



Ark Charter
Academy

Autumn Term

Year 7

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 l.headland@charteracademy.org.uk if you have any other queries about the curriculum.



Curriculum covered this term:

In Autumn 1 and 2 students will be embarking on our English Mastery curriculum by studying *Oliver Twist* by Charles Dickens. The aim of this unit is to introduce the students to a classic 19th Century text. During the course of the unit, students will begin to learn to write analytical, evaluative and descriptive texts as well and consolidate and improve their skills of spelling, punctuation and grammar.

SMSC links:

Social: In their study of the novel, students will explore the ways in which values, working conditions and the treatment of the poor within British society has evolved since Victorian times.

Moral: Students will be encouraged to consider the value of a strong moral code in terms of being considerate to others and choosing the right path in the face of adversity. As Dickens wrote this novel to educate the populous about the value of hard work and a kind heart in terms of future success, these lessons are still very poignant today.

Spiritual: Students will be encouraged to relate this studied text to the teachings of all faiths.

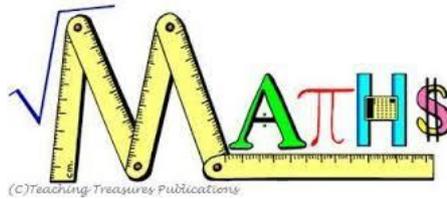
Cultural: As *Oliver Twist* is a classic British text, written by Dickens who himself has strong links to Portsmouth, a thorough understanding of it will add breadth and depth to their knowledge of literary heritage.

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 the study of a classic text, students will be encouraged to recognise that taking a personal moral stand or tackling a challenge will require courage.



Curriculum covered this term:

Place value, addition and subtraction including:

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| <ul style="list-style-type: none"> • Read and write whole numbers in figures and words • Multiply, and divide, any whole number by 10, 100, 1000, or 10 000 • Round whole numbers to the nearest 1000, 100 or 10 |
| <ul style="list-style-type: none"> • Use mental strategies • Add and subtract using formal algorithms • Calculate and work with perimeters • Model and solve word problems |
| <ul style="list-style-type: none"> • Understand decimal notation and place values • Read and write decimals in figures and words • Convert between decimals and fractions where the denominator is a factor of 10 or 100 • Use the number line to display decimals and round decimals to the nearest whole number, to 1 or 2 decimal places • Use correctly the symbols $<$, $>$ etc. and the associated language to order a set of decimals • Multiply and divide decimals by 10, 100, 1000, or 10 000 • Solve word problems involving the addition and subtraction of money in decimal notation • Use written methods in column format for addition and subtraction of decimals • Extend existing mental calculation to include decimals • Calculate the perimeter of rectangles, squares and rectilinear figures |

Multiplication and division including:

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| <ul style="list-style-type: none"> • Use multiplication facts to solve mental calculations • Use the terms 'product', 'multiple' and 'LCM' • Understand and use the column method to multiply integers and decimals • Divide whole numbers and decimals by whole numbers • Use the terms 'quotient', 'remainder', 'factor', 'HCF' • Represent multiplication word problems using bar models • Find the area of a rectangle and triangle • Solve problems involving length, perimeter and area • Estimate answers in calculations and check that results are reasonable • Measure time, calculate with time and solve time word problems • Find the mean average, interpreting average as "total amount \div number of items" and solve word problems involving average |
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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 ideas 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:

Class	Topic teaching order			
7A1	Working scientifically	Biology	Chemistry	Physics
7A2	Working scientifically	Chemistry	Physics	Biology
7A3	Working scientifically	Physics	Biology	Chemistry
7B1	Working scientifically	Biology	Chemistry	Physics
7B2	Working scientifically	Chemistry	Physics	Biology
7B3	Working scientifically	Physics	Biology	Chemistry

Working scientifically:

- 1 – What makes a good scientific investigation?
- 2 – Designing an investigation
- 3 & 4 – Investigation
- 5 – Graphs
- 6 – Concluding & evaluating

Biology –

- 1 – What are the main organs in humans and plants?
- 2A – What are organs made from & how do cells, tissues & organs work together?
- 2B – Cell structure <Mastery 1>
- 3 – What are the differences between plant & animal cells?
- 4 – How do we use a microscope?
- 5 – How do we prepare slides?
- 6 & 7 – RP – Preparing an onion slide?
- 8 – Why do cells have different shapes? <Mastery 2?>
- 9 – How are substances exchanged in cells?
- 10 – What are unicellular organisms?
- 11 – EOTT

Chemistry –

- 1 – What is particle theory?
- 2 – What are the differences between solids, liquids & gases?
- 3 – What are changes of state? <Mastery 1>
- 4 – Phase transitions in a gas?
- 5 – Investigating changes of state
- 6 – What causes pressure in gases?
- 7 – Diffusion <Mastery 2>
- 8 & 9 – RP – Investigate how temperature affects rates of diffusion
- 10 – Do solids & liquids expand?
- 11 – EOTT

Physics

- 1 – What can forces do?
- 2 – How does a force meter work?
- 3 – Stretching & squashing
- 4 – Drag forces & friction <Mastery 1>
- 5 – Non-contact forces (Magnets)
- 6 – Are there forces on stationary objects?
- 7 – How can we control friction? <Mastery 2>
- 8 & 9 – RP – Investigating friction
- 10 – Forces at a distance
- 11 - EOTT

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
- Space – KS3 and KS4 Physics

Moral development within Science

- STEM Clubs & STEM Ambassadors
- Topics which allow students to form their own opinions and judgements:
- Fertility drugs and treatments – KS3 and KS4 Biology

Social development within Science

- STEM Clubs & STEM Ambassadors

Cultural development within Science

Topics which develop students to respect different cultural understanding:

- Development of scientific ideas- KS3,KS4 & KS5 Science
- The shape and composition of the Solar System – KS3 & KS4
- Importance of collaboration in Science

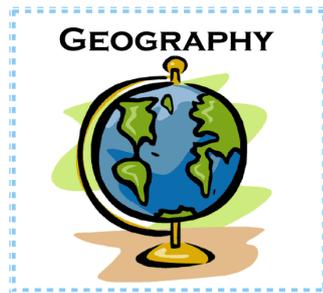
Christian Values links:

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 Geography during the first half of the autumn term, the students in year 7 will be completing a geographical skills unit that will lay the basis of how the students will learn in Geography throughout their time at Charter Academy. The students will learn how to read, interpret and apply map skills. They will become more equipped in using geographical skills during the time.

During the second half of the autumn term, students in year 7 will be completing a unit of work called 'Passport to our world.' This unit of work allows the students to build upon the skills learnt during the first half term, but also extends their understanding of the different continents, countries and cities explored. This includes Asia, Australia and Dubai.

SMSC links:

Autumn 1

Social: The students will have a range of opportunities to extend their understanding of how maps can be used to show societal changes.

Moral: Students will get an opportunity to explore the morality of how different maps show different things and why this has happened.

Spiritual: There are opportunities in the lessons to explore how particular maps and locations may show different types of spirituality.

Cultural: Students will be encouraged to think about how varying cultures are represented in the different maps.

Autumn 2

Social: Students will be encouraged to think about how society can be impacted by a range of issues.

Moral: Students will explore the concept of sustainability and look at the different issues associated with this.

Spiritual: Students have an opportunity to look at how indigenous peoples' religions have been impacted by the development of different places.

Cultural: Students will be encouraged to think about how varying cultures have been moulded by the different regions of the world in which they exist.

Christian Values links:

Autumn 1

Justice: Throughout the lessons, students are encouraged to make decisions; within these decisions, teachers will allow for discussions around whether these might impact different people. This will allow students to understand how a fair decision can be made and what a just society/environment might look like.

Courage: Students will be encouraged to think about why and how we have maps in the first place – they will then be able to link this with the courageousness of varying people that have moved around the world.

Respect: Throughout this unit of work, students will gain an understanding of the types of maps that exist and outline how these may or may not show respect to different parts of the world.

Autumn 2

Justice: Throughout the lessons, students are encouraged to make decisions; within these decisions, teachers will allow for discussions around whether these might impact different people. This will allow students to understand how a fair decision can be made and what a just society/environment might look like.

Courage: Students will be encouraged to think about how varying people and governments have been courageous in their actions with regards to the regions they inhabit.

Respect: Throughout this unit of work, students will gain an understanding of the types of environment that exist and this will allow them to gain a respect for the world in which they live.



Curriculum content this term:

In the autumn term, students will begin with a personal history before moving on to an introduction to historical skills through a brief study of the Romans in Britain. They will then begin a depth study on 1066 where they will look at the political situation in England following the death of Edward the Confessor. They will evaluate the contenders for the throne and then study both the Battle of Stamford Bridge and the Battle of Hastings.

In Autumn 2, once the depth study is complete, pupils will start to look at the social and political changes that occurred in England under Norman rule and end the term by starting to consider what a king *should* do.

SMSC links:

Autumn 1

Social: Students will have the opportunity to learn about the reasons for the Roman invasion of Britain and how this impacted on everyday life. They will also study life in England under the Saxons and the Normans.

Moral: Students will start to consider the idea of invasion and how this impacts on the native people. Students will also be asked to consider if William was the rightful king of England.

Spiritual: Students will be looking at the impact of religious beliefs on the outcome of the Battle of Hastings. They will be asked to consider how having the Pope and therefore God on your side, impacted the soldiers' actions during battle.

Cultural: Students will be learning about the impact of the Roman invasion of Britain and everyday life under Saxon rule.

Autumn 2

Social: They will start to consider how everyday life was affected after the battles of 1066 through studies of the feudal system and the Domesday Book.

Moral: They will evaluate Norman rule of England and in particular, the use of force such as the Harrying of the North, to keep control. They will also start to think about the role of a king and how a ruler is supposed to behave.

Spiritual: Students consider the impact of the Norman beliefs on English society with particular reference made to the cathedrals that were built in England under Norman rule.

Cultural: Students will be learning about the changes to English society following the Norman invasion and be asked to assess how much life really changed and for who.

Christian Values links:

Autumn 1

Justice: Students will be studying the reasons for and consequences of the Norman Invasion of England. They will be evaluating the ways in which William the Conqueror changed laws and how he kept control and consider the resulting impact on society. They will also look at the way in which England was governed in the past and investigate the causes and consequences of both religious and political rebellions.

Respect: Students will be studying the conflict surrounding the right to the English throne following Edward's death and consider the promises he made alongside the right to have an Englishman rule England. Students will consider the expectation that people would fight for their Lords without question.

Courage: Students will consider the reasons why people chose to fight for their King at the battles of 1066 and look at their actions during the battles. They will look particularly at the courage of the Saxons who fought at Stamford Bridge and then marched straight to Hastings.

Autumn 2

Justice: Students will be evaluating the ways in which William the Conqueror changed the laws of England and how he kept control. They will consider the resulting impact on society. They will also look at the way in which England was governed in the past and investigate the causes and consequences of both religious and political rebellions.

Respect: Students will consider the lack of respect shown to the English earls who were thrown off their lands following the Norman invasion and how society was organised during both the Saxon and Norman periods.

Courage: Students will look at what happened to people who were brave enough to stand up for their way of life after the Norman invasion through the Harrying of the North and the rebellions of Hereward the Wake.

Spanish



Curriculum content this term:

In this enquiry students will learn language relating to the topic of 'me and my family' and they will be exposed to the key present tense verbs. In addition, there is a real emphasis on sentence structure in Spanish and parts of speech such as connectives and adjectives. Students will learn to talk about themselves and their families in Spanish whilst developing all four skills of listening, speaking, reading and writing.

SMSC links:

Studying culture in Spanish-speaking countries.

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:

Autumn 1: Introduction to World religions

Students will be introduced to all six world religions. They will have one week on each religion. They will learn about basic beliefs and cultural understandings of various faiths. They will be able to explore why certain beliefs are held. They will learn a variety of new terminology that they will use throughout their time at Charter academy.

Autumn 2: Religion and the media

Students will learn what the media is and the impact this has on our daily lives. They will then analyse how the media portrays religion in the media. Students will evaluate how TV, films, music, newspapers and the internet portray religious believers. Students will justify if they believe the religion is showed in the correct way.

SMSC links:

Social: The students will begin the module with a 'myth busting' session to explore what they already know, what questions they would like answered and to challenge any erroneous ideas they may have. Students will also have opportunities throughout the module to evaluate how these core beliefs and practices impact British society today.

Moral: Students will be invited to begin to reflect on the strong moral values within religions and how much there is in common with their beliefs

Spiritual: Students will learn about different faiths and be invited to reflect upon what this means in terms of prayer and the relationship with God.

Cultural: Students will learn that the world is made up of a variety of different cultures, as is our school and society around us. So it is important that we are sensitive and to not over-generalise.

Christian Values links:

Justice: Justice will be discussed in relation to various topics. Students will be invited to understand how important the concept of justice is to various religions. They will understand how justice is shown through sacred texts.

Respect: Students will be encouraged to understand how religions developed an understanding of treating others with respect early on and how our modern society expects us to treat people who are different from us in some way with respect.

Courage: Students will be encouraged to develop a sense of courage to help them in engaging positively with people who believe and practice different things from them.



MUSIC

Curriculum content this term:

In Autumn 1 students will study Rhythm. In this unit they will learn how to notate rhythms and pitches. They will explore polyrhythm, and the effect this can have on a piece of music. They will do a group and individual performance of an existing piece and/or their own composition.

In Autumn 2 students will study Music for Special Occasions. They will listen to a variety of celebration music from different cultures, and sing traditional celebration music such as hymns and spirituals. They will do a group and individual performance of an existing piece and/or their own composition.

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 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.

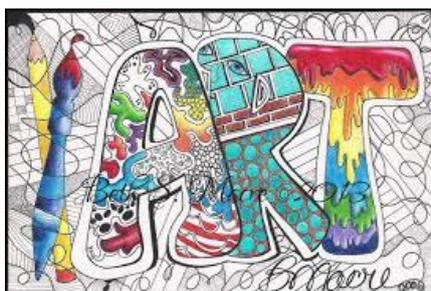
Cultural: All the music we listen to and perform has been influenced by cultural and historical issues. This work will develop students' understanding of other cultures and traditions and will help them to develop their composing work to include wider cultural influences.

Christian Values links:

Justice: In 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.

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 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 study a 'Portrait' project, where they explore the work of Japanese Noh Masks and the Pop artists, Andy Warhol and Roy Lichtenstein. They work with a wide range of media including pencil, pastel, clay, paint and collage. Students will learn about other cultures' traditions and approaches to mask making, producing a high standard of research and presentation within their sketchbook.

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.

Moral

Students identify and discuss how artists, craft people and designers represent moral issues in their work.

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 and discuss the work of a variety of artists gaining an understanding, appreciation and respect for others' views and opinions as well as each other's.

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 appreciate and value other artists/crafts/techniques and approaches to basic elements of art.

Students make connections between their own creative work, ideas and opinions and the experiences of others.

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.

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.