



Ark Charter  
Academy

**Summer Term**

**Year 10**

**Parent Information  
Booklet**

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

Please contact [a.johnson@charteracademy.org.uk](mailto:a.johnson@charteracademy.org.uk) if you have any other queries about the curriculum.



### **Curriculum covered this term:**

In Summer 1 and 2, students will revise the skills taught earlier in the year. For language, this will focus on the paper two skills; students will respond to previously unseen extracts from non-fiction writing (including texts from the nineteenth century as well as the modern day) and they will write their own non-fiction pieces. In literature, students will be revising the plays 'An Inspector Calls' and 'Much Ado About Nothing' as well as covering the rest of the 'Relationships' cluster of the poetry anthology.

### **Poems that we will cover include:**

John Keats – La Belle Dame Sans Merci (1819)

Joanna Baillie – A Child to his Sick Grandfather (1790)

Lord Byron – She Walks in Beauty (1814)

William Wordsworth – A Complaint (1807)

Thomas Hardy – Neutral Tones (1898)

Elizabeth Barrett Browning – Sonnet 43 (1850)

Robert Browning – My Last Duchess (1842)

Wendy Cope – 1st Date – She and 1st Date – He (2011)

Carol Ann Duffy – Valentine (1993)

Elizabeth Jennings – One Flesh (1966)

John Cooper Clarke – I Wanna Be Yours (1983)

Jen Hadfield – Love's Dog (2008)

Vernon Scannell – Nettles (1980)

Simon Armitage – The Manhunt (2008)

Ingrid de Kok – My Father Would Not Show Us (1988)

**SMSC links:**

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

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

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

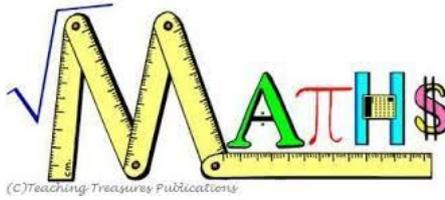
**Cultural:** Students will be studying literary heritage poems and texts and the unit develops students' cultural capital.

**Christian Values links:**

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

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

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



## **Curriculum covered this term:**

Sampling and Probability including:

Populations and samples

Theoretical and experimental probability

Probability of combined events, including tree diagrams and use of Venn diagrams

Sample spaces and listing

Applications and Algebra including:

Expands and factorise binomials

Quadratic equations

Cubic and reciprocal graphs

Linear simultaneous equations

Graphical solutions of equations

## **SMSC links:**

They will have the opportunity to:

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

## **Christian Values links:**

Justice

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

Courage

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

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

#### Respect

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



## Science

### Curriculum covered this term:

Science	Topic	Lesson Theme
Revision of topic B10	Homeostasis & response – the nervous system	
Revision of topic C7	Energy changes	
Physics P5	Electricity in the home – Domestic uses and safety	A/C, cables and plugs
		Electrical power and energy
		Appliances and efficiency
		Summative task
Biology B7	Non-communicable diseases	Non-communicable diseases
		Smoking and the risk of diseases
		Diet, exercise and disease
		Alcohol, other carcinogens and ionising radiation
		Cancer
	Summative task	
Chemistry C6	Electrolysis	Introduction to electrolysis
		Changes at the electrodes
		The extraction of aluminium
		Electrolysis of aqueous solutions
		Required practical – Investigate electrolysis of a solution
		Summative task
Physics P6	Molecules & matter	Density
		Req Pract. Calculating densities
		States of matter
		Changes of state
		Internal energy
		Specific latent heat
		Gas pressure & temperature
		Gas pressure & volume - TRIPLE ONLY
		Summative task
Biology B6	Preventing and treating disease	Vaccination
		Antibiotics & painkillers
		Discovery of drugs
		Developing drugs
		Making monoclonal antibodies – TRIPLE ONLY
		Uses of monoclonal antibodies – TRIPLE ONLY
	Summative task	
Revision topic: Chemistry C12.1-C12.3	Chemical analysis: gases	
Revision topic:	Forces & motion	

Physics P10		
Biology B13	Reproduction	Types of reproduction
		Cell division in sexual reproduction
		The best of both worlds
		DNA and the genome
		DNA structure and protein synthesis
		Gene expression and mutation
		Inheritance in action
		More about genetics
		Inherited disorders
		Screening for genetic disorders
		Summative task
Revision topic: Chemistry C13	Chemistry of the atmosphere	
Physics P13	Space physics	Formation of the solar system - TRIPLE ONLY
		The life history of a star - TRIPLE ONLY
		Planets, satellites & orbits - TRIPLE ONLY
		The expanding universe - TRIPLE ONLY
		The beginning and future of the universe - TRIPLE ONLY
		Summative task
Biology B14	Variation & evolution	Variation
		Evolution by natural selection
		Selective breeding
		Genetic engineering
		Cloning
		Adult cell cloning
		Ethics of genetic technologies
		Summative task
Chemistry C14	Earth's resources	Finite & renewable resources
		Water safe to drink
		Treating waste water
		Required practical – Purify & test water (Distillation)
		Extracting metals from ores
		Life cycle assessments
		Reduce, reuse & recycle
		Summative task
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.
		Summative task

## **SMSC links:**

### Spiritual development within Science

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

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

### Moral development within Science

STEM Clubs & STEM Ambassadors

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

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

### Social development within Science

STEM Clubs & STEM Ambassadors

Topics which develop individuals understanding of society:

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

### Cultural development within Science

Topics which develop students to respect different cultural understanding:

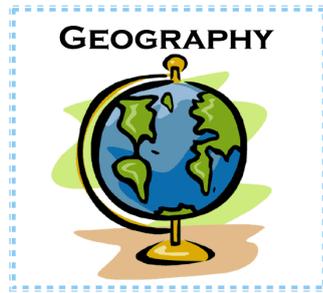
- Development of scientific ideas- KS3,KS4 & KS5 Science
- Evolution – KS4 & KS5 Biology
- The Big Bang Theory – KS4
- The shape and composition of the Solar System – KS3 & KS4
- Variation in different cultures – KS3 and KS4 Biology
- Earth' atmosphere – KS3 and KS4 Chemistry
- Importance of collaboration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

## **Christian Values links:**

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

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

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



### **Curriculum content for this term:**

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

### **SMSC links:**

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

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

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

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

### **Christian Values links:**

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

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

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



### **Curriculum content this term:**

Students will be focusing on recapping and consolidating their knowledge on the three units that have already been taught at GCSE. This covers warfare through time, Weimar and Nazi Germany and the Cold War. They will also make links between these three units and focus on how and why the nature and experience of warfare has changed over time.

### **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 has been affected by warfare from 1250 to the present day and why the impact has increased over this period.

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

**Spiritual:** Students will reflect upon how religion was affected under Hitler's rule and reasons why people conscientiously object to war.

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

### **Christian Values links:**

**Justice:** Justice will be discussed in relation to various topics. One area will be the ending of World War One and how just were the terms set out in the Treaty of Versailles.

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

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

# Spanish



## Curriculum content this term:

In Summer 1, students will be studying the Edexcel GCSE theme of Local Area, holiday and travel with particular focus on town, region and country. In Summer 2, we will be studying the theme of Identity and Culture with a particular focus on daily life and culture. They will work on a range of grammar points such as learning how to use the polite form when speaking and writing, the passive voice, ser/estar, reflexive verbs, irregular verbs, the conditional tense and they will continue to work on cementing their communication skills in three tenses: present, preterite and future.

## SMSC links:

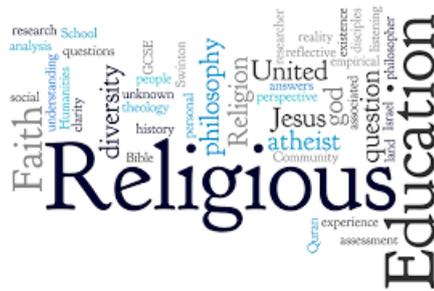
Foods and festivals in Spanish-speaking countries. How to be polite through use of language in different cultures.

## 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):

Summer 1 Religion, Authority and state:

Students will study various views of punishment including the death penalty. Students will evaluate the importance of forgiveness linking to the teachings of Jesus. Students will analysis the impact the law has on our decisions and actions. They will be able to link to organisations such as Amnesty international and the case of Troy Davis.

Summer 2: Is it fair?:

Students will study ways we can stop on prejudice and discrimination. Students will evaluate the importance of helping others linking to the teachings of Jesus. Students will learn about the importance of Charities such as Christian Aid and Islamic Relief.

## SMSC links:

### Summer 1

**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. Students will discuss how religion impacts their daily lives.

**Moral:** Students will look at the impact of war and the laws of the country.

**Spiritual:** Students will reflect on the implications that war can have. What can we do to help people that need it? They will reflect on the importance of life.

**Cultural:** Students will develop an understanding of different cultures and are reminded that there are a variety of beliefs and they should all be respected.

### Summer 2

**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. Students will discuss how religion impacts their daily lives.

**Moral:** Students will look at the importance of Charity and helping one another.

**Spiritual:** Students will reflect on the implications that charity can have. What can we do to help people that need it? They will reflect on the importance of life and serving others.

**Cultural:** Students will develop an understanding of different cultures and are reminded that there are a variety of beliefs and they should all be respected.

**Christian Values links:**

**Justice:** Justice will be discussed in relation to various topics. Students will study the concept of punishment and how this impacts actions. They will look at how people fight for justice.

**Respect:** All lessons links to various views mainly Christian and Islamic. Students are taught to respect the views of others.

**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.



- 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 Summer 1** students will study two Edexcel GCSE set works from the area of study **Instrumental music; Beethoven's Sonata Pathetique** and **J.S 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 Summer 2** students will study another two GCSE set works from the area of study **Vocal music; Purcell's Music for a While** and **Killer Queen by Queen.**

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:**

#### Summer 1

Text study

'DNA' Dennis Kelly

Set text from the exam board. This is a practical exploration in preparation for the written exam in year 11 that they will take on this text.

#### Summer 2

Begin preparation for the Component 1 Devised Piece of GCSE. Provide the stimulus to the students from the exam board. Ideas and work shop lessons to explore the stimulus and begin the devising building blocks the assessment that will take place in Aut of year 11.

### **SMSC links:**

#### Summer 1

This text is about a group of teenagers who commit a crime and then have to cover it up. When the DNA they use to frame someone comes back around to haunt them. The children are faced with a moral dilemma.

#### Summer 2

The use of more sophisticated stimulus and theatre styles brings with it the ideas of being amore grown up in the approach to important social and political issues. They are exposed to themes that require a sensitive approach, empathy and understanding, with the element of feeling safe within the class context imperative to a successful course.

### **Christian Values links:**

**Justice:** In this unit achievement will be celebrated by encouraging all students to participate by creating an inclusive environment, listening, watching and responding to 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 and evaluating during class discussions about various pieces of drama, creating an environment of trust. Students will be encouraged to make comments about drama and generate ideas for their own performances.

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

### **SMSC links:**

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

#### Spiritual

Use of imagination and creativity in learning.

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

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

Building confidence through developing skill sets over one project.

#### Moral

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

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

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

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

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

Students are encouraged to complete independent research and developed ideas examining a topic. Students are taught to explore the reasons, impact and consequences whilst discussing the issues, aspects and promotion of ideas and concepts.

#### Social

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

#### Cultural

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

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

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

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

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

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

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

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

#### **Christian Values links:**

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

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

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



**Christian Values links:**

**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.

**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 stakeholders.

**Respect:** Students will be aware of respect in a formal and everyday sense. Firstly, students are required to practise respect in lessons by working without prejudice and valuing the input of any member of the group. They also study the formalities of hierarchy in the workplace and the importance of respect for their colleagues.



# CLASSICAL CIVILISATIONS

## Curriculum content this term:

In the summer term, students will be starting their controlled assessment. This will be on an aspect of Sophocles' *Antigone*.

Students will be starting to revise all three examined units for their end of year exams. 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.

## SMSC links:

### Summer 1

**Social:** Students will be looking at Theban society in the 5<sup>th</sup> century BC and be focussing on how the state was governed and what powers, if any, women had. Students will also be considering the concept of authority and looking at how this can be mis-used.

**Moral:** Students will be asked to consider the right to bury the dead. They will be investigating the moral implications that occur as a result of refusing to allow burial and also be looking at the rule of law and the consequences of going against this.

**Spiritual:** Students will look closely at the idea of respect for the gods. They will be asked to consider the afterlife and what impact the idea of an afterlife has on the everyday actions of religious people.

**Cultural:** Students will be studying Theban society and customs. They will look closely at the role of women and the importance of religion.

### Summer 2

**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.

**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.

**Spiritual:** Pupils study both Greek and Roman religion; they look at temples, sacrifice and religious festivals

**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 links:**

#### Summer 1

**Courage:** Students will study the actions of Antigone and consider the courage it took to go against the law when she knew that the penalty for disobedience was death.

**Respect:** Students will be considering several aspects of respect: respect for the gods; respect for the dead; respect for family and respect for the law.

**Justice:** Students will be asked to evaluate Creon's actions towards Antigone and her family and assess whether or not they were just. They will also look at Creon's punishment for committing hubris and consider the importance of justice in the ancient world.

#### Summer 2

**Courage:** Students will be revising *The Odyssey* and studying the bravery shown by Odysseus and his men on their long journey home.

**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.

**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.







### **Curriculum content this term:**

In summer 1 and 2 students will be completing the production element of Assignment 3 for their coursework portfolios, using creative and technical skills to design their own magazine cover. They will then focus on exam skills, studying various genres and forms of media to practice exam style questions. They will develop their ability to communicate their knowledge and understanding of media products, as well as building on effective practical skills such as planning, storyboarding, scripting, selection and editing.

### **SMSC links:**

**Social:** In their study of magazines, 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 magazine 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 magazines have 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.



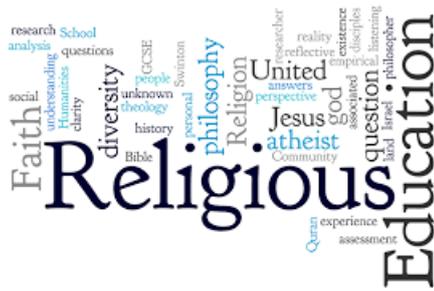
- Sportsmanship – Fair Play
- Take care of one's health and know your limits
- Be supportive of others
- Be part of a team - a community of GCSE students

#### 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:

Summer 1: Islam

Students will continue their study of Islam. They will evaluate the importance of the Mosque, pilgrimage, worship and the Qur'an. They will look at the difference between Sunni and Shi'a Muslims. This is the building on their knowledge that students gained last year when they studied an introduction to Islam.

Summer 2: Islam, Christianity and Humanism

Students will complete their study of Islam. They will then begin revision for the summer 2 assessment. The students will be revising all the topics they have studied in year 10; Relationships, Good and Evil, Christianity, Humanism and Islam. The students have recently been given a booklet which they can use at home to learn quotes and key concepts.

### SMSC links:

#### Summer 1

**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. Students will discuss how religion impacts their daily lives.

**Moral:** Students will learn about the importance Islam has within our society. The impact Islam has had across the world.

**Spiritual:** Students will reflect upon the way Islam has impacted our society. Students will reflect on the similarities and differences of Christianity and Islam.

**Cultural:** Students will develop an understanding of different cultures and are reminded that there are a variety of beliefs and they should all be respected.

#### Summer 2

**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. Students will discuss how religion impacts their daily lives.

**Moral:** Students will learn about the importance Christianity, Humanism and Islam has within our society. The impact religious and non-religious views have had across the world.

**Spiritual:** Students will reflect upon the way religion has impacted our society. Students will reflect on the similarities and differences of Christianity, Humanism and Islam.

**Cultural:** Students will develop an understanding of different cultures and are reminded that there are a variety of beliefs and they should all be respected.

### **Christian Values:**

#### Summer 1

**Justice:** Justice will be discussed in relation to various topics. Justice is a central theme in the Qur'an, stating the traditions of law and how they should be put into practice.

**Respect:** All lessons links to various views Islamic views. Students are taught to respect the views of others.

**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.

#### Summer 2

**Justice:** Justice will be discussed in relation to various topics. Justice is a central theme in the sacred texts.

**Respect:** All lessons links to various views religious views. Students are taught to respect the views of others.

**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.