



King's College

DOHA

Curriculum Policy

Table of Contents

Overview	2
Aims	3
Objectives	3
Academic Programme.....	3
<i>The Pre-Prep School.....</i>	<i>4</i>
Early Years Foundation Stage (Pre-School and Reception)	4
Year 1 and Year 2.....	5
<i>The Prep School.....</i>	<i>6</i>
Year 3 and Year 4	6
Year 5 and Year 6	6
Year 7 and Year 8	7
<i>The Senior School.....</i>	<i>7</i>
Year 9.....	7
Years 10 and 11	8
Years 12 and 13 (Sixth Form)	9
Curriculum Plans	9
Quality Monitoring	10
Policy History	10

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:

Year	Programme
Pre-School	Early Years Foundation Stage
Reception	Early Years Foundation Stage
Year 1	National Curriculum KS1
Year 2	National Curriculum KS1
Year 3	National Curriculum KS2
Year 4	National Curriculum KS2
Year 5	National Curriculum KS2
Year 6	National Curriculum KS2
Year 7	National Curriculum KS3
Year 8	National Curriculum KS3
Year 9	(I)GCSE/National Curriculum KS3
Year 10	(I)GCSE
Year 11	(I)GCSE
Year 12	International A-level International BTEC Level 3 Business
Year 13	International A-level

Our curriculum is balanced and broadly based, and promotes the spiritual, moral, cultural, mental, and physical development of our pupils and of society, preparing them 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).

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 for further details.

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 for more information.

Aims

It is our aim to furnish each pupil 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 exposure to real-life experiences and exciting activities.

We believe that activities beyond the classroom, residential trips, guest speakers and workshops are integral in creating a stimulating and motivating learning environment.

For the younger years, the curriculum follows a topic overview plan, where planning is based around a main theme.

At King's College Doha, we 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 develop their intellectual curiosity and 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 caring, sympathetic and tolerant of others whilst developing the confidence to express and defend ideas and opinions;
- enabling children to develop self-respect 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 commitment to 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.

The Pre-Prep School

Early Years Foundation Stage (Pre-School and Reception)

The Early Years Foundation Stage (EYFS) in the Pre-Prep School 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;
- confidence and self-esteem;
- care 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 Early Years Foundation Stage meets the requirements set out in the revised *Statutory Framework for the Early Years Foundation Stage*, as published in September 2014 and revised in September 2021. Curriculum planning focuses on the Early Learning Goals, which include the seven Prime Areas and Specific Areas of learning and development:

The **Prime Areas** are as follows:

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 coordination, 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, form positive relationships and develop respect for others, develop social skills and learn how to manage their feelings, understand appropriate behaviour in groups and have confidence in their own abilities.

The **Specific Areas** are as follows:

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 describing 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 stepping stones, which lead to Early Learning Goals. Early Learning Goals establish expectations for children to reach by the end of the Early Years 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. For pupils from the age of 5, we principally follow an enhanced version of the National Curriculum.

The curriculum is further enhanced by the teaching of specialist subjects including Arabic Language, Islamic Studies, Life Skills, Social Studies and Qatar 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, the Pre-Prep School 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.

The following **subjects** are taught in Years 1 and 2:

- English (reading, writing, phonics)
- Mathematics
- Science
- Arabic A – for native language Arabic speakers
- Arabic B – for non-native language Arabic speakers
- Islamic Studies
- Life Skills
- Social Studies
- Qatar History
- Art and Design
- Computing
- Humanities
- Music
- Physical Education (PE)
- Personal, Social, Health and Citizenship Education
- Swimming
- Topic Learning

The Prep School

Year 3 and Year 4

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 School, we largely follow an enhanced version of the National Curriculum. 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 and Swimming, and specialist lessons in Music and Art are introduced.

The following subjects are taught in **Years 3 and 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. Qatar 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

Specialist teaching is a feature of King's College Doha from Year 5 upwards, although our pupils benefit from the experience of learning from teachers with specific subject expertise as early as Pre-School.

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

The following subjects are taught in **Years 5 and 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. Qatar History

- Art and Design
- Design Technology
- Computing
- French
- Humanities – Geography and History
- Library
- Music
- Physical Education (PE)
- Personal, Social, Health and Citizenship Education
- Swimming

Year 7 and Year 8

In Year 7, pupils begin their Key Stage 3 studies. The academic and all-round curriculum continue and pupils are now provided with further opportunities to develop as leaders and as more independent learners:

The following subjects are taught in **Years 7 and 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

The Senior School

Year 9

King's College Doha's Year 9 curriculum lays the foundation for the GCSE courses. The curriculum remains broad and balanced, and is based on the National Curriculum, influenced by King's College UK's excellence and expertise.

Subject specialists strive to develop pupils who are confident, curious, creative, committed and care for others, and pupils receive personalised guidance from dedicated tutorials.

The following subjects are 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

Years 10 and 11

King's College Doha offers the full two-year GCSE programme before pupils commence their two-year A-level courses. Specialist teaching is tailored and takes place in small groups, and an added emphasis is placed on developing independent learners.

The following subjects are taught in **Years 10 and 11**:

Core 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
- Physical Education Core (PE)

Optional subjects

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

Years 12 and 13 (Sixth Form)

King's College Doha offers the full two-year A-level programme to pupils in Years 12 and 13, who also benefit from university guidance and support that is designed to provide them with the best possible opportunity to gain entrance to world-class universities. A BTEC option is now also provided for pupils wishing to undertake its Level 3 certificate in Business.

In the Sixth Form, most pupils take three A-levels over the two years. All subjects are taught by specialist teachers and the combination of rigour and specialism offered in our courses provide a strong preparation for both university and working life. Our Sixth Form offer is complemented by the Extended Project Qualification (EPQ) and The Edge, a unique programme that has been developed in response to issues identified by universities, employers and parents to address aspects of personal development that are not naturally developed in the academic or co-curricular spheres, including public speaking training and financial literacy guidance.

The following optional subjects are taught in Years 12 and 13 (all A-levels unless otherwise indicated):

- English Literature
- English Language
- Mathematics
- Biology
- Chemistry
- Physics
- Arabic B for non-native language Arabic speakers
- Islamic Studies (optional if not of Muslim religion)
- Art and Design Technology (including Photography)
- Business Studies
- Business Level 3 (BTEC)
- Computing
- Drama
- Economics
- French
- Further Maths
- Geography
- History
- Music
- Physical Education (PE)
- Psychology

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 Early Years 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 are well planned, enabling pupils to acquire speaking, listening and numeracy skills at a pace appropriate to their needs.

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 provided in the English as an Additional Language Policy.

A programme of personal, social and health education (PSHE) is also provided for all pupils. Teachers are encouraged to grasp any opportunity in any lesson to reinforce the PSHE programme, which is also delivered discretely through five annual King's Identity Days.

Children at King's College are prepared for a future beyond life at school by being given age-appropriate career guidance, which is delivered in several ways, including a Work Experience work in Year 9. They are also supported in their preparations for formal examinations through Study Skills lessons.

PSHE and tutor time sessions include guidance on revision techniques, making notes, examination techniques, time management and the management of stress, and monthly targets for improvement are set and agreed on a one-to-one basis, between tutor and tutee, in the Prep and Senior Schools.

This is further advanced via assemblies and inspirational guidance that helps pupils to become responsible citizens in the wider community, and interview training is provided prior to pupils attending entrance or scholarship interviews at destination schools and universities.

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 and by phase using standardised tests and the close tracking and monitoring of academic performance.

Quality Monitoring

Curriculum monitoring and evaluation is essential for the planning and development of the curriculum. The Heads of the Pre-Prep, Prep and Senior Schools are responsible for the delivery of the school curriculum in each of their respective schools.

The Senior Leadership Team observes lessons with relevant middle leaders as part of the school's policy. It also monitors lesson plans, scrutinises and moderates children's work, monitors pupil progress through data collection and tracking, and evaluates learning spaces through learning walks to support its self-evaluation of the curriculum, teaching and learning.

At King's College, everyone is a learner, and our staff continue to upskill their practice and share their new learning with their colleagues.

Policy History

Date of adoption of this policy	September 2023
Date of last review of this policy	August 2023
Policy owner (SLT)	Principal
Policy owner (Chair of the Board)	Board