



**South Shore Academy**  
BRIGHT FUTURES EDUCATIONAL TRUST

# South Shore Academy

## Programmes of Study

### Key Stage 3

### Year 1



South Shore Academy  
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Principal: Ms J. Bailey



# Programmes of Study

## Key Stage 3

### Year 1

At South Shore Academy, Year 7 follow a two-year Key Stage 3 programme of study which ensures that all students have the opportunity to secure a firm foundation in the key skills/concepts/knowledge through a broad and balanced curriculum. This booklet is designed to give parents/carers and students more information about all the courses that are being followed. We hope it gives a helpful summary of the wide range of topics, themes and activities that are undertaken, and of the numerous important skills that we aim to develop during Year 7. There may be some adjustments or variations to the programmes as we progress and in particular in light of the revised National Curriculum.

This document outlines information about each subject:

#### **PROGRAMMES OF STUDY:**

These provide a brief outline of the different themes, topics and activities planned for each subject.

#### **SKILLS/KNOWLEDGE/UNDERSTANDING:**

Outlined is a description of the variety of skills that each subject aims to develop through the work outlined in the Programmes of Study.

#### **METHODS OF ASSESSMENT:**

Assessment is seen as an essential part of learning. Through assessment students' achievements can be defined, and areas for development can be identified. The variety of courses employs different methods of assessment, carefully chosen by the teachers to suit the nature of the subjects taught. These methods may include continuous assessment, classroom assessments, end of unit tests and annual examinations. A number of subjects also require students to evaluate their own progress and attainment.

**PROGRAMME OF STUDY****Students follow the National Curriculum for Key Stage 3 in Year 7.**

Schemes of Learning are carefully planned to build skills year by year and to prepare students for the new GCSE syllabus.

- Transition scheme of work: Consolidation of KS2 writing skills into KS3.
- 21<sup>st</sup> Century Drama.
- Introduction to Shakespeare: A Midsummer Night's Dream.
- 19<sup>th</sup> Century prose, Moonfleet: Developing narrative openers/hooks.
- 20<sup>th</sup> Century prose, Private Peaceful: Developing understanding of context.
- Introduction to KS3 poetry, 19<sup>th</sup> and 20<sup>th</sup> Century poems themed on change.

**SKILLS/KNOWLEDGE/UNDERSTANDING**Reading skills:

Students are encouraged to develop good habits: In year 7 we run the BookBuzz programme where pupils can pick a free book and have time allocated each week to read. KS3 students study a varied diet of literature including modern prose, Shakespeare, poetry and drama where they will further develop their understanding and use of literary terms such as similes, metaphor and personification.

Writing skills:

Throughout KS3 students have the opportunity to learn explicit grammar and spelling and will complete various home works consolidating this knowledge. Students are taught the importance of proof-reading skills and are taught how to redraft their work. They learn how to improve their spellings through consolidation of bespoke vocabulary tailored to the schemes of work and whole school literacy spellings. All KS3 students gain experience through a variety of writing styles and forms such as: letters, speeches, articles, reports, narrative and descriptive learning to write for a variety of purposes and audiences.

Oracy:

Students begin learning how to discuss their ideas in groups and express their opinions in class discussion, developing their ability to chair discussions, listen to others and take account of opposing ideas to help form their own opinions.

**METHODS OF ASSESSMENT**Teacher Assessment:

Teachers frequently assess students using Doodle. Each half term students will complete either a reading or a writing formal assessment within the classroom under controlled conditions. Each unit has clear elements, the coverage of which is balanced across the Key Stage.

Self-assessment:

During each unit pupils have to assess their own performance in Reading, Writing, Speaking and Listening tasks against specific success criterion.

Peer-assessment:

Peer assessment forms an integral part of English teaching as it allows pupils to frequently assess their own peers and provide written and verbal feedback.

**IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?**

Mrs E Greenwood, (Head of Faculty, English), or any of the English Faculty staff.

**HOW PARENTS/CARERS CAN HELP**

- Listening to students read aloud or discuss their reading material with them.
- Checking homework is completed to a high standard and helping them.
- Helping students to write new spellings and new vocabulary and use them correctly in sentences.
- Helping students to research material that will help them with the curriculum tasks.

**PROGRAMME OF STUDY*****Students follow the National Curriculum for Key Stage 3 in Year 7***

Students in Year 7 will follow the revised programmes of study at Key Stage 3 with a greater emphasis on mastery, fluency, reasoning and the ability to solve problems:

Lines & Angles    Construction    Add & Subtract    Multiply & Divide    Problem Solving  
Expressions    Sequences    Negative Numbers    Types of Number    Decimals

**SKILLS/KNOWLEDGE/UNDERSTANDING**

Pupils will be expected to develop the following knowledge, skills and understanding of:

**Number:**

Students will build on the foundations laid down at Key Stage 1 and 2 to build a secure understanding of the number line, place value, four operations as well as ratio and proportion.

**Algebra:**

Generalisations of number relationships lead students to the use of equations, formulae, identities and sequences. Functions and their graphs will be looked at using graph plotting and spread sheets in real life situations.

**Ratio, proportion and rates of change:**

Use the language of ratios to relate to units of measurement, scale diagrams, percentage change and solve problems in financial mathematics.

**Geometry & measures:**

Students will study points, lines, and planes and the shapes they make along with transformations. Activities will be linked to drawing, geometric proof, construction, loci and mensuration.

**Probability:**

Students will work with sets and unions and understand that probabilities of all possible outcomes sum to 1. They will also look at experimental and theoretical probabilities.

**Statistics:**

Students will learn to describe, interpret and compare observed distributions as well as to construct and interpret appropriate tables, charts, and diagrams.

**METHODS OF ASSESSMENT**

The following methods will be used in order to assess the skills outlined above with a greater emphasis on mastery, fluency, reasoning and the ability to solve problems.

**Teacher Assessment:**

- Tests: Short tests will be set at the end of every half-term.
- Examinations: One exam covering the National Curriculum materials over varying depth.

**IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?**

Mrs D Abbass, (Head of Faculty, Maths)

**HOW PARENTS/CARERS CAN HELP**

- Checking that homework is done on time and to a high standard.
- Encourage your child to revise regularly using Fronter, Assessment Booklets, websites such as Mymaths, emaths, and NRICH, Doodle and Corbett Maths.
- Ensure that your child has the correct equipment, i.e. pens, pencil, ruler, calculator, maths book and a geometry set.
- Ensure that your child has revision materials to work from e.g. a revision guide and practice papers which are available from school and [www.cgpbooks.co.uk](http://www.cgpbooks.co.uk).
- Ensure that your child has a quiet place to study away from distractions.

**PROGRAMME OF STUDY**

Students follow the National Curriculum for Key Stage 3 in Year 7.

Year 7 pupils will study:

**Physics:**

- Gravity
- Contact Forces
- Voltage and Resistance
- Current
- Energy Costs
- Energy Transfer
- Sound
- Light

**Chemistry:**

- Particle Model
- Separating Mixtures
- Metals and Non-Metals
- Acids and Alkalis
- Earth Structure
- Universe

**Biology:**

- Movement
- Cells
- Interdependence
- Plant Reproduction
- Variation
  
- Human Reproduction

**SKILLS/KNOWLEDGE/UNDERSTANDING**

Pupils will be able to:

Discuss limitations, draw conclusions, analyse patterns, present data, communicate ideas, construct explanations, critique claims, justify opinions, collect data, devise questions, plan variables, test hypotheses, eliminate risks, examine consequences, review theories and interrogate resources.

## **METHODS OF ASSESSMENT**

In Year 7, pupils are assessed via a boarding pass, which recaps their KS2 knowledge before they begin each topic, in addition to an end of topic test. Pupils will be given a range of tasks to test their numeracy and literacy skills including written practicals, scientific report writing and different forms of presentations.

Pupils will have one main exam during the year on all the topics they have learned so far. This will ensure that pupils become used to the examinations process and also to ensure they are in the correct set.

## **IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?**

Mrs E Pearson, (Head of Faculty, Science).

## **HOW PARENTS/CARERS CAN HELP**

- Ensure pupil spend the necessary amount of time on homework, (approx.30 minutes per week).
- Encourage pupils to broaden their scientific knowledge through reading, listening and watching relevant TV and website research.
- Help your child to revise prior to tests and examinations.
- Encourage your child to use the Doodle resources online.

**PROGRAMME OF STUDY**

Students follow the National Curriculum for Key Stage 3 in Year 7.

**Writing**

A design specification – students learn how to write a design specification to help them to produce design ideas.

**Designing**

Students learn how to produce a range of ideas and annotate them to show how they would be made. Students are also taught how to render drawing to look like the materials that are being used.

**Making**

Students are taught how to use a range of hand tools and machinery in the workshop to create a fully functioning children's toy.

**SKILLS/KNOWLEDGE/UNDERSTANDING**

Students will be able to:

- Recall, select and communicate knowledge and understanding in design and technology including its wider effects.
- Apply knowledge, understanding and skills in a variety of contexts and in designing and making products.
- Analyse and evaluate existing products and their own designs.

**METHODS OF ASSESSMENT**

- Continuous assessment of practical work and design work, with 3 formal pieces of assessment work each year (including one written exam).
- Self and peer assessment and evaluation.
- Teacher appraisal.

**HOW PARENTS/CARERS CAN HELP**

- Ensure students have the correct equipment in lessons. A set of drawing pencils, a rubber, ruler, pencil sharpener and a black fine liner/hand writing pen are essential.
- Students will be asked to complete some designing tasks at home. In order for them to complete this successfully, they will require a space where they can lay their work out flat on a smooth surface.
- Where possible, take students to museums and exhibitions in order for them to learn more about famous designers and influential design movements.
- Encourage your child to show you their work and explain what they are doing in class. Tell them what you like about their work and what you think could be improved – being able to listen to constructive criticism and adapt design ideas is a vital skill all designers need!

**PROGRAMME OF STUDY**

Students at South Shore Academy all study RE for one hour per week in line with statutory requirements. All students follow the curriculum guidance from 'The Blackpool and Lancashire Agreed Syllabus'.

The theme for year 7 is community:

- What does religion mean to Blackpool?
- Heroes, (within religious communities).

Religious Expression

- How do religious communities express their faith?
- The Hindu Community.
- Tradition of justice in action.

**SKILLS/KNOWLEDGE/UNDERSTANDING**

Attainment Target 1: Learning from Religion/ethical issues.

- Explore and articulate personal experiences, feelings, beliefs, values and commitments.
- Listen to others and explore additional views, feelings, belief, values and commitments.
- Identify and respond to questions of meaning.
- Give an informed and considered response to religious and moral issues.

Attainment Target 2: Learning about Religion/ethical issues.

- Identify, name, describe and give accounts in order to build a coherent picture of the beliefs and practices of each religion and ethical idea.
- Explain the meanings of religious language, stories and symbolism; explain ethical dilemmas and possible solutions.
- Analyse similarities and distinguishing features of different religions and denominations within a religion.

Skills

- Group work, analysis, evaluation, listening, literacy, ICT, enquiry.

**METHODS OF ASSESSMENT**

- Written assessments
- Peer assessment
- Homework
- Group work skills assessed in class.
- Speaking and listening skills assessed in class.

**IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?**

Miss S Cheston, (Assistant Principal).

**HOW PARENTS/CARERS CAN HELP**

- Discuss issues, refer to current affairs or your own religious knowledge.
- Check their appropriate deadlines and Show My Homework.
- Help to find resources for research homework.
- Check homework is done on time and to a good standard.
- Check revision has been done before class assessments which will be at the end of each half term.



**PROGRAMME OF STUDY**

Students will access the core areas of music: listening, appraising, practical performance and composition, in line with the National Curriculum for KS3 by studying a range of skill-based tasks. The skills and knowledge students will develop include:

- Singing melodically and in harmony.
- Understanding rhythmic and melodic music notation.
- Listening to/knowledge of music from other cultures.
- Introduction to and use of music terminology.
- Keyboard skills, (including basic and more challenging pieces).
- Composing of melodies and basic accompaniment.
- Use of cords in accompaniment.
- Confidence in performing as a soloist.

**SKILLS/KNOWLEDGE/UNDERSTANDING**

The breadth of study allows students to access music in a number of ways using a variety of skills. Students perform as individuals, in small groups and as a whole class ensemble. Students undertake a variety of composition tasks which seek to extend their knowledge and creativity. Students learn about a wide variety of music from around the world throughout history, with an emphasis on building strong foundations for entry into KS4 Music.

**METHODS OF ASSESSMENT**

Students are assessed through class work, although homework plays an important role. Students are marked in line with the National Curriculum through the skills obtained in performing, composing and listening and appraising. This is completed at least once every half term.

**IF I HAVE AND FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I ASK?**

Mrs J Crowe, (Head of Faculty, Expressive Arts).

**HOW PARENTS/CARERS CAN HELP**

- Encourage students to complete homework.
- Encourage students to participate in extra-curricular activities.
- Encourage students to participate in free individual piano lessons.
- Encourage students to listen to a wide variety of music outside of school.
- Encourage students to explore other opportunities to learn instruments with one of our visiting teachers.

**PROGRAMME OF STUDY**

KS3 History at South Shore Academy aims to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to teach lessons which inspire curiosity to know more about the past; through question asking, creativity, weighing up evidence and reaching judgements. Year 7 focuses on the key skills and knowledge needed to be a successful historian. Students in Yr7 will learn about the key chronological events focussing mainly on the history of Britain with some analysis of European issues of change.

Topics include: An introduction to History, A brief History in Time 1 and 2, Ancient Greeks and Romans, Medieval Britain and the Renaissance.

**SKILLS/KNOWLEDGE/UNDERSTANDING**

Chronological narrative:

- Using key historical terms such as 'empire' and 'civilisation'.
- Understanding and applying key historical concepts to make connections and draw contrasts.
- Creating written narratives.

**METHODS OF ASSESSMENT**

Assessment is carried out throughout each unit. Near to the end of each unit, students will sit a GCSE style paper, which prepares them for their future exams. After each assessment, students will have the opportunity to review their work, go back over any misconceptions, identify ways to move forward and re-draft their assessment to make meaningful progress. Students who excel in their assessments will have a follow-up stretch and challenge assessment to enable them to make accelerated progress. Each term students will have the choice of 4 enquiry questions. Students may present their Independent Enquiry in a variety of different formats, however it must be the very best quality work and presented in a professional manner.

	<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
<b>Year 7 Enquiries</b>	Local	National	International
<b>Year 8 Enquiries</b>	British Identity	Northern Identity	Personal Identity

**IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?**

Mrs S Sugden, (Head of History).

**HOW PARENTS/CARERS CAN HELP**

- Discussion of learning at home.
- Helping students to work towards/exceed their Success Criteria.
- Encourage students to do further research.
- Encourage students to watch the news and current affairs programmes.

**PROGRAMME OF STUDY**

During Key Stage 3, students will follow the National Curriculum for French and will study topics including:

- Introducing yourself and your family.
- Describing yourself and others.
- Describing where you live.
- Talking about animals.
- Talking about your school subjects.
- Talking about what you do in your free time.

**SKILLS/KNOWLEDGE/UNDERSTANDING****Listening**

The ability to understand spoken French.

**Speaking**

The ability to communicate.

**Reading**

The ability to understand written French.

**Writing**

The ability to communicate in written French and the ability to translate from French to English and English to French.

Students will develop a sound knowledge of French grammar patterns and the ability to manipulate the language.

**METHODS OF ASSESSMENT**

- Continuous assessment of class work and home work.
- Peer and self-assessment.
- End of unit assessments.
- Grammar and vocabulary tests.
- Translation and dictation exercises.
- Examinations.

**IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?**

Mrs M Thompson, (Assistant Principal).

**HOW PARENTS/CARERS CAN HELP**

- Encourage students to develop an interest in the French language/culture.
- Encourage your son/daughter to visit/find out about French speaking countries.
- Ensure that vocabulary is learnt regularly.
- Revise thoroughly for mini tests and examinations.

**PROGRAMME OF STUDY**

During Key Stage 3, students will follow the National Curriculum for Design Technology:  
In Year 7, students spend a third of the year in Food Technology lessons and the remainder in Resistant Materials/Graphics/Textiles.

The particular areas we will be targeting for students are as follows:

- Researching
- Designing
- Making
- Evaluating

**SKILLS/KNOWLEDGE/UNDERSTANDING**

Students will be taught to:

- Research a problem and use a range of information for design proposals and a specification. Students will subsequently draw a number of ideas and give details of products.
- Students will choose a final product and give appropriate reasons for their choice. Students will plan, make, modify, test and improve their products. Lastly, they will evaluate their design.

**METHODS OF ASSESSMENT**

- Continuous assessment of class work and home work.
- Peer and self-assessment.
- Teacher appraisal
- Discussion

**HOW PARENTS/CARERS CAN HELP**

- Helping students to evaluate their work.
- Encouraging students to complete their homework tasks on time.
- Helping students to plan their design ideas.

**PROGRAMME OF STUDY**

The Drama programme of study unlocks the use of imagination, intellect, empathy and courage. Through drama, ideas, responses and feelings can be expressed and communicated. This is a practical subject and an intellectual discipline. Through engagement in drama, students apply their imaginations and draw upon their own personal experiences. Their increasing knowledge and understanding of how the elements of drama work enables them to effectively shape, express and share their ideas, feelings and responses to various projects.

Students participate in Drama in Year 7 on a carousel with Music.

**SKILLS/KNOWLEDGE/UNDERSTANDING**

Students are assessed on their ability to create drama from themes, concepts and stimuli, performing a role by being able to develop characters and creative concepts or effects and evaluate & respond to the work of others, their ideas and the collaborative process. Students reflect on their development of drama techniques and a range of approaches to creating performances, as well as their context in the wider community.

**METHODS OF ASSESSMENT**

Students are continuously assessed through class work, through teacher observations & discussions and self and peer assessment. Students' progress is assessed on their rehearsal, performance and evaluation of themselves and others.

**Teacher Assessment:**

Using various methods on a lesson by lesson basis teachers use mostly verbal and written communication to offer guidance and to encourage progress.

**Self-Assessment:**

Plays an important role in this subject. During each unit, students will be asked to assess their own work as each lesson they are regularly asked to show their understanding of the lesson content and how they have made progress through the completion of their own 'Learning Log'.

**Peer Assessment:**

Through teacher guidance students will review each other's work with feedback which allows them to encourage development and promote the collaborative process.

**IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?**

Mrs J Crowe, (Head of Faculty, Expressive Arts).

**HOW PARENTS/CARERS CAN HELP**

The best way to help Drama students is to show an interest in what they have been doing in Drama lessons and asking questions about issues which they are currently exploring. Encourage students to participate in extra-curriculum activities which the department offer, including Arts Awards and whole school productions.

**PROGRAMME OF STUDY**

In each topic the students will be introduced to artists relevant to the projects they are working on:

Drawing Techniques: Students will develop their knowledge of drawing techniques and media.

Miro: Students will broaden their knowledge of media and techniques further, whilst learning how to develop an idea from initial design to final piece.

Aboriginal: Students will develop their cultural knowledge by looking at the work of the Aborigines whilst producing a culturally inspired final piece using a variety of media and techniques.

**SKILLS/KNOWLEDGE/UNDERSTANDING**

There is one attainment target which integrates the practical and theoretical aspects of the Programme of Study. It sets out the knowledge, skills and understanding that students are expected to achieve by the end of the Key Stage for the following key processes in Art:

- Explore and Create.
- Understand and Evaluate.
- Gain full knowledge of all Art disciplines.

Within our Year 7 lessons we enable students to develop their creativity and ideas and increase/progress their skill level through their execution.

**METHODS OF ASSESSMENT**Self-Assessment:

Plays an important role in the course. During each unit students will be asked to assess their own work. Each lesson they are regularly asked to use various assessment frames to show an understanding of the lesson's content and how they have progressed through it.

Peer Assessment:

Through teacher guidance students will review each other's work with feedback which allows them to encourage development.

Teacher Assessment:

Using a number of different methods on a lesson by lesson basis, teachers use both verbal and written forms of communication to offer appraisal of the students work to encourage progress. There are 4 points at which we report on students' progress (DCP) which is, along with other important information, reported to parents/carers.

**IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?**

Mr J Cartmel, (Head of Art).

**HOW PARENTS/CARERS CAN HELP**

You can support your child by ensuring that homework is completed and presented on time. In Art, homework projects are set once a term. These involve students actively choosing the tasks they wish to complete. Students will be informed of the deadline for handing in the completed assignment for assessment.

**PROGRAMME OF STUDY**

*Students follow the National Curriculum for Key Stage 3 in Year 7.*

**During Year 7** students will study a variety of computer science skills and theory units.

The units consist of the following topics:

- Using Computers Safely, Effectively and Responsibly.
- Digital Creativity, (Photoshop – photograph editing).
- Game Design, (Scratch).
- Computer Theory.
- Sequencing Instructions (BBC Micro-bit).
- Sequencing Instructions (Code.org).

The most important aspect of the computer science programme of study is problem solving, an essential skill for life. Students study the design, development and analysis of software and hardware used to solve problems in a variety of business, scientific and social contexts.

**SKILLS/KNOWLEDGE/UNDERSTANDING**

*By the end of Key Stage 3 most students should be able to:*

- Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.
- Understand several key algorithms that reflect computational thinking, [for example, sorting and searching].
- Use logical reasoning to compare the utility of alternative algorithms for the same problem.
- Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems.
- Make appropriate use of data structures, [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions.
- Understand simple Boolean logic, [for example, AND, OR and NOT] and some of its uses in circuits and programming.
- Understand how numbers can be represented in binary and be able to carry out simple operations on binary numbers, [for example, binary addition, and conversion between binary and decimal].
- Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.
- Understand how instructions are stored and executed within a computer system; understand how data of various types, (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits.
- Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.
- Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.
- Recognise inappropriate content, contact and conduct and know how to report concerns.

**METHODS OF ASSESSMENT**

There are six topics of learning each lasting one half-term. Each of the topics of learning are conducted in a mini project style including elements of planning, selecting and capturing information and evaluating. There is a mixture of assessment styles from end of unit tests to project based assessments.

The work created for each unit of learning is assessed following the schools marking policy. Marks are awarded against the Computer Science criteria and are directly linked to the new levels 1-9.

**IF I HAVE ANY FURTHER QUESTIONS WHO DO I SPEAK TO?**

Mrs J Shuttleworth, (Head of ICT).

**HOW PARENTS/CARERS CAN HELP**

- Access to a home computer with Microsoft Office package and Internet access would be advantageous.
- Ensure that any homework set is completed and presented on time.
- Regularly check Doodle for electronic homework (this can also be accessed via SMART phones).
- Encouraging students to meet project deadlines.



**PROGRAMME OF STUDY**

At South Shore Academy we value PSHE as being extremely important for the safeguarding and personal development of our students.

Students will be following a curriculum which includes, sex and relationships and drugs and alcohol lead by Blackpool Public Health.

Term 1: Sex and Relationships – In this unit students study what makes a healthy relationship including topics such as puberty, self-esteem and bullying.

Term 2: Drugs and Alcohol – Topics include: Risks around drugs and alcohol and peer pressure.

Term 3: Healthy Lifestyles – In this unit, students will look at ways to ensure they have a healthy lifestyle. Topics include: Personal hygiene and healthy eating.

Money – Topics include: Planning a budget and who is responsible for our money and finances.

**SKILLS/KNOWLEDGE/UNDERSTANDING**

Using CORE THEMES guided by the Government Strategy on the development of character, non-cognitive skills, mindfulness and well-being, we will use the following throughout PSHE:

Motivation, drive, ambition, community spirit, tolerance and respect, honesty, integrity and dignity, confidence and optimism, conscientiousness, curiosity and focus and perseverance, resilience and grit.

The core skills/knowledge/understanding that students gain will be in line with the guidance from the PSHE Association and Public Health Blackpool.

All of the themes studied will also be delivered in assemblies, form time and in enrichment conferences and activities throughout the school year. This will highlight the importance to our students of how to stay safe and where to gain support and guidance if needed.

**METHODS OF ASSESSMENT**

- Teacher assessment
- Self-assessment from students at the beginning and end of each unit.
- Assessment of student's attitudes towards keeping themselves and others safe.

**IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?**

Miss S Cheston – Assistant Principal

**HOW PARENTS/CARERS CAN HELP**

- Parents/Carers can encourage students to pick up leaflets and read articles relating to current issues in newspapers and magazines.
- Parents/Carers could discuss extended family situations.
- Encourage students to get involved in their local and wider community.
- Parents/Carers can talk to students about staying safe at all times.
- Be aware of their child's activity online/social media.

**PROGRAMME OF STUDY**

Over the two years, students cover the following essential skills and processes in PE that they need to learn to make progress.

**Developing skills in physical activity**

Students should be able to:

- Refine and adapt skills and techniques.
- Develop the precision, control and fluency of their skills.

**Making and applying decisions**

Students should be able to:

- Select and use tactics, strategies and compositional ideas effectively in different creative, competitive and challenge-type contexts.
- Refine and adapt ideas and plans in response to changing circumstances.
- Plan and implement what needs practising to be more effective in performance.
- Recognise hazards and make decisions about how to control any risks to themselves and others.
- Explain and apply more advanced rules in a variety of sports.

**Developing physical and mental capacity**

Students should be able to:

- Develop their physical strength, stamina, speed and flexibility to cope with the demands of different activities.
- Develop their mental determination to succeed.

**Evaluating and improving**

Students should be able to:

- Analyse performances, identifying strengths and weaknesses.
- Make decisions about what to do to improve their performance and the performance of others.
- Be clear about what they want to achieve in their own work and what they have actually achieved.

**Making informed choices about healthy, active lifestyles**

Students should be able to:

- Identify the types of activity they are best suited to.
- Make choices about their involvement in healthy physical activity.

## **SKILLS/KNOWLEDGE/UNDERSTANDING**

By the end of Key Stage 3 Students should be able to:-

- Adapt and refine existing skills and develop new skills the activities in the programme of study.
- Practise and perform movement compositions devised by themselves and others.
- Understand and evaluate how well they and others have achieved what they set out to do, appreciate strengths and weaknesses and suggest ways of improving.
- Understand the short and long term effects of exercise on the body systems and decide where to focus their involvement in physical activity for a healthy and enjoyable lifestyle.

## **METHODS OF ASSESSMENT**

- Visual assessment by teacher in charge recorded on tracking system, with oral and written feedback
- Continuous diagnostic assessment throughout the course
- Pupil progress sheets

## **IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?**

Mr S Horrocks or any of the PE Department

## **HOW PARENTS/CARERS CAN HELP**

- Ensure correct kit and equipment is named and brought to relevant lessons.
- Encourage a healthy lifestyle,(including diet and hygiene).
- Encourage Students to attend extra-curricular clubs.

**PROGRAMME OF STUDY**

KS3 Geography at South Shore Academy aims to inspire, enthuse, excite and motivate students about the world in which they live. Year 7 focuses on building solid foundations of geographical skills and knowledge. Students in Y7 will learn about the world in which they live and then look at what happens on the land, what happens in the sea and what happens in the air. They will finally apply their learning to two different case study locations.

Year 7 Topics Include:

- Introduction to Geography, world geography, what happens on the land, air and sea?
- Case Study: London & Rio de Janeiro

**SKILLS/KNOWLEDGE/UNDERSTANDING**

- Human, environmental & physical geography – meanings, links and interconnectedness.
- Asking geographical questions.
- Direction & map skills – local OS maps, national topographical maps and global land and marine maps.
- Global knowledge and interaction between different types of geography.
- Data analysis and presentation.

**METHODS OF ASSESSMENT**

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 7 Enquiries</b>	Local Environment (OS Map Research)	Local Fieldwork (Data Collection)	Tsunami Research (Data Analysis)

Assessment is carried out throughout each unit. Homework is set on a termly basis as a research enquiry – this will be monitored throughout the course of the term. Towards the end of each unit, students will sit a GCSE style paper, which prepares them for their future exams. After each assessment students will have the opportunity to review their work, go back over any misconceptions, identify ways to move forward and re-draft their assessment to make meaningful progress. Students who excel in their assessments will have a follow-up stretch and challenge assessment to enable them to make accelerated progress.

**IF I HAVE ANY FURTHER QUESTIONS ABOUT THIS COURSE, WHO DO I SPEAK TO?**

Mrs H Geibel, (Assistant Principal)

**HOW PARENTS/CARERS CAN HELP**

Parents can help by discussing their child's learning at home – what they are doing well and specific areas they need to focus on to improve. If the student is unsure they need to speak with their subject teacher to ensure they know exactly how to make progress.

Parents can also track and help students to complete their home learning and discuss their progress towards their success criteria. Encouraging your child to watch the news and geographical programmes and discussing them is incredibly valuable. It is also helpful to encourage your child to do further research and reading – each topic has a recommended research and reading list.

