

BLACKFRIARS ACADEMY CURRICULUM PLAN

CLASS – CHURCHILL

AUTUMN 2023



Our anchor for this term is 'Belonging'

This has been particularly chosen because it is the start of a new academic year and we have lots of new students joining the Blackfriars' community and we therefore want them and everyone else to have a sense of belonging – that is, belonging to their Class, Pathway, House and School.

When you belong, you are an official part of a group ("I belong to Churchill") or you're compatible with certain people or suited to a specific place ("I just belong in the Questioning Pathway"). A feeling of belonging describes this sense of truly fitting or meshing, especially with friends, family members, or others.

By explicitly concentrating upon building this sense of belonging, we will help our students to feel secure and confident, in themselves and in their relationships with others. Belonging gives us an opportunity to consider where we come from – at one level, our home and family, but at another level, communities beyond home and school – local, regional, national and international. We will also reflect upon the many different groupings that we do or might belong to, e.g. Youth Groups, organisations, workplaces, Faith groups, cultural groups etc

Subject	Content to be covered
English	<p>Our learning this term is divided into two units:</p> <ul style="list-style-type: none">✓ Unit One – Space Travel and Mars One<ul style="list-style-type: none">○ Introduces pupils to non-fiction, poetry and prose about space, particularly Mars. Through this focus students will also explore creative writing as well as writing to persuade as they set up a community on the Red Planet. <p>We are studying this to give our students an insight into how Space has inspired scientists, authors and composers through the ages, developing our cultural capital. To this end pupils will also explore film extracts from 2001 A Space Odyssey, ET, NASA Mars Mission 2020, and music by Holts 'The Planets', David Bowie 'Life on Mars' plus Elton John's 'Rocket Man'.</p> <ul style="list-style-type: none">✓ Unit Two Victorian/Edwardian Novel<ul style="list-style-type: none">○ Students will read and study the novels 'The War of the Worlds' by H G Wells and 'Oliver Twist' by Charles Dickens They will explore how the authors create and develop plot, characters, use inference to add depth and settings through close study of extracts from the text. Students will also recognise how the text relates to the historical context - the time it was written about. <p>We are studying this to give our students an insight and experience of the literature and ideas that have shaped our past and inform our present and shape our sense of belonging.</p>

	<p>These units of work are underpinned by our anchor, Belonging. Our anchor is important because it provides us to think about key facts about ourselves. I can say and write my name and address</p> <ul style="list-style-type: none"> ✓ I can name the people who live in my home. ✓ I can explain what it means to be included. ✓ I can explain what it means to be excluded ✓ What do we mean by the term belonging? ✓ What does it mean to the country/globally? <p>Key words will be considered including:</p> <ul style="list-style-type: none"> ○ Emotion ○ Acceptance ○ Connection ○ Inclusion <p>The above units of work are framed by the AQA Exam specifications for: GCSE English Language, Functional Skills (FS) Level 1 as well as Step Up To English (SUTE) Silver (Entry 1&2) and Gold (Entry 3), enabling the students to become familiar with the style of questions and analysis required at the end of Key Stage 4.</p> <p>Interwoven in the lessons will be an opportunity for students to work on Lexia, their on-line literacy programme.</p>
<p>Maths</p>	<p>This unit of work will build upon students' knowledge of Maths. The lessons are based upon the National Curriculum knowledge of Time and Money.</p> <p>Throughout Maths this term, we will be using the school anchor of 'Belonging' to focus our learning. They will be thinking about how we belong to a society that uses money as the main method of exchange and therefore if they are to be active citizens in society, they need to know how to use money and time effectively.</p> <p>Students will explore a range of learning opportunities that will extend their knowledge of time and money and provide them with opportunities to practise the following skills: Recognition and use of coins and notes; correct use of language associated with time, days, months, yesterday, morning etc; use of 12 hour and 24 hour clock and placing time periods in chronological order.</p>
<p>Science</p>	<p>This unit of work will build upon students' knowledge of their own health and how it is linked to their lifestyle and how in turn their bodies and anatomy respond and are affected by it. Lessons are based upon the National Curriculum.</p> <p>Throughout Science this term, we will be using the school anchor of 'Belonging' to focus our learning. Students will explore / question / be immersed in what being healthy means, how we make lifestyle choices together and how our bodies and our anatomy are affected. This will present a range of learning opportunities that will extend their knowledge of themselves and their anatomy and define their sense of belonging to a happy and healthy community.</p>

Art	<p>This term, students in Churchill will be exploring the work of the Pop Art Movement of the 1950s. Artists were influenced by imagery from popular mass culture such as advertising, comic books and mundane mass produced objects.</p> <p>A popular culture helps to create a feeling of belonging to a society which is this term's anchor. Students will look at Pop Art images from the 1950s and explore language as inspiration for their own graphic artworks.</p>
Performing Arts	<p>This term, Performing Arts will support the students' understanding of our whole school anchor 'Belonging'. As a class, the students will initially discover what Performing Arts is and the three aspects involved: Drama, Music and Dance. The students will then move on to focus specifically on the subject of Drama, looking at what it means to belong to a drama group and all the roles required. The students will have the opportunity to explore and recreate different acting techniques and styles, which will help to develop their confidence, communication and sense of belonging.</p>
Computer Science	<p>Mrs Gardiner's lesson</p> <p>This unit of work will introduce students to the concept of user fundamentals. The first half-term's lessons are based upon the National Curriculum: to be 'responsible, competent, confident and creative users of information and communication technology'. Students will follow procedures and guidelines to operate technology safely and demonstrate their understanding of these by creating a user-guide. They will examine the terminology used, including parts of the computer, input and output devices and learn how to organise work for efficiency. Students will also consider safety, recognising and describing online dangers.</p> <p>As part of our anchor 'belonging' students will discuss ethics as it relates to society and computer science and the advantages and disadvantages of computer systems.</p> <p>After half-term, students will be examining the techniques used by studios to create films, including planning, different types of shots and camera angles, editing and special effects. Students will then use iPads/video cameras and video-editing software to create their own short film based around our anchor 'belonging'.</p> <p>Miss Walton's lesson</p> <p>This term in ICT, Middleport will focus on user fundamentals. The students will understanding the correct procedures in using different types of technology appropriately and safely. ICT lessons will allow students the opportunity to practice the following skills, procedures to start and shutdown an IT system, adjusting systems settings to meet individual needs and staying safe while using technology, so that they become more expert at them.</p>

<p>Food Technology</p>	<p>This unit of work will build upon students' knowledge of Home Cooking and Preparation for Adulthood. The lessons are based upon the National Curriculum knowledge Cooking. Throughout Home Cooking this term, they will be using the school anchor of 'Belonging' to focus our learning. They will be thinking about how food brings people together and the importance of feeling like they belong to friends/family. Through this they will be learning about a traditional British afternoon tea and how it brought people together, as well as, the importance of communication at the dinner table.</p> <p>Students will explore a range of learning opportunities that will extend their knowledge of Home Cooking and provide them with opportunities to practise the following skills: basic hand hygiene in the kitchen, possible dangers in a kitchen, health and safety in the kitchen, cook an array of recipes, learning skills such as selecting and preparing ingredients, using utensils, using electrical equipment, applying heat in different ways, combining different ingredients and adapting recipes to make them accessible to them. They will understand the importance of learning to cook and how to follow recipes, as independently as possible, to help aid their future and prepare them for adulthood.</p>
<p>Preparation for Adulthood</p>	<p>This unit of work will build upon students' knowledge of independent hygiene. Throughout Preparation for Adulthood this term, they will be using the school anchor of 'Belonging' and the PSHE framework to focus our learning. They will be thinking about how they belong to a society and how they need to present ourselves hygienically. Students will explore a range of learning opportunities that will extend their knowledge of how to keep themselves and their belongings clean and tidy. It will provide them with opportunities to practise the following skills: setting targets for themselves, correctly brushing their teeth, washing their face, bodies, hair, using deodorant, washing clothes, drying clothes, ironing clothes and looking presentable in public.</p>
<p>Humanities: RE and History</p>	<p>Our learning this term is about Belonging to our family, our local community and also as a national and global citizen. Students will explore why people belong to religions and analyse the impact this has on individuals and communities. They will reflect on belonging at an individual, community and global level.</p>
<p>PE</p>	<p>For the first half of the Autumn term the Questioning Pathway will be developing their personal abilities. Physical literacy is fundamental to our 'Belonging', this term's anchor. Each student will be supported to develop an understanding of their strengths and also their areas of development, helping them to feel good and function well, supporting their personal well-being.</p> <p>We will begin the new academic year with a multi skills unit. This allows us to assess their retained skills and guide us on their development towards their EHCP and Preparation for Adulthood targets.</p> <p>For the second half of the term we will concentrate on their cognitive abilities. We will use problem solving activities and thinking games to again maintain and develop physical skills that are transferable to everyday life.</p>

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