



South
Nottinghamshire
Academy

KEY STAGE 3 CURRICULUM GUIDE

2022-2023

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WELCOME TO SOUTH NOTTINGHAMSHIRE ACADEMY

The purpose of this curriculum guide is to provide new year 7 parents with information about the key stage 3 curriculum at the South Nottinghamshire Academy. It provides details on what and how your child will be learning over the next two years when they join the Academy in September.

The move from primary to secondary school is a significant and exciting milestone in your child's education and our aim at SNA is to make this transition as smooth as possible. Our staff are very much looking forward to welcoming all of the new year 7 students in September. We are very proud of our year 7 and 8 provision at the academy and this booklet outlines the curriculum, learning and assessment experiences your child will have at SNA.

If you have any questions about your child's curriculum, or any aspect in their transition, please do not hesitate to contact the school.

CORE PRINCIPLES OF THE SNA CURRICULUM

Our aim at SNA is to provide a curriculum that enables all students to enjoy and achieve during their time at the academy. We need to prepare our students for further education and to live and work in a fast-changing and challenging world.

As a school, we will:

- Provide a broad and balanced curriculum for all of our students.
- Ensure our curriculum meets all statutory requirements, including lessons on important issues (e.g. S.R.E -Sex and Relationships Education, Religious Education etc.)
- Ensure our curriculum offers equal opportunities to all our students; including students with special and additional needs (see SEN policy for more details), and students of all abilities; including stretch and challenge for more-able students.
- Regularly review our curriculum and respond to recent developments and incorporate best practice.
- Offer a curriculum that fosters students enthusiasm for learning and recognises progress and achievement.
- Encourage students to continue their learning outside of the classroom as part of our wider curriculum and SNA Plus extra-curricular offer.

The Key Stage 3 curriculum at SNA is taught in years 7 and 8 with all students taking their GCSE options as part of an Options process in spring term of Year 8. Key Stage 4 courses are then studied in years 9 through to 11.

With recent changes to GCSE and A levels, there is an increased emphasis on literacy and also on terminal examinations with a reduction in both coursework and module examinations. To support students, we have recently undertaken a comprehensive review of our KS3 curriculum offer to ensure it supports the progress of every student in preparation for Key Stage 4 study at every ability level.

CURRICULUM OVERVIEW

SUBJECTS STUDIED

Year 7 Curriculum	Hours per fortnight
English (including accelerated reader)	8(10*)
Maths	8
Science	6
History	3
Geography	3
Philosophy, Religion and Ethics (PRE)	2
Languages	6*
Drama	2
DT	2
Music	2
Art	2
Food	2
Physical Education (PE)	4

*Some students do not study two languages and instead have additional time learning French plus additional literacy.

TIMETABLE

Across SNA, we operate a two-week timetable. There are five one-hour lessons per day meaning that over the two-week timetable there are 50 periods of lessons. When your child starts in September, they will receive a personalised timetable showing each subject with teacher name and room. Starting a new school can be daunting, but we ensure every child is supported in finding their way around school over the first few days.

SETTING

At SNA, we firmly believe setting allows for greater challenge of students at all abilities in lessons and better supports student progress. In year 7, we will be setting students by ability in some core subjects. These sets will be based on KS2 Sats attainment (alongside other cognitive tests) and the subjects that are taught in ability groups are English, Maths, Science, Languages and Humanities subjects.

It is equally important that students have opportunities to mix and work with other students of all abilities so a large number of subjects are taught in mixed ability groupings across Key Stage 3 including DT, Art, PE and Performing Arts.

LITERACY AND NUMERACY

Literacy and numeracy are at the heart of the curriculum at SNA and are central to our curriculum offer at key stage 3. To further support the development of these skills at Key Stage 3, we have increased the amount of curriculum time in both English and Maths and all students have one hour of Accelerated Reading in both year 7 and 8 to support reading skill development. Developing excellent literacy skills is a teaching and learning priority at SNA, and we aim to embed and develop student literacy intrinsically throughout every subject area in every lesson.

LANGUAGES

We are delighted to be able to offer three modern foreign languages at SNA to our key stage 3 students – French, German and Spanish. All students will study French and the vast majority of our year 7s will study two languages in year 7 and 8. Students in the X band will study French and Spanish, those in the Y band will study French and German. In addition, we encourage all students to choose a language as part of their options to continue through to year 11.

Your child will be allocated to a year band when they start in September. This will be done randomly and both halves of the year will be comparable in terms of ability and gender split.

ASSESSMENT IN YEARS 7 AND 8

ASSESSMENT AND REPORTING OF PROGRESS IN KEY STAGE 3

In recent years, the government has abolished the old system of using National Curriculum Levels to assess student progress at key stage 3. Consequently, all schools in England and Wales are now expected to devise their own system for measuring student progress and reporting on this to parents.

At SNA, we have introduced a system of five “Bands” (A – E) which offer an indication of how each student is performing in relation to their GCSE target for each subject. Each subject has devised sets of “Band Descriptors” which will be used to assess students’ work and make a judgement about whether the quality of what is produced suggests they are on-track to achieve their GCSE target come the end of Year 11.

Each Band covers two grades at GCSE bearing in mind the difficulty of making such long- range predictions about student performance over a 5 year period. As parents, you will therefore see your son or daughter’s work being graded as “Band A”, “Band B” etc to indicate the trajectory they are predicted to be on as outlined in the table below.

Predicted Band	Explanation
A	On-track to achieve GCSE grades 8 - 9 at the end of Year 11
B	On-track to achieve GCSE grades 6 - 7 at the end of Year 11
C	On-track to achieve GCSE grades 4 - 5 at the end of Year 11
D	On-track to achieve GCSE grades 2 - 3 at the end of Year 11
E	On-track to achieve GCSE grades B - 1 at the end of Year 11

TARGET SETTING IN YEARS 7 AND 8

We use KS2 attainment data and our own internal testing to set aspirational targets for students joining us from the start of Year 7. This takes the form of a GCSE target (and it’s corresponding Band) for every subject so that both students and parents can see exactly what they should be aiming for at the end of Year 11 in five years’ time.

Subject staff will complete a termly **Progress Report** for each student which will be sent home to give you a clear picture of your son or daughter’s progress. As in the example below, teachers will use the Banding system to indicate what Band they are performing in for each subject based on their predicted performance. You can then compare this with their Target Grade for that subject to establish whether they are on, above or below expectations. We will colour code Progress Reports to highlight the link between targets and predicted Bands:

	Working above target
	On target
	Working below target (a cause for concern)
	Working well below target (given the fact that each Band spans 2 grades at GCSE, we would expect to see very few red grades)

Progress Report Example (see explanatory notes below)

Subject	Target Band	Predicted Band
English Mr Smith	B	B
Maths Mrs Smith	B	C
Science Mr Taylor	B	B
Art Mrs Ford	B	A
History Mr Andrews	A	C

Explanatory Notes

- 📄 **English:** green indicates this student is currently on track to within their target band of a B.
- 📄 **Maths:** yellow indicates this student is currently a band below their target band of B so this would be a concern.
- 📄 **Science:** green indicates this student is currently on track to achieve their target band of a B.
- 📄 **Art:** blue indicates this student is performing above expectations and is currently a band above their target band.
- 📄 **History:** red indicates this student is performing well below expectations and is well below their target band of an A.

As soon as your son or daughter starts their GCSE courses in Year 9, they will switch to a different system of reporting in Key Stage 4 in which teachers make a **single grade** prediction in relation to their target for each subject. This means that the two-grade banding system is replaced by staff indicating the specific grade the student is on track to achieve at the end of Year 11. Consequently, as students move further up the school, both they and yourselves will receive increasingly precise forecasts about what they are likely to achieve at the end of Year 11.

The new GCSE grades

How the proportions achieving each grade in the current grading structure are expected to align with the proportions achieving each grade in the new GCSE grading structure

New grading structure										
9	8	7	6	5	4	3	2	1	U	
A*		A	B		C	D	E	F	G	U

Current grading structure

A and above = same proportion of students as 7 and above

B-C = same proportion of students as 4-6

The bottom of grade 1 will be aligned with the bottom of grade G

WIDER CURRICULUM

The curriculum offer at SNA is supported by an extensive wider curriculum provision to ensure all students develop as fully rounded young people with important life skills and knowledge to prepare them for life beyond school. This includes themed weeks, pledges and our extra-curricular programme called SNA Plus.

THEMED WEEKS

A recent addition to the curriculum offer at South Nottinghamshire Academy has been Themed Weeks. Each year group has a educational and exciting week in school dedicated to a particular theme covering elements of the PSHE, Citizenship and SRE compulsory curriculum. The week allows students to participate in activities such as workshops, talks, visits and practical sessions. The weeks allow students to broaden their experiences

- Year 7 Themed Week (November) – Being a Global Citizen
- Year 8 Themed Week (March) – STEM Week
- Year 9 Themed Week (October) – Healthy Relationships
- Year 10 Themed Week (July) – Preparing for the Future

PLEDGES

ENGLISH



SUBJECT CONTENT

At Key Stage 3, all Year 7 and 8 students currently have three (or four) hours of English per week. Over the two years, students will access a range of modern and classic literature. Students also explore non-fiction texts and enhance the writing skills that they have mastered in Key Stage 2.

The texts studied throughout include:

- 'Invictus' (William Ernest Henley)
- 'If' (Rudyard Kipling)
- 'Fat Boy Swim' (Catharine Forde)
- 'Jake's Tower' (Elizabeth Laird)
- 'The Tempest' and 'A Midsummer Night's Dream' (William Shakespeare)
- 'Great Expectations' and 'Oliver Twist' (Charles Dickens)
- And extracts from 'Frankenstein', 'Dracula' and 'A Monster Calls'

LEARNING STYLE AND FOCUS

In English, students approach texts with creativity, criticality and in collaboration with others. Our mission is to foster a life-long love of the written word and to identify a clear character and purpose for English; emphasising its importance both inside the classroom and beyond.

The faculty embraces both the traditional and the contemporary by balancing a study of literary classics with 21st century new media sources.

The department considers it a privilege to be in a role that increases a student's knowledge and understanding of the power of language. It is our ambition to inspire our students, to share our passion for English and to become successful, analytical and empathetic communicators.

KEY STAGE 4 AND 5

Students study both English Language and English Literature, securing two GCSE grades. We also offer GCSE Media Studies as an optional subject. At Key Stage 5, students are able to study A Levels in English Language, English Literature and Media Studies.

HOMEWORK

In Key Stage 3, students are given half termly 'homework projects' where an element personalization is provided through a choice of homework tasks. The homework projects are designed specifically to encourage and develop students' critical thinking and creativity. In addition to this, students are expected to read for one hour per week.

ACTIVITIES/EXTRACURRICULAR/TRIPS

- SNARF
- Lunchtime book club

- Theatre trips
- Cinema visits
- Visiting theatre companies
- Poetry Live
- Shakespeare live streaming

READING

Reading is the most important skill we learn during our time at school; it's the one skill we make use of every single day. At South Nottinghamshire Academy, we know that the best way to improve your child's reading is to read! The English department and the Academy as a whole have a number of successful initiatives in place to ensure reading is at the heart of all that we do.

We know that reading is also about nourishing a student's mind and we provide recommendations through our '14 books to read by aged 14' lists to encourage students to read books which support their understanding of life and the world around them. Some students will also take part in book-club reading or be supported by a 'reading leader' to develop their reading.

ACCELERATED READER

Students in Year 7 and 8 have one English lesson per week that is entirely dedicated to Accelerated Reader, which takes place in the school library. The books in our library are coded so that students can easily find something that is in line with their current level. The system also makes recommendations based on books they may enjoy.

Initially, students take a test which tells the teacher and student which level of book they should be reading, ensuring they are reading books which are accessible to them, but also challenge them and help increase their reading level. As students reading progresses, they move up the levels, reading increasingly more challenging books.



Accelerated Reader™

After completing a book, students complete an Accelerated Reader quiz. Their English teacher and the Librarian monitor student's outcomes to ensure that they are improving; this allows an opportunity to praise and reward students who are reading well – both those who are naturally able and those who are working hard

DEAR

DEAR stands for 'Drop Everything and Read'. Every day, all year 7 and 8 students spend fifteen minutes in a lesson each day reading from their reading books, this takes place across all curriculum subjects. It is an academy expectation that students in these year groups have their reading book bag with them at all times which includes their reading book and reading record. Additionally, vertical tutor groups participate in DEAR time for one twenty-minute tutor period per week and all students are expected to have a reading book at all times.

SNARF

Each year, coinciding with World Book Day, The English Department and the Library runs 'SNARF!', the South Nottinghamshire Academy Reading Festival, which is a week of activities focused on reading and embedding a love of literature. Events include:

- Pop-up bookshop
- Author visit and workshops
- Serialised whole school reading
- World book day fancy dress

- Readathon

MATHEMATICS

SUBJECT CONTENT

At Key Stage 3, students currently have 4 hours per week of Mathematics. Over the two years, students will learn about multiple topics within:

- Number
- Algebra
- Ratio and Proportion
- Geometry and Measures
- Probability
- Statistics

LEARNING STYLE AND FOCUS

We believe that all students who work hard are rewarded and will improve in Maths. Lessons provide the opportunity to learn new ideas and skills as well as to practice purposefully. Students will develop an understanding of how Mathematics is used in real life situations and techniques for approaching more complex problems. Learning is a blend of teacher-led instruction, collaborative practice and problem solving, and independent consolidation. The Maths team work hard to create activities and learning episodes that build confidence and encourage active engagement of students in learning. We believe in looking for the logic in all student responses as a means to unpick misconceptions and celebrate mistakes as a means of learning.

Progress is monitored using classwork and homework, assessed tasks for each topic, alongside 3 written assessments each year. Our Key Stage 3 curriculum is carefully created to continue the learning journey from Primary, through to Key Stage 4, and assessments are used to ensure that

students are making the progress needed to cope with the transition to GCSE in Year 9.

DEPARTMENT FACILITIES

The department has 6 dedicated rooms with Interactive Smart Boards, sets of mini-whiteboards and Maths equipment for individual and collaborative work, and visualisers to support assessment for learning activities during lessons. We use a website called HegartyMaths to support homework for students.

KEY STAGE 4 AND 5

The school currently uses the AQA exam board for its GCSE and A-level Maths exams. Topics covered at GCSE build directly from the work covered in Year 7 and Year 8. The A-Level course is a two year course covering Core Maths, Mechanics and Statistics.

HOMEWORK

Throughout Key Stage 3 and Key Stage 4, students use the HegartyMaths website to access homework support and activities. Homework is set twice a week. A HegartyMaths home support guide is provided each September to guide parents new to the system in supporting their child with Maths homework.

ACTIVITIES/EXTRACURRICULAR/TRIPS

Each year, those students demonstrating skills in problem solving, logical reasoning and/or general mathematical ability are chosen by their teachers for entry into the UK Maths Trust Individual Maths Challenges. A small number of students are also invited to the UKMT Team Challenges, which take place each year.

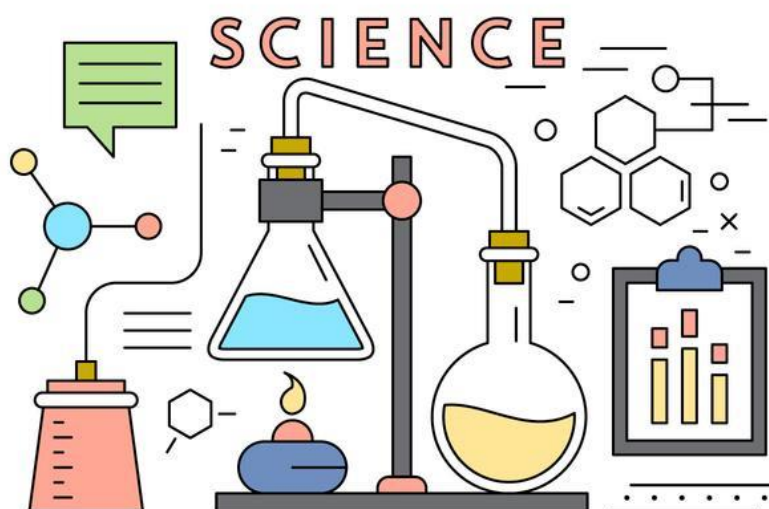
We support students in running a chess club and "Magic the Gathering" card club each lunchtime.

SCIENCE

SUBJECT CONTENT

At Key stage 3, students study 3 hours per week of Science in our dedicated Science labs. Over the two years, students will learn about.

- Forces and Gravity
- Electricity and electromagnets
- Energy and Heat Transfer
- Sound and Light
- The Particle Model and the Periodic table
- Reactions
- Earth and Space
- Cells and Organ Systems
- Genes and Evolution



students with a particular aptitude for Science can choose to take separate GCSEs in Biology, Chemistry and Physics as part of their options. At Key Stage 5 we offer Biology, Chemistry and Physics as separate A-Level options.

LEARNING STYLE AND FOCUS

Students cover topics in Biology, Chemistry and Physics in both Year 7 and Year 8 and learn how to apply their learning to real life contexts. At South Nottinghamshire Academy we focus on the skills that a young Scientist needs, ensuring that where possible lessons are based around practical investigation and analysis to develop the skills needed for GCSE science.

DEPARTMENT FACILITIES

The department has 6 dedicated Science laboratories, which were purpose built to our requirements as part of the new build. Our laboratory technician ensures that all laboratories are fully equipped to carry out practical investigations.

KEY STAGE 4 AND 5

We currently offer two pathways; students either complete a double Science GCSE or

HOMEWORK

Students will be set 2 pieces of homework per week. Depending on the task this will take between 5 and 60 minutes per piece of homework

ACTIVITIES/EXTRACURRICULAR/TRIPS

- Key stage 3 science club
- STEM club
- Science trips in key stage 3 and 4.

Our year 8's recently attended the Big Bang fair, which we will be running yearly. Our recent 'Science Live' trips in year 10 have been a huge success, with the students engaging with Scientists such as Robert Winston. This trip is also run at KS5, so that students get a taste of the different career paths they could take, and hear about the

most cutting edge Science from the country's leading lecturers.

HISTORY

SUBJECT CONTENT

At Key stage 3, students currently have 3 hours per fortnight of History in Year 7. Over the two years, students will learn about:

- Medieval Britain
- The Tudors and Stuarts
- Revolutions
- Civil Rights
- The changing nature of warfare
- The Holocaust

LEARNING STYLE AND FOCUS

Students will develop an understanding of what history is. They will learn about the history of Britain from 1066 to the Twentieth Century. Students will also develop historical thinking skills delivered through interesting and engaging activities. This course will prepare them for GCSE History at Key stage 4.

KEY STAGE 4 AND 5

GCSE and A level History are amongst the most popular choices at the Academy. Students have the opportunity to study both medieval and modern history. As part of the A level course, students have the opportunity to study a period in History which is of particular interest.

HOMEWORK

For Key Stage 3 homework is linked to the work produced in class. Homework is often set as preparation for the next lesson or will be activities based on memory and recall. Students are encouraged to develop their independent learning through projects where the students will have a choice of activities to complete.

ACTIVITIES/EXTRACURRICULAR/TRIPS

History offers opportunities to learn outside the classroom. In Sixth Form students have the opportunity to visit Paris. In addition, there will be a visit to the Battlefields. We also share our experiences of historical places, books and film

and encourage students to engage with history around them.



GEOGRAPHY

SUBJECT CONTENT

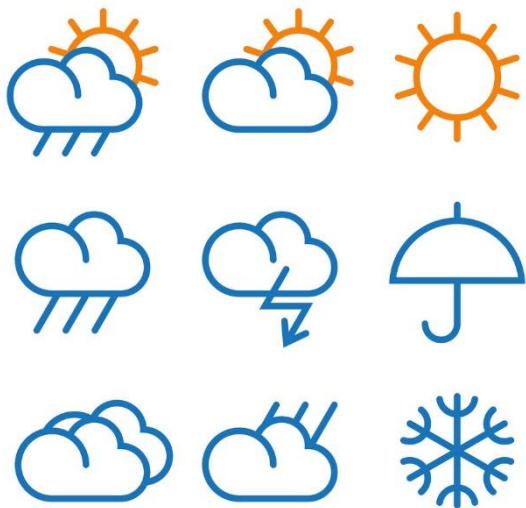
In Year 7, students have 3 hours a fortnight of Geography. Over years 7 and 8 students will learn about:

- Geographical Skills
- UK
- Weather and Climate
- Settlements
- Tourism
- Rainforests
- Development

LEARNING STYLE AND FOCUS

Students will develop an understanding of what geography is. They will learn about the geography of the UK, Europe and the world. Students will also develop geographical skills such as map reading, graphs, charts and statistical analysis.

This course will prepare them for GCSE Geography at KEY STAGE 4.



KEY STAGE 4 AND 5

GCSE Geography is a popular choice at the Academy. In physical geography students will study natural hazards, ecosystems and physical landscapes. In human geography students study urban challenges, economic change and resource management.

HOMEWORK

For Key Stage 3 Homework is linked to the work produced in class and set weekly. Students are encouraged to develop their independent learning. Homework is often set as preparation for the next lesson. All homework is published on Show My Homework.

ACTIVITIES/EXTRACURRICULAR/TRIPS

Geography students have opportunities to visit the Peak District to study river processes and the impact of tourism. Field trips opportunities are also provided to study the local community.

PHILOSOPHY, RELIGION AND ETHICS (PRE)

SUBJECT CONTENT

In Year 7, students have 1 hour per week of PRE in Year 7. During Year 7 and 8, students will learn about big philosophical questions, ethical issues and religious and non-religious responses to them. PRE is about students being equipped to form their own opinions about the world around them, rather than being instructed to conform to any one set of beliefs:

Over the two years, students will question and discuss:

- Philosophy topics: Where does the universe come from? Is there such thing as a life after death? Is there a God?
- Religion topics; What does it mean to belong to a religious group? With a focus on; Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism as world religions
- Ethics topics; What is ethics and morality? Who was responsible for the Holocaust?

LEARNING STYLE AND FOCUS

Students will develop an understanding of what PRE is. They will learn about the diversity of the local community, the UK and of the world and approach philosophical and ethical questions from a variety of religious and non-religious perspectives. They will be asked to be critical thinkers, form their own opinions and will have the opportunity to explore, discuss and debate a range of issues.

HOMEWORK

For Key Stage 3 homework is linked to class learning and will be set on an alternate weekly basis. Homework will include a range of research, written and creative tasks. All homework is published on Show My HomeWork.



Philosophy is
questions that may
never be answered.

Religion is answers
that may never be
questioned.

MODERN FOREIGN LANGUAGES

SUBJECT CONTENT

In Languages, students develop the ability to tackle activities in Listening, Speaking, Reading, Writing, Translation into English and Translation into French with confidence. These are the skills which are tested at GCSE, and effectively students begin their GCSE languages course in year 7.

Over the two years of key stage 3, students will learn the necessary grammar and vocabulary to enable them to communicate in a number of contexts in the core topics of:

- School life
- Daily Routine
- Free time
- Friends and Family
- Sport and Leisure
- Home and local area

They will also learn about the culture and lifestyle of the countries where French, German and Spanish are spoken.

LEARNING STYLE AND FOCUS

Students will be encouraged to use the language they have learned in a variety of creative ways (including games, thinking skills, pair work and group work) in order to aid the development of their communication, pronunciation and comprehension skills. We place a strong emphasis on the teaching of grammar and literacy, which facilitates students working very independently from the beginning of year 7.



KEY STAGE 4 AND 5

Our uptake at GCSE is higher than the national average, and we have a tradition of good results both at GCSE and at A level. A level students are encouraged to do a Work Experience abroad, and this is facilitated by our Twinning and Exchange links (see below).

HOMEWORK

Homework is set regularly. The learning of vocabulary is “chunked” so that it is tested little and often in order to enable students to assimilate it gradually. Students also carry out written homework to consolidate and extend what they have learned in class.

ACTIVITIES/EXTRACURRICULAR/TRIPS

We run regular residential trips to France and Spain, and we have also recently established an exchange with Naunhof (near Leipzig) in Germany. In addition, we are affiliated to the Radcliffe on Trent Twinning Association (twinned with Bussy St Georges, near Paris) and students can also participate in these visits.

MUSIC

SUBJECT CONTENT

At Key Stage 3, students currently have one hour per week of Music. Over the two years, students will learn how to:

- Perform using musical instruments and voice
- Contribute to a group performance
- Improvise, compose and analyse a wide range of musical styles
- Apply musical vocabulary when performing, composing and listening to music



extra-curricular activities. They can also use the music classroom at break and lunch to improve their performance skills.

LEARNING STYLE AND FOCUS

Students will develop technical and expressive skills in a range of practical activities through guided exploration and listening to and watching examples of outstanding practice.

DEPARTMENT FACILITIES

The department consists of a dedicated Music classroom and practice rooms. The Music classroom is available for students to use at break or lunch to practice while the practice rooms are used for instrumental lessons and some rehearsals. We have a complete set of keyboards, guitars and computers for classroom use.

KEY STAGE 4 AND 5

There are currently groups studying GCSE Music, RSL Level 2 Certificate in Performance (from Year 9) and RSL Level 3 Subsidiary Diploma for Music Practitioners.

HOMEWORK

For Key Stage 3, homework is set fortnightly and relates to class work. Students are encouraged to participate in the lunchtime and after-school

ACTIVITIES/EXTRACURRICULAR/TRIPS

There are a wide number of extra-curricular activities available which include: Samba band, Concert band, Swing band, Rock bands, singing group, string group, flute choir, flute quartet, clarinet ensemble and saxophone ensemble. We actively encourage students who have instrumental lessons outside of school to join any relevant extra-curricular activities, just speak to Mrs Wood in September.

There are various performance opportunities throughout the year including summer carnivals, the annual Pensioners' Christmas Party, Performance Showcase (music, drama and dance acts), Tour of the junior schools as well as performing at community and school events.

We offer a variety of private instrumental lessons as part of a peripatetic programme including Vocals, Woodwind, Brass, Strings, Guitar and Piano. Full details are available from the Music department and were also sent out to parents in the summer term of Year 6.

DESIGN AND TECHNOLOGY

SUBJECT CONTENT

At year 7, students have 1 hour per week of D&T and 1 hour per week of Food. They will study a range of material areas throughout the year. Over the two years, students will learn how to/about:

- The Design cycle/Iterative Design
- Problem solving
- Knowledge of materials, components and ingredients
- Manufacturing and cooking techniques
- CAD/CAM and new technologies
- Healthy eating



technologies. Our equipment includes a laser cutter, wood and metal lathes, fret saws, belt sander, pillar drills, polishing wheels, bag press, plastics oven, vacuum former, electronics equipment and a range of hand tools.

LEARNING STYLE AND FOCUS

The course features a range of activities that aim to develop a student's problem solving skills through introducing them to the concept of iterative design. This is a process which allows students to research, test, produce prototypes for and ultimately solve problems for a real life user.

Over two years, students will design and make a number of exciting new projects such as sweet dispensers, design inspired clocks, magnetic desk tidies and a number of new and healthy food items.

DEPARTMENT FACILITIES

The department has 1 fully functioning workshop. This includes a range of machines and

tools that allow for traditional skills to be learnt alongside new and innovative



KEY STAGE 4

GCSE Design and Technology and GCSE Food Preparation and Nutrition are the courses that we run successfully in key stage 4.

HOMEWORK

For Key Stage 3, homework is either linked to the project being undertaken or is a specification based homework booklet. Homework is set each fortnight and aims to improve students understanding, depth of knowledge and independent learning.

ACTIVITIES/EXTRACURRICULAR/TRIPS

We run a weekly food club for students to engage in food practical sessions. We also run a joint Science and Technology STEM club for KS3 students to put their problem solving, engineering and manufacturing skills to the test.

ART & DESIGN

SUBJECT CONTENT

At Key Stage 3, students have 1 hour per week of Art. Over the two years, students will develop artistic skill and learn about:

- Colour & Abstraction
- Drawing & Cubism
- Media & Impressionism
- Composition & Pop Art
- Style & Futurism
- Imagination & Surrealism

LEARNING STYLE AND FOCUS

In art, students explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, developing confidence, competence, imagination and creativity. They learn to appreciate and value images and artifacts across times and cultures, and to understand the contexts in which they were made. In art, craft and design, students reflect critically on their own and other people's work, judging quality, value and meaning. They learn to think and act as artists, craftspeople and designers, working creatively and intelligently. They develop an appreciation of art, craft and design, and its role in the creative and cultural industries that enrich their lives.

DEPARTMENT FACILITIES

The department has 2 dedicated Art rooms and access to computer rooms for research and digital art.

KEY STAGE 4 AND 5

GCSE we currently offer AQA Art and Design (Fine Art) and AQA Art and Design (Photography). At A-level we offer AQA A-level Art and Design (Fine Art).

HOMEWORK

For Key Stage 3, homework is project based and a number of pieces are set every half term. Students are encouraged to develop their independent learning.

ACTIVITIES/EXTRACURRICULAR/TRIPS

There is a termly extracurricular art project for KS3, this will allow students to develop and hone their artistic skills, as well as, accessing projects that can support and encourage mindfulness.



PHYSICAL EDUCATION

SUBJECT CONTENT

At Key Stage 3, students have 2 hours per week of practical physical education lessons. Over the two years, students will learn a whole range of skills and knowledge about:

- An active healthy lifestyle
- Improving fitness levels
- Handball, Basketball, Netball, Table Tennis
- Cricket, Tennis, Rounders, Football
- Badminton, Gymnastics, Dance, Athletics

LEARNING STYLE AND FOCUS

Students will learn the skills, tactics and techniques to improve in all areas of the subject. There will be a large emphasis on teamwork as well the chance of becoming a sports leader or a coach. We regularly ask students to peer assess each other in lessons and use IT wherever possible to help with student improvement. The use of video analysis to help the feedback of student performance is a key feature.



DEPARTMENT FACILITIES

The department has a brand new sports hall (due for completion Oct 18), a 3G Astroturf facility, football pitches at Bingham Road Playing Field, six Tennis/Netball courts, a fitness suite, specialist Dance room and a hall used for Gymnastics and Table Tennis.

KEY STAGE 4 AND 5

GCSE and BTEC in KS4 and courses in KS5 are extremely popular at the Academy. These courses remain extremely well suited to those students wishing to study sport and physical education in depth both inside and outside of the classroom. In KS5 we offer both A level and BTEC level 3 Sport where students can learn in depth about the world of sport and the sporting industry.

EXTRA CURRICULAR/COMPETITION

After school and lunchtime clubs are very popular and extremely beneficial for students. All the clubs are free to participate in. The Academy has a wide range of successful sports teams that students may want to try out for, all details are on the school website and finish in time to catch the late bus for those students living in Cotgrave. SNA is part of the Rushcliffe school's competition calendar and teams regularly compete in tournaments with other local schools in a range of events. We also enter the small schools national cup in addition to other local Football leagues.

TRIPS

Next year we are taking a Football squad to Portugal for our first overseas tour. We hope to take part in similar trips on a biannual basis.

PERSONAL SOCIAL HEALTH EDUCATION (PSHE)

At SNA we don't tell people what to think, but encourage them to think for themselves. We want to encourage students to make their own judgements and respond to what they have learned. PSHE at South Nottinghamshire Academy is a planned programme of learning through which students acquire the knowledge, understanding, strategies, skills and confidence they need to manage their lives. Our PSHE curriculum is delivered weekly during targeted tutor sessions but then reinforced through themed assemblies and focussed current affairs discussions. The PSHE Scheme of learning includes health, citizenship, mental, economic and physical development education. As part of a whole school approach, PSHE develops the qualities and attributes our students need to thrive as individuals, family members and members of society.

SUCCESSFUL STUDENTS

PSHE helps to create successful students because it creates opportunities for increasingly skilled interpretation of sources and texts, for asking questions about truth and meaning and for communicating ideas accurately and respectfully.

The ability to work on reflecting, analysing, interpreting and evaluating sources, questions, practices or ideas is central to PSHE. Students are able to engage creatively with their own and others' questions.

By applying vocabulary, explaining commitments, interpreting sources or evaluating beliefs and ideas, students can enhance their skills and confidence as group students working with others

to give expression to their understanding and response.

CONFIDENT INDIVIDUALS

PSHE helps to create confident individuals because it encourages young people to develop their ideas and express them appropriately as they learn more about themselves and others.

As young people use the ideas and practices of belief systems to develop their own sense of identity and belonging, they are helped to understand more about themselves and how to communicate.

By explaining and evaluating beliefs, reflecting on ultimate questions and expressing ideas, students can enhance their sense of their own ability to deal with challenges. These processes also strengthen our students' self-esteem and empower them to take decisions with increasing autonomy.

RESPONSIBLE CITIZENS

PSHE helps to create responsible citizens because it raises issues of local and global concern, placing them in a spiritual and moral context.

By raising and considering issues, students develop themselves as citizens in a plural society and global community with a strong awareness of religious and moral diversity and its impact on society and individuals.

Through evaluating ethical issues, and expressing views using reasoned arguments, students can enhance their capacity and desire to make a positive contribution to debates and decisions in society.

LIBRARY

The library provides a vibrant and welcoming learning environment for students and staff. It plays a key role in learning and teaching by providing resources to support the curriculum, encourages the skills required to become independent lifelong learners and inspires a love of reading for pleasure. The library is a quiet, productive space for students to work and complete homework. It is also available for quiet reading.

Opening Times:

- Monday 8.25am-4.00pm
- Tuesday 8.00am-4.00pm
- Wednesday 8.00am-4.00pm
- Thursday 8.00am-4.00pm
- Friday 8.00am-3.00pm

RESOURCES AND FACILITIES

- A collection of around 6,000 books, newspapers, posters and reference materials
- Teaching space
- Study space is available for individual and group work
- Computer access and printers
- Comfy chairs
- Colourful displays advertising and promoting clubs, events, activities and books
- Author visits
- Half termly reading competitions with prizes
- Year 8 – 11 students can become Junior Librarians

SNA PLUS

We are really proud of our SNA extra-curricular provision and look to continuously improve and add to the offer that is available to students.

Each term we update our SNA Plus timetable, the current summer term plan is included within this booklet for you to see the fantastic opportunities available to students.