



Ark Charter
Academy

Spring Term

Year 7

**Parent Information
Booklet**

This booklet contains details of the curriculum that your child will be studying in the spring 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 Spring term 1 and 2 students will study Shakespeare's *A Midsummer Night's Dream*, acquiring key ideas and information that will have value at KS4. For example: What defines a comedy. During the course of the unit, students will continue to learn to write analytically and further develop the writing of evaluative texts. The English 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 play, students will explore human relationships and understand how characters promote the traits of tolerance, mutual respect and democracy. We will also learn about the monarchy and the role of the monarchy during the Tudor period up to present day.

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.

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

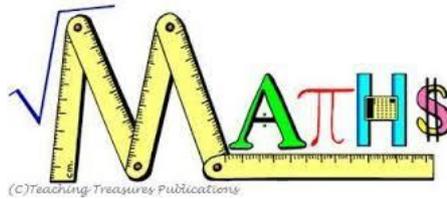
Cultural: A thorough understanding of the play will add breadth and depth to students' knowledge of literary heritage. Pupils will also be introduced to the differences between Renaissance society/culture and modern living.

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 Midsummer Night's Dream*, students will be encouraged to recognise that taking a personal moral stand or tackling a challenge will require courage.



Curriculum covered this term:

2D Shapes

Unit 9 – Working with units (1)	<ul style="list-style-type: none"> • Record and order measurements using decimal notation • Estimate and/or measure: <ul style="list-style-type: none"> ○ length in kilometres (km) /metres (m)/ centimetres (cm)/ millimetres (mm) ○ mass in kilograms (kg) /grams (g) ○ volume of liquid in litres (l) / millilitres (ml)
Unit 10 – Angles (1)	<ul style="list-style-type: none"> • Draw and measure acute and obtuse angles reliably to the nearest degree • Estimate the size of any given angle • Recognise acute, right, obtuse and reflex angles • Know and use the fact that the angles round a point total 360°, that angles on a straight line total 180°, and that vertically opposite angles are equal
Unit 11 & 12 – Triangles and quadrilaterals (2)	<ul style="list-style-type: none"> • Classify triangles and quadrilaterals according to their properties • Use a ruler and protractor to construct triangles and quadrilaterals from given data • Know and use the fact that the sum of interior angles of a triangle is 180° • know and use the fact that the interior angles of a quadrilateral sum to 360° • Solve problems involving coordinates in the first quadrant
Unit 13 Symmetry and tessellation (1)	<ul style="list-style-type: none"> • Identify lines of symmetry in any shape • Identify the order of rotational symmetry in any shape • Create shapes given details of their symmetries • Investigate and create tessellations

Fractions

Unit 14 – Understand and use fraction (2)	<ul style="list-style-type: none"> • Represent fractions using area diagrams, bar models and number lines • Recognise and name equivalent fractions • Convert fractions to decimals • Convert terminating decimals to fractions in their simplest form • Convert between mixed numbers and improper fractions • Compare and order numbers • Convert simple fractions and decimals to percentages • Express one quantity as a fraction of another
Unit 15 – Fractions of amounts (1)	<ul style="list-style-type: none"> • Find a fraction of a set of objects or quantity • Find the whole given a fraction

Unit 16 – Multiplying and dividing decimals (2)	<ul style="list-style-type: none"> • Multiply a whole number or fraction by a whole number or fraction • Multiply a mixed number and a whole number • Divide a whole number or proper fraction by a whole number or proper fraction
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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

Year 7 Curriculum content this term:

Class	Teaching order		
7A1	Biology	Chemistry	Physics
7A2	Chemistry	Physics	Biology
7A3	Physics	Biology	Chemistry
7B1	Biology	Chemistry	Physics
7B2	Chemistry	Physics	Biology
7B3	Physics	Biology	Chemistry

Biology – Structure & function of body systems: Gas exchange

- 1 – Organ systems
- 2 – Respiratory system
- 3 – Breathing
- 4 – How are inhaled and exhaled air different?
- 5 – Structure & function of the human skeleton
- 6 – Biomechanics – Joints
- 7 – Biomechanics – Muscles
- 8 – RP Muscle fatigue in humans
- 9 – Some common sports injuries
- 10 - EOTT

Chemistry – Elements, atoms & compounds

- 1 – Elements
- 2 – Atoms
- 3 – Compounds
- 4 – RP – Iron Sulphide
- 5 – Chemical formulae
- 6 - EOTT

Physics - Sound

- 1 – Sound & energy transfer
- 2 – Waves
- 3 – RP – Speed of sound
- 4 – Mastery 1
- 5 – Loudness & pitch
- 6 – Detecting sound
- 7 – Echoes & ultrasound
- 8 – Mastery 2
- 9 - EOTT

SMSC links:

Spiritual development within Science

There will be moments for the students to reflect on their own views about the world and how they relate to it

Moral development within Science

STEM Clubs & STEM Ambassadors

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

- Energy resources and climate change – KS3 and KS4 Chemistry
- Global warming and recycling – KS3 and KS4 Chemistry

Social development within Science

STEM Clubs & STEM Ambassadors

Topics which develop individuals' understanding of society:

- Evolution – KS3 and KS4 Biology

Cultural development within Science

Topics which develop students to respect different cultural understandings:

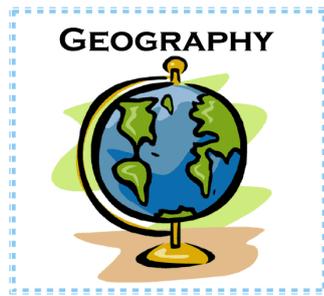
- Development of scientific ideas- KS3, KS4 & KS5 Science
- Evolution – KS4 & KS5 Biology
- Climate change – KS3 and KS4 Physics
- Importance of collaboration in Science – KS3 & KS4

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 spring term, the students in year 7 will be completing a unit about weather and climate. The students will learn about weather cycles and climate change. They will use the skills learned in the autumn term and apply them to the topics we will be carrying out in spring.

During the second half of the spring term, students in year 7 will be completing a unit of work called 'Discovering Asia'. This unit includes learning about different countries within Asia and projects such as The Three Gorges Dam. They will use the map skills learnt in the autumn term and put these into practise in the spring term.

SMSC links:

Spring 1

Social: The students will have a range of opportunities to extend their understanding of the climate in different countries

Moral: Students will get an opportunity to explore the morality of climate change and why this has happened.

Spiritual: There are opportunities in the lessons to explore how different countries show different types of spirituality.

Cultural: Students will be encouraged to think about how varying cultures are affected by weather.

Spring 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 China's one child policy and look at the different issues associated with this.

Spiritual: Students have an opportunity to look at how 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:

Spring 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 what the climate is 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 weather that exist and how this affects different countries and why.

Spring 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 first part of the Spring Term the students will be building on their medieval knowledge to look at various themes from the time. They will study the development of the Magna Carta which links to British values. They will also study the importance of castles and how they changed over time.

In the second part of the

SMSC links:

Spring 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.

Spring 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:

Spring 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.

Spring 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 'My school'. Students will be exposed to opinions and reasons and they will learn how to give their opinions on different school subjects and their teachers. In addition, they will consolidate language relating to physical descriptions and personality, by describing their teachers. Students will learn how to tell the time in Spanish and will use this to talk about their school day. They will also be able to describe their school.

A big focus of this term is developing confidence in speaking and therefore speaking skills will be developed in the vast majority of lessons.

Although the unit centres on the topic of school, it is essential that students continue to build upon what they have learnt in the autumn term and revisit previous topics to keep them fresh.

SMSC links:

This unit provides an excellent opportunity for cultural knowledge, as students will learn about differences between schools in Spain and England.

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:

Spring 1: Judaism

Students will begin their in depth study of religions with the oldest of the Abrahamic faiths: Judaism. Throughout this topic they will inquire into the history surrounding the faith, as well as the religious practices which take place. Aspects of ceremonies, celebrations, and rights of passage will be explored in order to give students an insight to their traditions within Judaism.

Spring 2: Christianity

Continuing with another Abrahamic faith, students will then move on to studying Christianity in more depth. Different denominations will be explored as students identify various forms of Christian worship, traditions and celebrations. Basics of Christian theology will also be investigated when looking into biblical narratives, the trinity, and miracles.

SMSC links:

Social: 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 Spring 1 and 2 students will study Programme Music. In this unit they will continue their music theory work, and will explore how music can be used to create an atmosphere or 'paint a picture.' They will study pieces like Carnival of the Animals and Pictures at an Exhibition. Students 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:

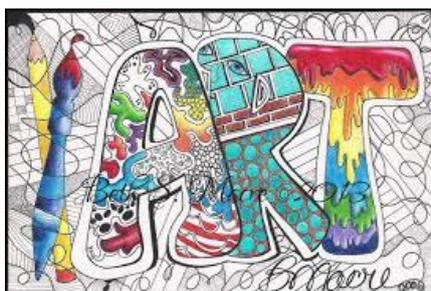
Justice: In these units achievement will be celebrated by encouraging all students to participate by creating an inclusive environment, listening and watching student's work, peer marking and by sharing objectives and criteria in the assessment process with the students. Regular feedback will be given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

Students will be encouraged to make comments about pieces of drama and generating ideas for their own performances.

Courage: By watching and discussing different piece of drama students will understand that that actors 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 spring term students continue to study a 'Portrait' project, where they explore the work of Pop artists, Andy Warhol and Roy Lichtenstein within their sketchbooks. They work with a wide range of media including pencil, paint and collage, and use the artist's techniques to refine and develop their use of materials whilst working from primary sources.

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.