

FUNDAMENTAL IDEAS CHALLENGE



THE WELLS ACADEMY

Introduction

At The Wells Academy, our curriculum is incredibly important to us. That is why we created our Fundamental Ideas curriculum, designed to foster deep connections between important concepts.

Research shows that learning is easier and most effective when these connections are made. Whilst your teachers support this in the classroom, the most successful students are those who take their learning further. By engaging in activities beyond the classroom, they develop crucial skills such as research, summarising, and independence. We encourage all our students to embrace this approach to maximise their potential through the completion of The Wells Academy Fundamental Ideas Challenge.



How does it work?

The Fundamental Idea Challenge comprises five categories, based on your Personal Development Fundamental Ideas curriculum and to our Academy Values. Within these five categories are a range of challenges for you to explore, linked to your subject Fundamental Ideas. You might select a challenge because you are interested in it, or perhaps because you wish to improve further in a subject because you find it difficult.



How can you demonstrate you have completed a challenge?

To show that you have completed a challenge, you might take a photograph, write a description, produce a piece of writing, create a presentation or a poster. You may also include evidence through a witness of an activity, such as a family member.

If you require any further guidance with a task your teachers will be happy to support you further.

Once you have completed a challenge show your work to Mrs Mason, who will confirm if you have met the criteria or offer you suggestions to meet the criteria, if it is not fully achieved.

To achieve The Fundamental Ideas Challenge you must undertake at least twelve challenges. You are not limited to twelve and can complete as many challenges as you wish!



The Challenges

Values

Integrity, Resilience & Ambition in action

Complete the following tasks and reflect on your experiences and the impact these qualities have on your life and goals.

Resilience: Overcoming a setback

Identify an area in your life where you faced a challenge (e.g. a difficult subject, a personal goal or a hobby). What did you do to overcome the challenge and what helped you stay motivated to push through?

Integrity: Making the right choice

Reflect on a situation this week where you needed to make an ethical decision (e.g. being honest, helping others, standing up for what is right.) Describe the situation, the decision you made and how it demonstrates integrity.

Ambition: Aiming High

Choose a long-term personal or academic ambition Break it into smaller steps and identify one step you will action this week to move closer to your goal.

Fundamental British Values

How do Fundamental British Values help create a fair, respectful and inclusive society?

Begin by defining the five Fundamental British Values:

1. Democracy
2. The rule of Law
3. Individual liberty
4. Mutual respect
5. Tolerance of those with different faiths and beliefs

Focus on one of these areas and define the value in your own words. Identify one real-world example where this value is upheld (e.g. a news story.) Reflect on why this value is useful for society

Which of these values do you see as most in your own life? How can you contribute to upholding these values in your daily life?

Health & Wellbeing

PE Fi4 Physical and Mental fitness

A new fitness activity

Complete a new fitness activity, for example swimming or maybe a couch to 5K style activity. Track your progress over two weeks. This could be in the form of a diary log or in a table detailing what you did each day during the week.

At the end of the challenge summarise how the new activity went. Think about whether you will continue this activity, did it get easier as the week went on? What will you try next?

PE Fi5 Healthy Lifestyles

All about Nutrition

Track your nutrition (what you eat) for a week using a written log. Include:

- what you have eaten for each meal across the week
- a table showing the nutritional requirements of someone of your age and activity levels

Are there any changes that could be made when you consider your nutrition research?

Science Fi3 Organisms

Public Health

Research and present how vaccinations reduce the spread of disease and improve public health.

- Pick a disease that has been controlled or eradicated through vaccination, such as Smallpox or Polio
- Research key information, such as how does it affect people? When and how was the vaccine developed? How has the vaccine program impacted infection rates, deaths and eradication of the disease?
- Summarise your findings in a chart, table or timeline to organise your research. Focus on key statistics, such as cases before and after the vaccine was introduced
- Reflect on the Science. Explain how vaccines work and research herd immunity. Explain why it is important.

Food Fi1 Essential foundations of food

Healthy Cultural inspired menu

Design a balanced, three-course menu inspired by a specific culture or event, incorporating dishes from the Eatwell Guide. Explain how the dishes reflect the culture/event and meet nutritional guidelines.

Relationships

English Fi1 Understanding the Human Condition through Literature

Fictional character

Pick any fictional character and create a piece of narrative writing where you 'genre-swap' the character. So, for example:

'Harry Potter' is a fantasy, so you could do a piece of Science-Fiction creative writing with him as the protagonist.

English Fi3 Non-fiction and Transactional writing

Inspiring people

Write an article or a speech about someone that you find inspirational and think we should all learn about at school. You must include:

- Real facts that you have researched thoroughly
- Emotive language
- Sophisticated vocabulary
- Illustrations/careful presentation that is appropriate.

Drama Fi1 Character Interpretation

Character interpretation review

Choose an actor from a play, film or TV show and analyse their portrayal of a character. Focus on a specific moment where the actor effectively communicates the character's emotions or intentions to the audience. Describe how the actor uses their voice (tone, pitch, pace) and body (posture, gestures, facial expressions) to portray the character. Evaluate how successful these choices are in conveying the character's personality and how they help the audience understand the character. Reflect on whether these choices were effective.

RE Fi2 Scriptures

Compare Biblical and Quaranic teachings on Relationships

Explore the sacred texts of the Bible and the Quaran to compare their teachings on relationships. Explore the themes of family and friendship. Reflect on the similarities and differences within each text.

Relationships

Maths Fi1 Number, Fi2 Algebra, Fi3 Geometry & Measure

The Birth of Numbers: The power of collaboration

Research and then review how maths, culture and art are linked. Some examples to think about are:

Maths and Art: Tessellations, Mosaics, Architecture- golden ration from Greek culture, Islamic Art.

Maths and Culture: Geometry from Greek culture, Algebra from Arabic culture, Number systems from India and Babylonians.

Computing and Information Technology Fi1 Media

Healthy online relationships

Create a guide to healthy online relationships

Design an infographic, PowerPoint or digital poster titled 'Top 5 tips for building healthy online relationships.'

Focus on respect, boundaries, and effective communication in digital spaces.

Living in the Wider World

History Fi3 Interpretations

Interpreting events

Watch a documentary about a topic before studying it. Check with your history teacher that the topic you have chosen is relevant. Write a report about what happened in the documentary.

Geography Fi5 Contextual Geography

Geography and Culture

Investigate how geography influences cultural practices in a specific region. For example, how do mountain ranges, rivers or climate, shape food, clothing, or festivals? Think about to what extent where people live changes the way they eat, dress, or celebrate. For example, do people in hot places live differently from those in cold places?

Living in the Wider World

French Fi4 Cultural Understanding

France and French speaking countries

Research French speaking countries. Ensure you include the following details:

- Ten countries identified where French is spoken
- A map of France with six of the key cities featured
- Choose one city or region in France and write about what would be interesting about visiting this place.

Food Fi2 Culinary skills in hospitality and Catering, Fi6 Menu planning and Evaluations

Sustainability in Cooking

Prepare a meal using locally sourced or leftover ingredients to minimise food waste. Reflect on how sustainability impacts the environment and how the choices you made support eco-friendly cooking.

RE Fi3 Practices

Global Citizenship

How do religious teachings guide people to live responsibly and contribute to a better world?

Consider the following:

- Justice and Fairness
- Caring for the environment
- Supporting the vulnerable

Use examples from your research.

Maths Fi1 Number

Financial Security

Investigate and then create a review of how maths can help you achieve financial security as an adult. This will mean looking at how adults manage their salaries, pay bills, their use of credit, bank accounts etc. and what they have learnt in mathematics to help them do this.

Exploring your own strengths and interests

Music Fi1 Playing and Performance

Performing a song

Create a performance of a song using only your body (no musical instruments). You could use your voice, body (clapping, stomping) or any everyday object (pens, pots and pans).

Science Fi4 Earth & Space

Science exploration

Select an aspect of Space that interests you- this could be The Solar system, stars, Black holes, space exploration or a particular planet. Research this area and share what you have learnt.

History Fi5 Significance

Researching the past

Research a topic in History that particularly interests you using the internet or books in the library.

Write either an interpretation of that topic and why it was significant or write about why an individual is significant to the events that happened.

Geography Fi2 Geomorphology

Natural disasters

Using the Geography books in the library; pick a disaster like a flood, tropical storm, volcano or earthquake and investigate the following:

- what caused it?
- what were the effects?
- what were the responses? (what did people do because of the disaster)
- how people could prepare for future events

Exploring your own strengths and interests

Computing and Information Technology Fi2 Computing, Fi3 Information Technology

Discover IT careers

Research five different careers in Computing and IT, such as:

- Software developer
- Cybersecurity Analyst
- Data Scientist
- Game Developer
- Network Engineer

Create a brief profile for each career detailing what the job involves, what qualifications and skills are required and what the average salary range is.

Afterwards reflect on which career you would prefer out of the ones you researched. Are there any other IT related careers you would like to find out more about?

Music Fi2 Composing

Create a melody based on an image

Find an image to base your music on like a forest, ocean or city.

- Imagine the sounds
What sounds do you think of? For example: Birds are high notes whereas waves are smooth and flowing and rain is soft and steady
- Make up a short tune (5-8 notes) for each element of your image
- Combine the elements to create 1 piece of music (this could be done on an instrument or BandLab.)

Exploring your own strengths and interests

French Fi3 Communication skills and phonics

Developing vocabulary

Delve into an area you are interested in to develop your vocabulary and practise using new words in context. Aim to complete the challenges below which have been split up into manageable chunks for you to complete:

Day 1: Select a theme for a week (e.g. food, holidays, hobbies)

Day 2: Create a list of new words, between 10 and 15

Day 3: Write each word out three times to practise spelling

Day 4: Find pictures that represent each word from magazines, or the internet to make a collage of your topic

Day 5: Use at least five of the new words in a sentence that is written in French

Fi2 Artistic practice

Photography

Using your phone camera or another camera you may have, record moments from your life from an unusual perspective. Think about the arrangement of the objects in the photograph you choose and the quality of your image. Present your 20 images however you choose but PowerPoint, or word would be a suggestion. Pick your three favourites and write a short summary for your choices and why they are the most successful. Think about the starting points below and complete all twenty.

Unusual viewpoints

1. From a high angle
2. From a low angle
3. In black and white
4. A close-up of an object in your room
5. Your hand holding an object important to you
6. Of something or one you love
7. A self portrait
8. A pet or animal outside
9. Something you made
10. A childhood memory
11. Sunset
12. Bright lights
13. Part of your morning routine (for example brushing your teeth or breakfast time)
14. An arrangement of your favourite things
15. Your favourite place to be
16. Your best shoes
17. A night scene
18. Upside down
19. Back to front
20. Inside out

Exploring your own strengths and interests

Fi1 Art history and Culture, Fi3 Visual Literacy

Artist Review

Research and choose one contemporary (1940's to present) or one historical (1800 –1930's) artist and write about what has drawn you to their work. Select one image from their own collection of work and describe what the subject matter is, how have the formal elements (Line, tone, texture, pattern, space, colour, shape and form) and materials have been used in the images? What is the meaning/narrative behind the artwork? How does this work make you feel? Your response to this work could be in a range of formats, but it does need to include a colour image of the chosen artwork you are reviewing.

Drama Fi5 Theatre design

Design

Select a character or scene from a play you have studied and design one element (e.g. costume or set). Create a visual representation of your design, such as a drawing, model or collage. Annotate your work by explaining your design choices and how they reflect the character's personality, themes or the play's context. Consider how your design supports the overall production.