



Ark Charter
Academy

Autumn Term

Year 11

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 a.johnson@charteracademy.org.uk if you have any other queries about the curriculum.



Curriculum content for this term:

In the Autumn Term, year 11 students will be studying A Christmas Carol by Charles Dickens. All students were given pre-reading materials and in some cases the novella itself, to read over the summer break; this was designed to give them a head start on the material covered in year 11 due to the vast amount of content we have to cover before the summer exams.

At the end of this term, students will also be completing their first round of mock exams so they will be preparing for these in lessons and in their own time.

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.

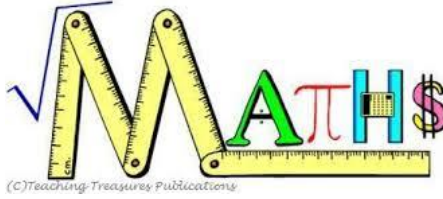
Cultural: Students will be studying literary heritage poems and texts and the unit develops students' cultural capital.

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 content for this term:

Throughout the autumn term, students will continue to complete the human and physical landscapes unit of work in Geography. This will then enable the students to complete a range of exam style questions for all three of the units being studied. The students will also be able to explore a range of case studies based on both development and urbanisation, where India and more specifically Mumbai will be explored in more detail. These topics will also be a continuation of the knowledge and understanding students already have from their previous studies in Geography.

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 brought 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.



Science

Sets A & B

Science	Topic	Lesson theme
Biology	B14 Variation & evolution	Variation
		Evolution by natural selection
		Selective breeding
		Genetic engineering
		Cloning
		Adult cell cloning
		Ethics of genetic technologies
		End of topic test
Chemistry	C8 Rates, equilibrium & organic chemistry	Reversible reaction
		Energy & reversible reaction
		Dynamic equilibrium <Mastery 1>
		Altering conditions (H)
		End of topic test
Physics	P15 Electromagnetism	Magnetic fields
		Magnetic fields of electric currents <Mastery 1>
		Electromagnets in devices (PHYS only)
		The motor effect (H)
		The alternating-current generator PHYS & H only)
		Transformers (PHYS Only)
		Transformers in action (PHYS Only)
		End of topic test
Biology (HW)	B2 Cell division	Cell division
		Growth & differentiation <Mastery 1>
		Stem cells
		Stem cell dilemmas
		End of topic test
Chemistry	C9 Crude oil and fuels	Hydrocarbons
		Fractional distillation of oil <Mastery 1>
		Burning hydrocarbon fuels
		Cracking hydrocarbons
		End of topic test
Biology	B16 Adaptations, interdependence & competition	The importance of communities
		Organisms in their environment
		Distribution and abundance
		Competition in animals
		Competition in plants <Mastery 1>
		RP – Field investigation
		Adapt & survive
		Adaptation in animals
		Adaptation in plants
		End of topic test

Chemistry	C11 Polymers	Addition polymerisation (CHEM ONLY)
		Condensation polymerisation (CHEM only)
		Natural polymers (CHEM only)
		DNA (CHEM only)
Chemistry	C11 Polymers	Reactions of the alkenes (CHEM only)
		Structures of alcohols, carboxylic acids and esters (CHEM only)
		Reaction and uses of alcohols (CHEM only)
		Carboxylic acids and esters (CHEM only)
		End of topic test (CHEM only)
Biology	B17 Ecology: Organising an ecosystem	Feeding relationships
		Materials cycling
		The carbon cycle
		rates of decomposition
		Required practical - Investigate the effect of temperature on the rate of decay of fresh milk.
		End of topic test
Biology (Homework)	B10 & B11 Homeostasis revision	Principles of homeostasis
		Reflex actions
		Control of blood glucose
		Diabetes <Mastery 1>
		The role of negative feedback (H)
		Human reproduction
		Hormones and the menstrual cycle (H)
		Plant hormones & responses <Mastery 2>
End of topic test		

Sets C, D, E & F:

Science	Topic	Lesson theme
Biology	B10 & B11 Homeostasis revision	Principles of homeostasis
		Reflex actions
		Control of blood glucose
		Diabetes <Mastery 1>
		The role of negative feedback (H)
		Human reproduction
		Hormones and the menstrual cycle (H)
		Plant hormones & responses <Mastery 2>
End of topic test		
Chemistry	C8 Rates, equilibrium & organic chemistry	Reversible reaction
		Energy & reversible reaction
		Dynamic equilibrium <Mastery 1>
		Altering conditions (H)
		End of topic test
Physics	P15 Electromagnetism	Magnetic fields
		Magnetic fields of electric currents <Mastery 1>
		The motor effect (H)
		End of topic test

Biology	B2 Cell division	Cell division
		Growth & differentiation <Mastery 1>
		Stem cells
		Stem cell dilemmas
		End of topic test
Chemistry	C9 Crude oil and fuels	Hydrocarbons
		Fractional distillation of oil <Mastery 1>
		Burning hydrocarbon fuels
		Cracking hydrocarbons
		End of topic test
Biology	B16 Adaptations, interdependence & competition	The importance of communities
		Organisms in their environment
		Distribution and abundance
		Competition in animals
		Competition in plants <Mastery 1>
		RP – Field investigation
		Adapt & survive
		Adaptation in animals
		Adaptation in plants
		End of topic test
		Structures of alcohols, carboxylic acids and esters
		Reaction and uses of alcohols
		Carboxylic acids and esters
		End of topic test

SMSC links:

Spiritual development within Science

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

- STEM Cell Research – KS4 & KS5 Biology
- Drug testing – KS4 & KS5 Biology
- Animal Rights – KS4 & KS5 Biology
- Environmental industrial impact – KS4 Science
- Genetic Modification – KS4 & KS5 Biology
- Biotechnology – KS4
- Cells – building blocks of life – KS3 and KS4 Biology
- Interdependence – KS3 and KS4 Biology
- Variation and Classification – KS3 and KS4 Biology
- Earth and Atmosphere – KS3 and KS4 Chemistry
- Space – KS3 and KS4 Physics
- Learning and Memory – KS4 Biology

Moral development within Science

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

- STEM Cell Research – KS4 & KS5 Biology

- Drug testing – KS4 & KS5 Biology
- Animal Rights – KS4 & KS5 Biology
- Environmental industrial impact – KS4 Science
- Genetic Modification – KS4 & KS5 Biology
- Biotechnology – KS4
- Fertility drugs and treatments – KS3 and KS4 Biology
- Selective breeding – KS3 and KS4 Biology
- Energy resources and climate change – KS3 and KS4 Chemistry
- Global warming and recycling – KS3 and KS4 Chemistry
- Maintaining biodiversity – KS4 Biology
- Energy usage and radiation – KS4 Chemistry
- Sustainability KS3 and KS4 Biology / Chemistry

Social development within Science

Topics which develop individuals understanding of society:

- Fertilisation and child development –KS3 Biology
- Lifestyle – KS3, KS4 & KS5 Biology
- Diet – KS3, KS4 & KS5 Biology
- Energy Efficiency – KS4
- Global Warming – KS4
- Alternative fuels – KS4
- Scientists in focus – development of atomic model – KS3 and KS4 Biology
- Importance of diet and exercise – KS3 and KS4 Biology
- Crude oil importance/dependence – KS3 and KS4 Chemistry
- 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:

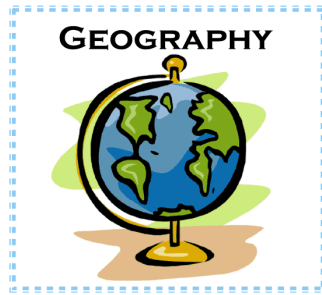
- Development of scientific ideas- KS3,KS4 & KS5 Science
- Speciation – KS4 & KS5 Biology
- Evolution – KS4 & KS5 Biology
- The Big Bang Theory – KS4
- The shape and composition of the Solar System – KS3 & KS4
- Variation in different cultures – KS3 and KS4 Biology
- Climate change – KS3 and KS4 Physics
- Culture collaboration periodic table – KS3 and KS4 Chemistry
- Earth' atmosphere – KS3 and KS4 Chemistry
- Crude oil importance
- Salt production in different cultures – KS4 Chemistry
- Contributors to air pollution / global warming – 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:

Throughout the autumn term, students will continue to complete the human and physical landscapes unit of work in Geography. This will then enable the students to complete a range of exam style questions for all three of the units being studied. The students will also be able to explore a range of case studies based on both development and urbanisation, where India and more specifically Mumbai will be explored in more detail. These topics will also be a continuation of the knowledge and understanding students already have from their previous studies in Geography.

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 brought 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 early Elizabethan England from 1558-1588. They will look at changes to religion and the life in England under Queen Elizabeth I. They will also study challenges that she faced at home and abroad, such as the Spanish Armada and the problems with Mary Queen of Scots.

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 under Elizabeth's rule.

Moral: Students will learn about the rights and wrongs in Elizabethan society.

Spiritual: Students will reflect on how religion was changed under Elizabeth's rule.

Cultural: Students will develop an understanding of English culture from 1558-1588 and how this was different to the Spanish culture at the time.

Christian Values links:

Justice: Student will discuss the concept of justice around the treatment of Mary Queen of Scots.

Respect: Students will reflect upon the treatment and respect show to a monarch during this period of time.

Courage: Students will have the courage to share their views with the class. They will also learn about the courage of key individuals who stood up for their religious beliefs.

Spanish



Curriculum content this term:

In the Autumn Term, students will be studying modules 7 and 8 of the Edexcel GCSE course.

Module 7 relates to the GCSE theme of future aspirations, study and work. Module 8 is called 'making the world a better place' and relates to the GCSE theme of international and global dimension.

Students will learn vocabulary related to these topic areas and work on a range of grammar points such as cementing their communication skills in at least three core tenses: present, preterite (past) and future and introducing more to push themselves to higher levels.

SMSC links:

Future plans to do with study and work. Applying for jobs and carrying out interviews. Global issues and the environment.

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.



Curriculum content this term (Core PE lessons):

In autumn 1, students will have the option to participate in football, badminton and fitness suite. Year 11 core PE is aimed at students having time to enjoy being active away from their studies and the benefits of a healthy, active lifestyle on their overall well-being. Lessons will be taught in a competitive situation where skills are practised in game scenarios.

In autumn 2, options change to swimming, handball and fitness suite.

SMSC links:

Spiritual –

- Develop their capacity for critical and independent thought
- Sustain their self-esteem in the learning experience

Moral -

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others

Social -

- Develop their compassion for others in society

Cultural –

- Interact with different cultures/lifestyles and explore their advantages and disadvantages

Christian Values links:

Respect –

- Be respectful of teammates and opposition
- Listen to all team members
- Listen and respect referee decisions
- Sportsmanship – Fair Play
- Take care of one's health and know your limits

- Be supportive of others

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 two of the Edexcel GCSE set works from the areas of study **Vocal Music and Instrumental Music; Killer Queen and Bach's Brandenburg Concerto No. 5**.

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 **Vocal Music and Fusions: Purcell's Music for a While, and Afro Celt Sound System**.

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.

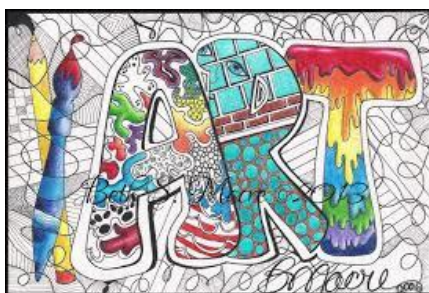
Cultural: All the music we listen to and perform has been influenced by cultural and historical issues. This work will develop students' understanding of other cultures and traditions and will help them to develop their composing work to include wider cultural influences.

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 develop and complete their two coursework units on 'Food' and 'Alice In Wonderland'. They have until the end of December to complete their preparatory studies and final pieces for their coursework and until the end of May to complete their externally set task which they are given in January 2018. Students continue to receive instructions and tuition on key skills and their use and refinement of materials.

Students follow the AQA Unendorsed Art GCSE which enables them to develop imaginative and intuitive ways of working, and to be creative and explorative in their use of materials and refinement of ideas.

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

Building confidence through developing skill sets over one project.

The scheme of work is designed to show progression to enhance self-worth.

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.

All outcomes are encouraged to show individuality that is purposeful and meaningful.

Students are encouraged to explore their own ideas and meaning in order to promote self-identity

Independent reflections on own work through self-evaluations.

Students recognise how images and artefacts can have an influence on the way people think and feel, to understand the ideas, beliefs and values behind their making.

Students are taught to experiment and trust in their own judgements throughout art and design by being given the option of resources and equipment and the freedom to use different media together to improve their creative responses and express personal opinion.

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.

The art exam gives students the opportunities to select their own issues to research and represent through their art work.

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

Students learn to value and respect the different ideas and contributions of others as well as finding similarities and comparisons between different cultures and societies. 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 religious, 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 explore how art influences history and society, and how it has developed, adapted and suited to our national and global culture today.

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 starting a unit called <i>Planning and Running and Enterprise Event</i>. This is a formal coursework unit where students will be required to plan, fund and run a small business themed around Christmas.</p>	<p>Autumn 2: During the second half of the Autumn term, students complete their <i>Planning and Running and Enterprise Event</i> unit. After running the event, students will be required to review their own and their groups performance.</p>
<p>More information about this course can be found by searching online for "Cambridge Nationals Business & Enterprise Level 2" 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 be required to work in allocated groups for the enterprise event and their success will depend on the quality of their group work.</p>	<p>Moral: Students will need to carefully consider the morality of their business choices including products and services available, pricing strategies, availability and sustainability.</p>
<p>Spiritual: Students are 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 to consider the appropriate products and services to sell within our multi-cultural school and community.</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 require 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

Students will be starting to revise all three examined units. Unit 1 is on City Life in the Classical World and students have completed a depth study of Ancient Athens; Unit 2 is Epic and Myth and students have studied *The Odyssey* by Homer; Unit 3 is Community Life in the Classical World and students have completed a depth study of Pompeii.

Social: Students study the composition of ancient Greek and Roman society. They look at the different roles of men and women and at the concept of slavery. They also study entertainment and in particular, the theatre, gladiatorial games and the Baths.

Moral: Pupils studied Sophocles' *Antigone* for their controlled assessment and within this unit, looked at conflict between the rule of law, love for your family and respect for the gods. They also look at the role of tragedy in teaching people life lessons. In Unit 2, students consider the leadership of Odysseus on his journey home and the actions of the gods towards Odysseus.

Spiritual: Pupils study both Greek and Roman religion; they look at temples, sacrifice and religious festivals. They also look closely at the relationships between the gods and man.

Cultural: Unit 2 in particular looks at Greek culture and what it means to be part of a civilised society. Students study Odysseus' long journey home and are asked to consider his leadership, his treatment of other people's and his relationship with the gods.

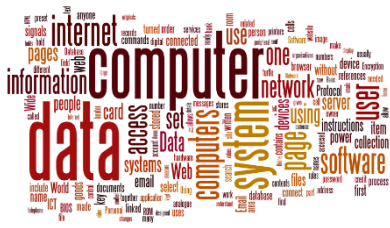
Christian Values

Courage: Students will be revising *The Odyssey* and studying the bravery shown by Odysseus and his men on their long journey home. They will also consider the actions and death of Pliny the Elder whilst trying to rescue people during the eruption of Vesuvius.

Respect: Throughout all units, students are asked to consider respect for the gods in the ancient world and to understand that men and women had very different roles.

They will also consider the different layers of society and how for example, slaves interacted with their masters.

Justice: When studying Antigone, pupils were asked to consider how justice was delivered to both the protagonists. Within Unit 1, students study the birth of democracy in Athens. In Unit 2, students consider the impact of Odysseus' actions towards the gods and his men and in Unit 3 students study the Roman system of law and government.



ICT-TLM

Curriculum content this term:

- Presentation Software
- Spreadsheet Software
- Word processing Software
- Improving Productivity using IT

SMSC links:

Looking at the responsible use of computers in everyday situations. Developing skills that can be used in the wider working environment identifying core competencies and appropriate use of digital tools for specific scenarios.

Christian Values links:

Justice: In this scheme students will understand the need for justice when considering the misuse of computers in society and how all communities must strive for fairness and integrity.

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 independent creative work and also when developing written materials to meet assessment specifications. They will need to have the courage to apply changes to their work, courage to work independently as well as courage to present ideas to the class or to smaller groups.



Curriculum content this term:

In Autumn 1 and 2, students will begin work on Unit 1 of the AQA GCSE Media course: Investigating the Media exam. They will be studying various serial TV dramas, with a particular focus on Downton Abbey, Doctor Who, Casualty and Gossip Girl. They will work on exam style questions, focusing on these dramas. This requires students to demonstrate knowledge and understanding of all four key concepts in media (media representations, language, audience and industries), as well as research, planning, evaluation and presentation skills.

SMSC links:

Social: In their study of serial TV dramas, 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 serial TV dramas 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 serial TV dramas 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 respectful of teammates and opposition
- Listen to all team members
- Listen and respect referee decisions
- Sportsmanship – Fair Play
- Take care of one's health and know your limits
- Be supportive of others
- 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.

