



YEAR	TOPICS	ACTIVITIES
7	<p>Part 1 – FOSIL (Foundation of Skills for Inquiry Learning) Projects</p> <p>All pupils will undertake an independent research project, based upon their own ‘big question’ which will run over the first term and a half. The project is split into different stages, which can be seen in the activities section.</p> <p>All completed projects are turned into Academic Posters and presented at our Evening of Inquiry.</p> <p>Part 2 – How to register, review and retain information</p> <ol style="list-style-type: none"> 1. Retaining information 2. Reviewing information 3. Recalling information 4. Stress and Anxiety 5. Time management 1 6. Time management 2 7. Healthy Mind 	<p>Part 1 – FOSIL (Foundation of Skills for Inquiry Learning) Projects</p> <div style="text-align: center;"> <p>FOSIL Learning by finding out for yourself</p> </div> <ol style="list-style-type: none"> 1. Strategies to register information – various types of reading including skimming slicing etc. Use of mind maps and flash cards 2. LP questionnaire to give pupils an idea of the various strategies that can be used for taking in and reviewing information 3. Opportunity to understand that there is not just one type of intelligence and how pupils approach things may be due to their preferences 4. Use of the 6 keys to memory, creating mnemonics, mind pegs and chunking



	<p>8. Mindfulness</p>	<ol style="list-style-type: none"> 5. Use of techniques such as verbalising, snowballing and reducing to help review topics. Also a guide to how much and how often things need to be reviewed 6. Creating a plan for revision that is workable and achievable 7. Looking at strategies to deal with stress and anxiety around exam time 8. Looking at how pupils can be more effective with their time management 9. As above 10. The need for pupils to be aware of what is required for a healthy mind in preparation for learning 11. An introduction to using mindfulness to get you in the mood to learn 12. A series of activities to introduce the concept of critical and lateral thinking 13. A series of team challenges to show to the pupils the various characteristics they have developed
<p>8</p>	<p>Module 1 - The Why of Learning</p> <ol style="list-style-type: none"> 1) Aims and Objectives of L2L 2) Personal profile and goals 3) Motivation – intrinsic v extrinsic 4) Losing the fear of failure 5) Comfort Zones and Risk Taking 6) Self-belief and positive mindset <p>Module 2 – Critical Thinking</p> <p>Module 3 – Problem-based Learning</p> <p>Module 4 - The How of Learning</p> <ol style="list-style-type: none"> 9. Retaining information 10. Reviewing information 	<p>Module 1 - The Why of Learning</p> <ol style="list-style-type: none"> 1. Creation of a personal profile (what makes you tick) and what goals/dreams do you have for the future 2. Completion of a motivation diary to look at the difference between intrinsic and extrinsic motivation 3. Completion of various tasks which encourage risk taking and failure, but also not giving up. Looking at famous failures in history. 4. Self-evaluation task on what is in and out of your comfort zone and why 5. Analysis of the poem ‘The Man who thinks he can’. Positive mindset questionnaire 6. Balloon debate to challenge comfort zones and build greater self-confidence and self-esteem <p>Module 2 – Critical Thinking</p> <p>Module 3 – Problem – based Learning</p> <p>Module 4 - The How of Learning</p> <ol style="list-style-type: none"> 1. Strategies to register information – various types of reading including skimming slicing etc. Use of mind maps and flash cards



	<ol style="list-style-type: none">11. Recalling information12. Stress and Anxiety13. Time management 114. Time management 215. Healthy Mind16. Mindfulness	<ol style="list-style-type: none">2. LP questionnaire to give pupils an idea of the various strategies that can be used for taking in and reviewing information.3. Opportunity to understand that there is not just one type of intelligence and how pupils approach things may be due to their preferences4. Use of the 6 keys to memory, creating mnemonics, mind pegs and chunking.5. Use of techniques such as verbalising, snowballing and reducing to help review topics. Also a guide to how much and how often things need to be reviewed6. Creating a plan for revision that is workable and achievable.7. Looking at strategies to deal with stress and anxiety around exam time8. Looking at how pupils can be more effective with their time management.9. As above10. The need for pupils to be aware of what is required for a healthy mind in preparation for learning.11. An introduction to using mindfulness to get you in the mood to learn
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PLEASE NOTE:

- This overview sets out a general summary of the basic curriculum taught. It is not an exhaustive list of what may be taught and subject teachers may follow the above in a different order. Further details may be obtained from the Head of Department, if required.