



# King's College

DOHA

## Curriculum Policy

### Table of Contents

Overview .....	2
Aims .....	3
Objectives .....	3
Academic Programme .....	3
Early Years Foundation Stage (Pre-school and Reception) .....	3
Year 1 and Year 2 .....	5
Year 3 and Year 4 (ages 7 to 9).....	5
Year 5 and Year 6 (ages 9 to 11)– Specialist Teaching.....	6
Year 7 and Year 8 – Specialist Teaching.....	7
Year 9 .....	7
Year 10 and Year 11 .....	8
Subjects taught in Year 10 and Year 11 (IGCSE) .....	8
Curriculum plans .....	8
Quality Monitoring .....	9
Policy History .....	9

## Overview

At King's College Doha, we believe that all children should have access to a broad and balanced curriculum which enables them to acquire the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for adult life.

The King's College Doha Curriculum is rigorous and is structured on the following curriculum pathway:

Grade/Year	Programme
Pre-School	Early Years Foundation Stage
Reception	Cambridge Primary/Early Years Foundation Stage
Year 1	Cambridge Primary/National Curriculum KS1
Year 2	Cambridge Primary/National Curriculum KS1
Year 3	Cambridge Primary/National Curriculum KS2
Year 4	Cambridge Primary/National Curriculum KS2
Year 5	Cambridge Primary/National Curriculum KS2
Year 6	Cambridge Primary/National Curriculum KS2
Year 7	Cambridge Lower Secondary/National Curriculum KS3
Year 8	Cambridge Lower Secondary/National Curriculum KS3
Year 9	IGCSE/National Curriculum KS3
Year 10	IGCSE
Year 11	IGCSE
Year 12	A-level
Year 13	A-level

The curriculum is further enhanced by a varied range of co-curricular activities offered as part of an enriching and fulfilling extended school day.

The school will take all reasonably practicable measures to fulfil the requirements of any pupil's special educational needs and/or disabilities (SEND) or support guidelines. Additional support is given to pupils who have specific learning needs in accordance with our SEN Policy. Please also refer to our Admissions Policy.

The curriculum is balanced and broadly based, and promotes the spiritual, moral, cultural, mental, and physical development of our pupils and of society, and prepares our pupils for the opportunities, responsibilities, and experiences of adult life. All pupils are expected to acquire skills in speaking and listening, reading, writing, numeracy and information and communication technology (ICT).

In the event that a pupil has English as an additional language and needs specialist teaching to develop appropriate fluency, parents will be required to register their child for our EAL programme. Please refer to our English as an Additional Language (EAL) Policy.

## **Aims**

It is our aim to furnish each child with the appropriate skills to fully develop their academic potential, as well as developing their personal and social values in preparation for adult life.

## **Objectives**

At King's College Doha, we aim to provide an engaging and meaningful curriculum that focuses on children learning through real life experiences and exciting activities. We believe that out of the classroom activities, residential trips, guest speakers and workshops are integral in creating a stimulating and motivating learning environment. For younger years, the curriculum follows a topic overview plan, where planning is based around a main theme.

At King's College Doha we strive to achieve the following curricular objectives:

To encourage every child to make the most of his/her intellectual potential by:

- creating rigorous learning experiences and promoting high standards of achievement for all children of all abilities, irrespective of their gender, background, race, or religious belief
- creating lively and stimulating learning environments
- delivering a broad curriculum to provide intellectual, moral, spiritual, emotional, cultural, and physical education of the highest quality
- promoting a positive approach to learning and equipping the children with the skills necessary to become lifelong independent learners
- offering expert and rigorous teaching to all children regardless of their academic level
- supporting those with learning difficulties and challenging and stretching the more able

In addition, the curriculum aims to develop individuals by:

- providing experiences of a wide range of activities (Art, Music, Drama, Sport and Physical Education etc.) so that children can discover an interest and talent outside the classroom
- encouraging every child to be thoughtful, sympathetic, and tolerant of others whilst developing the self-confidence to express and defend ideas and opinions
- enabling children to develop a respect for themselves and high self-esteem and to be able to live and work co-operatively with others
- developing in children a respect for other people, their property, and their environment
- helping children to become physically fit and regard sport and physical exercise as an important part of a healthy and well-balanced life

## **Academic Programme**

At King's College Doha, we set high standards for all children in every aspect of their education and aim to develop the whole child. Teachers have high expectations of each child and constantly strive to facilitate each child's potential in all areas. Children learn to develop individual motivation, sustain concentration, and work cooperatively with others.

Pride is integral to the King's College Doha ethos and children are expected to take great care and pay attention to the presentation of themselves and their work. High standards and values are mirrored in every aspect of the school, from the stimulating learning environment to the conduct and behaviour of all staff and children, as well as in the high standard of attainment and achievement.

## **Pre-Prep**

### **Early Years Foundation Stage (Pre-school and Reception)**

The Early Years Foundation Stage (EYFS) at King's College Doha applies to all pupils in Pre-school and Reception.

The curriculum for the Early Years Foundation Stage underpins all future learning by supporting, fostering, promoting, and developing:

- positive attitudes and dispositions towards learning
- self-confidence and self-esteem
- respect for others as well as oneself
- social skills and emotional well-being
- a sense of community
- language for communication and thinking
- reading and writing skills
- problem solving, reasoning and numeracy skills
- knowledge and understanding of the world
- physical skills
- creative skills

The curriculum in the Foundation Stage meets the requirements set out in the revised *Statutory Framework for the Early Years Foundation Stage*, published in September 2014, revised September 2021. Curriculum planning focuses on the Early Learning Goals, which includes seven prime and specific areas of learning and development.

### Prime areas

**Communication and language** development involves giving children opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

**Physical development** involves providing opportunities for young children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of healthy activity, and to make healthy choices in relation to food.

**Personal, social and emotional development** involves helping children to develop a positive sense of themselves and others, to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feelings, to understand appropriate behavior in groups and to have confidence in their own abilities.

### Specific areas

**Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding, and using numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures.

**Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.

**Expressive arts and design** involve enabling children to explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Each area of learning shows progression through a sequence of Steppingstone, which lead to Early Learning Goals. Early Learning Goals establish expectations for children to reach by the end of the Foundation Stage. Children explore the Early Learning Goals through play-based activities, which can take the form of adult-focused sessions, adult-initiated sessions, or child- initiated activities. Children will be exposed to a range of learning experiences and will access the curriculum both indoors and outdoors.

Pupils in Pre-school and Reception also benefit from specialist teaching in Arabic, PE and Swimming.

## **Year 1 and Year 2**

The curriculum for Year 1 and Year 2 builds on the enjoyment for learning fostered in the Early Years Foundation Stage. The curriculum encompasses all the areas of learning outlined in the introduction to this policy. From the age of 5, we principally follow the National Curriculum as enhanced by the curricular outcomes of King’s College UK.

The curriculum is further enhanced by the teaching of Arabic Language, Islamic Studies and Lifeskills/Social Studies/other (e.g. Qatari History).

We take care to ensure there is always enough flexibility within our curriculum to tailor learning journeys to each child’s individual interests and needs.

Children are taught in mixed-ability classes with activities differentiated to meet individual academic needs and learning styles. Classes remain small and familiar, with children encouraged to apply the concepts they learn in class to independent and creative work.

In Years 1 and 2, King’s College Doha adopts a combination of discrete and cross curricular planning. Much of the learning within Years 1 and 2 is delivered through topics and themes. A cross-curricular and thematic approach to teaching and learning enables pupils to apply their knowledge in a range of contexts. Children can make strong links between subjects and view learning as connected, relevant and purposeful. The curriculum in Year 1 and Year 2 remains broad and balanced to capture the interests of pupils and stimulate their creativity.

## **Subjects taught in Year 1 and Year 2**

English (reading, writing, phonics)  
Mathematics  
Science  
Arabic A – for native language Arabic speakers  
Arabic B - for non-native language Arabic speakers  
Islamic Studies  
Lifeskills/Social Studies/other e.g. Qatari History  
Art and Design Technology  
Computing  
Humanities  
Library  
Music  
Physical Education (PE)  
Personal, Social, Health and Citizenship Education  
Swimming  
Topic Learning/Humanities

## **Year 3 and Year 4 (ages 7 to 9)**

As pupils enter Year 3, we build upon their academic experiences to nurture a genuine love of learning. We begin to ask pupils to take more responsibility for their work, which builds a stronger sense of academic pride and curiosity.

With continued support, assessments gradually become more formalised and pupils receive an increased amount of specialist teaching.

As in the Pre-Prep, we largely follow the National Curriculum as enhanced by the curricular outcomes of King's College UK. The flexibility to tailor our approach as required remains. Pupils continue in mixed-ability classes with their class teacher delivering most of their subjects. Pupils continue to benefit from specialist teaching in Arabic, Islamic Studies and PE, Swimming, and specialist lessons in Music and Art are introduced.

### **Subjects taught in Year 3 and Year 4**

English  
Mathematics  
Science  
Arabic A – for native language Arabic speakers  
Arabic B for non-native language Arabic speakers  
Islamic Studies  
Lifeskills/Social Studies/other e.g. Qatari History  
Art and Design Technology  
Computing  
French (from Year 3)  
Humanities – Geography and History  
Library  
Music  
Physical Education (PE)  
Personal, Social, Health and Citizenship Education  
Swimming  
Topic Learning

### **Year 5 and Year 6 (ages 9 to 11) – Specialist Teaching**

Specialist teaching is a feature of King's College Doha with children benefiting from the experience of teachers with specific subject expertise as early as Pre-school.

From Year 5, pupils are taught by subject specialist teachers across all lessons. This approach allows pupils to engage with an incredible variety of subjects. Specialist teachers allow pupils to gain a much deeper understanding of each subject than is possible with a generalist approach.

### **Subjects taught in Year 5 and Year 6**

English  
Mathematics  
Science  
Arabic A – for native language Arabic speakers  
Arabic B for non-native language Arabic speakers  
Islamic Studies  
Lifeskills/Social Studies/other e.g. Qatari History  
Art and Design  
Design Technology  
Computing  
French  
Humanities – Geography and History  
Library  
Music  
Physical Education (PE)  
Personal, Social, Health and Citizenship Education  
Swimming

## **Upper Prep and Senior School**

### **Year 7 and Year 8 (ages 11-13) – Specialist Teaching**

In Year 7, pupils progress from the Cambridge Primary programme to the National Curriculum KS2 to National Curriculum KS3. The academic and all-round curriculum continue but, most importantly, we are able to focus on their development pastorally. These two years allow children to develop as leaders and learn responsibility.

At King's College Doha, pupils in Year 8 will have the chance to lead the Prep school and so arrive at Senior School fully prepared for the next step of their journey and armed with intellectual curiosity, quiet confidence and empathy. These programmes are influenced by King's College UK's 140-plus years of expertise and are tailored to suit each individual's learning journey.

### **Subjects taught in Year 7 and Year 8**

English  
Mathematics  
Biology  
Chemistry  
Physics  
Arabic A – for native language Arabic speakers  
Arabic B for non-native language Arabic speakers  
Islamic Studies  
Art and Design  
Design Technology  
Computing  
French  
Humanities – Geography and History  
Music  
Physical Education (PE)  
Personal, Social, Health and Citizenship Education  
Swimming

### **Year 9 (ages 13-14)**

King's College Doha's Year 9 curriculum lays the foundation for IGCSEs. The curriculum is based on the National Curriculum, influenced by King's College UK's excellence and expertise. Our highly experienced and qualified teachers develop learners who are confident, responsible, reflective, innovative, and engaged. Pupils receive personalised guidance from their dedicated tutor during daily sessions. The curriculum will remain broad and balanced, and all subjects are taught by specialist teachers.

### **Subjects taught in Year 9**

English  
Mathematics  
Biology  
Chemistry  
Physics  
Arabic A – for native language Arabic speakers  
Arabic B for non-native language Arabic speakers  
Islamic Studies  
Social Studies  
Art and Design Technology  
Computing  
French  
Humanities – Geography and History  
Music

Physical Education (PE)  
Personal, Social, Health and Citizenship Education  
Swimming

### **Year 10 and Year 11 (ages 14-16)**

King's College Doha offers the full two-year IGCSE programme before pupils commence their two-year A-level qualification. As our pupils come to the end of their King's College Doha journey, our tailored, small-group teaching with qualified specialists prepares them for higher education. This, alongside King's College UK's experience of university support, provides every child with the best opportunity to enter top academic institutions worldwide.

### **Subjects taught in Year 10 and Year 11 (IGCSE)**

#### **Core mandatory subjects**

English Literature  
English Language  
Mathematics  
Biology  
Chemistry  
Physics  
Arabic A – for native language Arabic speakers (Mandatory for Arabic passport holders)  
Personal, Social, Health and Citizenship Education  
PE core

#### **Optional subjects**

Arabic B for non-native language Arabic speakers  
Islamic Studies (optional if not of Muslim religion)  
Art and Design Technology  
Business Studies  
Computing  
French  
Further Maths  
Geography  
History  
Music  
Physical Education (PE)

### **Curriculum plans**

Information on the curriculum for each year group is communicated to parents at the start of each term. Detailed schemes of work for each subject can be found in the departmental areas of the staff folders within the school's internal IT network.

### **Specific curriculum matters**

- The curriculum contains subject matter appropriate for the ages and aptitudes of pupils, including those with mild to moderate learning difficulties. The curriculum in the EYFS follows the learning and development requirements set out in the EYFS Statutory Framework, comprising the seven areas of learning and development, the educational programmes, the early learning goals, and the assessment requirements.
- Lessons will be well planned, enabling pupils to acquire speaking, listening and numeracy skills at a pace appropriate to their needs. Details of the subjects covered, and their relative contribution are to be found in the Academic folder within the school's internal IT network.

- The principal language of instruction in all lessons is English. Where pupils do not have English as their first language, appropriate help and guidance is given in accordance with guidelines given in the English as an Additional Language Policy.
- A programme of personal, social and health education (PSHE) is provided for all pupils. The curriculum programme for class teaching is found in the PSHE folder within the school's internal IT network. Teachers are encouraged to grasp any opportunity in any lesson to reinforce the PSHE programme.
- Children at King's College Doha are prepared for a future beyond King's College Doha and thus given age-appropriate careers guidance, in several ways. They are supported in their preparation for formal examinations and receive specific lessons in Study Skills.
- PSHE and tutor time sessions include guidance on revision techniques, making notes, examination techniques, time management and management of stress as well as encouraging the pupils to identify their strengths, weaknesses and interests, and to learn to 'know themselves'. This is further advanced via assemblies and inspirational guidance that helps them to become responsible citizens in the wider community. They also receive interview training prior to attending entrance/scholarship interviews at destination schools.
- Children below compulsory school age, in our Pre-school, follow a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional, and physical development and communication and language skills.
- Pupils are encouraged and expected to learn and make good progress; they are given opportunities to facilitate this via the curriculum provided. This is monitored departmentally/by year group, by use of standardised tests (of which these are monitored by class teachers).
- The programmes throughout the school are designed to enable pupils to develop individual talents and interests and to help to prepare them for their next stage of learning.

### **Quality Monitoring**

Curriculum monitoring and evaluation is essential for the planning and development of the curriculum. The Deputy Head (Academic) is responsible for the overall school curriculum.

The SLT observes lessons as part of the school's policy and with Heads of Departments/Years, monitors lesson plans, scrutinises and moderates children's work, monitors pupil progress through data collection and tracking, and evaluates learning spaces through learning walks in order to support its self-evaluation of the curriculum, teaching and learning. At King's College Doha, everyone is a learner, and our staff will continue to up-level their practice through a variety of means, sharing their expertise with colleagues as they do so.

The Principal is responsible for monitoring the way in which the school curriculum is implemented. Whole school and department targets are integral to the School Development Plan and subject plans for Heads of Department/Years assist them in monitoring their identified areas and taking actions to measure the impact of these on the quality of learning, teaching, and provision in the respective subject areas.

### **Policy History**

Date of adoption of this policy	September 2022
Date of last review of this policy	August 2022
Policy owner (SMT)	Deputy Head (Academic)
Policy owner (Chair of the Board)	Board