



Ark Charter  
Academy

# Summer Term

## Year 11

# 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 across the entire English Literature and English Language courses in preparation for their exams. In Summer 1, students will focus on literature and will revise the texts taught over the last two years; these texts include, 'Much Ado About Nothing', 'An Inspector Calls', 'A Christmas Carol' and poems from the Edexcel anthology (please see below for titles). Students will also cover the skills needed to respond to unseen extract from nineteenth century fiction and non-fiction texts in preparation for their English Language exams after May half term. Finally, students will work on the technical accuracy of their writing skills for fiction and non-fiction writing.

### **Poems covered 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.

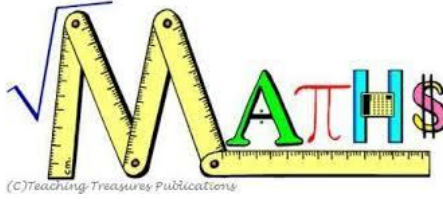
**Cultural:** Students will be studying literary heritage poems and texts and the unit develops students' cultural capital.

**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:**

Students will continue with revision for their GCSE exams. They will have opportunities to revise particular topics which caused issues in their mock exams as well as practise GCSE style questions.

### **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

| Y11 GCSE Science Exams |                      |           |                       |           |                       |
|------------------------|----------------------|-----------|-----------------------|-----------|-----------------------|
| <b>B1</b>              | 16 <sup>th</sup> May | <b>C1</b> | 18 <sup>th</sup> May  | <b>P1</b> | 24 <sup>th</sup> May  |
| <b>B2</b>              | 9 <sup>th</sup> June | <b>C2</b> | 14 <sup>th</sup> June | <b>P2</b> | 16 <sup>th</sup> June |
| <b>B3</b>              | 9 <sup>th</sup> June | <b>C3</b> | 14 <sup>th</sup> June | <b>P3</b> | 16 <sup>th</sup> June |

### Curriculum covered this term:

Sc(G)11A/B

Areas struggled with in the mocks:

Core biology (B1): Decay processes, genetic modification & evolution.

Core chemistry (C1): Limestone cycle, Earth structure & alkanes/alkenes.

Core physics (P1): Energy transfer by design & experimental skills (ISA terminology).

Additional biology (B2): Diffusion, photosynthesis & fossil evidence.

Additional chemistry (C2): Bonding, electrolysis, conservation & metallic structures.

Additional physics (P2): Lifecycle of a star, momentum, electricity applications (e.g. RCCB's).

B3: Human waste management, sports drinks & dialysis.

C3: Water, Haber process, energy calculations & analysis / detection.

P3: Transformers, moments, refraction/reflection & centre of mass.

| w/c                        | Monday   | Tuesday   | Wednesday                      | Thursday                              | Friday                     |
|----------------------------|--|---|--------------------------------|---------------------------------------|----------------------------|
| <b>24<sup>th</sup> Apr</b> | INSET DAY  | P1: B2 – Digestion<br>P2: Mini test & review                  | B1 – The carbon cycle          | C1: Polymers                          | P1: Generating electricity |
| <b>25<sup>th</sup> Apr</b> | P5: C1 - Alternative fuels<br>P5: Mini-test & review | P1: B1 - Defence mechanisms<br>P2: C1 – Extracting metals     | P3: Centre of mass / stability | P3: The pendulum                      | C3: Titration calculations |
| <b>1<sup>st</sup> May</b>  | BANK HOLIDAY   | P1: C3 – The Haber process<br>P2: Mini-test & review          | C3: The periodic table         | B3: How humans affect the environment | B3: Exchange of materials. |
| <b>8<sup>th</sup> May</b>  | P5: B1 – Respiration<br>P6: Mini-test & review       | P1: C2: Metallic structures<br>P2: C3 – Energy level diagrams | C2: Collision theory           | B2: Speciation                        | P1: EM spectrum            |

After this students will then be working on generic revision where students identify areas of weakness to their teachers and these subject areas are discussed in small study groups.

### SC(G)11C & SC(G)11D

Areas struggled with in the mocks:

Core biology (B1): Inheritance, reflexes, decay & evolution.

Core chemistry (C1): Limestone, testing fats, metal extraction & alternative fuels.

Core physics (P1): energy transfer by design, EM spectrum, kinetic theory & energy resources.

Additional biology (B2): Measuring environmental change, diffusion & enzyme action.

Additional chemistry (C2): Structure & bonding, chromatography & ionic / covalent structures.

Additional physics (P2): Momentum, static electricity, distance time graphs & acceleration.

| w/c                        | Monday   | Tuesday | Wednesday                  | Thursday        | Friday                  |
|----------------------------|--|---------|----------------------------|-----------------|-------------------------|
| <b>24<sup>th</sup> Apr</b> | INSET DAY  |         | P1: Generating electricity | P1: EM spectrum | B2: Speciation          |
| <b>1<sup>st</sup> May</b>  | BANK HOLIDAY   |         | C2: Collision theory       | B2: Respiration | C1: Polymers            |
| <b>8<sup>th</sup> May</b>  | P5 – C2: Metallic bonding<br>P6 – B2: Limiting factors |         | B1: The carbon cycle       | B2 – Digestion  | P2: Lifecycle of a star |

After this students will then be working on generic revision where students identify areas of weakness to their teachers and these subject areas are discussed in small study groups.

### SC(G)11E & SC(G)11F

Areas struggled with in the mocks:

Core biology (B1): Inheritance, reflexes, decay & evolution.

Core chemistry (C1): Limestone, testing fats, metal extraction & alternative fuels.

Core physics (P1): energy transfer by design, EM spectrum, kinetic theory & energy resources.

| w/c                            | Monday   | Tuesday | Wednesday               | Thursday                    | Friday                     |
|--------------------------------|--|---------|-------------------------|-----------------------------|----------------------------|
| <b>24<sup>th</sup><br/>Apr</b> | INSET DAY  |         | C1:<br>Hydrocarbon<br>s | C1: Emulsions               | WALKING<br>TALKING<br>MOCK |
| <b>1<sup>st</sup><br/>May</b>  | BANK<br>HOLIDAY  |         | B1: The<br>carbon cycle | C1:<br>Extracting<br>copper | WALKING<br>TALKING<br>MOCK |
| <b>8<sup>th</sup><br/>May</b>  | P5 – P1:<br>Forms of<br>energy<br>P6 – C1:<br>Alternative<br>fuels |         | C1: Cracking            | B1: Defence<br>mechanisms   | WALKING<br>TALKING<br>MOCK |

After this students will then be working on generic revision where students identify areas of weakness to their teachers and these subject areas are discussed in small study groups.

### **SMSC links:**

#### Spiritual development within Science

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

- STEM Cell Research – KS4 & KS5 Biology
- Drug testing – KS4 & KS5 Biology
- Animal Rights – KS4 & KS5 Biology
- Environmental industrial impact – KS4 Science
- Genetic Modification – KS4 & KS5 Biology
- Biotechnology – KS4
- Cells – building blocks of life – KS3 and KS4 Biology
- Interdependence – KS3 and KS4 Biology
- Variation and Classification – KS3 and KS4 Biology
- Earth and Atmosphere – KS3 and KS4 Chemistry
- Space – KS3 and KS4 Physics
- Learning and Memory – KS4 Biology

#### Moral development within Science

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

- STEM Cell Research – KS4 & KS5 Biology
- Drug testing – KS4 & KS5 Biology
- Animal Rights – KS4 & KS5 Biology
- Environmental industrial impact – KS4 Science
- Genetic Modification – KS4 & KS5 Biology
- Biotechnology – KS4
- Fertility drugs and treatments – KS3 and KS4 Biology
- Selective breeding – KS3 and KS4 Biology
- Energy resources and climate change – KS3 and KS4 Chemistry
- Global warming and recycling – KS3 and KS4 Chemistry
- Maintaining biodiversity – KS4 Biology

- Energy usage and radiation – KS4 Chemistry
- Sustainability KS3 and KS4 Biology / Chemistry

### Social development within Science

Topics which develop individuals understanding of society:

- Fertilisation and child development –KS3 Biology
- Lifestyle – KS3, KS4 & KS5 Biology
- Diet – KS3, KS4 & KS5 Biology
- Energy Efficiency – KS4
- Global Warming – KS4
- Alternative fuels – KS4
- Scientists in focus – development of atomic model – KS3 and KS4 Biology
- Importance of diet and exercise – KS3 and KS4 Biology
- Crude oil importance/dependence – KS3 and KS4 Chemistry
- 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
- Speciation – KS4 & KS5 Biology
- 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
- Climate change – KS3 and KS4 Physics
- Culture collaboration periodic table – KS3 and KS4 Chemistry
- Earth' atmosphere – KS3 and KS4 Chemistry
- Crude oil importance
- Salt production in different cultures – KS4 Chemistry
- Contributors to air pollution / global warming – KS4 Chemistry
- Importance of collaboration in Science

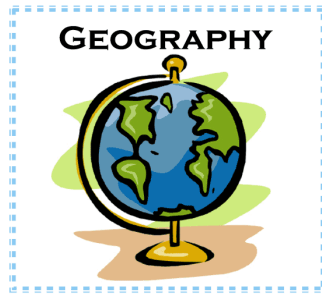
### **Christian Values links:**

**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:**

Throughout the Summer term, students in year 11 will be getting ready for their exams in Geography. There will be a strong focus on Unit 1 – Physical Geography in the first few weeks of this half term before moving on to Unit 2 revision closer to the May half term. This will mean a continuation of the revision style lessons that they have been studying since the February half term. Students will be expected to be completing revision at home alongside the revision done in class.

### **SMSC links:**

**Social:** The students will have a range of opportunities to extend their understanding of different topics relating to how humans impact upon the physical environment.

**Moral:** Students will be able to understand from the topics they are revising and have learnt about the moral issues that Geography encompasses such as oil abstraction.

**Spiritual:** There are opportunities in the specification that allow students to link their experiences of life in Portsmouth to the rest of the world. This link provides them with an understanding of spirituality.

**Cultural:** Students are encouraged throughout the course to understand and engage with how the culture of a place might be impacted by certain decisions.

### **Christian Values links:**

**Justice:** During their revision for Unit 3, students have an opportunity to form opinions and understanding relating to difficult decisions. The decisions they make will have to be fair and considerate in nature.

**Courage:** Throughout the summer term, we as a staff body will be encouraging the students to be courageous in their actions on the lead up to their exams.

**Respect:** Students will gain a sense of respect throughout their revision sessions for both the environment and people they are studying.



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

Students will continue to revise for their GCSE exams. The areas of focus vary between each class and the strengths and weaknesses of each student. The key topics covered are the Russian Revolution, Nazi Germany, Race relations in America and the Cold War.

### **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 under Communist and Nazi rule, along with the fight for Civil Rights in America.

**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 and racial inequality.

**Spiritual:** Students will reflect on how religion was affected under Hitler and Lenin.

**Cultural:** Students will develop an understanding of capitalist and communist cultures and the differences between the two. They will also learn to respect other cultures and races.

### **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. They will also look at the importance of respecting all human beings regardless of race.

**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 and fought for Civil Rights.

# Spanish



## Curriculum content this term:

Student will continue with their revision for the GCSE Reading and Listening exams on 19<sup>th</sup> May. The lessons are focused on learning vocabulary from the four topics of Work and Education, Home and Environment, Leisure and Lifestyle. They then put this vocabulary into practice by completing past paper questions. Student will be tested weekly on vocabulary and will complete mini mock reading and listening questions to check their progress.

## SMSC links:

Looking at the topics of health and relationships.

## 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:**

Summer 1 and 2 Revision:

Students will continue with their revision for the GCSE exam. They have completed unit 1 so will now focus on unit 2- religion and human experience. Student will be taking a mini mocks every few weeks to check for misunderstandings.

**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 discuss their roles in the society we live in. They will evaluate the impact they can make on our community.

**Spiritual:** Students will reflect on the social implications their actions can have.

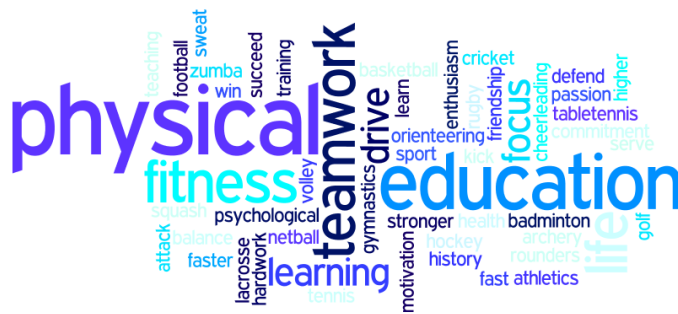
**Cultural:** Students will develop an understanding of different cultures and are reminded that there are a variety of beliefs and they should all be respected.

**Christian Values links:**

**Justice:** will be discussed in relation to various topics. How views are formed and the tackling of important social issues such as poverty, discrimination, racism and Islamophobia.

**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 use the revision in the exams and to achieve the best results that they can.



### Curriculum content this term (Core PE lessons):

In summer 1, students will have the option to participate in striking and fielding activities, football, handball or the fitness suite. Year 11 core PE is aimed at students having time to enjoy being active away from their studies and the benefits of a healthy, active lifestyle on their overall well-being. Lesson will be taught in a competitive situation where skills are practised in game scenarios.

### 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

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.

# OPTION SUBJECTS



# MUSIC

## Curriculum content this term:

**In Summer 1** students will prepare for their listening exam in June

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 finish any work associated with their individual and ensemble performances or their compositions

**In Summer 2** the student will continue to prepare for their listening exam in June

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, different song forms, R+B, a cappella, falsetto, riffing, blues, disco and rock.

## 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:**

Exam preparation for written exam in May

Text Study for exam

'Face' Richard Conlon.

### **SMSC links:**

The use of more sophisticated stimulus and theatre styles brings with it the ideas of being more 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 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 and responding during class discussions about various pieces of drama, creating an environment of trust. Students will be encouraged to make comments about pieces of drama and generating ideas for their own performances.

**Courage:** By listening 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 summer term students continue to work on their externally set task (exam preparatory studies and final piece), as well as complete their coursework portfolio project. They have until May 9<sup>th</sup> to complete their preparatory studies and final piece for the exam and until the end of May to complete their coursework unit(s). Students continue to receive instructions and tuition on key skills and their use and refinement of materials.

Students follow the AQA Unendorsed Art GCSE which enables them to develop imaginative and intuitive ways of working, and to be creative and explorative in their use of materials and refinement of ideas.

### **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

Building confidence through developing skill sets over one project.

The scheme of work is designed to show progression to enhance self-worth.

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.

All outcomes are encouraged to show individuality that is purposeful and meaningful.

Students are encouraged to explore their own ideas and meaning in order to promote self-identity

Independent reflections on own work through self-evaluations.

Students recognise how images and artefacts can have an influence on the way people think and feel, to understand the ideas, beliefs and values behind their making.

Students are taught to experiment and trust in their own judgements throughout art and design by being given the option of resources and equipment and the freedom to use different media together to improve their creative responses and express personal opinion.

#### 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.

The art exam gives students the opportunities to select their own issues to research and represent through their art work.

### 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 value and respect the different ideas and contributions of others as well as finding similarities and comparisons between different cultures and societies. 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 religious, 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 explore how art influences history and society, and how it has developed, adapted and suited to our national and global culture today.

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:**

Students will continue with revision for their GCSE exams. They will have opportunities to revise particular topics which caused issues in their mock exams as well as practise GCSE questions. Students will also have opportunities to complete mini-mocks so they can measure their progress and focus their revision at home.

### **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:**

**Justice:** During revision 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 exam questions and key topics within Catering, 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 Catering. There will be opportunities to present to others as well as demonstrate leadership skills during a variety of group activities.



# CLASSICAL CIVILISATIONS

## **Curriculum content this term:**

Students will be starting to revise all three examined units. 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 an in depth study of Pompeii.

## **SMSC links:**

**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:**

**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 are 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 continue to work towards their two examination papers: Paper 1 is on the conventions of superhero movies and Paper 2 is on the film 'Bend It Like Beckham'. In Paper 1, students need to show an understanding of the typical settings, costumes, props and themes present in superhero movies. They will analyse a film clip in the exam, which could be taken from any film in this genre and then they need to link it to other superhero movies they have seen. In Paper 2, students need to explore similar conventions but in a film produced outside of Hollywood. Students need to write confidently on the key themes and issues which 'Bend It Like Beckham' explores.

### **SMSC links:**

**Social:** In their study of 'Bend It Like Beckham', 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 morals motivating particular individuals or groups within society and how that impacts on the choices of some individuals. 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 be asked to design their own marketing material 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 films, both from within Hollywood and outside of it, 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 film examples, creating an environment of trust, for ideas to be expressed and received with compassion.

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





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

In Summer 1 and 2, Students will continue to work for their Unit 1: Investigating the Media exam. They will be studying various TV Game Shows, with a particular focus on Total Wipe Out, Countdown and Crystal Maze, to practice exam style questions about them. This requires students to demonstrate knowledge and understanding, as well as research, planning, evaluation and presentation skills.

### **SMSC links:**

**Social:** In their study of TV Game Shows, 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 TV Game Shows 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.

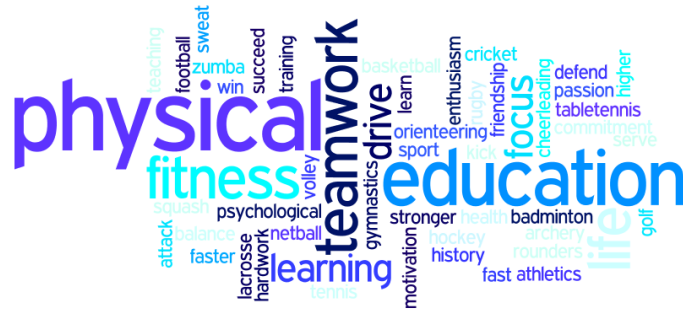
**Cultural:** The unit develops students' cultural capital. It will also explore the influence TV Game Shows have on cultural attitudes and ideas.

### **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.



### Curriculum content this term:

In summer 1, in preparation for the summer exam, all theory lessons will be revision of the topics covered across the last two years. Using knowledge of recent performances in mock exams, students will be directed into targeted revision groups so they can work on areas that require more focus rather than larger generic tasks.

Opportunities for practical performances will be of less importance as the moderation of the student's four chosen sports will be complete.

Intervention will still be by invite only, however all students are welcome to access PE support with revision and preparation for the exam by coming to the PE area after school every Friday.

### 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.