES THE ENERGY COME FROM?

A major collaboration between *Physics, Chemistry, Biology, French, German and Geography* will examine energy transfer, the production of power, respiration and photosynthesis, and attitudes to energy production and ecology in France and Germany.

GAUDY GAUDI

The *Spanish and Art* departments will consider colour and sculpture in the Gaudi tradition.



Habits

*“Your beliefs become your thoughts,
Your thoughts become your words,
Your words become your actions,
Your actions become your habits,
Your habits become your values,
Your values become your destiny.”*

Mahatma Gandhi (1869 - 1948)

We want all of our pupils to be ...

- attentive and well-behaved in lessons
- willing to learn
- determined to complete the task
- careful of the quality of their work
- keen to accept correction
- happy to correct own work
- respectful of the views of others
- aiming to plan work where appropriate

We expect most of our pupils to be ...

- well organised
- independent workers, able to use prep effectively to learn
- attentive and engaged in lessons
- willing to take risks and learns from mistakes

We hope that some of our pupils will be ...

- reflective about their learning
- willing to challenge ideas



“Every artist was first an amateur.”

Ralph Waldo Emerson (1803 - 1882)

We want all of our pupils to ...

- present work neatly and with care
- have good numeracy
- develop dexterity and care in manual processes
- develop confidence in presenting to others
- develop skills of problem-solving, analysis and evaluation
- be able to work with others
- develop listening skills
- engage in debate: to discuss, and critique verbally

We expect most of our pupils to ...

- be able to research effectively
- be confident in presenting to others
- be able to apply skills from one subject in another area

We hope that some of our pupils will be ...

- creative, able to use syntax and punctuation accurately to create meaning and effect
- developing skills of rhetoric



*“The more that you read, the more things you will know.
The more that you learn, the more places you’ll go.”*

Dr Seuss (1904 - 1991)

We want all of our pupils to be ...

- willing to read
- able to extract meaning and information from text
- able to identify aspects of grammar and punctuation used within text
- able to use different written and spoken registers appropriately
- able to write in paragraphs

We expect most of our pupils to ...

- read fluently, automatically and accurately
- read regularly for pleasure
- develop and communicate ideas in writing, with clarity
- extract detailed meaning and information from text
- be able to structure a paragraph
- be able to transfer literacy skills into other contexts



We hope that some of our pupils will ...

- read regularly from a wide range of texts for a wide range of purposes
- write accurately
- be able to ‘read between the lines’