



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 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 a.johnson@charteracademy.org.uk if you have any other queries about the curriculum.



Year 11

Students will revise the skills taught across the entire English Literature and English Language courses in preparation for their exams. 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:

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.

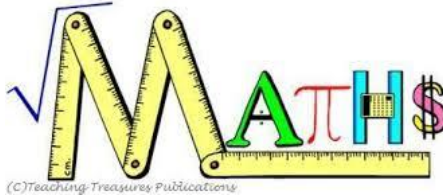
Cultural: Students will be studying literary heritage poems and texts and the unit develops students' cultural capital.

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:

All sets will be doing targeted revision and intervention for their GCSEs including some of the following content on the documents at the end of the booklet.

Sets 1 and 2 (some students): Higher tier

Sets 2 (some students), 3, 4 and 5: Foundation tier

SMSC links:

They will have the opportunity to:

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

Christian Values links:

Justice

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

Courage

- Students will be encouraged to not be afraid to make mistakes
- Students will always be encouraged to challenge themselves to harder or star questions
- Students will be encouraged to stay motivated, even when they find things challenging and to have the courage to explore and discover new ways to solve the problem

Respect

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



Science

Year 11 Triple Science Curriculum content this term:

Individualised revision plans have been created for classes which will operate in each class have been generated by teachers up until the examinations.

An example can be seen below – if you have any specific questions relating to the revision programmes please email / phone the class teacher for details surrounding what will be covered in the final weeks.

WC	Timetable	Intervention theme
18/03/2019	Tuesday P5	B1 Plant tissue, organs and systems. Photosynthesis.
	Wednesday P5	B1 Osmosis + WTM
	Thursday P2	B1 Variables + WTM
	Friday P1	B2 Reflex action / Studying ecosystems
	Friday P2	B2 Disease
25/03/2019	Tuesday P5	B2 Genetics + WTM
	Wednesday P5	B2 WTM
	Thursday P2	C1 Atomic Structure
	Friday P1	C1 Electronic structure
	Friday P2	C1 Ionic and covalent bonding
01/04/2019	Tuesday P5	C1 Endo / Exo + Activation energy graphs
	Wednesday P5	C1 Acids and bases
	Thursday P2	C1 Making salts - method writing
	Friday P1	Required practical drop down – 3 periods
	Friday P2	Required practical drop down – 3 periods
	Friday P3	Required practical drop down – 3 periods
08/04/2019	EASTER	
15/04/2019	EASTER	
Summer 1		
22/04/2019	Tuesday P5	C1 WTM
	Wednesday P5	C1 WTM
	Thursday P2	C2 Atmosphere
	Friday P1	C2 Rates of Reaction
	Friday P2	P1 Electricity
29/04/2019	Tuesday P5	P1 Density
	Wednesday P5	P2 Momentum + Scalar / Vector
	Thursday P2	P2 Waves

	Friday P1	C1 walking talking mock
	Friday P2	C1 walking talking mock
06/05/2019	Tuesday P5	P2 Stopping distance
	Wednesday P5	B1 Cells
	Thursday P2	B1 Practice papers + Confidence builders
	Friday P1	B1 walking talking mock
	Friday P2	B1 walking talking mock
	13/05/2019	Tuesday P4
Tuesday P5 & 6		B1 EXAM 14th May
B1 EXAM 14th May		
Wednesday P5		STUDENTS IN EXAM – NO PRE-CHEM REVISION SESSION
Thursday P2		Students in chemistry exam
C1 EXAM 16th May		
Friday P1 (<i>No French students</i>)		P1 WTM
Friday P2 (<i>No French students</i>)		P1 WTM
Saturday 18th May		
20/05/2019	Tuesday P5	No Geography students
	Wednesday P4	P1 FINAL REVISION
	Wednesday P5	Students in physics exam
	P1 EXAM 22nd May	
	Thursday P2	No Year 11
	Friday P1	
	Friday P2	
27/05/2019	<p>HALF TERM</p> <p>Weds 29th – B2 / C2 / P2 walking talking mock (selected questions – geography and history students separated).</p>	
Summer 2		
03/06/2019	Tuesday P5	No music students
	Wednesday P5	No students
	Thursday P2	C2 revision
	Friday P1	B2 revision
	Friday P2	B2 revision
	Friday P4	B2 FINAL REVISION
	B2 EXAM 7th June PM	
10/06/2019	Tuesday P5 (No history students)	
	Tuesday P6 (No history students)	C2 FINAL REVISION
	C2 EXAM 12th June	
	Wednesday P5	P2 revision
	Thursday P2	No geography students for first half
	Thursday P6	P2 FINAL REVISION
	Friday P1	P2 EXAM 14th June
Friday P2		

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 understanding:

- 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.

Year 11 Combined Science Curriculum content this term:

Individualised revision plans have been created for classes which will operate in each class have been generated by teachers up until the examinations.

An example can be seen below – if you have any specific questions relating to the revision programmes please email / phone the class teacher for details surrounding what will be covered in the final weeks.

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	Friday P2	B2 revision
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	B2 EXAM 7th June PM	
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SMSC links:

Spiritual development within Science

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Moral development within Science

STEM Clubs & STEM Ambassadors

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

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Social development within Science

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Topics which develop individuals understanding of society:

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Cultural development within Science

Topics which develop students to respect different cultural understanding:

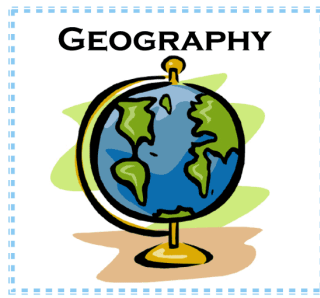
- Development of scientific ideas- KS3, KS4 & KS5 Science
- Evolution – KS4 & KS5 Biology
- Climate change – KS3 and KS4 Physics
- Importance of collaboration in Science – KS3 & KS4

Christian Values links:

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

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

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



Curriculum content for this term:

During the summer term, students will be getting to grips with the pre-release materials provided by the exam board (AQA), in preparation for the Geography Paper 3. They will also be revising a number of topics from the Human Geography Paper, particularly looking at development in India, tourism in Jamaica and the development gap.

SMSC links:

Social: The students will have opportunities to learn about how people can be affected by deforestation in the Amazon.

Moral: We are going to discuss the ethical issues involved with deforestation.

Spiritual: We are going to reflect on importance of 'place' to people around the world how people can connect with and look after their space.

Cultural: We will appreciate and understand the differences in cultures across the globe and learn from the different approaches to development.

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. 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 revision for the rest of the summer term. They will be recapping all four of their key topics: Warfare through time, Weimar and Nazi Germany, Superpower Relations and the Cold War and Early Elizabethan England. The focus will be on revising the content previously studied, but also focusing on exam skills and how to answer the questions successfully. Revision will be tailored specifically to the needs of each class.

SMSC links:

Social: The students will have opportunities to work in groups and pairs to improve their social skills. They will recap on how civilian life was affected across all units.

Moral: Students will discuss the rights and wrongs of warfare and the creation of nuclear weapons.

Spiritual: Students will reflect on how religion was impacted in Nazi Germany and Elizabethan England.

Cultural: Students will recap over the changing culture in Britain from 1250 to the present day, along with the cultural changes that took place under the Nazis.

Christian Values links:

Justice: Student will discuss the concept of justice around the treatment of key individuals, such as Mary Queen of Scots and the Nazis.

Respect: Students will reflect upon the treatment of people during times of war.

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 beliefs.

Spanish



Curriculum content this term:

In the Summer Term, students will be revising all five themes learnt over these past 3 years.

Students will be preparing learning techniques for various exam questions and preparing for their upcoming GCSEs

Students will learn vocabulary related to these topic areas and work on a range of grammar points such as cementing their communication skills in at least three core tenses: present, preterit (past) and future and introducing more to push themselves to higher levels.

The focus will be around the skills of Listening, Reading, 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:

Looking into the culture and customs of Spanish-speaking countries.

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.



In summer 1, students will have the option to participate in whichever activity they prefer. 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. Lessons will be taught in a competitive situation where skills are practised in game scenarios.

SMSC

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.

OPTION SUBJECTS



MUSIC

Curriculum content this term:

In **Summer term**, students will revise all eight 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

Students will revise for the appraising paper: a variety of baroque, classical, romantic and modern music to identify elements of music from the period such as sonata form, dissonance, variations in dynamics, ornaments, themes and use of instruments.

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 and 2

This term is entirely about Component 3 Written Exam. The focus is on the set text 'DNA' by Dennis Kelly. Lessons will take a revision session feel to them, with students re-examining the script from a variety of tasks and discussion.

The theatre review will also factor into the revisions sessions with the focus on exam technique and making sure students are fully prepared for the final examination on **Friday 17th May**

SMSC links:

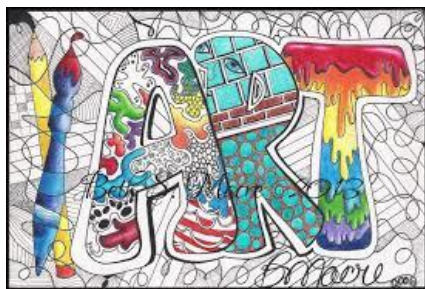
Exploring the set text again brings up many SMSC links to the themes and narrative of the story. Moral dilemma, friendship dynamics and the modern ideas in the play will challenge students in a positive way. They are exposed to themes that require a sensitive approach, empathy and understanding. With 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 complete their preparatory studies and final piece for their 'externally set task' which makes up the final 40% of the Art GCSE. Students continue to receive instructions and tuition on key skills and their use and refinement of materials. Students spend all of their lesson time and homework time developing their preparatory studies on paper. On the 9th and 10th May students will sit a ten hour exam split over the two days where they will complete a personal response to their chosen exam theme. After the art exam students have two weeks to refine their coursework units on 'Food' and 'Identity'.

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.

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Building confidence through developing skill sets over one project.

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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

<p>Summer 1: During the first half of the Sumer term, students will be completing and improving units 1-4 of their qualification. This will require them to ensure the quality of completed work is their best as they will be awarded the lowest grade they achieve for the overall qualification.</p>	<p>Summer 2: Students will be completing the final 2 units of their qualification. For this, they are required to independently writ a business plan incorporating their knowledge from the previous 4 units. They are then required to evaluate the process of writing their business plan.</p>
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More information about this course can be found by searching online for “NCFE Level 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 require to work within study groups and focus on the importance of communications and sharing of good practise.</p>	<p>Moral: Students are required to demonstrate their understanding of the importance of plagiarism and how to best utilise their knowledge to avoid this.</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 will be required to utilise their knowledge of existing businesses and their practices and apply them in their exam answers.</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 will be continuing to revise all three examined units in preparation for the upcoming 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.

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. They also study entertainment and in particular, the theatre, gladiatorial games and the Baths.

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. In Unit 2, students consider the leadership of Odysseus on his journey home and the actions of the gods towards Odysseus.

Spiritual: Pupils study both Greek and Roman religion; they look at temples, sacrifice and religious festivals. They also look closely at the relationships between the gods and man.

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

Courage: Students will be revising *The Odyssey* and studying the bravery shown by Odysseus and his men on their long journey home. They will also consider the actions and death of Pliny the Elder whilst trying to rescue people during the eruption of Vesuvius.

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. They will also consider the different layers of society and how for example, slaves interacted with their masters.

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. In Unit 2, students consider the impact of Odysseus' actions towards the gods and his men and in Unit 3 students study the Roman system of law and government.



AQA GCSE

Computer Science

(9-1)



Curriculum content this term:

- Structure and meaning of Algorithms
 - Pseudo Design Language
 - Preparation for Summer Exams
 - Paper 2 covered in spring
 - Paper 1 summer
 - Ongoing assessment
 - Highlight gaps in learning
 - Bespoke learning guide
- } Paper 1 and 2

SMSC links:

Looking at the use of computers in society and where programming is used to restrict or protect users of digital applications and data. 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 across computer networks.

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:

Exam 100%, comprises of paper 1 and paper 2

Exam date paper 1 (Computational thinking and problem-solving) 1h 30m 13 May 2019 am
Exam date paper 2 (written assessment) 1h 30m 16 May 2019 pm

ICT - TLM



Curriculum content this term:

- Presentation Software
- Spreadsheet Software
- Word processing Software
- Improving Productivity using IT
- Preparation for Summer Exams.

SMSC links:

Looking at the responsible use of computers in everyday situations. Developing skills that can be used in the wider working environment identifying core competencies and appropriate use of digital tools for specific scenarios at level 2. Depending on level of coursework students have the option of level 1

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 independent creative work and also when developing written materials to meet assessment specifications. They will need to have the courage to apply changes to their work, courage to work independently as well as courage to present ideas to the class or to smaller groups.

Assessment:

Coursework 30%

Exam 70%



Curriculum content this term:

During Summer 1 and 2, students will continue to work for their Unit 1: Investigating the Media exam. They will be studying various TV drama series, with a particular focus on Downton Abbey, Doctor Who, Casualty and Gossip Girl, 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 serial TV dramas, 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 serial TV dramas 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 serial TV dramas has on cultural attitudes and ideas.

Christian Values links:

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

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

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

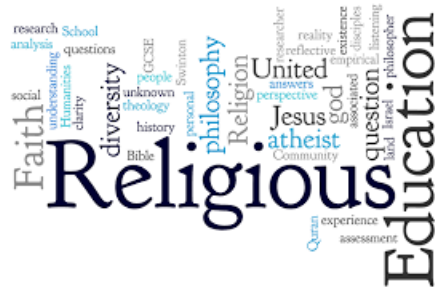
- Be part of a team - a community of GCSE students

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: Revision

Students will start their revision for the GCSE exam. We will start with Christianity and Islam with a focus on beliefs and practices.

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, and racism.

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.



Year 11 FRENCH



Curriculum content this term:

In the Summer Term, students will be revising all five themes learnt over these past 3 years.

Students will be preparing learning techniques for various exam questions and preparing for their upcoming GCSEs

Students will learn vocabulary related to these topic areas and work on a range of grammar points such as cementing their communication skills in at least three core tenses: present, preterit (past) and future and introducing more to push themselves to higher levels.

The focus will be around the skills of Listening, Reading, 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:

Looking into the culture and customs of French-speaking countries.

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.

Foundation Tier Revision Topics		
Arc lengths and sectors	Writing formulae and expressions	Problems involving ratio
Derive triangle results	Changing the subject	Proportion and ratio
Enlargements and negative SF	Collecting like terms	Ratio and fractions
Loci	Expressions	Ratio Sharing
Pythagoras	Factorise single bracket	Convert standard units
Similarity and Congruence	Finding the equation of a line	Express one quantity as a fraction of another
Standard constructions	Graphs of linear functions	Use ratio notation
Surface Area	Graphs of quadratic functions	Use scale factors, diagrams and maps
Trigonometric ratios	Linear equations one unknown	Calculating with fractions
Volume	Multiplying single brackets	Error intervals
Alternate and corresponding angles	Non-standard real life graphs	Index Laws
Area of a circle	nth term of a linear sequence	Limits of accuracy
Areas of composite shapes	Number machines	Adding and subtracting fractions
Areas of triangles, trapezia and parallelograms	Substitution	Checking calculations
Bearings	Using "y = mx + c"	Compound measures
Circle terminology	Coordinates in four quadrants	Converting metric units
Circumference of a circle	Plotting straight line graphs	Estimation
Congruent triangles	Position to term rules	Fractions and percentages
Enlargements and fractional SF	Sequences of square, triangular and cube numbers	Fractions and ratio problems
Perimeter of 2D shapes	Using Formulae	Interpret calculator displays
Plans and elevations	Sequences and Rules	LCM and HCF
Polygons	Histograms with equal class widths	Multiples and factors
Solve geometrical problems	Scatter graphs	Multiplying fractions
Vector arithmetic	Comparing data using graphs	Operations
Volume of prisms	Comparing Distributions	Order of operations
3-D Shapes	Correlation	Powers
Congruent and similar shapes	Population	Rounding
Geometrical terminology and diagrams	Sampling	Standard Form
Measuring lines and angles	Scatter Diagrams	Terminating decimals and fractions
Properties of quadrilaterals	Time series	Decimals
Properties of triangles	Charts and Diagrams	Listing outcomes
Translations and vectors	Pie Charts	Prime numbers
Using standard units	Types of data	Using standard units
Algebraic terminology	Vertical Line Charts	Add and Subtract integers
Cubic and Reciprocal graphs	Compound Units	Dividing integers
Deduce quadratic roots algebraically	Gradient & the rate of change	Multiplying integers
Derive an equation	Growth and decay	Ordering numbers
Equation of a line	Interpret Proportion	Place value
Expand the product of two binomials	Percentage change	Probability of dependent events
Factorising quadratic expressions	Problems with compound units	Probability of independent events
Fibonacci, quadratic and simple geometric sequences	Scale factors and similarity	Mutually exclusive sum
Graphical solution to equations	Simple Interest and Financial Maths	Relative Frequency
Inequalities on number lines	Solve Proportion Problems	Tables and Grids
Linear equations	Compare Fractions, Decimals and Percentages	Theoretical Probability
Quadratic graphs	Compare lengths, area, volume	Unbiased Samples
Reciprocal real-life graphs	Comparing quantities as a ratio	Venn Diagrams
Simplify indices	Division of a quantity as a ratio	Frequency Trees
Simplify surds	Express one quantity as a % of another	Probability of equally likely outcomes
Solve linear inequalities in one variable	Percentage change	

Higher Tier Revision Topics		
Approximate solutions to equations using iteration.	Inequalities on number lines	Trigonometric ratios
Equation of a circle	Linear equations	Volume
Equation of a tangent	Quadratic graphs	Alternate and corresponding angles
Algebra and Proof	Reciprocal real-life graphs	Area of a circle
Gradients and area under a graph	Simplify indices	Areas of composite shapes
Graphs of trigonometric functions	Simplify surds	Areas of triangles, trapezia and parallelograms
Quadratic equations (completing the square)	Solve linear inequalities in one variable	Bearings
Composite functions	Writing formulae and expressions	Circle terminology
Expand the product of two or more binomials	Changing the subject	Circumference of a circle
Factorising difficult quadratic expressions	Collecting like terms	Congruent triangles
Geometric Sequences	Expressions	Enlargements and fractional SF
Graphs of exponential functions	Factorise single bracket	Perimeter of 2D shapes
Quadratic equations (needing re-arrangement)	Finding the equation of a line	Plans and elevations
Quadratic equations (quadratic formula)	Graphs of linear functions	Polygons
Real-life exponential graphs	Graphs of quadratic functions	Solve geometrical problems
Represent quadratic inequalities	Linear equations one unknown	Vector arithmetic
Simultaneous equations (non-linear)	Multiplying single brackets	Volume of prisms
Solve quadratic inequalities	Non-standard real life graphs	Boxplots
Translations and reflections of a function	n th term of a linear sequence	Cumulative frequency
Turning points & completing the square	Number machines	Histograms with unequal class widths
Algebraic fractions	Substitution	Quartiles and Interquartile Range
Identifying parallel lines	Using " $y = mx + c$ "	Histograms with equal class widths
Inverse functions	Circle theorems	Scatter graphs
Linear inequalities in two variables	Vector arguments and proof	Comparing data using graphs
n th term of a quadratic sequence	Area of a triangle	Comparing Distributions
Quadratic equations (factorisation)	Cosine Rule	Correlation
Quadratic equations (graphical methods)	Pythagoras and trig 2D and 3D	Population
Represent linear inequalities	Sine Rule	Sampling
Simultaneous equations (linear)	Combined transformations	Scatter Diagrams
Algebraic argument	Congruence and Similarity	Time series
Algebraic terminology	Standard trigonometric ratios	Conditional Probability
Cubic and Reciprocal graphs	Arc lengths and sectors	Probability of dependent events
Deduce quadratic roots algebraically	Derive triangle results	Probability of independent events
Derive an equation	Enlargements and negative SF	Mutually exclusive sum
Equation of a line	Loci	Relative Frequency
Expand the product of two binomials	Pythagoras	Tables and Grids
Factorising quadratic expressions	Similarity and Congruence	Theoretical Probability
Fibonacci, quadratic and simple geometric sequences	Standard constructions	Unbiased Samples
Graphical solution to equations	Surface Area	Venn Diagrams