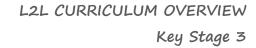


YEAR	TOPICS	ACTIVITIES
7	Part 1 – FOSIL (Foundation of Skills for Inquiry Learning) Projects All pupils will undertake an independent research project, based upon their own 'big question' which will run over the first term and a half. The project is split into different stages, which can be seen in the activities section. All completed projects are turned into Academic Posters and presented at our Evening of Inquiry. Part 2 – How to register, review and retain information	FOSIL (Foundation of Skills for Inquiry Learning) Projects FOSIL Learning by finding out for yourself Connect Connec
	 Retaining information Reviewing information Recalling information Stress and Anxiety Time management 1 Time management 2 Healthy Mind 	 Strategies to register information – various types of reading including skimming slicing etc. Use of mind maps and flash cards LP questionnaire to give pupils an idea of the various strategies that can be used for taking in and reviewing information Opportunity to understand that there is not just one type of intelligence and how pupils approach things may be due to their preferences Use of the 6 keys to memory, creating mnemonics, mind pegs and chunking





	8. Mindfulness	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
	Module 1 - The Why of Learning	Module 1 - The Why of Learning
	1) Aims and Objectives of L2L	1. Creation of a personal profile (what makes you tick) and what goals/dreams do you have for the
	2) Personal profile and goals	future
	3) Motivation – intrinsic v extrinsic	2. Completion of a motivation diary to look at the difference between intrinsic and extrinsic motivation
	4) Losing the fear of failure	3. Completion of various tasks which encourage risk taking and failure, but also not giving up. Looking at
	5) Comfort Zones and Risk Taking	famous failures in history.
	6) Self-belief and positive mindset	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
8		6. Balloon debate to challenge comfort zones and build greater self-confidence and self-esteem
	Module 2 – Critical Thinking	Module 2 – Critical Thinking
	Module 3 – Problem-based Learning	Module 3 – Problem – based Learning
	Module 4 - The How of Learning	Module 4 - The How of Learning
		1. Strategies to register information – various types of reading including skimming slicing etc. Use of mind
	9. Retaining information	maps and flash cards
	10. Reviewing information	





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11.	Recalling	information	
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- 12. Stress and Anxiety
- 13. Time management 1
- 14. Time management 2
- 15. Healthy Mind
- 16. Mindfulness

- 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.
- 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

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.