



The Lioncare School

Curriculum Map 2017-18 summer Term Project: Going Underground

Introduction

A key task for the adults working at The Lioncare school is to foster a sense of engagement and enjoyment in learning and breaking down the fear and resistance that has been acquired in disrupted early years. It is our experience that a project-based approach, underpinned by targeted literacy and numeracy interventions, is a successful way of providing a curriculum both broad and deep.

In June 2017 OFSTED stated:

The curriculum meets the needs of pupils well. The enrichment of pupils' experiences through the curriculum is particularly strong. The school's curriculum ensures that pupils have the opportunity to make progress in a range of subjects.

In December 18 they reported

The school enables pupils to study a large range of subjects, and work is tailored to meet each pupil's specific needs. Pupils, including those who are most able, are given the opportunity to explore subjects in considerable depth... Leaders have developed a set of themes which have been designed to help pupils develop their life skills.

Each year The Lioncare School runs three whole school projects. These are planned to offer breadth across three of our curriculum areas- The Human Curriculum, The STEM Curriculum and The Creative Curriculum. All projects allow for ongoing progress in all subjects but the shift in focus each term allows for the class teacher, curriculum lead and school managers to plan for deeper learning opportunities, to monitor progress and to gap-fill areas of learning that emerge for individuals and for class groups. For 2017/18 the Projects will be *The United States of America* (Human Curriculum), *Space, Shape and Form* (Creative Curriculum) and *Going Underground*(S.T.E.M Curriculum). *Upcoming Projects include India, Fantastic Beasts, Electricity and Roald Dahl.*

Going Underground is also the second project under the completed Curriculum 16, the Curriculum structure of our therapeutic education model. C16 has been formulated to acknowledge the unique profiles of the children placed at the Lioncare School - characterised by disrupted early learning experiences, interrupted formal schooling, disengagement from formal settings, distrust of adult and professional input, continuous high levels of anxiety and emotional arousal due to trauma and the resultant cognitive, sensory and social impairment. C16 is based on the following principles:

- All young people, whatever their start in life, and however they challenge, defy and subvert expectations, deserve the joy of learning and opportunities for success.
- The capacity to learn from experience and, from this, work towards goals, strive for achievement and acknowledge success, is a pivotal positive factor in a healthy and productive adult life.

- Learning also contributes to a rich and fulfilling life through our intrinsic development - self-belief, our joy in discovery and creativity, the enriched understanding of our world and, most of all, the relationships that develop as part of the process.
- For our children and young people the best route to such outcomes is to foster a skills set that engenders confidence, interest, enquiry, interdependence, reflection and resilience: knowledge will follow.
- The abilities and needs of each child are unique and must lead the curriculum, not follow it.
- Living is learning and all adults who interact with our children contribute to their curriculum.

C16 is made up of our three tiers of learning: PERSONAL DEVELOPMENT, PARTICIPATION and MAKING GOOD PROGRESS.

PERSONAL DEVELOPMENT is made up of four curriculum areas (*Being at School, Communication, Being Safe and Healthy, and Moving On*) that thread through all areas of living and learning.

PARTICIPATION is split into four curriculum areas (*Learning Together, Community, Belonging and Difference, and Activities*) that sit at the centre of our group-led approach to learning and development.

MAKING GOOD PROGRESS is made up of four curriculum areas (*Human, Creative, STEM and Functional*) which offer a broad and balanced academic curriculum that addresses gaps in learning and fosters opportunities for achievement for however long a child or young person is placed with us.

The subjects within these areas are defined by a small list of skills (Key Performance Indicators) that are the backbone of our work. Children and young people are set personalised, age appropriate learning objectives within these KPI and are assessed against these regularly as the progress through school using a range of formal and informal mechanisms.

As **Going Underground** is a STEM project, it will have the primary task of developing individual skills as described by our Science Key Performance Indicators. This Curriculum Map will detail these and suggest activities that best foster these. It is up to individual class teachers to develop and deliver these in the way best suited to individual young people with consideration given to the age appropriate knowledge outlined in National Curriculum: <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study> . Going Underground also allows for the underpinning of our History and Geography KPI and opportunities for further development of the skills outlined in the KPI for the Creative Curriculum.

Going Underground will also provide opportunities to explore a number of social and emotional issues that are live for the school community. There will be a focus on philosophical, religious and world view differences, with young people at all stages of development being able to explore how people express their beliefs in the way that they live and worship. By learning to share and express their thoughts, ideas and feelings about religious faith through a variety of activities, they can also explore such questions as, how life began on earth, how people find happiness in life? Is there life after death? Using examples from real life, fiction or other forms of media young people will be encouraged to develop a readiness to learn, manage and evaluate their own learning, work with peers and contribute to their environment. Young people will be taught ways of offering comment on their own work and that of others that is inclusive, participatory and supportive and through this take risks that may feel less bearable in other areas of schoolwork.

The following principles will apply to our project: Going Underground

1) Knowledge and skills are not acquired in a vacuum. The context for the sources and stimuli for activities will be considered in an age appropriate manner and will include both historical and contemporary themes and issues. Children with deprived and neglectful backgrounds may not have experienced formative opportunities to observe the influence of personal or global narratives in a healthy, coherent way. This project aims to provide the potential for fuller participation in peer, adult and community mediated

life by broadening contextual understanding of the wider world.

2) Adult uncertainties will be embraced. If schools are to be true learning communities then dividing them into adults that know all and children that know nothing is reductive. While teachers will be expected to plan their lessons and use of resources professionally, all adults should be prepared to pause to consider issues that arise and give time for research, discussion and exploration in all forums. Adults should expect to sensitively, safely and professionally reflect on their own experiences and at all times ensure their views on cultural change and issues of a political nature are professional and unbiased.

3) The Lioncare School strongly believes that its group-learning ethos provides consistent, meaningful coverage of the values now embraced as fundamental and British. The themes of participation, representation, inclusion and tolerance will give plentiful opportunity for young people to explore their feelings, thoughts and opinions on how the groups they live and learn in function.

4) Specific targets set for English/Literacy and Maths/Numeracy, following assessment, recorded on reports and monitored via our child centred systems, including Live Monitoring Forms, Education Reports and Behaviour Watch, should underpin the personalised work for each young person. Work should be recorded in relevant workbooks and be evaluated following the Lioncare School Assessment and Accreditation Policy. Planned work should be informed by P:\Curriculum Plan\2014-15 National Curriculum and https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf which sets out specific skills to be taught at each stage. It is expected that these subjects be taught through both embedded and discrete approaches.

Key Performance Indicators for these areas are detailed in the Appendix below.

The Curriculum Maps for each project and personal learning plans form the Lioncare School Scheme of Work.

Going Underground - Curriculum Details

This project is designed to develop both skills and knowledge. Skills based learning will focus on practical tasks as well as explicit work on thinking skills such as planning, monitoring and evaluating.

C16 Key Performance Indicators for Science - Learning Objectives for each child against these are on Live Monitoring Forms

I can experience and observe phenomena, by looking more closely at the natural and humanly-constructed world around me

I can experience and observe how changes occur over a period of time

I can be curious and ask questions about what I notice

I can look for patterns and sequences and make comments on these

I can identify, classify and group living, dead and things that have never been alive and phenomena

I can understand what makes good evidence, a fair test and a sound argument

I can research and understand the information I find and how to use it

I can present conclusions using data in a range of formats, including verbally

I can link my learning to my world

Relevant C16 Key Performers for History and Geography

I can explain the impact of change on people and places from different time periods

I can use historical sources and evidence to help me understand the past.

I can use maps diagrams and charts to find out about the geography of our planet and describe how the earth has changed through time.

I can find out about the people and how they adapt to their environment in different parts of the world.

Core Topics

The world beneath our feet - geology, volcanoes and plate tectonics.

Young people will think about how and when the earth was formed, what it is formed from and how it is continually evolving around and beneath them. How everything of earth is combination of liquids, solids and gases. By learning to recognise the processes which act upon, and how they affect, the world around us, young people will develop an understanding of earth as a dynamic planet with a rigid outer surface layer that is broken into several tectonic plates that are in constant motion relative to one another.

Life on and in Earth – plants, food, creatures, habitats, dinosaurs and evolution

Young people will look at the life cycles of plants and animals and the biological similarities between them. There will be opportunities to grow and nurture plants of their own and through this sensitively learn to recognise that although each individual animal and plant species has its own specific life cycle, food sources and habitats, all life cycles begin with birth and end with death. They will begin to see how life is interlinked in the food chain and is affected by the processes which act on the world, leading to extinction or evolution. They will investigate creatures that have become extinct, where and how they lived, what they ate and explore theories as to why they became extinct.

Humans – modern and ancient underground structures, early man, archaeology, transport

Young people will learn that while the earth is more than 4.5 billion years old, our ancestors have only been around for six million years. They will discover that modern humans only evolved about 200,000 years ago, while civilization as we know it is only about 6,000 years old, and what evidence we have for this. Developing an understanding of how humans have adapted to their environment in order to survive, and thrive, by building shelters for living and worshipping onto, and into the earth. Learning how and why industrialisation started in the 1800s young people will investigate how humans have learned to adapt their environment to suit their needs and how this impacts on the planet and other life forms.

<https://www.stem.org.uk/system/files/community-resources/2017/09/Exploring%20Chemistry%20in%20SEND%20Schools.pdf>

<http://www.nhm.ac.uk/discover/dino-directory/name/t/gallery.html>

<http://www.nhm.ac.uk/discover/human-evolution.html>

<https://www.nature.com/scitable/knowledge/library/dating-rocks-and-fossils-using-geologic-methods-107924044>

<https://www.theguardian.com/environment/2016/aug/29/declare-anthropocene-epoch-experts-urge-geological-congress-human-impact-earth>

<https://learninglab.si.edu/>

Difference

Creation and Evolution

It is a core strand of The Lioncare School's approach to Equality and Diversity that the Curriculum Map for each Project will include an explicit statement on how the work will contribute to the understanding of difference and the promotion of respect, tolerance and participation in the school community.

For **Going Underground** this will happen through young people:

Exploring a range of creation mythologies from different cultures; comparing and contrasting their similarities and differences, and working together in a culture of mutual respect to write, perform and create art works for their own creation stories in new and open ways. They will learn that they can discuss creation myths and spiritual beliefs in relation to evolution in a mutually respectful manner

In January 2018 The Lioncare School hopes to continue the necessary work to gain the first step in The Rainbow Flag award to demonstrate how our setting promotes a positive, safe and supportive place for LGBT/Q young people and adults who work with them. Age-appropriate opportunities to explore the language, conventions and actions that we use to discuss the identity of others and ourselves will be sensitively supported.

Additional Learning:

In addition to the teaching and learning undertaken in relation to this project young people will, as informed by their individual targets and under the overall guidance of their class teacher, participate in:

- *Further discrete and embedded literacy and numeracy sessions (see Key Performance Indicators for The Functional Skill Curriculum below)*
- *Personal project, tasks and challenges linked to ASDAN outcomes*
- *GCSE coursework and exam preparation*
- *Community and group activities*
- *PE lessons*
- *Appropriate provision for nurture and play*
- *Undertake skills based learning with a focus on practical tasks*
- *Explicit work on thinking (metacognitive) skills such as planning, monitoring and evaluating.*
- *Through these progress against the KPI for Readiness to Learn, Practical Skills, Work and Learning and Making a Contribution*

Progress against all targets will be monitored through individual Live Monitoring Forms

The Personal Development Curriculum

As The Lioncare School Curriculum model and School Prospectus demonstrate, personal and social development are at the heart of the work we do. Close understanding of each child's psychological needs drive targets for progress in these areas. These are outlined in personal progress folders and are underpinned by Boxall profile assessments twice yearly and regular Psychological Assessments of Emotional Need. Taught elements such as smoking, healthy eating and sexual health will be related to needs engendered in early experience and will be dealt with sensitively by adults with safe relationships in discrete settings, often with the support of home or external colleagues. Therefore an overly proscribed PSHE curriculum can be a reductive tool. More significant at The Lioncare School are:

- Activities designed to build self-esteem by providing opportunities for successful engagement
- Activities designed to support peer interaction, group work and community participation
- Activities designed to promote understanding of the local and global community and our interdependence with it

- Activities designed to encourage reflection on our responsibilities for personal, local and global relationships

For this project relevant Key Performance Indicators in the Personal Development Tier can be found in *Readiness to Lear* and *Practical Skills*

Participation

Relevant Key Performance Indicators for classroom based aspects of this project under the Participation tier maybe found in *Work and Learning* and *Making a Contribution*.

For offsite elements the KPI can be found in *Activities and Play* and *Physical Development*

PE activities for Summer 2018 are Sailing, Multisports and volley ball

Activities:

The Lioncare School runs a trip or activity each Friday and these are a balance between curriculum enrichment (Progress), community awareness (Participation) and skills (Personal Development).

Activities Planned for April-July 2018 Include:

Curriculum	Community	Skills
Zoolabs-Underground Creatures	Legoland	Team building tunnelling activities at Hindleap Warren
Paradise Park-dinosaurs and evolution	Sports day	
Herstmonceaux (talk on tectonic plates/volcanoes etc)	Leaver's day	
Newhaven Fort (war time tunnels)	Lioncare Day	
Frog Firle-local chalk land		
Fossil Hunting at Peacehaven Beach		
Smuggler's Caves in Hasting Cliffs		
Natural History Museum		

Appendix Key Performance Indicators- The Functional Skills Curriculum

Making Good Progress				
	Reading	Writing	Number	Application Of Number
KPI				
1	I can show an appreciation of text and develop my independence as a reader	I have a range of successful strategies for spelling simple, familiar or key words	I understand the number system and can use it to compare and order whole numbers and parts of whole numbers	I can use standard units for measurement to describe the world and solve problems, I can convert between units
2	I can explore, listen to, discuss and read a range of texts from across genres, cultures and historical periods	I have a range of successful strategies for spelling complex, unfamiliar or technical words	I can understand there are systematic ways numbers bond together and can use this to understand theoretical and real life situations	I can describe whole shapes, parts of shapes, their properties and features
3	I can link my reading to my own experiences, thoughts and feelings	I understand how complex words are structured such as by adding prefixes and suffixes and can use this knowledge accurately	I can read and write numbers, symbols and mathematical statements accurately	I can use my understanding of shapes to solve real world and theoretical problems
4	I can learn a range of techniques to help me decode with increasing fluency and with feeling when reading out loud	I understand why legible handwriting is important and can work with adults and independently to develop my skills	I can present my work in appropriate ways including diagrammatically, pictorially and graphically	I can make and interpret tables, charts, grids and diagrams and use these with data as well as sets of numbers
5	I can learn a range of techniques to draw out information from texts and check my understanding so that my comprehension improves	I can structure simple and complex sentences and paragraphs using a ranging of joining and linking strategies.	I can make and tests ideas about patterns and sequences	I can record, describe and analyse the frequency of outcomes
6	I can tell the difference between fact, opinion and fiction and explain my thinking.	I understand how punctuation is used and consistently demonstrate this	I can check my thinking using estimation, approximation and technology	I can use scale factors, diagrams and maps
7	I can make deductions from titles, images and the layout of texts	I can use an appropriate and varied vocabulary and make it relevant to my work	I understand how to solve numerical, practical and mental problems	I understand how to express the relationship between 2 or more numbers and apply this knowledge
8	I can show that I understand what is inferred in appropriate texts	I can use different styles of writing, including argument, persuasion, humour and dialogue and choose between these for the audience and purpose of my text	I understand addition and subtraction, the relationship between them and can recall key facts. I can use the correct language for operations and applications of these facts	I know how to use formula to solve problems including when to rearrange the formula and how to substitute numbers

9	I can use evidence from a text to predict what might happen next and explain my thinking	I can plan my work using a range of tools for this	I understand multiplication and division, the relationship between them and can recall key facts. I can use the correct language for operations and applications of these facts	I can use and interpret algebraic symbols and words
10	I can explore texts in depth including both those that familiar or conventional stories and those that are new or unconventional	I can revise and edit my work independently and with others	I can make a sensible choice of calculation strategies	I can interpret mathematical relationships algebraically, graphically and geometrically
11	I can explain what I think about texts and the issues they raise and justify my opinions	I can write creatively both using my own ideas and inspired by the content, form and genre of other writers	I can understand how numbers and objects can be split into parts and move between systems of doing so	I can use algebraic and graphical understanding to recognise and predict sequences and to find solutions to problems
12	I can recognise features of language used in texts and discuss them using appropriate technical language	I can discuss written language using technical terminology		