

CANFORD



THE SHELL CURRICULUM

2019-20

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.

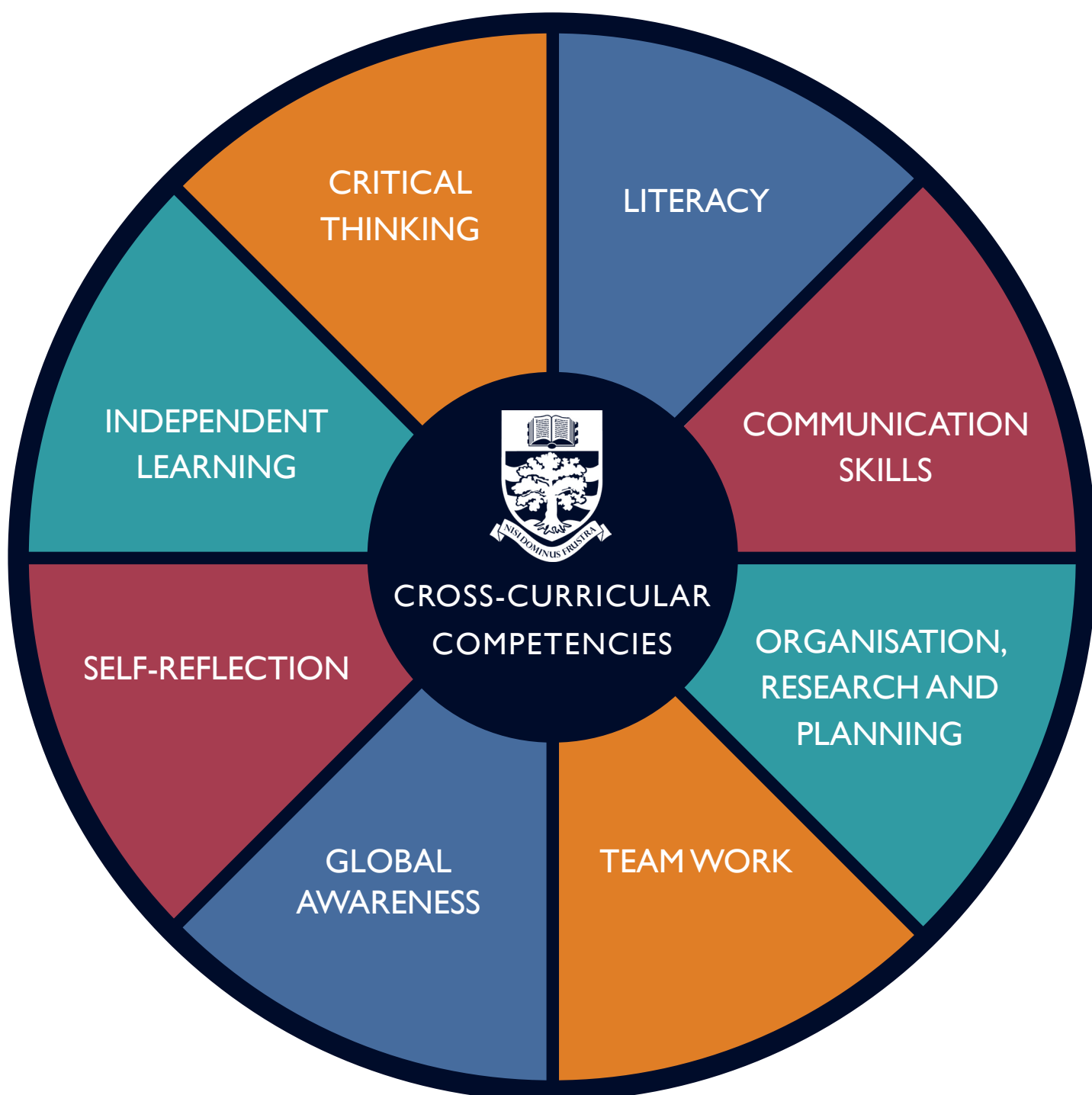
Art, Biology, Chemistry, Classical Civilisation, Design Technology, English, Drama, French, Geography, German or Spanish, History, Computing and ICT, Latin or Extra English, Maths, Music, PE, Physics, PSME, Philosophy and Theology.

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.

CROSS-CURRICULAR PROJECTS

The subjects you study do not exist in isolation. All your subjects are connected, both to a wider world and to each other.

Learning across subjects helps to develop a wide range of skills. The shell projects have been designed to foster and develop the eight Canford Cross-curricular Competencies:



CHRISTMAS TERM

PROPAGANDA: LIVE!

Music, Classics, History and Drama join forces in a project based around the study of propaganda and its use in political campaigns across time. Pupils will work in small groups to create a presentation structured like a piece of classical theatre, with dialogue, set speeches and musical interludes. Each presentation will centre around an individual of the pupil's choosing from the following: **Stalin, Augustus or a modern politician.**

EASTER TERM

EXTREME ENVIRONMENT ROBOT

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 and Computing*, each group will design, build and test an autonomous robot prototype, capable of operating in dangerous environments.



EASTER TERM

LANDSCAPES

Pupils will explore how the study of landscapes can be approached through a variety of perspectives and mediums. They will use art, literature and their studies of the natural world to create both imaginative and realistic landscapes. This project combines *Geography, Art and English.*

SUMMER TERM

WHAT IS HAPPINESS?

The *Biology, Philosophy and Theology, 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!



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



SKILLS

“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



LITERACY

*“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’

