



**South Shore Academy**  
BRIGHT FUTURES EDUCATIONAL TRUST

# South Shore Academy

## Programmes of Study

### Key Stage 3

### Year 2



South Shore Academy  
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Principal: Ms J. Bailey



# Programmes of Study

## Key Stage 3

## Year 2

At South Shore Academy, Year 8 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 8. 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 KS3 in years 7 and 8. Schemes are carefully planned to build skills year by year and to prepare students for the new GCSE syllabus.

- Different worlds: consolidation of year 7 skills into year 8.
- 21<sup>st</sup> Century novel: The Boy in the Striped Pyjamas.
- Victorian life: Extracts from 19<sup>th</sup> century prose and non-fiction.
- Poetry: man and nature.
- Crime and Horror: study of non-fiction texts 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century.
- Shakespeare's, The Taming of The Shrew – Critical writing.

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

Students are encouraged to develop good independent reading habits; one English lesson a week is designated to broadening their literature range and developing reading skills. KS3 students study a varied diet of literature including modern prose, Shakespeare, poetry and non-fiction where they will continue to develop their understanding and effective 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, learning how to redraft their work by improving the content and accuracy. They learn how to improve their spellings through consolidation of bespoke vocabulary tailored to the Schemes of Learning and whole school literacy form spellings. They learn how to improve punctuation and technical accuracy, developing a wider range of vocabulary and sentence structure. All KS3 students gain experience through a variety of writing styles and forms such as: letters, speeches, articles, reports, narrative and descriptive and 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. They also gain confidence in using role play and drama skills to enhance their understanding of what they have read or studied.

**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:**

Self-assessment plays an important role in the course. During each unit, pupils have to assess their own performance in Reading, Writing, Speaking and Listening tasks against specific success criterion. This then enables students to reflect on what they have learned and areas where they may need to focus their attention.

**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).

## HOW PARENTS/CARERS CAN HELP

- Encouraging pupils to read at home for pleasure and regularly borrow books from the library.
- 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 in **Years 7 & 8** 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.

The topics a student will cover are determined by the level of their personal achievement and progress and are balanced so that each attainment target is addressed in suitable proportions.

**SKILLS/KNOWLEDGE/UNDERSTANDING**

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

**Number:**

Students will build on the foundations laid down at key stage 1 and 2 to build a secure understanding of 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:**

Use the language of ratios to relate to units of measurement, scale diagrams, percentage and rates of 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:-

**Teacher Assessment**

**Tests:** Short tests will be set at the end of every half-term.

**Examinations:** One exam covering the National Curriculum materials over a range of levels.

National Curriculum levels will be used to assess mathematics (as per school policy) in addition to assessing literacy.

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

Mrs D Abbass, (Head of Maths).

**HOW PARENTS/CARERS CAN HELP**

- Checking that homework is done on time and to a high standard and assisting them to complete it.
- Encouraging your child to revise regularly using Fronter, Assessment Booklets, websites such as Mymaths, emaths, and NRICH.
- Ensure your child has the correct equipment i.e. pens, pencil, ruler, calculator, maths book and a geometry set.
- Ensure your child has revision materials to work from e.g. revision guide and practice papers which are available from school.
- 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 8.

Year 8 pupils will study:

**Physics:**

- Pressure
- Speed
- Electromagnets
- Magnetism
- Work
- Heating and cooling
- Wave Effects
- Wave Properties

**Chemistry:**

- Periodic Table
- Elements
- Chemical Energy
- Types of reaction
- Climate
- Earth resources

**Biology:**

- Breathing
- Digestion
- Respiration
- Photosynthesis
- Evolution
  
- Inheritance

**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 8, 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 pupils 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**

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

**Self Portrait:**

Students are taught the rules of facial proportion and using pencil tone produce a self-portrait.

**Picasso:**

Students are introduced to the work of Picasso and will develop their skills in using a variety of techniques to develop 3 different styled final pieces.

**Animal Eye:**

Students will broaden their knowledge of media and techniques further whilst developing 3D making skills.

**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

**METHODS OF ASSESSMENT****Self-Assessment:**

This 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 content of the lesson and how they have progressed through it.

**Peer Assessment:**

Through teacher guidance, students will review each other's work with feedback which encourages 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.

**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 8.*

**During Year 8** students will study a variety of computing science skills and theory units.

The units consist of the following topics:

- Understanding Computers
- Website Development
- Game Design (Kodu Games Lab)
- Python Programming (Python IDLE)
- Mobile Applications (Appshed)
- Internet Research techniques

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**

- 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, ones for 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.
- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy.
- 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.

There are four whole school formal assessment points throughout the year, along with other important information, reported to parents/carers.

**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.
- Use the student planner to check for homework.
- Regularly check Doodle for electronic homework (this can also be accessed via SMART phones).
- Encouraging students to meet project deadlines.

# DESIGN & TECHNOLOGY

Year 2 of 2 Year KS3 course

## Resistant Materials

### PROGRAMME OF STUDY

In Key Stage 3, students are introduced to the design process and complete a variety of design and make tasks. Students have the opportunity to use the tools and equipment in the workshops to make an automata and a night light. These projects will introduce students to a range of different resistant materials and allow them to experiment with processes and manufacturing techniques. Students will be taught basic 3D drawing skill such as oblique, isometric and perspective and they will be taught how to render their drawing to look like different materials. Students will also get the opportunity to use CAD/CAM and the laser cutter.

### 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 6 formal pieces of assessed work each year, (including one written exam).
- Self and peer assessment and evaluation.
- Teacher appraisal.
- Discussion.

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

Mr D Grundy, (Head of Design Technology).

### HOW PARENTS/CARERS CAN HELP

- Ensure students have the correct equipment for lessons. A set of drawing pencils, a rubber, ruler, pencil sharpener and a black fine liner/hand writing pen are essential.
- 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 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.
- Download a free version of Google Sketch Up and encourage your child to use it to create 3D designs.

**PROGRAMME OF STUDY**

**Students follow the National Curriculum for Key Stage 3 in Year 8.**

The Drama programme of study unlocks the use of imagination, intellect, empathy and courage. Through it, ideas, responses and feelings can be expressed and communicated. It 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 8 on a carousel with Music.

**SKILLS/KNOWLEDGE/UNDERSTANDING**

Students are marked 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. Evaluate and 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, self and peer assessment. Students' progress is assessed through 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 some written communication to offer guidance to encourage progress.

**Self-Assessment:**

Plays an important role in this subject. During each unit, students will be asked to assess their own work. Each lesson students 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-curricular activities which the department offer, including the Arts Award and whole school productions. Encourage students to apply their knowledge when watching films or TV, attend the theatre and other cultural activities; many theatres offer extensive children-specific performances and special reductions in price.

**PROGRAMME OF STUDY**

Students will aim to do the following in French:

- Describe yourself and your family.
- Talk about jobs.
- Describe where you live.
- Describe the weather.
- Talk about what you do in your free time.
- Talk about sports and leisure activities.
- Arrange to go out.
- Talk about clothes.
- Talk about food.
- Talk about travel and holiday.
- Talk about friends and pocket money.
- Discuss your interests.
- Talk about future plans.

**SKILLS/KNOWLEDGE/UNDERSTANDING**

**Listening:**

Listening involves the student’s ability to understand people speaking French at a natural speed within areas of the syllabus.

**Speaking:**

This refers to the ability to role play conversations, have conversations about oneself and others and communicate as much as possible in French during lessons.

**Reading:**

This refers to understanding information given about French speaking people, using a dictionary to work out meanings, reading extracts from authentic texts and beginning to read for pleasure.

**Writing:**

This involves writing about themselves, asking and answering questions, writing creatively within set limits and translating from French to English and from English in to French. Students will learn how to construct accurate sentences through the teaching of grammar.

Students will learn about cultural aspects of French speaking countries through all four skills.

**METHODS OF ASSESSMENT**

- Continuous assessment of class work and homework
- Self-assessment
- End of unit assessments
- Speaking assessments
- Writing assessments
- 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**

- Monitoring and supporting homework set and making sure adequate revision is done before tests and examinations.
- Encouraging positive attitudes towards French language and speakers.
- Encouraging students to participate in Language Exchanges/trips to visit French speaking countries.
- Encouraging students to use [languagesonline.org](http://languagesonline.org) and Doodle.

**PROGRAMME OF STUDY**

KS3 Geography at South Shore Academy aims to inspire, enthuse, excite and motivate students about the world in which they live.

Students in Year 8 will begin to explore the world through ecosystems and urbanisation. Finally, students will explore how our world's geography has been shaped in the past, is being shaped by humans today and what impact this will have on the future.

**Topics covered:**

Ecosystems: Polar Regions

Ecosystems: Rainforests

Weather &amp; Climate

Case Study: New York

Past, Present &amp; Future

Urbanisation

**SKILLS/KNOWLEDGE/UNDERSTANDING**

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

**METHODS OF ASSESSMENT**

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.

On approaching 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. 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.

**PROGRAMME OF STUDY**

Year 8 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 pupils' curiosity to know more about the past; through question asking, being creative, weighing up evidence and reaching judgements. Year 8 aims to develop students' curiosity about liberty, freedom and democracy in the world in which they live.

**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.
- Frame historically valid questions.
- Create own accounts including written narratives.

**METHODS OF ASSESSMENT**

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 8 Enquiries</b>	British Identity	Northern Identity	Personal Identity

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.

Near 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 S Sugden, (Head of History).

**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 and 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.

**PROGRAMME OF STUDY**

Students access the three core areas of music: listening and appraising, practical performance and composition, by studying a range of skill based tasks throughout year 8. This is in direct preparation for students to be fully versed in the skills necessary for GCSE Music. The skills included are:

- Singing melodically and in harmony.
- Understanding music notation (treble and bass clef).
- Aural acquisition.
- Keyboard skills, (two hands with some independence).
- Composing.
- Confidence in performing as a soloist and as part of an ensemble.

**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 aim to develop subject knowledge as well as 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 GCSE study.

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

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

**HOW PARENTS/CARERS CAN HELP**

- Ensure that students are completing the homework tasks set.
- Encourage students to participate in the wealth of extra-curricular activities which the department has to offer.
- Encourage students to take up piano or an instrument with one of our visiting teachers and practice their instrument regularly.
- Listen to a wide variety of music outside of school.



**PROGRAMME OF STUDY****Developing skills in physical activity, students should be able to:**

- Refine and adapt skills into techniques, develop a range of useful skills and develop the precision, control and fluency of 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 for more effective performance.
- Recognise hazards and make decisions about how to control any risks to themselves and others.
- Explain the basic rules of 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 that of others.
- Act on these decisions in future performances.

**Making informed choices about healthy, active lifestyles, students should be able to:**

- Identify the types of activity they are best suited to.
- Identify the types of role they would like to take on.

**SKILLS/KNOWLEDGE/UNDERSTANDING**

By the end of Year 8 should be able to:-

- Devise and adapt strategies and tactics across appropriate activities within the Programmes of Study.
- Adapt and refine existing skills and develop new skills safely across the activities in the Programmes 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 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, (Head of Faculty Physical Education).

**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****Term 1: Personal Safety**

- What is meant by personal safety?
- What skills do we need to keep ourselves safe in today's world?
- First Aid
- Online safety
- Stranger danger
- Road safety
- Safety by the sea
- Emotional health and wellbeing...connect, keep learning, be active, give and take notice.

**Term 2: Careers**

- What direction do I take?
- Is it all about money?
- What are my options?
- What could I do instead of going to university?
- What can I do to take control of my career path?

**Term 3: Drugs and Alcohol**

This scheme of work is in line with guidance from Public Health Blackpool.

Topics include:

- Drug effects and harm
- Alcohol effects
- Foetal Alcohol Syndrome
- Drugs and the law
- Cannabis
- Cigarettes and electronic cigarettes
- Accessing and giving support

**SKILLS/KNOWLEDGE/UNDERSTANDING**

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**

All students at South Shore Academy study RE for one hour a week, in line with statutory requirements. Students follow the Blackpool and Fylde agreed syllabus. The theme for the year is, 'Sacred Texts and Revered Literature'.

**Term 1: Respect**

Who and what do religious communities respect and why? An enquiry based scheme of learning which studies: What is respected in Christianity and Sikhism? How is it respected and why?

**Guidance:**

A study of what Guidance is, where religious believers go for guidance and how guidance from different religions can impact on the life of the believer and drive their actions. The religion of Christianity is studied in this unit with reference to the life of Nicky Cruz in the book, 'The Gangster Who Cried'.

**Term 2: Religion and the Environment**

Should we all be ecologists? Students will debate this question. In response, we will look at Christianity and Buddhism and their particular views on caring for the world and the environment. Students will have the opportunity to reflect on beliefs, teachings and practices and express their own thoughts, feelings and responses to this question.

**Life After Death:**

Is there life after death? Students will discuss this question with particular reference to Christian and Hindu beliefs and how these beliefs influence the actions of the believers.

**Term 3:**

What does it mean to be a member of the Jewish Community?

In this unit students will begin to prepare for the new GCSE AQA qualification. A study of key beliefs, practices and traditions of the Jewish community are the focus in this unit.

**SKILLS/KNOWLEDGE/UNDERSTANDING**

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

- Listen to others and explore additional views, feelings, belief, values and commitments.
- Identify and respond to questions of meaning and morality.
- Give an informed and considered response to religious and moral issues.
- Explain the meaning of religious and ethical language, stories and symbolism.
- Analyse similarities and distinguishing features of different religions and denominations within a religion.

**METHODS OF ASSESSMENT**

- Written assessments.
- Peer assessment.
- Group work.
- 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).

**WHAT CAN I DO IN THE FUTURE WITH RELIGIOUS STUDIES?**

Any career which involves working with people, learning to empathise and express views clearly and respectfully is a fundamental part of the RE course. In addition, analytical and academic writing skills are developed which would support any career which involves written communication.

**PROGRAMME OF STUDY**

In Year 8 students spend half the year studying Food Technology.

**Food**

Students study:

- Safety and hygiene.
- Food choices in relation to healthy eating.
- Design and make tasks.
- Practical skills which are delivered through the preparation of a range of dishes.
- Product development.

**Graphics/Textiles:**

Students study:

- Health & safety in the work shop.
- Research and analysis tasks.
- Generation of original ideas by an existing designer.
- Design and make tasks.

The use of a range of decorative techniques to transfer their own original design onto fabric. To make a product inspired by a designer of their choice.

**SKILLS/KNOWLEDGE/UNDERSTANDING**

Students will learn to:

- Research the problem, use a range of information and form design proposals to a specification.
- Students choose a final product with appropriate reasons for choice. They will plan, make, modify, test and improve the product.
- Lastly they will look back at the Design Task and evaluate thoroughly.

**METHODS OF ASSESSMENT**

- Continuous assessment.
- Self-assessment and evaluation.
- Teacher appraisal.
- Discussion.
- Reviewing various pieces of work at intervals times throughout the course with appropriate targets for improvement.

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

Mr D Grundy, (Head of Technology).

**HOW PARENTS/CARERS CAN HELP**

- Helping children to experience the preparation of food items at home.
- Helping children to evaluate their work.
- Encouraging homework tasks to be completed on time.