

Introducing Achieve at Southmoor Academy

One of the most fundamental things that fuels success in education is for children to be curious about the world, and to have the skills and motivation to learn beyond the classroom. We call this being a self-regulated learner.

We believe this is so important it deserves its own lesson. This is Achieve, a new subject for Years 7 and 8 at Southmoor Academy. The Achieve curriculum is organised into four strands; Mastery, Exploration, Application and Communication, which are delivered across the year to support the development of independent, reflective and resilient learners.

Yearly Structure

- ▶ The Achieve curriculum is split evenly between two focus areas, each culminating in a student project:
- ▶ Year 7 begin with a study of Bamburgh, linked to their whole year group trip, before turning their attention to the local area around Southmoor Academy.
- ▶ Year 8 begin by investigating Sunderland, with a particular focus on the wider city and regeneration, before moving on to Beamish, again linked to their annual trip.
- ▶ Each half-term will involve one strand, progressing from Exploration to Application and then Communication, so across the year students cover each strand twice, practising not only learning new knowledge, but also applying it in projects and presenting it with confidence.

Mastery (securing the building blocks of self-regulation)



- ▶ No one can learn independently without mastering the basics. Mastery gives children the strong foundations they need to manage their own learning successfully.
- ▶ While all students complete Exploration, Application and Communication, only some students will follow Mastery. This strand provides additional support in literacy and numeracy where it has been identified as necessary. By closing gaps in core skills, students gain the confidence to take charge of their learning.

Exploration (building curiosity and independence)



- ▶ Self-regulated learners are curious and motivated. In Exploration, students investigate their project theme; reading, researching and asking questions.

Application (learning through doing)



- ▶ Self-regulation means being able to use knowledge effectively. Application allows students to complete their project work by practising project management skills: setting aims, planning tasks, managing their time, working with others, and reviewing outcomes.

Communication (expressing ideas with confidence)



- ▶ Strong communication is vital for self-regulation. In this strand, students learn to share their project outcomes through discussion, debate and presentation. Activities are mapped against the Cambridge Oracy Framework, developing skills in:
 - o *Physical* (voice and body language)
 - o *Linguistic* (vocabulary and style)
 - o *Cognitive* (organising and structuring ideas)
 - o *Social & Emotional* (listening, turn-taking and confidence)