

Academic Transition Skills: Overall Curriculum Goals

To empower and engage students to independently identify and use cross curricular skills including the ability to read for challenge, through a knowledge rich curriculum. Students will be equipped with learning strategies to access a range of texts alongside a range of metacognitive tools to develop their self-regulation as learners at the Brian Clarke CoE Academy. Our curriculum aim is that students understand both the importance of using these learning principles and in becoming autonomous learners so that all pupils of all abilities and background can successfully access the universal curriculum offer.

Our curriculum is taught through the topic of Medicine Through Time to ensure students can access and develop metacognitive study skills; the knowledge is the vehicle in which the students will access and develop a range of skills and tools to access the wider curriculum. Students will, by the end of the year, be proficient in using these learning principles and comprehension and use them confidently with a range of texts and situations across their curriculum area.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Introduced	<ul style="list-style-type: none"> Introduction to ATS and the rationale behind it. Introduction and testing for the Accelerated Reader programme. Library induction. <p>Pre-science:</p> <ul style="list-style-type: none"> Ancient medicine as a baseline Medieval medicine Case Study: Medieval: The Black Death, 1348 	<p>Enlightenment:</p> <ul style="list-style-type: none"> The Great Plague of London, 1665/66 Enlightenment and Renaissance 	<p>18th and 19th centuries:</p> <ul style="list-style-type: none"> Smallpox and inoculation Crimean War and the development of nursing Germ theory Victorian England: Cholera and public health 	<p>Modern Britain:</p> <ul style="list-style-type: none"> World War One: this involves looking at the type of injuries caused by WW1 as well as the Chain of Evacuation as well as developments in medicine and surgery as a result of warfare 	<p>Modern Britain:</p> <ul style="list-style-type: none"> The development of penicillin: this involves looking at the narrative behind the discovery and impact of penicillin The NHS: this involves looking at why the NHS was set up and what impact it has had on people's lives 	<p>Modern Britain:</p> <ul style="list-style-type: none"> The big picture of medicine: this involves looking at how much knowledge about causes, prevention and cure has changed over time
Key literacy concepts	<p>In this half term, we will introduce the strategy of reciprocal reading, with emphasis on activating prior knowledge predicting and inferring based on evidence.</p> <p>We will also introduce and explicitly model the principles of Format Matters.</p> <p>We will also begin to look at strategies to effectively summarise (e.g. summarising with 1-2 bullet points per paragraph and through mind-mapping).</p> <p>We will also establish the process of students following along as the teacher reads, with a ruler.</p> <p>All these strategies will have high levels of teacher scaffolding.</p>	<p>We will continue to look at reciprocal reading by revisiting the beginning aspects of reciprocal reader as well as further strategies to summarise.</p> <p>There will be less teacher modelling of these strategies.</p> <p>We will also begin to teach students what a good opener to a sentence looks like.</p> <p>We will also introduce the use of clauses in a sentence, and how these can be used effectively in a sentence.</p> <p>We will also look at students summarising notes from different medias (e.g. short clips) and effective ways to support this.</p> <p>Students will continue to work on their oral answers.</p>	<p>In this half term, we will also begin to look at ways we can clarify if we're unsure of a certain word and strategies to support this.</p> <p>We will also continue to reduce the teacher modelling and scaffolding for other aspects of Reciprocal Reading.</p> <p>For writing, we will continue to reduce scaffolding for sentence openers and the use of clauses.</p> <p>Students will continue to work on their oral answers by debating across the classroom or in small group discussions, continuing the principles of Format Matters and 'answering in full sentences' (STAR).</p>	<p>In this half term, students will continue to develop their metacognitive literacy strategies by selecting effective ways to summarise and present pieces of information on WW1.</p> <p>As well as this, they should be independently begin to apply the other concepts of reciprocal reading.</p>	<p>For this half term, students will begin to look at independently decoding questions (BUG'ing) as well as continuing to apply the principles of Reciprocal Reading.</p> <p>They will also begin to select the best way to construct academic sentences.</p> <p>Students will continue to develop their autonomy with selecting relevant evidence when summarising and also being able to summarise effectively.</p>	<p>Students will continue to develop independence with the Reciprocal Reader model in terms of: activating prior knowledge; inference, prediction, summarising, clarifying and questioning.</p> <p>Students will continue to develop independence with writing academic sentences.</p>
Key vocabulary	<p>Summarise predict annotate</p> <p>Prehistoric surgery</p> <p>Healer disease</p>	<p>Clauses summarise</p> <p>pandemic</p>	<p>Warfare Crimea</p> <p>Healthcare hospitals</p> <p>hygiene epidemic</p>	<p>Infection Shrapnel</p> <p>Wound Technique</p> <p>Gangrene Amputation</p>	<p>Penicillin Antibiotics</p> <p>Micro-organisms Superbugs</p> <p>Fatal bacteria</p>	<p>Public health germs</p> <p>Vaccines quarantine</p> <p>Government technology</p>

linked to core knowledge (bold is explicitly taught)	Archaeologist trepanning Spirits four humours Symptoms pandemic	Plague public health turning point Observation smallpox Inoculation vaccine	Squalor Contaminate Public health government enquiry	Evacuation Frontline Surgery Western Front	National Health Service Insurance working class	Prevention diagnosis Remedies gene
Knowledge revisited	Links to KS2 History: Greeks, Romans, Egyptians, Stone Age etc.	Methods use to treat illness in Medieval England (change and continuity) Religious beliefs alongside cures/illnesses	Scientific developments in the Enlightenment and during the 18 th and 19 th centuries. Early forms of nursing/hospitals in Middle Ages/Tudor/Stuart England Role of researchers.	Hospital and nursing developments in the 18 th and 19 th centuries. Warfare and wounds- Crimean War.	Developments in hospital treatments/nursing. Improvements in medicine/medical knowledge Discoveries of new medicines and methods of research.	Change over time: medical developments; role of researchers; development of new ideas about treatments; science to make discoveries; decline in the role of the church in medical treatments.
CEIAG Links/ Opportunities	Gatsby Benchmark 2 and 4 ✓ Archaeology	Gatsby Benchmark 2 and 4 ✓ Role of a scientist/researcher/ inventor ✓ Public health work ✓ Government jobs	Gatsby Benchmark 2 and 4 ✓ Nursing ✓ Public health ✓ Role of the government ✓ Role of scientists	Gatsby Benchmark 2 and 4 ✓ Role of the armed forces	Gatsby Benchmark 2 and 4 ✓ Career in medicine ✓ Awareness of public health ✓ Politics – NHS / role of government ✓ Understanding about National Insurance	Gatsby Benchmark 2 and 4 ✓ Understanding about the role of technology ✓ Career in medicine ✓ Politics – role of the government

Year 8 - Academic Transition Skills

Overall Curriculum Goals

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Our curriculum is taught through the topic of Crime and Punishment to ensure students can access and develop metacognitive study skills; the knowledge is the vehicle in which the students will access and develop a range of skills and tools to access the wider curriculum. Students will, by the end of the year, be proficient in using these learning principles and comprehension and use them confidently with a range of texts and situations across their curriculum area.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Introduced	<ul style="list-style-type: none"> Reintroduction into what ATS is Reinduction into the library <p>Medieval</p> <ul style="list-style-type: none"> Different types of crimes in Medieval England e.g. Forest Laws Different punishments in Medieval England e.g. hung, drawn and quartering Different law enforcement e.g. hue and cry, trial by ordeal and jury 	<p>Early Modern:</p> <ul style="list-style-type: none"> Different types of crimes in Early Modern England e.g. witchcraft Different punishments in Early Modern England e.g. branding, transportation etc Different law enforcement e.g. the decline of hue and cry, the nightwatchman etc. 	<p>18th and 19th centuries:</p> <ul style="list-style-type: none"> Criminal Activity: smuggling, highway robbery etc Punishments: The Bloody Code, introduction of Pentonville as a 'model' prison; silent/separate system Law Enforcement: the establishment of Prisons, decline of transportation with the gaining of independence of USA/Australia) 	<p>Modern Britain:</p> <ul style="list-style-type: none"> Criminal activity in modern Britain – reasons for, continuities/changes with previous time periods Examples include: terrorism, extortion, copyright crimes, smuggling (changes with earlier time period) 	<p>Modern Britain:</p> <ul style="list-style-type: none"> Law enforcement in the modern era and how it has changed e.g. police specialisation, borstals etc Punishments and how they have changed, including looking at a case study of the Death Penalty 	<p>Modern Britain:</p> <ul style="list-style-type: none"> The big picture of Crime and Punishment through time Similarities and differences between law enforcement, criminal activity and punishments from 1000-present day
Key literacy concepts	<p>In this half term, we will re-cap Reciprocal Reading, and how to effectively read a piece of text and summarise it.</p> <p>There will be some teacher input here, in the 'We do, You do' model.</p> <p>There will also be opportunities for students to continue to develop their oral answers using the principles of Format Matters.</p>	<p>In this term, along with strengthening their other literacy skills, we will begin by looking at the skill of mind-mapping.</p> <p>Students will be exposed to what makes a good mind map and what makes a mind map effective. We will model what this looks like, to support students summarising and revision skills.</p>	<p>In this half term, along with revising the best way to use mind maps, we will also introduce what Cornell Notes are and how best to use them to create precise notes as well as a revision strategy.</p> <p>This will help students to understand how to use the Cornell notes and combine this with the concise academic sentences as an aspect of revising prior strategies.</p>	<p>Here, we will continue to develop the use of mind maps and Cornell Notes as well as beginning to use the strategies used in note taking to begin to use the strategies of flash cards to help students use these effectively.</p>	<p>In this term, we will continue to use each of the different strategies of revision and refine the use of them in order to support students independently apply these across the curriculum.</p>	<p>In this half term, students will continue to practice and embed the following strategies:</p> <ul style="list-style-type: none"> - Reciprocal Reading - Format Matters/answering in full sentences - Writing academic sentences - Decoding questions - Making effective notes - Practising effective revision strategies <p>This half term will be a consolidation which will support the transition of students to use these strategies independently and in a cross curricular manner.</p>
Key vocabulary linked to core knowledge (bold is explicitly taught)	<p>Reciprocal Reading (Academic Reading)</p> <p>Law enforcement</p> <p>Punishment</p> <p>Crimes</p> <p>Church Medieval</p> <p>Outlaw</p>	<p>Mind Maps Vagabond</p> <p>Early Modern England</p> <p>Familiars Economic</p> <p>Demonologie Witchcraft</p> <p>Hysteria Religion</p> <p>Transportation Urbanisation</p>	<p>Clauses Openers</p> <p>Academic Sentences</p> <p>Bloody Code Prisons</p> <p>Highway Robbery</p> <p>Smuggling Science</p>	<p>Cornell Notes Mind-mapping</p> <p>Note taking Summarising</p> <p>Revision</p> <p>Smuggling Copyright</p> <p>Terrorism Domestic abuse</p> <p>Hate crime</p>	<p>Revision strategies</p> <p>Consolidation</p> <p>Police specialism Borstals</p> <p>Youth Prison</p> <p>Death Penalty Laws</p> <p>Abolition</p>	<p>Revision strategies</p> <p>Consolidation</p> <p>Similarity</p> <p>Difference</p>

Knowledge revisited	<p>Links to Year 7 ATS curriculum</p> <p>Links to Year 7 History (Medieval England); Citizenship (punishments/Crimes)</p>	<p>Links to year 7 History (topic 4) on Early Modern England.</p> <p>Links to year 7 English – Shakespearian Britain, including James I and Demonologie.</p> <p>Links to Year 7 Geography-urbanisation</p> <p>Revisiting principles of law enforcement, criminal activity and law enforcement</p>	<p>Links to year 7 English literature and poetry</p> <p>Links to the British Empire (History)</p> <p>Links to Science and the scientific revolution/Enlightenment (ATS)</p> <p>Revisiting principles of law enforcement, criminal activity and law enforcement</p>	<p>Links to CIAGs as well as the overall curriculum development.</p> <p>Links to the Wellbeing curriculum- Hate Crime</p> <p>Revisiting principles of criminal activity 1000-1900.</p>	<p>Links to Year 7 Citizenship-death penalty and debating.</p> <p>Revisiting principles of law enforcement and law enforcement</p>	<p>Change over time: links to the whole of year 8 ATS and the wider historical context (Year 7/8 English and History link).</p>
CEIAG Links/ Opportunities	<p>Gatsby Benchmark 4</p> <ul style="list-style-type: none"> ✓ Debating skills ✓ Writing academically 	<p>Gatsby Benchmark 4</p> <ul style="list-style-type: none"> ✓ Debating skills ✓ Writing academically 	<p>Gatsby Benchmark 4</p> <ul style="list-style-type: none"> ✓ Debating skills ✓ Writing academically ✓ 	<p>Gatsby Benchmark 2 and 4</p> <ul style="list-style-type: none"> ✓ Revision skills ✓ Writing academically ✓ Understanding the role of technology ✓ Links to the government and law making 	<p>Gatsby Benchmark 2 and 4</p> <ul style="list-style-type: none"> ✓ Revision skills ✓ Police officer and different specialisms in the police ✓ Understanding the role of technology ✓ Links to law enforcement and the job of a judge/lawyer 	<p>Gatsby Benchmark 2 and 4</p> <ul style="list-style-type: none"> ✓ Understanding about the role of technology ✓ Career in police/law enforcement ✓ Politics – role of the government