



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 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 w.brombley@charteracademy.org.uk if you have any other queries about the curriculum.



In the first part of the summer term, students will study their second GCSE English Literature set text on William Shakespeare's *Macbeth*. This will involve looking reading and watching the play in full and studying the use of language, structure and form. We will be exploring the themes and ideas. Students should take any opportunity they can to watch the various productions of the play, many of which are freely available on YouTube.

Following this, students will revise the reading and writing skills for GCSE English Language once a week alongside the poetry unit. We will be focusing on extended writing; writing to evaluate and writing to analyse.

Finally, students will begin studying the GCSE English Literature 'Conflict' poems, including:

Half Caste by John Agard

No Problem by Benjamin Zephaniah

Charge of the Light Brigade by Alfred Lord Tennyson

Destruction of Sennacherib by Lord Byron

Belfast Confetti by Ciaran Carson

Poppies by Jane Weir

Students will need to have an understanding of the language, structure and form used by the poets, as well as the contextual influences on the poet. They will also learn how to compare the poems and will explore them as an anthology of work rather than in isolation.

SMSC:

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.

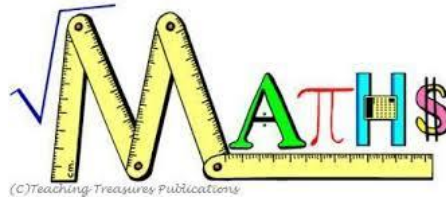
Cultural: Students will be studying literary heritage poems and texts and the unit develops students' cultural capital.

Christian Values:

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:

Foundation:

<p>Pythagoras' Theorem and trigonometry</p>	<ul style="list-style-type: none"> • apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including Pythagoras' theorem and the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs • know the formulae for: Pythagoras' theorem $a^2 + b^2 = c^2$, and the trigonometric ratios, $\sin \theta = \text{opposite/hypotenuse}$, $\cos \theta = \text{adjacent/hypotenuse}$ and $\tan \theta = \text{opposite/adjacent}$ apply them to find angles and lengths in right-angled triangles in two dimensional figures
<p>Probability</p>	<ul style="list-style-type: none"> • record, describe and analyse the frequency of outcomes of probability experiments using tables and frequency trees • relate relative expected frequencies to theoretical probability, using appropriate language and the 0-1 probability scale • construct theoretical possibility spaces for single and combined experiments with equally likely outcomes and use these to calculate theoretical probabilities • calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions

<p>Constructions, loci and bearings</p>	<ul style="list-style-type: none"> • use scale factors, scale diagrams and maps • use conventional terms and notation: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries; use the standard conventions for labelling and referring to the sides and angles of triangles; draw diagrams from written description • use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); use these to construct given figures and solve loci problems; know that the perpendicular distance from a point to a line is the shortest distance to the line • apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including Pythagoras' theorem and the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs • identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres • construct and interpret plans and elevations of 3D shapes
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Higher:

<p>Unit 10 - Probability</p>	<ul style="list-style-type: none"> • Probabilities of events, relative probability, experimental probability, sample space diagrams, two-way tables, understand mutually exclusive events, add probabilities, find the probability of an event <u>not</u> happening. • Create and use probability tree diagrams (including conditional probability). • Produce Venn diagrams and use set notation.
<p>Unit 11 - Multiplicative reasoning</p>	<ul style="list-style-type: none"> • Calculate and use compound interest. • Calculate speed, distance and time. • Learn and substitute into kinematic formulae. • Calculate with density and pressure. • Use algebraic direct and inverse proportion.
<p>Unit 12 - Similarity and congruence</p>	<ul style="list-style-type: none"> • Prove when triangles and other shapes are congruent. • Calculate scale factors and find missing lengths in similar shapes. • Calculate and use area and volume scale factors.
<p>Unit 13 - More trigonometry</p>	<ul style="list-style-type: none"> • Understand and use upper and lower bounds. • Recognise, produce and use graphs of the sine, cosine and tangent functions. • Use trigonometry to calculate the area of non-right angle triangles. • Find lengths and angles using the Sine and Cosine rules.

	<ul style="list-style-type: none"> • Find lengths and angles in 3D trigonometry problems. • Transform trigonometric graphs.
Unit 14 - Further Statistics	<ul style="list-style-type: none"> • Understand how to take random and stratified samples. • Draw and interpret cumulative frequency diagrams. Calculate median and interquartile range from cumulative frequency diagrams. • Produce box plots. • Draw and interpret histograms. • Compare two sets of data.
Unit 15 - Equations and graphs	<ul style="list-style-type: none"> • Solve simultaneous equations graphically. • Represent inequalities graphically. • Recognise and draw quadratic functions. • Solve quadratic equations graphically. • Find roots of cubic equations. • Sketch graphs of cubic functions.

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

Year 10 Curriculum content this term:

B6 – Preventing & treating diseases

1 – Vaccination

2 – Antibiotics and painkillers

3 – Discovery of drugs

4 – Developing drugs

5 – Making monoclonal antibodies – triple only

6 – Uses of monoclonal antibodies – triple only

7 – Mastery 1

8 – End of topic test

C6 – Electrolysis

1 – Introduction to electrolysis

2 – Changes at the electrodes

3 – Extraction of aluminium

4 – Electrolysis of aqueous solutions – Required practical

5 – Mastery 1

6 – End of topic test

P5 – Electricity in the home – Domestic uses & safety

1 – Alternating current

2 – Cables and plugs

3 – Electrical power and potential difference

4 – Electrical currents and energy transfer

5 – Appliances and efficiency

6 – Mastery 1

7 – End of topic test

B7 – Non-communicable disease

1 – Non-communicable disease

2 – Cancer

3 – Smoking and the risk of disease

4 – Diet, exercise and disease

5 – Alcohol and other carcinogens

6 – Mastery 1

7 – End of topic test

C7 – Energy changes

1 – Endothermic and exothermic reactions – required practical

2 – Using energy transfers

3 – Reaction profiles

4 – Bond energy calculations

5 – Mastery 1

6 – Chemical cells and batteries – Triple only

7 – Fuel cells – Triple only

8 – End of topic test

P6 – Molecules and matter

1 – Density – Required practical

2 – States of matter

3 – Changes of state

4 – Internal energy

5 – Specific latent heat

6 – Gas pressure and temperature

7 – Mastery 1

8 – Gas pressure and volume – Triple only

9 – End of topic test

P7 – Radioactivity

1 – Atoms and radiation

2 – Discovery of the nucleus

3 – Mastery 1

4 – Changes in the nucleus

5 – Alpha, beta and gamma

6 – Activity and half-life

7 – Mastery 2

8 – Nuclear radiation and medicine – Triple only

9 – Nuclear fission – Triple only

10 – Nuclear fusion and nuclear issues – triple only

11 – Mastery 2 – Triple only

12 – End of topic test

B10 – Homeostasis and response: Nervous system – Assessed in year 11

1 – The principles of homeostasis

2 – The structure and function of the nervous system

3 – Reflex actions – Required practical

4 – Mastery 1

5 – The brain – Triple only

6 – The eye – Triple only

7 – Common problems of the eye – Triple only

8 – Mastery 2 – Triple only

9 – End of topic test

C12 – Chemical analysis: Gases and ions – Assessed in year 11

1 – Pure substances and mixtures

2 – Analysing chromatograms

3 – Testing for gases

4 – Mastery 1

5 – Tests for positive ions – Triple only

6 – Testing for negative ions – Triple only – Required practical

7 – Instrumental analysis – Triple only

8 – End of topic test

P16 - Space physics – Assessed in year 11

1 – Formation of the Solar System (Triple only)

2 – The life history of a star (Triple only)

3 – Planets, satellites & orbits (Triple only)

4 – The expanding universe (triple only)

5 – The beginning & future of the Universe (Triple only)

6 - EOTT

B13 – Reproduction – Assessed in year 11

1 – Types of reproduction

2 – Meiosis

3 – Best of both worlds – Triple only

4 – DNA and the genome

5 – Mastery 1

6 – DNA structure and protein synthesis – Triple only

7 -Gene expression and mutation – Triple only

8 – Mastery 2

9 – Inheritance in action

10 – More about genetics

11 – Inherited disorders

12 – End of topic test

C13 – Chemistry of the atmosphere – Assessed in year 11

1 – History of our atmosphere

2 – Evolving atmosphere

3 – Greenhouse gases

4 – Mastery 1

5 – Global climate change

6 – Atmospheric pollutants

7 – End of topic test

B14 - variation & evolution – Assessed in year 11

1 – Variation

2 – Evolution by natural selection

3 – Selective breeding

4 – Genetic engineering

5 – Cloning (triple only)

6 – Adult cell cloning (Triple only)

7 – Ethics of genetic technologies.

8 – 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 this term:

Students will be continuing their GCSE course by studying early Elizabethan England from 1558-1588 for summer one and will complete revision for their end of year assessments during summer two. They will look at changes to religion and life in England under Queen Elizabeth. They will also study challenges that she faced at home and abroad, such as the Spanish Armada and the problems with Mary Queen of Scots. There will also be a focus on expansion during this period, through trade and new technology.

SMSC links:

Social: The students will have opportunities to work in groups and pairs to improve their social skills. They will look at how civilian life was affected under Elizabeth's rule.

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

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

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

Christian Values links:

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

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

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

Spanish



Curriculum content this term:

The MFL curriculum in summer centres on the Theme of Local area, holiday & travel and focuses on 'Customs and festivals'. The focus will be around the skills of Listening, Reading, Speaking and Writing and all skills will be developed and assessed through mini-check-points. Further to this, vocabulary and grammar learning will be a key feature, embedding good habits and encouraging accuracy.

Students will also learn how to describe a photo and will continue to develop their speaking skills, through role plays and Q&A.

Vocabulary and grammar learning continue to be a key feature and students will be focussing on the future tense, whilst still being encouraged to use all three tenses.

SMSC links:

Students will reflect upon their own identity and culture as well as learning more about other 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 daunting. 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 daunting. 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):

Spring 1: Religious Expression

Students will study the ways that people express their faith and the concept of sacredness. They will look at various religious buildings such as churches and mosques to explore religious practices. The students will investigate the theme of community and identity and how it applies to spirituality.

Spring 2: Authority, Religion and State

Students will be exploring the concepts of punishment and forgiveness using religious stories and teachings. Students will analyse the significance of law on decision making. There will also be a chance to look at the work of activist groups such as Amnesty International.

SMSC links:

Social: Students will talk about how religion impacts people's actions and how religious communities interact.

Moral: Students will be looking at law and the role of religion in law. They will have a chance to analyse these things and make their own judgements.

Spiritual: Students will analyse the implicit links that religion has in their everyday lives.

Cultural: Students will look at how different cultural groups express their faith.

Christian Values links:

Justice: Students will look at the concept of justice and analyse it by reviewing case studies and the law.

Respect: Students will look at the role respect plays in religious traditions.

Courage: Students will look at individual acts of courage in relation to faith and justice.

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.

OPTION SUBJECTS



MUSIC

Curriculum content this term:

In **Summer term** the students will encounter all of the set works.

Bach: Movement III from Brandenburg Concerto No. 5

Schwartz: Defying Gravity

Beethoven: Movement I from Piano Sonata no. 8 in C minor 'Pathétique'.

Queen: Killer Queen

Afro Celt Sound System: Release

Esperanza Spalding: Samba Em Preludio

Purcell: Music for a While

John Williams: Star Wars

The students will continue with working on ensemble and individual performances in their instrumental lessons. In class students will be focusing on their own free composition coursework which is worth 15% of their overall grade.

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 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

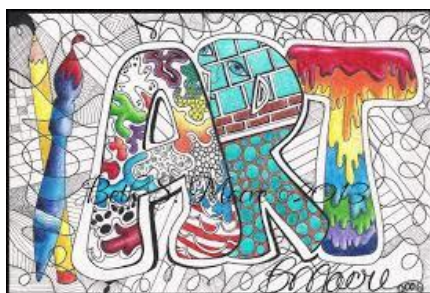
The use of more sophisticated stimulus and theatre styles brings with it the ideas of being amore grown up in the approach to important social and political issues. They are exposed to themes that require a sensitive approach, empathy and understanding, with the element of feeling safe within the class 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 Year 10 students develop their second coursework project on 'Identity' which delivers the key skills for the GCSE portfolio of work. The coursework project has provided guidance and structure to support students with their contextual studies and development of skills and techniques. However in the summer term students create more personal and experimental approaches towards their own choice of artists, materials, techniques and design ideas. This will lead on to students creating three personal design ideas that address the 'Identity' theme 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.



Curriculum Content This Term

<p>Summer 1: During the first half of the Summer term, students will be familiarising themselves with the content in Unit 2. The information for this will allow the completion of their synoptic project.</p>	<p>Summer 2: During the second half of the Summer term, students will be apply their knowledge to a mock synoptic assessment in preparation for their final one in year 11, details of which are due to be released by the exam board in December.</p>
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More information about this course can be found by searching online for “NCFE Level 1/2 Technical Award in Business and Enterprise” where the structure of the course is detailed as well as supporting documents such as revision materials and mock exams.

SMSC Links

<p>Social: Students will be required to submit their own work but are strongly encouraged to continually improve their proposal using the feedback and involvement of their peers.</p>	<p>Moral: Students need to consider the regulations and limitations of their business proposals taking into account the opinions of all stakeholders affected.</p>
<p>Spiritual: Students are required to think creatively during elements of business studies. For example, to develop a marketing campaign or how to make a job application stand out.</p>	<p>Cultural: Students to consider the appropriate products and services to sell within our multi-cultural school and community.</p>

Christian Values Links:

<p>Courage: Students are required to be courageous at numerous points in Business Studies. There will be opportunities to present to others as well as demonstrate leadership skills during a variety of group activities.</p>
<p>Justice: During the numerous opportunities to work in groups, students will be required to make decisions that have been agreed by all. This will follow discussion of the impact of these decisions on a number of key stakeholders.</p>
<p>Respect: Students will be aware of respect in a formal and everyday sense. Firstly, students are require to practise respect in lessons by working without prejudice and valuing the input of any member of the group. They also study the formalities of hierarchy in the workplace and the importance of respect for their colleagues.</p>

CLASSICAL CIVILISATIONS



Curriculum content this term:

In the Summer term, students are going to continue to study the Literature part of the Literature and Culture Unit with a study of Horace, Virgil and Tyrtaeus. Pupils will begin by looking at the genre and composition of each text, a biography of the author and then at aspects such as characterisation, heroes and warfare and the political context under which each poem was produced.

SMSC links:

Social: Students will study the structure of Greek and Roman society and the influence that conflict had on this.

Moral: In this Unit, students will be asked to consider the idea of pietas (a sense of duty) and how characters such as Aeneas had a duty not just to themselves but to their family, their city and their gods. Pupils will also look at the horror and glorification of war.

Spiritual: Students will look closely at the role of the gods in the poems, particularly at the involvement of Hera in causing the shipwreck off the coast of North Africa. Students will also consider the importance of the gods in shaping the decisions made by the characters and at the relationship between gods and man.

Cultural: Students will be studying the organisation of both the Greek and Roman society and military. They will also look at the importance of burial in both societies and the consequences of mistreating bodies on the battlefield. Students will look at Augustan society and the influence of this on literature at the time.

Christian Values links:

Justice: Students will be asked to consider the concept of going to war to right a wrong and the idea of a pre-destined homeland. They will also consider the treatment of military and civilian victims of war.

Respect: Students will learn about the rules of warfare and how to treat your enemy once they are dead. They will consider the importance of love, patriotism and freedom. In addition pupils will consider the rightful treatment of the dead and the importance of family and ancestors.

Courage: Students will study the actions of individuals during the Trojan War and its aftermath. They will look at the bravery of Aeneas in fleeing Troy and setting up a new homeland in Italy. Students will also consider the bravery of those not directly involved in the fighting and in their roles of attempting to bring the conflict to an end.



Year 10 FRENCH



Curriculum content this term:

The Year 10 French curriculum in the summer term centres on the Theme of 'School and Education'. During this unit, students will learn vocabulary and structures to do with life at school. Students will learn how to describe a photo and will continue to develop their speaking skills, through a presentation and Q&A. In addition, they will develop their listening and reading,

The focus will be around the skills of Listening, Reading, Speaking and Writing and all skills will be developed and assessed through mini-check-points. Further to this, vocabulary and grammar learning will be a key feature, embedding good habits and encouraging accuracy.

SMSC links:

Students will reflect upon their own educational experience as well as learning more about other 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 French in front of the class and this can be daunting. 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 French in front of the class and this can be daunting. They will need to show respect to each other so that students feel they can speak confidently and without fear.

AQA GCSE

Computer Science (9-1)

Curriculum content this term:

- Python programming techniques
- Software design and software planning
- Social Engineering
- Practice tasks for coding assessment
 - System Development Life Cycle – write up
 - Design, test, evaluate, improve
- Practice paper 1 and paper 2 questioning



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. Understanding what the term Social Engineering means and how we deal with the social and cultural aspects of malicious activities on-line.

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.

Assessment

Practical coding task in python – 20 hours

Exam (May – June 2020):

Exam date paper 1 (Computational thinking and problem-solving)
paper 2 (written assessment)

Curriculum content this term:



During Summer 1, students will complete a course of introductory units to the AQA GCSE Media Studies specification. They will look at all four areas of the Media Studies theoretical framework, with a particular focus on audiences. 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.

Throughout Summer 2, students will go study a selection of Set Study Products (SSP), set by the exam board. They will focus on Paper 1, Section A: Television. The following products will be studied in detail: *Cuffs* (series one, episode one BBC 1) and *The Avengers* ('The Town of No Return', Series four, episode one ITV 2 1965).

SMSC links:

Social: In their study of audiences and television, 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 media products 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.

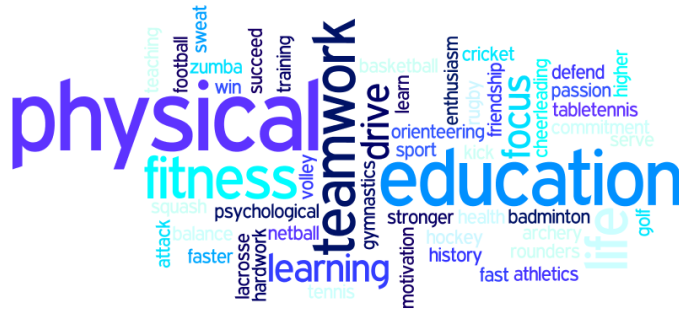
Cultural: The media curriculum is obviously cultural in nature. Its strength in delivering these cultural materials is in its variety and accessibility. Media education adopts a broadly cultural studies pedagogy in attempting to integrate institutional practices of production with audience and textual theories of signification.

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.



GCSE PE

Curriculum content this term:

Throughout the summer, all theory lessons will have a focus on revision. Students will be given tasks on all topic areas to support their preparations for the summer exams.

Practical performances will be focused on each student's individual selection for moderation. Students will select 3 activities to put forward as their practical element of the course.

NCFE Health and Fitness

Curriculum content this term:

Throughout summer 1, students will complete Unit 2 which is an independent piece of work completed in school. Students will be investigating how to motivate performers to lead healthy active lifestyles and why some people may be unlikely to participate in sport.

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):

Summer 1: Christianity

Students will be revisiting aspects of Christian beliefs, traditions, and practices throughout this term. In this unit students will look in depth at biblical narratives, methods of worship, and Christianity's significance in the modern world. While studying these areas, students will also be comparing and contrasting the different denominational perspectives in order to gain an insight of the faith's diversity.

Summer 2: Islam

Students will be revisiting aspects of Islamic beliefs, traditions and practices throughout this term. In this unit students will look in depth at the concept of Tawhid, the significance of the prophets, and Muslim beliefs about life after death. Students will be given the opportunity to investigate the differences between Sunni and Shi'a Islam in order to strengthen their understanding of the complexities of Islamic faith.

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. Students will discuss how religion impacts their daily lives.

Moral: Students will look at the impact of historical events and religious beliefs and how these impact our views.

Spiritual: Students will reflect on the implications that religion 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.

Christian Values links:

Justice: Justice will be discussed in relation to various topics. Students will study the concept of death and how this impacts actions. They will look at how people view the importance of life.

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.