



**Guidelines for Courses and
Information for Parents and Students
Year 7
2024 – 2025**

Preface

Dear Parents,

I hope that your child is enjoying their first term at Churchill Academy and is beginning to settle into secondary school life.

We aim to keep parents and student informed about what we do and this booklet has been written so that you are well informed about all the courses that your child is following. I hope that you will find it helpful.

The Year 7 Curriculum is delivered in mixed ability learning groups. With the support of their teachers our Year 7 students continue to develop the independent learning skills that they have practised at KS2. At Churchill Academy we have an emphasis upon using our core values “Kindness, Curiosity, Determination” to equip students with essential personal learning and thinking skills that will enable them to be: -

- effective participators in their learning
- creative in their thinking
- good team player
- independent enquirers
- self-managers

At Churchill Academy there is explicit teaching of literacy across the curriculum and a focus upon the importance of reading. Students in Year 7 follow a “PSHE” programme which encompasses personal, social, careers and health education.

You will find more detailed information for each subject in the following pages of information.

Should you need further information the head of subject will be pleased to provide it.

I hope that Year 7 will prove to be the start of a bright career for your child here at Churchill Academy.

Yours sincerely,

Lucy James
Deputy Head

Contents

| | |
|---|----|
| Art and Textiles..... | 5 |
| Dance..... | 6 |
| Design and Technology..... | 7 |
| Drama..... | 8 |
| English..... | 9 |
| Ethics and Philosophy..... | 10 |
| Geography..... | 11 |
| History..... | 12 |
| ICT/Computing..... | 13 |
| Modern Foreign Languages..... | 14 |
| Mathematics..... | 16 |
| Music..... | 17 |
| Physical Education..... | 18 |
| Science..... | 21 |
| Personal, Social, Health and Economic Education (PSHE)..... | 22 |
| Academic Support - Student Services..... | 23 |

Art and Textiles

Course Details

- Secondary Foundation Stage Art and Design
- First year of three-year Scheme of Work

Area of Study

In Year 7 students enjoy four lessons of Art and Textiles across the two-week timetable. They will develop three main projects during the year, with each project having a Fine Art and Textiles outcome. This work will be complimented by a number of skills-based lessons to extend their understanding of drawing techniques.

The working process involves the use of a journal (sketchbook) to organise and develop their project work. This will include artist research, analysis, observational drawing and practical development using a variety of media. The aim is to allow students to build projects and to chronicle their progress towards a final Fine Art piece. Each project will also feature a textiles outcome that will utilise the research and development in the journal but will also introduce key textiles processes and techniques.

Students in Secondary Foundation Stage will explore a wide range of artists and develop skills using a variety of media in both 2D and 3D. Their progression will be regulated by regular assessment of journal work that will offer guidance to help students improve the quality of their work and enable them to move onto the next level of achievement.

Homework will aim to support classwork and extend the independent learning of students. Work will be set appropriately and marked regularly to provide feedback to students.

In year seven students begin their studies with a short baseline test activity to provide a starting point for future assessment. This includes a drawing task and number of questions related to their understanding of art and design.

The first main project investigates colour and colour theory by looking at Impressionism. Students produce a final painting using an impasto technique. In the Spring Term they will study the work of Peter Randall-Page, developing designs that will be taken into clay sculptures finished with acrylic paints. In the Summer Term the students will focus on still life, developing mixed media collages inspired by Pop Artist Michael Craig Martin. Textiles outcomes will involve felting techniques, collagraphy and batik.

Those who enjoy producing art may also take part in after school art clubs and activities run by Mr Downing and Miss Leach.

A voluntary contribution of £4.00 is requested at the start of the year to enable the department to purchase individual journals and more expensive materials such as acrylic paint and clay.

Dance

Within the Performing Arts carousel Year 7 students will have lessons in Dance where they will focus on two topics. They are expected to bring and wear their PE kit. Safe practice is taught to all students and remains a priority throughout the course. Learning and assessment focuses around the three key areas: create, perform and respond.

Areas of study

- Introducing strength, stamina and flexibility.
- The simple building blocks of choreography (choreographic devices, structure, action, relationship, space and dynamics)
- The six basic body actions
- Exploring creative skills - focussing on the selection and rejection of material.
- Learning skills of co-operation and collaboration, working in pairs and small groups.
- Recognising and developing confidence in performance skills
- Developing a contextual understanding of the history and diversity of the subject through looking at professional dance productions.
- Studying a variety of topics to widen student's movement vocabulary and provide a selection of starting points for creative tasks.

Assessment

- Students are assessed at the end of each topic but will also receive an overall assessment at the end of the rotation in the carousel.
- Some work is videoed in order to allow students the opportunity to evaluate their own performances.
- Students are introduced to the marking descriptors and are encouraged to set targets as a result of this process to help them make progress.

| Topic | Professional Work | Skills Developed |
|--------------|---------------------------------|--------------------------------|
| Animals | 'Still Life' by David Bintley | Teamwork and Creative Thinking |
| Sweeties | 'Nutcracker!' By Matthew Bourne | Teamwork and Creative Thinking |

Home Study

This will not be set every lesson but may on occasion require students to research topics and find props or costumes.

Enrichment Activities

We have a number of trips, clubs and performance opportunities throughout the year which will be announced in lessons and details of auditions are on the dance notice board outside the Dance Studio.

Design and Technology

Course details

Design & Technology consists of two main subject areas: Engineering and Food & Nutrition. During Year 7 students will be taught in a carousel system consisting of two 20 weeks' projects per subject. Each rotation will focus in one of these two areas. Year 7 Technology classes are not taught in learning groups as class sizes need to be smaller for Health and Safety reasons.

Areas of Study

With every student covering all areas of Engineering they will experience a wide range of materials and techniques, including woods, metals, plastics, foam, card, modelling materials, food ingredients, textiles and electronic circuits. The use of ICT is integral to Technology here at Churchill. Each subject area has their own practical projects. The primary focus will be focusing on making of these products; developing practical skills, designing skills and embedding theory content that focuses towards the GCSE's. This provides a solid foundation of knowledge and skills that are required to excel in the designing and manufacturing of high-quality products. Some examples of the Technology projects you should expect to see coming home are as follows:

| Rotation Subject | Main practical projects |
|---------------------------|---|
| <i>Food and Nutrition</i> | Couscous, flapjack, spaghetti Bolognese, pizza, muffins, fruit crumble, brownies and scones |
| <i>Engineering</i> | Bird box Jitterbug |

Assessment and Reports

As is the case with all subjects at Churchill Academy there will be two reported data collections over the year. In addition to this, each student will receive at least four assessments of their practical skills – at least one from each technology subject area. When reporting home Teachers will consider these project levels while providing student progress being made and attitude to their learning that reflects the students' current performance.

Homework Projects

Due to the practical nature of all D&T subject areas and the need for specialist tools and equipment it is difficult to give home study on a regular basis. However, we would recommend students taking an active part in the preparation of meals at home and small DIY projects where safe to do so.

There are two larger homework's for students to complete – one for each rotation and also keep your eyes peeled for D&T based competition homework throughout the year.

Technology Lunch time clubs and Catch-up Sessions

We also offer a range of extra-curricular clubs in both Engineering and Food and Nutrition. These details are emailed to students and available in the Newsletter. There will also be food competitions held throughout the year as we want to see you putting what you have learnt in lessons to the test!

Lunch time clubs will be available during various parts of the DT projects and your teacher will give you more information about these.

A voluntary contribution is requested at the start of the year to enable the department to purchase materials for the fun and engaging practical projects that students build and keep. As well as payment towards recipe folder that they will keep for life!

Drama

The three central strands of Drama

- Preparing
- Performing
- Responding

Areas of Study

Year 7 will study the following units on a carousel

- a.** Introduction to Drama
- b.** The Island

Assessment

In year 7 all students will undertake assessment to measure their skills and knowledge in Drama. They will regularly receive teacher feedback in lessons and undertake self and peer assessment with negotiated criteria.

The students will then be assessed formatively at the end of each unit in order to inform reporting and measure attitude and progress.

Home Study

All students can benefit from regularly visits to the theatre and getting involved in amateur dramatics, youth theatres or drama lessons outside school.

English

Areas of Study

During Year 7 all students develop their Speaking and Listening, Reading and Writing skills through a series of units that comply with the National Curriculum. English classes are currently taught in groups which comprise a mix of prior attainment at Key Stage 2.

Students work in exercise books and complete assessments in class. A formal exam will take place towards the end of Year 7.

The Year 7 curriculum consists of the following units:

- Autobiography
- World of Allusions
- A class novel
- Protest Poetry

Home study

Students will be given at least two pieces of homework a term – this is designed to either extend their knowledge of the topic, practise their spellings or work on targets from class. Each unit has a Knowledge Organiser, which is a page of vocabulary linked to what is being studied during lessons, and revising these words will also be set for homework.

Reading

Reading is an important part of English and an important life-long skill. Indeed, teachers often observe the student who reads, succeeds. We recommend, and aim to ensure, that students read between 6 and 18 novels a year. A reading list is provided to help students, and parents, who might need some guidance about book choices. In fortnightly library lessons, students' English teacher will regularly have 1 to 1 conversations with each student about their current reading habits.

Spelling, Punctuation and Grammar

Spelling is a major focus for us in Year 7. Students are tested on a new set of 20 words at the beginning of every term (apart from the first). They are then required to learn any spellings they did not get correct by the end of the term. Extension lists are available to challenge top spellers.

When assisting students with spelling it is worth remembering the 'Look-Say-Cover-Write-Check' procedure. This involves the student *looking* at the correct spelling of a previously misspelt *word*; saying the word; *covering* the word and then *writing* it. If a student needs to 'peep' in order to complete the spelling that is acceptable. The students should then check their final spelling against the correct spelling. The above procedure may be repeated 3-5 times to improve the visual memory of that particular word.

Every fortnight, students will also have a dedicated writing lesson (we call this the writing workshop) where they closely focus on grammar, punctuation and their individual writing targets. We believe in repeated practice over time to help students develop their skills.

English Faculty Mission Statement

We aim for our students to develop the confidence to articulate perceptive, independent thinking in front of others; to become curious, creative learners who will empathise and question the world they see before them, embracing difference; to persevere and take pride in their work; to leave us with a secure level of literacy, and to acquire a passion for language and a love of great literature.

Ethics and Philosophy

Course Details

The Ethics and Philosophy course at Secondary Foundation Stage aims to do the following:

- a) To enable students to learn about belief systems and human experience, including religious traditions and their own belief and values. This incorporates Attainment Target 1 for Ethics and Philosophy – Learning about Religions.
- b) To enable students to think about their own human development in its personal, social, moral and religious dimensions and in terms of the wider community to which we belong. This incorporates Attainment Target 2 – for Ethics and Philosophy – Learning from Religious and Human Experience.

Areas of Study

- Aspects of religion
- Is Jesus still significant today?
- What do Muslims believe?
- How is religion shown in the media?
- Should we ban religious symbols?
- Spirited arts project.

Ethics and Philosophy does not seek to impose any particular religious view or interpretation on students, but rather to help the students understand that living in a multi-cultural society it is important to understand the wide diversity of culture and belief today.

Setting

All classes are mixed ability in Ethics and Philosophy.

Assessment

There will be formal assessments at the end of each unit of work.

Home Study

6 homework projects will be given during the year. These projects will last several weeks and will be focused around work taught at that time. Guideline sheets will be issued to each student.

The VLE

All courses are well resourced on the VLE where parents and students can access lesson plans, power points and other resources. This is an on-going project.

Geography

Course details

In Year 7, students are encouraged to ask questions of the world around them. Every topic and lesson introduces a hook to real life, and how the work being undertaken is relevant to the students. Each lesson in a module then helps to answer a key overall question that has been posed. There is a mix of both physical and human geography, and students make links between the two and identify the relationship between the natural and human world. They also begin to explore differing views and cultures and how this can impact on quality of life. A number of key geographical skills are explored throughout the year including map skills, fieldwork skills, problem solving and decision making, and cross curricular links with literacy, numeracy and ICT.

Course duration – 1 year

Areas of study

- Amazing UK
- Investigating Asia
- Population & Migration
- Coastal Environments
- Wild Weather and Climate

Assessment

Assessment will take the form of in class tests at the end of each unit and an in-year exam during Year 7 exams week.

Home Study

Homework will take the form of learning key words for a key word test, a mid-topic task that could be written or a piece of creative work. There would then be preparation for an end of topic test.

Resources:

Further details of all courses can be found in the VLE. Students would benefit from keeping up with current affairs by following the news or regularly visiting the following websites: -

<https://www.geographyinthenews.org.uk/>

<https://www.rgs.org/>

<https://www.nationalgeographic.com/>

History

Course details

Students follow the Secondary Foundation Stage National Curriculum. In Year 7, students will gain a knowledge and understanding of British and European history. Students will also learn key historical skills such as interpretation and evidence analysis.

Areas of study

Students will study the following topics in Year 7:

- **Normans** (Term 1)
The events of 1066 looking at how William was able to be victorious. Students will then investigate the extent to which England changed under the Normans.
- **1100-1250** (Term 2)
A study of the power and role of monarchy and the development of Parliament. Focusing on Castle building, King John and Thomas Becket.
- **The Crusades** (Term 3)
Looking at the significance of the Crusades to Medieval Islam.
- **The English Reformation** (Term 4)
Students will gain an understanding the impact and consequences of religious change in England.
- **The English Civil War** (Term 5)
Here we will look at the causes of this revolutionary moment in British History and the extent to which it changed the balance of power and established democracy.
- **A History of Medicine** (Term 6)
A thematic study that allows us to examine key changes in British history through a social lens.

Assessment

Students will be assessed on a termly basis based upon the historical skills and knowledge that they have developed. There will also be an end of year exam. Information on each of the assessments will be made available on the school network for students to access.

Home Study

Students have home study on a termly basis. Homework will be a mixture of key word tests and revision for assessments.

Although the department is unable to issue textbooks for students to use at home, reference copies will be available in the school library for use in the lunch hour and after school. Your teacher will also be able to provide you with a variety of relevant website addresses for independent research.

ICT/Computing

Course Details

- Secondary Foundation Stage
- Course duration = 3 years (Year 7,8 & 9)

Areas of Study

The scheme of work is split into the following units:

- Unit 1: Introduction – Pupils will learn about the ICT systems used in Churchill Academy as well as department expectations and an overview of what they will be taught this year.
- Unit 2: E-Safety - Pupils learn about how to use the Internet safely. They create a poster in Publisher to demonstrate their awareness.
- Unit 3: Introduction to Computing – Pupils learn about key concepts in Computer Science, such as input/output/storage, the insides of a computer, and the binary number system.
- Unit 4: Scratch - An introduction to the basic concepts of programming, using a fun, visual and interactive development environment.

Assessment

Pupils are assessed at the end of each unit; the assessment structure is as follows:

- Work produced in ICT is assessed via the teacher marking their work including through observation.
- Vocabulary and skills in ICT are assessed via peer and whole class assessment.
- Pupils are encouraged to set targets for improvement at the end of each completed unit in their student tracker spreadsheet.

Advice to Parents

At the start of each year pupils are shown how to log onto the 'Remote Server'. This is a system which allows pupils to work from home and access the software we use in school. This is actively encouraged, and further information can be found on: <http://www.churchill-academy.org>

Modern Foreign Languages

Course Details

In the Modern Foreign Languages Faculty in Year 7 and 8 students' study either FRENCH or SPANISH for three years. At the end of the secondary foundation stage, they may continue their main language at GCSE and/or choose to take up the other. Our Secondary Foundation Stage MFL Course aims to:

- Develop language skills and language-learning skills to encourage pupils to become increasingly independent learners and users of French and Spanish in line with the new Programmes of Study for MFL.
- Increase pupils' cultural awareness about France and Spain and other countries that speak these languages, through project work / class and homework research.
- Use these languages as the principal means of communication in the classroom.
- Encourage pupils to use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in the spoken word and in writing.
- Allow pupils to reflect independently or collaboratively on what they have learned and how they have learned.

Topics may include:

1. Family & pets
2. Sports/Hobbies
3. Future plans
4. Holidays
5. Where I live
6. Food and drink

Enrichment Activities

Students are encouraged to use the foreign language outside of lesson time by communicating with staff in social time. Students will be rewarded for practising their foreign language skills through the school rewards system. We try to run trips to France or Spain during Curriculum Enrichment Week each year.

Assessments

Day-to-day formative assessment is carried out by both the teacher and pupils; summative assessments are carried out formally prior to reporting deadlines. Students are assessed formally twice a year. All four language skills will be assessed in lessons prior to and during Year 7 Exams Week.

Home Study

Homework is set once a week. All skills are practised per term (Listening, Reading, Writing, Speaking Preparation, Vocabulary learning). All students are expected to complete homework tasks set. We recommend that pupils have the use of a good dictionary at home, such as Collins Easy Learning Dictionary.

<https://www.wordreference.com/> is an excellent online dictionary. Usborne Language books are also a useful learning tool. Please encourage pupils to learn vocabulary at home - test them and encourage them to pay attention to spelling. When a vocabulary test is set, the vocabulary list is posted for students on Google Classroom and the words can be practised using <https://www.blooket.com/> and

<https://quizlet.com/> Through Google Classroom they also have access to a workbook to practise writing out the new words. In addition to this we have access to foreign language website; for some homework tasks we use a learning platform called Activelearn <https://www.pearsonactivelearn.com/app/home> . Students will be given their own unique username and password that will give them access to these tasks throughout the academic year. Another excellent learning tool is <https://www.linguascope.com/> offers additional practice of topic vocabulary and pupils can access French and Spanish T.V and radio from this website. Students are given the username and password to access this website by their languages teacher. In addition, <https://www.languagesonline.org.uk/> is a free languages website that provides similar vocabulary/grammar practice. Both Linguascope and Languagesonline can be accessed through the student home page.

Mathematics

Course Details

Our curriculum is designed to provide a deep and broad experience of maths to all students. We allow time for exploration and investigation of mathematical ideas while also being conscious of the fact that we must prepare our students for public examinations. Many of our students stay with us to study maths post-16 in the Sixth Form.

In Years 7 and 8, we aim to develop students' concepts of mathematical thinking and enquiry through project-based learning. This means that students spend multiple weeks investigating a maths problem in depth and being taught the mathematical techniques required as they arise in the project. Students develop approaches to tackling mathematical problems and are expected to communicate their thinking both verbally and in writing.

Students are taught in mixed attainment teaching groups where discussion and debate are an important part of developing a growth mind set. All the projects provide an easy starting point but have multiple options for extension so that there is always challenge available. Many of them used to be GCSE coursework tasks so have the potential to be taken to the highest levels of GCSE work and even beyond.

To help structure the class work, each project has a list of key concepts and skills that are being taught. Midway through, a short key skills test is taken and, after a chance to work on any areas of weakness, a second key skills test is taken at the end of the project. In the vast majority of cases, students really take on board the advice they're given and get great satisfaction from seeing that pay off in their scores on the second test.

The key mathematical concepts covered in Year 7 include:

- Numeracy and written calculation skills
- Functions and graphs
- Fractions
- Algebra skills

There is a final summative assessment towards the end of the year.

Homework

All Year 7 students are issued with a homework book containing all homework for the year. Our hope is that by producing this book, you can be very clear about what your child's maths homework is, on a weekly basis, as it will simply be 'the next one in the book'.

It is essential that students bring their own mathematical equipment to each lesson. The full list of necessary equipment can be found on the Academy website. It includes a ruler, a protractor, a pair of compasses, and a scientific calculator. We would welcome parental support in ensuring students have these items with them in school every day.

Music

Course Details

Music education at Churchill Academy encourages active involvement in different forms of music-making, both individual and communal, helping to develop a sense of group identity and togetherness.

Music lessons are not just about music making; we try to nurture pupils' critical skills, their ability to listen to and appreciate a wide variety of music and musical contexts, and to make judgements about musical quality.

As a result, all students in Years 7 - 8 receive a very practical and challenging approach to Music in the curriculum. Lessons are delivered as part of the Performing Arts Carousel which allows each class to study each discipline in depth for a period of time before moving onto the next discipline. Each unit of learning contains two key strands, one of which is singing. Students will be developing their music reading skills through sight-singing and performing using other instruments, and simultaneously using those skills to compose and notate their compositional ideas.

Each unit of learning generally begins with technical studies and some short pieces of music which are then analysed and studied. Students use this knowledge to create their own pieces, consolidating what they have learnt. The final part of the project is an extension performance task aimed at developing their solo and ensemble performance skills yet further. During the unit we endeavour to develop musical understanding significantly. We frequently use creative thinking tools to encourage students to think outside of the box and push boundaries in their own learning. The students are encouraged to listen actively and watch any music they hear. They are expected to discuss critically, and with suitable musical language what they have heard.

All groups are mixed ability, and resources are designed to give the appropriate differentiation allowing all students to participate in every activity. A selection of performances and compositions are recorded in class throughout the year for assessment purposes.

Home Study

Due to the practical nature of Music and the need for specialist equipment, it is difficult to give home study on a regular basis. We do, however, set some short assignments on Google Classroom to help consolidate their musical understanding at several points throughout each unit of work. Where students have access to any music, whether live or pre-recorded, please encourage them to listen to a wide variety of musical styles. If students play an instrument, they will be encouraged to bring instruments into the class lessons where appropriate.

All students in Years 7 and 8 are invited to take part in the Massed Junior Choir performance at the Christmas Playhouse Concert.

Areas of Study

Project 1 – Rhythm & Pulse

Project 2 – Rhythm, Pulse & Pitch

Instrumental & Vocal music lessons are offered through North Somerset Music Service and our own instrumental teachers. Please email stb@churchill-academy.org if you would like further information about booking lessons.

Physical Education

Purpose of Study

To provide an environment for all to learn and thrive. Have fun and develop a love for Physical Activity and Sport





During your time at Churchill Academy, we want to ignite a passion for movement and inspire lifelong healthy habits. Every student deserves to feel included. Be happy, gain confidence, have fun and represent the Academy, setting no limits to what they can achieve. We are determined, we don't give up when we fail, we are curious, seeking out challenges at every opportunity, we are kind, we play with passion, integrity and respect.

The Curriculum is based on a Head, Heart and Hands approach.

Head - refers to your knowledge and understanding of the sport or activity. It involves demonstrating your ability to show creativity in problem solving using the appropriate technical and tactical knowledge in a range of activities. You will also develop your knowledge of responsibilities, health and the human body.

Heart - focuses on the social and behavioural aspects of Physical Education, where we develop our communication, leadership skills, teamwork and emotional intelligence as well as displaying positive behaviours

Hands - This concept refers to your technical ability to perform the skills in isolation, and in games with precision/control and fluency. We also look at our own personal fitness, motor competence and develop healthy habits.

| | KS3 ASSESSMENT RUBRIC | | | KS4 ASSESSMENT RUBRIC | | | | |
|---|--------------------------------------|--|------------------------------------|---------------------------------|---|-------------------------|------------------|---------|
| Head  Heart  Hands   | 7A | DECISION MAKING - TACTICS AND STRATEGY | COMMUNICATION | FUNDAMENTAL MOVEMENT SKILLS | 10A | ANALYSIS AND EVALUATION | TEAMWORK | FITNESS |
| | 7B | | | | 10B | | | |
| | YEAR 7 FOCUS - PERSONAL DEVELOPMENT | | | | YEAR 10 FOCUS - ASPIRATIONS AND EMPLOYABILITY | | | |
| | 8A | RESILIENCE | EMPATHY AND EMOTIONAL INTELLIGENCE | PRECISION / CONTROL AND FLUENCY | 11A | POSITIVE BEHAVIOURS | RESPONSIBILITIES | HEALTH |
| | 8B | | | | 11B | | | |
| | YEAR 8 FOCUS - CHARACTER DEVELOPMENT | | | | YEAR 11 FOCUS - ACTIVE FOR LIFE | | | |
| | 9A | CREATIVITY AND PROBLEM SOLVING | LEADERSHIP | SKILLS & TECHNIQUE | DURING YOUR TIME AT CHURCHILL ACADEMY WE WANT TO IGNITE A PASSION FOR MOVEMENT AND INSPIRE LIFELONG HEALTHY HABITS. EVERY STUDENT DESERVES TO FEEL INCLUDED. BE HAPPY, HAVE FUN AND REPRESENT THE ACADEMY. SETTING NO LIMITS TO WHAT THEY CAN ACHIEVE. WE ARE DETERMINED. WE DON'T GIVE UP WHEN WE FAIL. WE ARE CURIOUS. SEEKING OUT CHALLENGE AT EVERY OPPORTUNITY. WE ARE KIND. WE PLAY WITH PASSION, INTEGRITY AND RESPECT. #CHURCHILLTEAMPE | | | |
| | 9B | | | | | | | |
| | YEAR 9 FOCUS - LEADERSHIP | | | | | | | |

CORE PE AT CHURCHILL ACADEMY

The national curriculum for physical education aims to ensure that all pupil's: -
 Develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities
 Lead healthy, active lives

In year 7 pupils are grouped in Learning Groups. The Focus in Year 7 is on Personal Development. Pupils build on and embed the physical development and skills learned in key stages 1 and 2 and become more competent, confident and expert in their techniques and apply them across different sports and physical activities. They learn to understand what makes a performance effective and how to apply these principles to their own and others' work. Themes linked to Key Stage 4 examinable content will be embedded into lessons to give students understanding of some basic physiological principles that allow individuals to be physically active. Students should develop confidence and interest to get involved in exercise, sports and

activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.



Physical Education

DURING YOUR TIME AT CHURCHILL ACADEMY WE WANT TO IGNITE A PASSION FOR MOVEMENT AND INSPIRE LIFELONG HEALTHY HABITS. EVERY STUDENT DESERVES TO FEEL INCLUDED. BE HAPPY, GAIN CONFIDENCE. HAVE FUN AND REPRESENT THE ACADEMY, SETTING NO LIMITS TO WHAT THEY CAN ACHIEVE.

HEAD



HEART

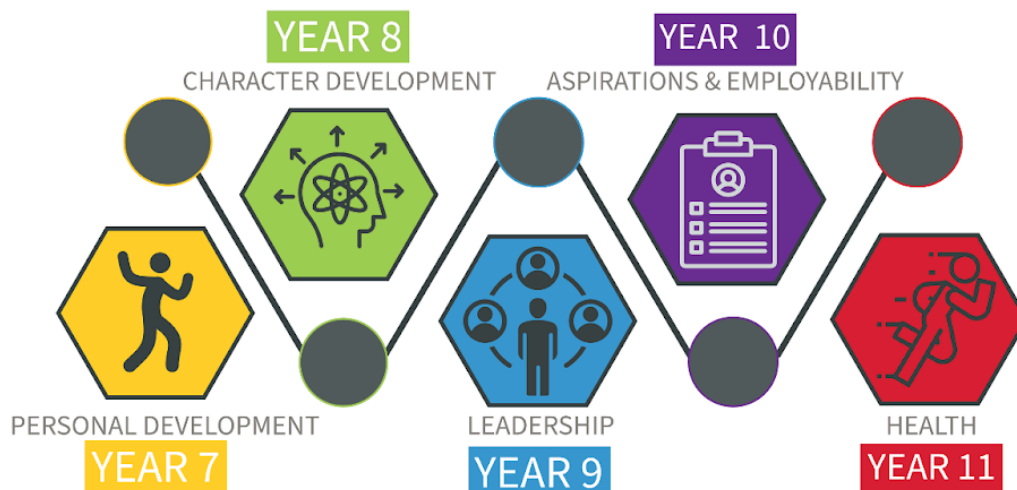


HANDS



| | | | |
|----|---|---------------------------------------|------------------------------------|
| 7 | Decision Making - Tactics and Strategy | Communication | MOTOR COMPETENCE |
| 8 | Creativity and Problem Solving | Empathy and Emotional Intelligence | Precision / Control and Fluency |
| 9 | Knowledge of Health & the Human Body | Leadership | Skills and Technique |
| 10 | Analysis and Evaluation | Teamwork | Fitness |
| 11 | Responsibilities | Positive Behaviours | Health |

WE ARE DETERMINED. WE DON'T GIVE UP. WE ARE CURIOUS. WE SEEK OUT CHALLENGE. WE ARE KIND. WE PLAY WITH PASSION, INTEGRITY AND RESPECT.



Activities include:

| INVASION GAMES | NET / WALL GAMES | STRIKING AND FIELDING GAMES | ATHLETICS | GYMNASTICS | OAA | HEALTH, FITNESS AND LIFESTLYE | TARGET GAMES |
|------------------|------------------|-----------------------------|-----------------|----------------|------------------|-------------------------------|------------------|
| RUGBY | BADMINTON | CRICKET | SPRINTS | FLOOR ROUTINES | ORIENTEERING | CIRCUITS | GOLF |
| NETBALL | TABLE TENNIS | ROUNDERS | MIDDLE DISTANCE | PARTNER WORK | TEAM CHALLENGES | HITT | FOOT GOLF |
| HOCKEY | TENNIS | SOFTBALL | JUMPS | APPARATUS | TOUGH MUDDER | DAILY MILE | LAWN BOWLS |
| FOOTBALL | VOLLEYBALL | DANISH LONGBALL | THROWS | RHYTHMIC | CAPTURE THE FLAG | COUCH TO 5K | VORTEX CHALLENGE |
| BASKETBALL | SHORT TENNIS | CRICKET ROUNDERS | RELAY | | TEAM BUILDING | PILATES | |
| HANDBALL | | | HURDLES | | | FITNESS SUITE | |
| ULTIMATE FRIZBEE | | | CROSS COUNTRY | | | ROWING | |

A wide range of physical activities and team sports are provided at lunchtime and after-school; students are encouraged to pursue their particular interests. Commitment to Extracurricular and school sport is celebrated with House colours and an exciting opportunity to be invited to 'Sports Awards Evening'.

At the end of each term Physical Education also sends out students of the term certificates, which are delivered by PE staff to pupils to say well done, positive phone calls home also happens throughout the terms.

The PE Faculty would like to also formally recognise and reward students who take part in Physical Activity and Sport outside of school. We have a Sports Honours Board with students are encouraged to apply for should they participate to a high standard outside of school.

Science

Pupils will study Science topics from Biology, Physics and Chemistry, during their Secondary Foundation Stage Science Study.

Year 7 pupils will start their Science studies with "Passport to Science". This short programme will introduce them to "Safety in the laboratory" and to the "Key Science skills" that we use specifically in Science lessons. At the end of this period, we will give pupils a transition assessment. Following "Passport to Science" pupils will study topics across Science. Pupils will sit assessments at Christmas, at Easter and in the summer term for Science. These assessments will test pupil's knowledge and understanding of all the work they have studied.

Units of Study

| Term of study | Biology | Chemistry | Physics |
|------------------------------|-------------------|--------------------------|----------------------|
| 1 and 2 Let's get started | 7BS: Body systems | 7CR: Chemical reactions | 7SE: Sound and light |
| 3 and 4 Changes in action | 7CE: Cells | 7TP: Theory of Particles | 7EN: Energy |
| 5 and 6 Fundamentals | 7CE: Reproduction | 7AA: Acids and Alkalis | 7EX: Earth in space |

Principles for KS3 Science

In science, we encourage pupils to take ownership of their own learning and work toward the KS3 principles for science which is recorded in the evidence that pupils produce

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| 1. The foundation knowledge in each discipline, which a well-informed citizen should know securely before the end of KS3. |
| 0. The writing styles, text types and vocabulary used in each discipline. |
| 0. The numerical concepts used within each discipline. |
| 0. The practical and cognitive skills inherent to each discipline. |
| 0. The key timelines, theories and figures within each discipline, including the western tradition. |
| 0. An understanding of alternative traditions from other places, people and perspectives. |
| 0. Knowledge of how each discipline has impact on our modern and future world. |
| 0. Learning to be responsible for our self and our futures. |
| 0. Learning to be responsible for our community. |
| 0. Learning to consider global and environmental responsibilities. |

- **Homework** – Your child will receive homework for Science at least once a fortnight, this should take them around 30 minutes to complete unless the teacher has stated otherwise. Homework will be set using Google Classroom unless otherwise guided by the class teacher

Personal, Social, Health and Economic Education (PSHE)

Course details

In Year 7 all learners are able to develop their knowledge and understanding of Personal Wellbeing and Financial Capability through a one hour timetabled lesson each fortnight in addition to two whole school focus days on 'Healthy relationships' and 'Health and wellbeing'. The course also includes awareness of study skills, moral, spiritual and cultural education as learners' progress through the school.

Areas of Study for Year 7

The Year 7 curriculum of taught lessons follows the statutory guidelines on Relationships, Health and Well-Being and Living in the Wider World.

Teachers will focus on self-awareness, personal development, aspects of safety, understanding differences and showing empathy, and learning about careers and the world of work. The lessons are built strongly on the foundations of Kindness, Curiosity and Resilience which will enable the learners to become well rounded and responsible members of our community.

In addition, the two 'focus' days are tailored to address the major themes of PSHE, utilising the expertise and variety that can be sourced through the employment of outside groups such as theatre acts, the Police, and more creative activities than are often possible through normal teaching methods.

The topics that are covered in Key Stage 3 include:

Health and wellbeing:

- The changing adolescent body
- Mental wellbeing and physical wellbeing.
- Healthy eating
- Vaping and addiction
- FGM

Relationships:

- Different types of relationships- family, romantic, peer.
- Values in relationships – healthy and unhealthy relationships.
- Setting boundaries
- Online relationships and the media.
- Equalities act gender and sexual orientation
- Bullying and harassment – child on child abuse

Living in the wider world:

- An introduction to "Unifrog "
- Interests and skills profiles
- Developing leadership skills
- Looking at aspirations for careers.

The content is suited to each year group within Key Stage 3

Student progress is measured by students' development towards the 2021 PSHE curriculum's learner outcomes for Key Stage 3. This can be seen in the students' PSHE booklets and through self-assessment towards these targets.

Academic Support - Student Services

The work of the Student Services Team supports the inclusion of all students across the school by identifying and working towards the removal of barriers to learning. Students are also supported with social and emotional well-being needs. These barriers may be academic, social or both, and particularly affect those students in vulnerable groups. Our SEND team work with the pastoral team to ensure that there is a coherent Quality First Teaching plan for students with identified needs. Intervention support is delivered mainly by supporting students in class, but also through withdrawal groups or 1:1 sessions as appropriate.

Teachers and Teaching Assistants working within Student Services are experienced and highly qualified. The quality of their relationships with students and positive partnerships with parents promote success. Staff working within Student Services have high expectations for each student to be fully included in mainstream learning and academy wide provision. This inclusive approach ensures all students have the opportunity to work to achieve their full potential and to build resilience and curiosity in their learning so that they can make significant progress.