



Ark Charter
Academy

Autumn Term

Year 9

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 Autumn 1 and 2 students will study *Jane Eyre* by Charlotte Bronte. The aim of this unit is to build stamina to read and understand a lengthy and complex 19th Century text, acquiring key ideas and information that will have value at KS4. During the course of the unit, students will continue to learn to write analytically, with a keener focus upon different interpretations of the writer's intention. They will also further develop the writing of evaluative texts and further develop their ability to write to argue and persuade by considering aspects of creating impact on the reader. The Mastery curriculum provided continues to focus on the improvement of higher skills of spelling, punctuation and grammar.

SMSC links:

Social: In their study of the novel, students will explore the ways in which Victorian culture and society worked and the effect that this has had upon our society today.

Moral: Students will analyse the dilemmas many characters face in the novel. They will explore the motivations of particular characters and certain moral issues both verbally and in their writing.

Spiritual: Students will be writing a monologue from one character's perspective, group discussion on themes, actions, consequences and ethics.

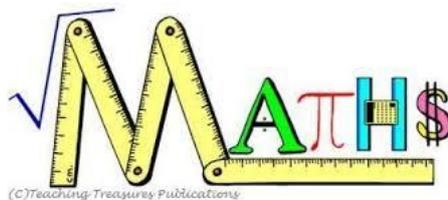
Cultural: In preparation for Key Stage 4, the aspects of literary heritage studied during Key Stage 3 will develop students' cultural capital.

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 a modern novel students will recognise that taking a moral stand or tackling a challenge will require courage



Curriculum covered this term:

Graphs and proportion including:

- | |
|---|
| <ul style="list-style-type: none"> • Plot coordinates in all four quadrants • Apply their knowledge of 2D shapes to coordinate problems • Find the midpoint of a line segment joining two points • End an endpoint of a line segment, given the midpoint and one endpoint • Solve problems using coordinate grids |
| <ul style="list-style-type: none"> • Identify the equation of horizontal and vertical lines • Plot coordinates from a rule to generate a straight line • Identify key feature of a linear graph • Make links between the graphical and the algebraic representation • Identify parallel lines from algebraic equations |
| <ul style="list-style-type: none"> • Interpret and analyse real-life linear graphs • Consider the applications of linear graphs to real-life problems • Recognise when two quantities are directly proportional to each other • Recognise when two quantities are inversely proportional to each other • Solve proportion problems |
| <ul style="list-style-type: none"> • Use standard form to express very large and small numbers • Convert between standard form and ordinary numbers • Order large and small numbers • Use standard form to solve simple problems • Use scales to solve distance and area problems in context |

Algebraic expressions including:

- | |
|---|
| <ul style="list-style-type: none"> • Recognise linear and non-linear sequences • Find the rule for the nth term for a linear sequence • Generate sequences from nth term formulae • Explore simple non-linear sequences in context • Solve problems involving a variety of sequences |
| <ul style="list-style-type: none"> • Multiply a term over a single bracket • Expand products of two or more binomials • Make links between area and perimeter and expanding brackets • Factorise expressions into a single bracket • Factorise quadratic expressions where the coefficient of x^2 is one |
| <ul style="list-style-type: none"> • Write expressions, equations and formulae to represent relationships in a given context • Use informal substitution to find the value of one variable given other values • Make links between solving linear equations and rearranging formulae • Apply 'changing the subject' to equations of straight lines, including to identify |

parallel lines

- Manipulate familiar formulae

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:

Science	Topic	Lesson theme
Biology	B1 Cell structure & transport	The world of the microscope
		RP – Microscopy
		Animal & plant cells
		Eukaryotic & prokaryotic cells
		Specialisation in animal cells
		Specialisation in plant cells <Mastery 1>
		Diffusion
		Osmosis
		Osmosis in plants
		RP – Osmosis
		Active transport <Mastery 2>
		Exchanging materials
		End of topic assessment
Chemistry	C1 Atomic structure & separation techniques	Atoms
		Chemical equations
		Separating mixtures
		Fractional distillation & paper chromatography <Mastery>
		RP - Chromatography
		History of the atom
		Structure of the atom
		Ions, atoms & isotopes
		Electronic structures
		End of topic assessment
Physics	P9 Motion	Speed & distance-time graphs
		Velocity & acceleration <Mastery>
		More about velocity-time graphs
		Analysing motion graphs
		End of topic test
Chemistry	C4 Chemical calculations (Quantitative)	Relative masses & moles
		Equations & calculations (H)
		From masses to balanced equations (H) <Mastery>
		Expressing concentrations
		End of topic test

SMSC links:

Spiritual development within Science

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

- Interdependence – KS3 and KS4 Biology

Moral development within Science

STEM Clubs & STEM Ambassadors

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
- 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 this term:

Students will begin their GCSE course studying Warfare through time from 1250-present. During autumn one they will be covering the nature and experience of warfare from 1250-1700. This will include key battles such as the Battle of Falkirk, Agincourt and Nasby. They will look at how civilians were affected during these battles along with the fighting methods used. During autumn two they will continue the warfare theme covering 1700-1945. This will include key battles such as the Battle of Waterloo, Balaclava and the Somme.

SMSC links:

Autumn 1 and 2

Social: The students will have opportunities to work in groups and pairs to improve their social skills. Students will also look at how warfare affected the civilian population at the time.

Moral: Students will learn about the implication of warfare on society. They will also look at conscientious objectors and the moral reasons for refusing to fight.

Spiritual: Students will reflect the consequences of warfare.

Cultural: Students will develop an understanding of how British society has changed from 1250 and how warfare has impacted the British culture.

Christian Values links:

Autumn 1 and 2

Justice: Justice will be discussed in relation to various topics, through considering the reasons for the warfare.

Respect: Students will be respectful towards each other whilst sharing their opinions in class. They will also look at how the dead are remembered from key battles such as WWI.

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 this enquiry students will begin the Edexcel GCSE course. They will begin by revising and building upon KS3 language of describing yourself, your family and your friends. Links will be made to previous learning, both in terms of vocabulary and grammar (e.g. verbs and tenses).

SMSC links:

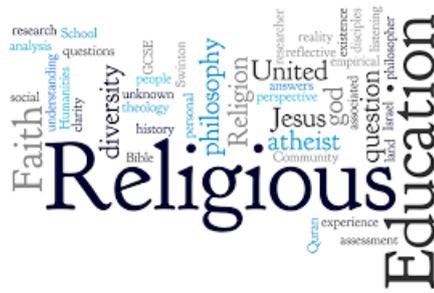
Talking about yourself and your family relationships and sharing this with other members of the class.

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 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 RE lessons):

Autumn 1: Religion and ethical decisions

Students will be looking at various ethical topics such as animal cruelty, medicine and war. Students will express their own ideas on these topics. They will learn from a Christian viewpoint how tough ethical decisions can be made.

Autumn 2: The Holocaust

Students will study the build up to the Holocaust and how this impacted the Jewish population in Europe. They will also study what happened after the Holocaust. They will learn about what we can do to remember those who died and how we can try to prevent further genocides.

SMSC links:

Social: The students will be involved in exploring society explores the issues commonly dealt with by religion, such as good and evil, in a popular manner. They will be asked to evaluate if this is a healthy alternative to religion and why they think this.

Moral: Students will reflect on the impact they can make and how they can remember the people who lost their lives.

Spiritual: Reflection on can God exist if innocent people lost their lives?

Cultural: Students will asked how and what others did and have done to help those in need.

Christian Values links:

Justice: Justice is a theme that runs strongly through many, if not all, the movies we will be looking at. We will be exploring if the kind of 'justice' advanced by them is the same 'justice' we mean within a Christian context.

Respect: Students will look at how 'respect' is expressed in these movies. They will ask if that 'respect' something we can wholeheartedly buy into or not.

Courage: Courage is a strong theme in these movies. The hero/heroine often has to struggle against the temptation to give in or run away before doing the right thing. Is that a vision of courage we can celebrate?

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 music from the area of study; **Music for Stage and Screen**. This will include an EDEXCEL GCSE set work from **Star Wars Episode IV: A New Hope**. The students will listen to a variety of film music, and will begin to learn how to analyse music and comment on features of melody, harmony, tonality, instrumentation, dynamics, and instrumental techniques. They will do a group and individual performance of an existing piece and their own composition based on a given brief related to the set works this term.

In Autumn 2 students will study another EDEXCEL GCSE set work from the area of study **Music for Stage and Screen: Defying Gravity from Wicked**. They will listen to a variety of music to identify elements of music from the romantic period such as sonata form, dissonance, variations in dynamics, themes and use of instruments. The students will also 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, through composed and strophic song forms, R+B, a cappella, falsetto, riffing, blues, and rock.

They will do a group and individual performance and their own composition related to the set work this term.

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.

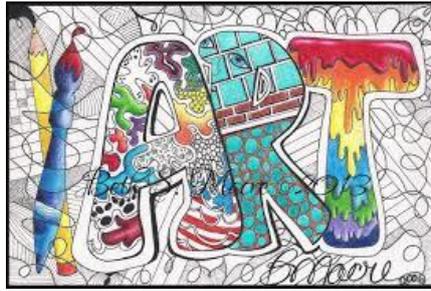
Cultural: All the music we listen to and perform has been influenced by cultural and historical issues. This work will develop students' understanding of other cultures and traditions and will help them to develop their composing work to include wider cultural influences.

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 begin their first coursework project on 'Food' 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 will develop personal and experimental approaches towards appropriate use of materials; colour, line, tone, texture and form based on elements within their preparatory studies. This will 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 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 and design.

All students are involved in questioning 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 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.

Business Studies



Curriculum Content This Term

<p>Autumn 1: During the first half of the Autumn term, students will be looking at a unit called <i>Defining Business & Enterprise</i>. This is the introductory unit where students will be introduced to some of the key concepts of Business Studies and have an opportunity to understand the motivation behind setting up a business.</p>	<p>Autumn 2: During the second half of the Autumn term, students will move on to a unit called <i>Setting Up a Business</i>. In this unit students will look at a number of different business ownership types and the requirements of and reasons for selecting each.</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: From the start of the qualification, students will be encouraged to work like employees and not students. Group work, leadership and delegation are all necessary skills that they will have the opportunity to practise.</p>	<p>Moral: Students will study a selection of laws and legislations that surround business start-ups. They will need to consider the implications of these laws on a number businesses and consumers.</p>
<p>Spiritual: Students are required to think creatively during many elements of business studies. For example, to develop a marketing campaign or how to make a job application stand out.</p>	<p>Cultural: Students study the recruitment process which incorporates the understanding of etiquette in the workplace. They are then encouraged to demonstrate these skills during their lessons.</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 begin the autumn term with the thematic unit: Myth and Religion. Students will firstly learn about the Greek and Roman Gods and will look at the story of how Athene became the patron deity of Athens. Students will then look at the story of Demeter and Persephone and assess the importance of these gods to Greek and Roman society. They will then study the Roman foundation stories of both Romulus and Remus and the story of Aeneas. They will complete the first half term by studying the adventures of Theseus and then those of Heracles

In Autumn 2, pupils will study Religion and the City where they will look at the use and importance of temples and sacrifice in both Greece and Rome before finishing the term with by learning about Greek and Roman festivals: The Great Panathenaia; The City Dionysia; Saturnalia and Lupercalia.

Social: Students will be looking at the structure of Roman and Greek society, Roman and Greek customs and the ancient beliefs about the foundations of the cities.

Moral: Students will be asked to consider the circumstances of the murder by Hercules of his family and the reasons for the completion of the twelve labours. They will also be asked to think about the actions of Theseus and consider the impact of his somewhat risky decisions. Added to this they will start to evaluate Romulus' callous murder of his twin brother.

Spiritual: Students will look at the importance of the gods and the role of religion in the everyday lives of ancient Greeks and Romans. The study of temples, sacrifice, festivals, death and beliefs in the afterlife will give a broad overview of religion the ancient world.

Cultural: Students will study the society and culture of ancient Rome and Greece. Within this they will look at the role of individuals and start to think about how beliefs about the gods permeated and strongly influenced all aspects of society.

Christian Values

Justice: Students study the twelve labours of Heracles and the importance of Heracles to both the Greek and Roman world. In the study of Heracles students will

be asked to consider if Heracles deserved the punishment given to him by Apollo. They will also look at Hera's role in the murder of Heracles' family.

Courage: Students will study both the labours of Hercules and the adventures of Theseus. They will also consider the courage shown by Romulus and Remus in the daring rescue of their mother. Students will look closely at Aeneas' journey from Troy to found a new city in Italy and note the selfless actions of Aeneas during the flight from Troy.

Respect: Students will be required to make informed comparisons between Greek and Roman ideas, including the characteristics of the different societies and the impact of the cultural contexts on the theme studied. They will also look closely at respect for the gods and about the place of individuals within society.



Curriculum content this term:

In this enquiry students will begin the Edexcel GCSE course. They will begin by revising and building upon KS3 language of describing yourself, your family and your friends. Links will be made to previous learning, both in terms of vocabulary and grammar (e.g. verbs and tenses).

SMSC links:

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

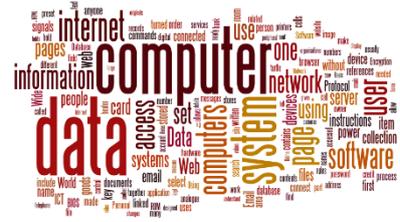
Christian Values links:

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 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.

COMPUTER SCIENCE



Curriculum content this term:

- Python programming techniques
- Computer systems:
 - components,
 - operating systems,
 - data representation and logic

SMSC links:

Looking at the use of computers in society and where programming is used to support the digital age. The use of Computer systems world-wide and the effect on society including security of data and how data is kept and stored to maintain privacy and security.

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 programming activities and have the courage to apply changes to programming code and 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 be introduced to all four areas of the Media Studies theoretical framework, through analysis and short-term practical projects, followed by a longer term project on Music CD covers, focusing on Media Language and Media Representations. 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. To do this they will study a variety of music videos and CD covers.

SMSC links:

Social: In their study of the music industry, 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 CD cover 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.

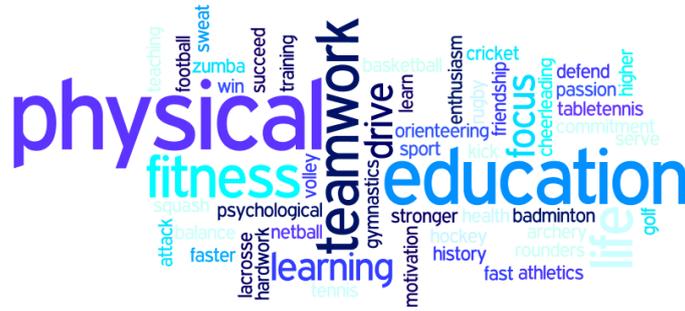
Cultural: The unit develops students' cultural capital. It will also explore the influence the music industry has on cultural attitudes and ideas.

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.



Curriculum content this term:

In autumn 1, the theory lessons will be focusing on anatomy and physiology. The practical lessons will focus on baseline testing across the 7 sports that are available for selection. Football, Badminton, Swimming, Netball, Basketball, Handball and Athletics. Following the baseline tests, students will focus on basketball in their practical lessons.

In autumn 2, theory lessons will be focusing on anatomy and physiology and diet and nutrition. The practical lessons will continue to focus on basketball and implementing advanced skills, decision making and tactics into competitive situations.

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

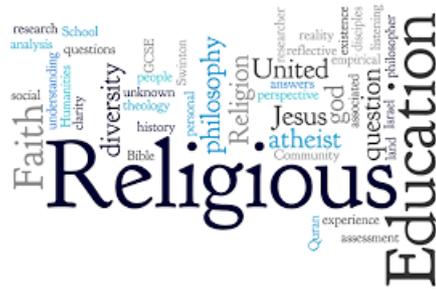
- Take care of one's health and know your limits
- Be supportive of others
- Be part of a team – a community of GCSE students

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.



Curriculum content this term (GCSE RE):

Autumn 1: God and suffering

Students will study the concept of Free Will and link this to the Story of Adam and Eve. They will look at the Story of Job and the impact his has upon Christians. Students will begin to enquire into philosophical concepts such as utilitarianism, deontology and relativism vs absolutism.

Autumn 2: The Holocaust

Students will study the build up to the Holocaust and how this impacted the Jewish population in Europe. They will also study what happened after the Holocaust. They will learn about what we can do to remember those who died and how we can try to prevent further genocides.

SMSC links:

Social: The students will be involved in exploring society explores the issues commonly dealt with by religion, such as good and evil, in a popular manner. They will be asked to evaluate if this is a healthy alternative to religion and why they think this.

Moral: Students will reflect on the impact they can make and how they can remember the people who lost their lives.

Spiritual: Reflection on can God exist if innocent people lost their lives?

Cultural: Students will asked how and what others did and have done to help those in need.

Christian Values links:

Justice: Justice is a theme that runs strongly through many, if not all, the movies we will be looking at. We will be exploring if the kind of 'justice' advanced by them is the same 'justice' we mean within a Christian context.

Respect: Students will look at how 'respect' is expressed in these movies. They will ask if that 'respect' something we can wholeheartedly buy into or not.

Courage: Courage is a strong theme in these movies. The hero/heroine often has to struggle against the temptation to give in or run away before doing the right thing. Is that a vision of courage we can celebrate?