

**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
<b>Knowledge Introduced</b>	<ul style="list-style-type: none"> <li>Introduction to ATS and he rationale behind it.</li> <li>Introduction and testing for the Accelerated Reader programme.</li> <li>Library induction.</li> </ul> <p><b>Pre-science:</b></p> <ul style="list-style-type: none"> <li>Ancient medicine as a baseline</li> <li>Medieval medicine</li> <li>Case Study: Medieval: The Black Death, 1348</li> </ul>	<p><b>Enlightenment:</b></p> <ul style="list-style-type: none"> <li>The Great Plague of London, 1665/66</li> <li>Enlightenment and Renaissance</li> </ul>	<p><b>18th and 19th centuries:</b></p> <ul style="list-style-type: none"> <li>Smallpox and inoculation</li> <li>Crimean War and the development of nursing</li> <li>Germ theory</li> <li>Victorian England: Cholera and public health</li> </ul>	<p><b>Modern Britain:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Modern Britain:</b></p> <ul style="list-style-type: none"> <li>The development of penicillin: this involves looking at the narrative behind the discovery and impact of penicillin</li> <li>The NHS: this involves looking at why the NHS was set up and what impact it has had on people's lives</li> </ul>	<p><b>Modern Britain:</b></p> <ul style="list-style-type: none"> <li>The big picture of medicine: this involves looking at how much knowledge about causes, prevention and cure has changed over time</li> </ul>
<b>Key literacy concepts</b>	<p>In this half term, we will introduce the strategy of <b>reciprocal reading</b>, with emphasis on <b>activating prior knowledge predicting and inferring based on evidence</b>.</p> <p>We will also introduce and explicitly model the principles of <b>Format Matters</b>.</p> <p>We will also begin to look at strategies to effectively <b>summarise</b> (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 <b>further strategies to summarise</b>.</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 <b>looks like</b>.</p> <p>We will also introduce the use of <b>clauses in a sentence</b>, 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 <b>oral answers</b>.</p>	<p>In this half term, we will also begin to look at ways we can <b>clarify</b> 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>
<b>Key vocabulary</b>	<p><b>Summarise predict annotate</b></p> <p>Prehistoric surgery Healer disease</p>	<p><b>summarise</b></p> <p>pandemic</p>	<p>Warfare Healthcare hygiene</p> <p>Crimea hospitals epidemic</p>	<p>Infection Wound Gangrene</p> <p>Shrapnel Technique Amputation</p>	<p>Penicillin Micro-organisms Fatal</p> <p>Antibiotics Superbugs bacteria</p>	<p>Public health Vaccines Government</p> <p>germs quarantine technology</p>

<b>linked to core knowledge</b>  <b>(bold is explicitly taught)</b>	Archaeologist    trepanning Sprits            four humours <b>Symptoms</b>	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
<b>Knowledge revisited</b>	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 <sup>th</sup> and 19 <sup>th</sup> centuries.  Early forms of nursing/hospitals in Middle Ages/Tudor/Stuart England  Role of researchers.	Hospital and nursing developments in the 18 <sup>th</sup> and 19 <sup>th</sup> 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.
<b>CEIAG Links/ Opportunities</b>	Students will develop their literacy skills, linking to all learning. In this topic they will also examine the role of an archaeologist in constructing the past. This links to Gatsby Benchmarks 2 and 4.					In this aspect of the course, we will look specifically at the NHS and the various roles available, e.g. nurse, carer, doctor and how this fits in the big picture of medicine through time. This links to Gatsby Benchmarks 2 and 4.

**Year 8 - Academic Transition Skills**

**Overall Curriculum Goals**

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Our curriculum is taught through the topic of Migration 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
<b>Knowledge Introduced</b>	<ul style="list-style-type: none"> <li>Reintroduction into what ATS is</li> <li>Reinduction into the library</li> </ul> <p><b>Medieval (800-1500)</b></p> <ul style="list-style-type: none"> <li>Different reasons why groups migrated to Britain, e.g. Vikings, Anglo-Saxons, Normans etc</li> </ul>	<p><b>Medieval</b></p> <ul style="list-style-type: none"> <li>The experience of migrants within England</li> <li>The impact of migrants in England e.g. the Danelaw, culture and trade</li> </ul>	<p><b>Early Modern:</b></p> <ul style="list-style-type: none"> <li>Changes in migration patterns, e.g. migrants from Europe and Africa</li> <li>Experience of migrants in England</li> <li>Impact of migrants in England on the culture, economy and trade etc</li> </ul>	<p><b>18<sup>th</sup> and 19<sup>th</sup> centuries</b></p> <ul style="list-style-type: none"> <li>Changes in reason for migration, e.g. more migration from places such as Ireland</li> <li>Changing context of England e.g. the Industrial Revolution</li> </ul>	<p><b>Modern Britain:</b></p> <ul style="list-style-type: none"> <li>Changes in migration e.g. migrants from Ireland, the Empire/Commonwealth, refugees and asylum seekers</li> <li>Changing context of Britain e.g. World Wars, legislation on immigration</li> <li>Impact of migration on Britain</li> </ul>	<p><b>Modern Britain:</b></p> <ul style="list-style-type: none"> <li>The big picture of Migration through time</li> <li>Similarities/differences on reasons for migration and impact 800-present</li> </ul>
<b>Key literacy concepts</b>	<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"> <li>- Reciprocal Reading</li> <li>- Format Matters/answering in full sentences</li> <li>- Writing academic sentences</li> <li>- Decoding questions</li> <li>- Making effective notes</li> <li>- Practising effective revision strategies</li> </ul> <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>
<b>Key vocabulary linked to core knowledge (bold is explicitly taught)</b>	<p>Reciprocal Reading (Academic Reading)</p> <p>Migration Conquest 1066 Institutions Vikings Invade</p> <p>Danelaw Culture Governing Settling Anglo-Saxons Heptarchy</p>	<p>Mind Maps Jewish Economics. Trade Moneyers. Settlement Persecution Immigrants</p> <p>Jorvik Silk Road Mint Migrate Middle Ages Christendom</p>	<p>Clauses Openers Academic Sentences Renaissance Trade Charters Vagrant Huguenots</p> <p>Tudor Stuarts Nomadic Census Protestants Catholics</p>	<p>Cornell Notes Mind-mapping Note taking Summarising Revision Internal migration Industrialisation. Temporary migrant Discrimination. Civil Rights</p>	<p>Revision strategies Consolidation Commonwealth. Interned. Colour bar Racial discrimination Asylum Seeker</p> <p>Politic Decolonisation Trade unions</p>	<p>Revision strategies Consolidation Similarity Difference</p>
<b>Knowledge revisited</b>	<p>Links to Year 7 ATS curriculum</p>	<p>Links to year 7 History (Medieval England)</p> <p>Links to Year 7 Geography-urbanisation</p>	<p>Links to year 7 History (Tudor England)</p>	<p>Links to the British Empire (History)</p>	<p>Links to History and English: World War One</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>

	Links to Year 7 History (Medieval England); Citizenship; Wellbeing (migration)		Links to Year 7 Geography-urbanisation	Links to Science and the scientific revolution/Enlightenment (ATS/History)	Citizenship and Wellbeing: Migration	
<b>CEIAG Links/ Opportunities</b>	Students will learn transferable skills to support their CEIAG education, such as oracy and concise writing.					Students will consolidate their independent study skills.