



Ark Charter
Academy

Autumn Term

Year 10

Parent Information Booklet

This booklet contains details of the curriculum that your child will be studying in the summer term in each subject. It also gives information regarding how the curriculum links to SMSC (social, moral, spiritual and cultural) and our Christian values of Justice, Respect and Courage.

Please contact w.brombley@charteracademy.org.uk if you have any other queries about the curriculum.



Curriculum covered this term:

In the Autumn Term, year 10 students will spend the first seven weeks studying extracts from great works of literature, speeches and non-fiction. They will be focusing on answering the question, 'Are books 'uniquely portable magic'?' These lessons aim to prepare students to consider texts in depth and to appreciate how writers aim to elicit a personal response from their audience. These skills are incredibly important and will form a strong basis for students to begin studying the set texts on the GCSE English Language and English Literature courses.

From October until the Christmas break, students will be looking at the theme of relationships and how different kinds of relationships play an important role in our own lives as well as in the society around us. Through exposure to non-fiction texts, extracts from Nineteenth Century novels and a selection of poems from the Edexcel Poetry Anthology, students will tackle questions such as, 'How has love shaped the world that we live in?' and 'What are the true roles of men and women in a relationship?' There will also be a focus on assessing the GCSE assessment objectives in this half term.

SMSC links:

Social: In their study of poetry and plays, students will explore the ways in which other cultures and societies work and the effect that this can have on individuals.

Moral: Students will analyse the dilemmas many characters face in the plays and the collection of poems. They will explore the motivations of particular characters and certain moral issues both verbally and in their writing. Students will develop their confidence in creating and expressing their thoughts and feelings and responding to the thoughts and feelings of others.

Spiritual: In the study of poetry, pupils will be encouraged to use their imagination and creativity in their learning, as well as a willingness to reflect on their experiences. In their study of a modern classic, students will have ample opportunity to take part in group discussions on themes, actions, consequences and ethics.

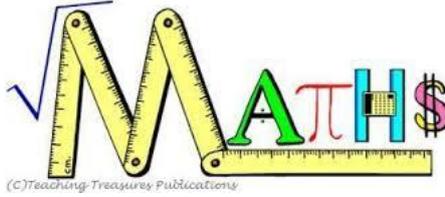
Cultural: Students will be studying literary heritage poems and texts and the unit develops students' cultural capital.

Christian Values links:

Justice: In this unit achievement will be celebrated through peer marking which expresses thankfulness, and by sharing objectives and criteria in the assessment process with the students, there is transparency, fairness and Integrity in our judgements.

Respect: Students will develop skills in speaking and listening during class discussions about various texts, creating an environment of trust, for ideas to be expressed and received with compassion

Courage: In their study of literature, students will recognise that taking a moral stand or tackling a challenge will require courage.



Curriculum covered this term:

Number including:

Calculations with rules of indices

calculations with standard form

geometric change including compound interest, growth and decay

standard non-linear sequences

Geometry including:

enlargement

similar shapes

bearings

trigonometry in right angles triangles

SMSC links:

They will have the opportunity to:

- Sustain their self-esteem in the learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Display a sense of belonging and an increasing willingness to participate

Christian Values links:

Justice

- All students will be encouraged to help create an inclusive environment where all opinions and idea are treated equally
- Peer marking will play an ever increasing role for students to understand achievement

Courage

- Students will be encouraged to not be afraid to make mistakes
- Students will always be encouraged to challenge themselves to harder or star questions

- Students will be encouraged to stay motivated, even when they find things challenging and to have the courage to explore and discover new ways to solve the problem

Respect

- Respect the teacher and other students by listening carefully to all discussions
- Respect other students' opinions when working in pairs and groups



Science

Curriculum covered this term:

Science	Topic	Lesson theme
Biology	B4 Organising animals and plants	The blood
		The blood vessels
		The heart
		Helping the heart
		Breathing aids & gas exchange <Mastery quiz>
		Tissues & organs in plants
		Transport systems in plants
		Evaporation and transpiration
		Factors affecting transpiration
		End of topic test
Chemistry	C3 (C3.7- C3.12) – Structure & bonding	<Mastery> Giant covalent structures
		Fullerenes and graphene
		Bonding in metals
		Giant metallic structures
		Nanoparticles CHEM ONLY
		Applications of nanoparticles CHEM ONLY
Physics	P1 Conservation & dissipation of energy	Changes in energy stores
		Conservation of energy
		Energy and work
		Gravitational potential energy stores
		Kinetic energy and elastic energy stores
		Energy dissipation
		Energy & efficiency
		Electrical appliances
		Energy & power < Mastery quiz>
		End of topic test
Biology	B2 Cell division	Cell division
		Growth and differentiation
		Stem cells <Mastery quiz>
		Stem cell dilemmas
		End of topic test
Chemistry	C4 Chemical calculations (quantitative)	Relative masses and moles
		Equations & calculations (H) <Mastery quiz>
		From masses to balanced equations (H)
		The yield of a chemical reaction CHEM ONLY
		Atom economy CHEM ONLY
		Expressing concentrations
		Titration CHEM ONLY
		Titration calculations CHEM ONLY
		RP – Titration Triple only
		Volumes of gases CHEM ONLY
End of topic test		

Physics	P8 Forces in balance	What is a force?
		Vectors & scalars <Mastery 1>
		Equal & opposite forces
		Interactions between objects
		Resultant forces
		Moments at work PHYS ONLY
		More about levers & gears PHYS ONLY
		Centre of mass <Mastery 2>
		Moments & equilibrium PHYS ONLY
		The parallelogram of forces (H)
		Resolution of forces (H)
		End of topic test

SMSC links:

Spiritual development within Science

Topics which allow students to form their own point of view:

- Cells – building blocks of life – KS3 and KS4 Biology
- Variation and Classification – KS3 and KS4 Biology
- Space – KS3 and KS4 Physics

Moral development within Science

STEM Clubs & STEM Ambassadors

Topics which allow students to form their own opinions and judgements:

- Genetic Modification – KS4 & KS5 Biology
- Selective breeding – KS3 and KS4 Biology
- Sustainability KS3 and KS4 Biology / Chemistry

Social development within Science

STEM Clubs & STEM Ambassadors

Topics which develop individuals understanding of society:

- Scientists in focus – development of atomic model – KS3 and KS4 Biology
- Evolution – KS3 and KS4 Biology
- Use of mobile phones – KS4 Physics
- Government's role in regulations and legislation – KS4 Biology and Chemistry

Cultural development within Science

Topics which develop students to respect different cultural understanding:

- Development of scientific ideas- KS3,KS4 & KS5 Science
- Evolution – KS4 & KS5 Biology
- The Big Bang Theory – KS4
- The shape and composition of the Solar System – KS3 & KS4
- Variation in different cultures – KS3 and KS4 Biology

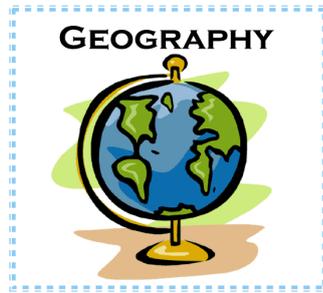
- Earth' atmosphere – KS3 and KS4 Chemistry
- Importance of collaboration in Science

Christian Values links:

Justice: In these units achievement will be celebrated by encouraging all students to participate by creating an inclusive environment, listening and watching student's work, peer marking and by sharing objectives and criteria in the assessment process with the students. Regular feedback will be given throughout the term both through peer assessment and teacher feedback in student books.

Respect: Students will develop skills in listening during class discussions about various scientific theories, creating an environment of trust. Students will be encouraged to form their own opinions and respect those of others.

Courage: By listening and discussing scientists students will understand that that scientists can take a moral stand and contribute to historical or moral issues and that this requires courage. The students will develop courage by sharing their ideas in front of others.



Curriculum content for this term:

In Autumn One and Two year ten will be studying the UK and its evolving human landscape. We are going to look at the population distribution and how where people live effects how happy they are. We will address the fact that the human landscape is changing and will explore both why and how. We are also going to do a case study on London looking at how and why it is changing. We will also discuss the conflict between cities and rural areas.

SMSC links:

Social: The students will have opportunities to work in groups and pairs to improve their social skills. There are opportunities for presentations to build confidence.

Moral: We are going to discuss our role in managing the changes to the UK's population and what we need to do to ensure that it is protected in terms of pollution; rubbish; the green belt and over-crowding.

Spiritual: We are going to reflect on how the UK has changed and the value that this has bought to the country. We are going to reflect on the human impact to the environment and sustainability.

Cultural: We will discuss the different ethnic groups who have moved to the UK and, particularly London, and what impact the cultural diversity has on the City.

Christian Values links:

Justice: will be discussed in relation to sustainability and ensuring that the future generations are treated fairly. We will also discuss economic inequality and whether it is fair and what would be just.

Respect: All lessons about various cultures will encourage the students to respect those cultures and the value they bring to the country. When discussing different social and economic groups we will ensure that respectful language is encouraged and discuss the value of different groups.

Courage: By increasing the amount of presentations and verbal work that the students need to do we are encouraging bravery in the class. We will also discuss the challenges of standing up for sustainability and the courage it requires.



Curriculum content this term:

Students will be continuing their GCSE course by studying superpower relations and the Cold War, through both autumn 1 and 2. They will look at key events that took place between the USA and the Soviet Union during the 20th century, such as the Berlin Wall and the Cuban Missile Crisis. They will understand how relations between different countries changed during this period from the brink of nuclear war to periods of co-operation.

SMSC links:

Social: The students will have opportunities to work in groups and pairs to improve their social skills. They will look at how civilian life was affected during the Cold War, such as when the East and West Germany became divided.

Moral: Students will learn about the rise of Russian Communism, along with the problems this caused for society. They will also look at the moral implications of nuclear weapons.

Spiritual: Students will reflect upon the human impact of nuclear warfare.

Cultural: Students will develop an understanding of capitalist and communist cultures and the differences between the two.

Christian Values links:

Justice: Justice will be discussed in relation to various topics, including the reasons why wars are fought and the ending of WWII.

Respect: Students will look at different ideologies during the Cold War and the importance behind respecting other country's beliefs.

Courage: Students will have the courage to share their views with the class. They will have the courage to use these skills and impact their local community.

Spanish



Curriculum content this term:

In the Autumn Term, students will be studying modules 1 and 2 of the Edexcel GCSE course.

Module 1 is about holidays and relates to the GCSE theme of local area, holiday and travel. Module 2 is about school which is a GCSE theme in itself.

They will learn vocabulary related to these topic areas and work on a range of grammar points such as cementing their communication skills in three tenses: present, preterite (past) and future.

SMSC links:

Holidays in the UK and abroad. What other people do on holiday.

Christian Values links:

Justice: In this unit the objectives and assessment process will be shared with the students. Achievement will be celebrated through regular assessment and the way in which marks are achieved will also be shared so that there is transparency, fairness and integrity in our judgements.

Courage: Students will be expected to speak Spanish in front of the class and this can be scary. They will need to show courage in order to do this and make maximum progress in their speaking skill.

Respect: Students will be expected to speak Spanish in front of the class and this can be scary. They will need to show respect to each other so that students feel they can speak confidently and without fear.

Courage –

- Trying new sports
- Attempting all tasks
- Attend after school clubs (Though your friends may not)
- Self-belief and self confidence

Justice –

- Sportsmanship
- Fairness – actions and/or decisions are morally right
- Students are naturally attentive to the justice of events and situations in PE.
- Students react to actions and decisions made by their peers and teachers.

OPTION SUBJECTS



MUSIC

Curriculum content this term:

In Autumn 1, students will study one of the Edexcel GCSE set works from the area of study **Vocal Music; Killer Queen and Purcell's Music for a While**.

They will listen to a variety of baroque, classical and romantic music to identify elements of music from the period such as sonata form, dissonance, variations in dynamics, ornaments, themes and use of instruments.

The students will also do an individual and ensemble performance and their own composition based on a brief.

In Autumn 2 students will study another GCSE set work from the area of study **Instrumental Music: Bach's Brandenburg Concerto No. 5 and wider listening**.

They will listen to a variety of vocal music from religious and secular choral music to rock music. They will learn to identify elements of music such as the different SATB voices, arias, recitative, lied, through composed and strophic song forms, R+B, a cappella, falsetto, riffing, blues, disco and rock.

The students will continue with an ensemble and individual performance and their own composition based on free choice.

SMSC links:

Social: In their listening work pupils will be encouraged to reflect on the historical context of the music and how music can convey a variety of messages to a wide audience.

Moral: Students will analyse the context many musicians were composing and performing in to help understand the motivation of music and musicians. Students will develop their confidence in creating and expressing their thoughts and feelings and responding to the opinions of others in their class and as a performer of music.

Spiritual: Students will be encouraged to use imagination and creativity in their composition task, as well as a willingness to reflect on their and others work.

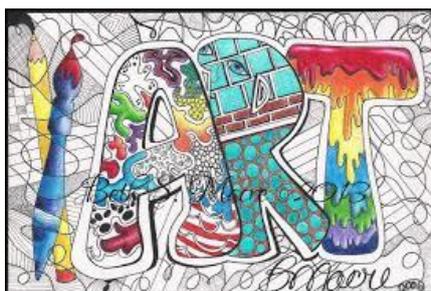
Cultural: All the music we listen to and perform has been influenced by cultural and historical issues. This work will develop students' understanding of other cultures and traditions and will help them to develop their composing work to include wider cultural influences.

Christian Values links:

Justice: In this unit achievement will be celebrated by encouraging all students to participate by creating an inclusive environment, listening and watching student's work, peer marking and by sharing objectives and criteria in the assessment process with the students. Regular feedback will be given throughout the term.

Respect: Students will develop skills in listening during class discussions about various pieces of music, creating an environment of trust. Students will be encouraged to make comments about music and generate ideas for their own compositions.

Courage: By listening and discussing different music students will understand that musicians can take a moral stand and contribute to historical or moral issues and that this requires courage. The students will develop courage by performing in front of others.



Curriculum content this term:

In the autumn term students complete their second coursework project on 'Identity' which delivers the key skills for the initial GCSE portfolio of work. The coursework project gives guidance and structure to support students with their contextual studies and development of skills and techniques. Students are taught a series of work shop based activities which encourage them to develop more personal and experimental approaches towards appropriate use of materials; colour, line, tone, texture and form based on elements within their preparatory studies. This will then lead to a personal response in a two or three dimensional format.

SMSC links:

The art course at Charter lends itself to a wide range of Spiritual, Moral, Cultural and Social studies. Students will analyse, engage with and question their own and others work, identify how beliefs, values and meanings are expressed and shared. Students are encouraged to express themselves through their art, which is supported by strong research into the wider world around them.

Spiritual

Use of imagination and creativity in learning.

Sense of enjoyment and fascination in learning about themselves, others and the world around them.

An ability to appreciate and respond to a variety of aesthetic experiences.

Building confidence through developing skill sets over one project.

Moral

Students explore the question 'What is art?' and look at different approaches and styles to art, as well as discuss where they see and use art in the world around them. Students work as a group as well as an individuals, respecting one another's views and opinions as well as each other's work and equipment.

Students appreciate how concepts and ideas are represented in works of art, craft and design.

Students explore aesthetics- and are given the opportunity to give an opinion as to what looks good and what does not.

All students are taught to understand and read art work in order to relate to a concept or idea that conveys a meaning.

Students are required to give an opinion on others work with justification for their view.

Students are encouraged to complete independent research and developed ideas examining a topic. Students are taught to explore the reasons, impact and

consequences whilst discussing the issues, aspects and promotion of ideas and concepts.

Social

Students' work independently and collaboratively to develop artworks that express relationships between themselves and the world around them. Student discussion of a range of artists and art work, encourages and develops communication skills. Regular group and pair work in lessons ensures that students support one another in a variety of projects in order to enhance team working skills. Students work as a group as well as an individual, respecting one another's views and opinions as well as each other's work and equipment.

Cultural

Ability to appreciate and understand other artists, their techniques and approaches to art, design and crafts.

Class and group discussions encourage students to express their ideas and opinions. All students are involved in questioning each, in pairs, small groups and through whole class activities.

Students are encouraged to reflect and develop their art work by using the artist/craft/culture as a source of inspiration.

Students study the social and moral uses for art, art as communication and as a practical and creative form of expression.

Students gain an insight into the history, lives and cultures of a variety of people, and how their traditions are shaped and treated by others. They also learn to compare and contrast older and modern cultures with their own, learning to appreciate other peoples' views and opinions.

Students learn to evaluate and analyse their own work as well as others using the specialist language of art, craft and design techniques. Students are encouraged to think about how, what, when and why art work was and is created.

Acquired respect for their own culture and that of others who interest and influence their lives, including a curiosity about differences.

Students respond to external influences and newly adopted and inspired research.

Christian Values links:

Justice: Students record and explore their own ideas for personal expression and to benefit society through the classroom, home, school and local environment.

Respect: All students contribute to the safe, calm and working environment within the classroom. All students give regular peer feedback and assessment.

Courage: Group discussions, critiques and feedback encourage communication and development of ideas and understanding. Students are taught to give and receive positive criticism in order to inform ideas and decisions about their work.



Curriculum Content This Term	
<p>Autumn 1: During the first half of the Autumn term, students will be looking at a unit called <i>Enterprise & Marketing Concepts</i>. The individual topics for this term are <i>Understanding How to Target a Market</i> and <i>Understand What Makes a Product or Service Financially Viable</i>.</p>	<p>Autumn 2: During the second half of the Autumn term, students will continue with <i>Enterprise & Marketing Concepts</i>. The individual topics for this term are <i>Understanding Product Development</i> and <i>Understanding How To Attract and Retain Customers</i>.</p>
<p>More information about this course can be found by searching online for "Cambridge Nationals Enterprise & Marketing" where the structure of the course is detailed as well as supporting documents such as revision materials and mock exams.</p>	

SMSC Links	
<p>Social: Students will look at various methods of Market Research and to identify a target market. This will require an acute understanding of demographics.</p>	<p>Moral: Students need an understanding of the impact of their Market Research on businesses and consumers. They also need to look at how the information can be morally used.</p>
<p>Spiritual: Students are regularly required to think creatively during elements of business studies. For example, to develop a marketing campaign or how to make a job application stand out.</p>	<p>Cultural: Students utilise their understanding of demographics to identify suitable products and services for identified individuals.</p>

Christian Values Links:	
<p>Courage: Students are required to be courageous at numerous points in Business Studies. There will be opportunities to present to others as well as demonstrate leadership skills during a variety of group activities.</p>	
<p>Justice: During the numerous opportunities to work in groups, students will be required to make decisions that have been agreed by all. This will follow discussion of the impact of these decisions on a number of key stakeholders.</p>	
<p>Respect: Students will be aware of respect in a formal and everyday sense. Firstly, students are required to practise respect in lessons by working without prejudice and valuing the input of any member of the group. They also study the formalities of hierarchy in the workplace and the importance of respect for their colleagues.</p>	



CLASSICAL CIVILISATIONS

Curriculum content this term:

In the autumn term, students are going to begin their Literature and Culture Unit with a study of Sparta at war in the fifth century B.C. They will be looking at topics such as the structure of Spartan society, training and recruitment and how Spartan society influenced the military. They will also complete a case study on the Battle of Thermopylae. For the literature component, students will study Tyrtaeus' Fallen Warrior poem.

In Autumn 2, they will begin to study Athens at war in the fifth century B.C. They will again be looking at the impact of the Athenian military on politics and society. They will also complete a case study on the Battle of Salamis.

SMSC links:

Social: Students will study the structure of Spartan and Athenian society. They will look at the roles of men and women and in particular how in Sparta, society was shaped around the needs of war.

Moral: In this Unit, students will be asked to consider the morality of Spartan practices such as leaving deformed babies out to die and the actions of the 300 at Thermopylae where it was expected that the soldiers fight to their deaths. They will also be studying the idea of empire and defence of the homeland and the actions of individuals such as Themistocles and Xerxes at the Battle of Salamis.

Spiritual: Students will consider how both the Spartan and Athenian societies were heavily influenced by their belief in the gods. In Sparta, both kings were believed to be descended from Zeus and led important religious ceremonies. In Athens, religion was part of daily life and sacrifice would be made before any military campaign. Students will also learn how retired Athenian soldiers often gave their sword or shield as a votive offering of thanks to Athene for protecting them whilst at war.

Cultural: Students will be studying the organisation of both the Spartan and Athenian military. In particular, they will learn about the Spartan practice of men up to the age of 30, living with their companions in army barracks rather than with their families. In Athens, students will learn how military service was a key component of citizenship and that every citizen was liable for military service up to the age of 59.

Christian Values links:

Justice: Students will be asked to consider the punishments for desertion and non-compliance in both the Spartan and Athenian military.

Respect: Students will learn about the organisation and structure of the Spartan and Athenian military. They will also learn about the three tiered social structure of Sparta and the class structure of Athens, both of which impacted on the role of individuals in both the city and the military.

Courage: Students will study the actions of individuals at the Battle of Thermopylae and in particular the bravery of the 300 against the might of the Persian army.



Curriculum content this term:

In the Autumn Term, students will be studying modules 1 and 2 of the Edexcel GCSE course.

Module 1 is about self and family, and Module 2 focuses on free time. Both modules relate to the GCSE theme of Identity and Culture. They will learn vocabulary related to these topic areas whilst building upon what they learned in year 9. Students will continue to work on a range of grammar points such as cementing their communication skills in three tenses: present, past and future.

SMSC links:

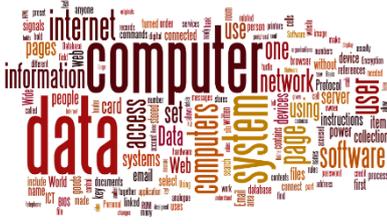
Talking about yourself and your family relationships and sharing this with other members of the class.

Christian Values links:

Justice: In this unit the objectives and assessment process will be shared with the students. Achievement will be celebrated through regular assessment and the way in which marks are achieved will also be shared so that there is transparency, fairness and integrity in our judgements.

Courage: Students will be expected to speak French in front of the class and this can be scary. They will need to show courage in order to do this and make maximum progress in their speaking skill.

Respect: Students will need to show respect to one other so that students feel to create a safe learning environment, where everyone feels they can speak confidently and without fear.



ICT-Digital Technologies

Curriculum content this term:

- Principles Of Digital Communications
- Digital technology
- Create use of Digital Technology
- Use of Data

SMSC links:

Understanding the use of digital technology and how it is used and effects the world in which we live. The course considers the tailoring of digital products for certain audiences, the effect of the content of digital products, the safeguarding of data and risks associated of using digital products to relay key information.

Christian Values links:

Justice: In this scheme achievement will be celebrated through peer marking which expresses Thankfulness, and by sharing objectives and criteria in the assessment process with the students, there is transparency, fairness and Integrity in our judgements.

Respect: Students will develop skills in speaking and listening during class discussions, creating an environment of Trust, for ideas to be expressed and received with Compassion.

Courage: Students are required to be courageous at numerous points in this scheme of work. They will need to be resilient when undertaking creative and bespoke tasks, and resilient when dealing with formula or data activities. They will need to have the courage to apply changes to formula and work independently as well as courage to present ideas to the class or to smaller groups.



Curriculum content this term:

In Autumn 1 students will complete a course of introductory units to the AQA GCSE Media Studies specification. They will look at all four areas of the Media Studies theoretical framework, which includes media representations, language, audience and industries. Students will be developing their ability to communicate their knowledge and understanding of media products, as well as building their confidence in applying media terminology and theory.

In Autumn 2 students will focus on advertising and marketing Close Study Products, set by the exam board, as well as other print products. They will study the following products in detail: television advertisement for Galaxy, NHS Blood and Transplant online campaign video and OMO Print advert from Woman's Own magazine.

SMSC links:

Social: In their study of advertising and marketing, students will explore the ways in which other cultures and societies work and the effect that this can have on individuals.

Moral: Students will explore the motivations of particular media institutions and certain moral issues both verbally and in their writing. Students will develop their confidence in creating and expressing their thoughts and feelings and responding to the thoughts and feelings of others.

Spiritual: Students will design their own adverts as part of the practical element of the course, this will encourage them to use their imagination and creativity in their learning, as well as a willingness to reflect on their experiences.

Cultural: The unit develops students' cultural capital. It will also explore the influence advertising and marketing has on cultural attitudes and ideas.

Christian Values links:

Justice: In this unit achievement will be celebrated through peer marking which expresses thankfulness, and by sharing objectives and criteria in the assessment process with the students, there is transparency, fairness and Integrity in our judgements.

Respect: Students will develop skills in speaking and listening during class discussions about various media texts, creating an environment of trust, for ideas to be expressed and received with compassion

Courage: In their study of media texts, students will recognise that taking a moral stand or tackling a challenge will require courage.

- Be part of a team - a community of GCSE students

Courage –

- Trying new sports
- Attempting all tasks
- Attend after school clubs (Though your friends may not)
- Self-belief and self confidence (Be prepared to make mistakes)
- Moral courage – stand up for what you think is right
- Physical courage – Keep retrying

Justice –

- Sportsmanship
- Fairness – actions and/or decisions are morally right
- Students are naturally attentive to the justice of events and situations in PE
- Students react to actions and decisions made by their peers and teachers.

