



Ark Charter
Academy

Summer Term

Year 7

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 l.headland@charteracademy.org.uk if you have any other queries about the curriculum.



Curriculum covered this term:

In Summer 1 students will complete a poetry unit which focusses metaphors in poetry. All of the poems in the unit are based around the theme of the natural world.

Poems covered:

'Fog' – Carl Sandburg, 1878 – 1967

Adelaide Crapsey, 1878 – 1914

'Dreams' – Langston Hughes, 1902 – 1967

'Sally' – Phoebe Hesketh, 1909 – 2005

'Frogs' – Norman MacCaig, 1910 – 1996

'Pigeons' – Richard Kell, 1927

Alfred, Lord Tennyson, 1809 – 1892

'The Tyger' – William Blake, 1757 – 1827

'A Case of Murder' – Vernon Scannell, 1922- 2007

In Summer 2 students will study a modern classic. The following classes will study the following texts:

7E and 7D: Roald Dahl's Danny, the Champion of the World.

7C, 7B and 7A: Ian McEwan's The Daydreamer.

SMSC links:

Social: In their study of a modern classic pupils will be encouraged to reflect on the impact of leadership, democracy, tolerance and decision making.

Moral: Students will analyse the dilemmas many characters face in the modern classic novel 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 their poetry unit pupils will be encouraged to use imagination and creativity in their learning, as well as a willingness to reflect on their experiences. In their study of a modern classic, students be writing from one character's perspective, group discussion on themes, actions, consequences and ethics.

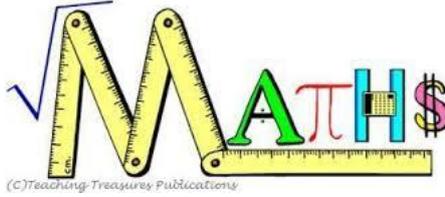
Cultural: Students will be studying literary heritage poems and the unit develops students' cultural capital.

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 a modern classic students will recognise that taking a moral stand or tackling a challenge will require courage



Curriculum covered this term:

Applications of Algebra including:

Order of operations

Substitution

Form and simplify algebraic expressions

Expand over a single bracket and factorise

Sequences

Percentages and Statistics including:

Construct and interpret statistical diagrams including pie charts

Convert between percentages, vulgar fractions and decimals

Percentages of a quantity

Find the whole, given the part and the percentage

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

Curriculum covered this term:

Reproduction in animals & plants	Biology	What cells and organs do plants use for reproduction?
		What are cross-pollination and self-pollination? Which other animals can pollinate plants?
		Plant / flower structure
		Required practical - Flower dissection
		What happens during puberty and adolescence?
		What do the parts of the human reproduction system do?
		What happens during the menstrual cycle?
		How do animals reproduce sexually? How does sexual intercourse produce a baby?
		How does the foetus develop during pregnancy? How can a mother care for the developing foetus?
		What happens during and just after birth?
		What do people do if they can't have a baby naturally?
		End of topic test

Combustion, decomposition, acids, pH, indicators & salts	Chemistry	What is an acid?
		What is an alkali?
		What is an indicator?
		How can we make a better indicator?
		What happens when an acid is added to an alkali?
		Making salts
		Required practical - Making NaCl crystals by neutralisation
		End of topic test

Light	Physics	What is light and how does it move?
		What happens when light hits something?
		How can we bend light?
		Required practical - Investigate reflection and refraction
		How can you reflect light without a mirror?
		How do eyes and cameras work?
		How do you split light?
		End of topic test

Space	Physics This topic will be taught but not assessed in the summer assessments	Why do we have days, nights & years?
		Why are Summer and Winter different?
		What is the solar system?
		The Earth
		The Moon
		How do we know what other planets are like?
		Required practical - Scale model of the Universe
		End of topic test

SMSC links:

Spiritual development within Science

- Topics which allow students to form their own point of view:
- Cells – building blocks of life – KS3 and KS4 Biology
- Space – KS3 and KS4 Physics

Moral development within Science

- STEM Clubs & STEM Ambassadors
- Topics which allow students to form their own opinions and judgements:
- Fertility drugs and treatments – KS3 and KS4 Biology

Social development within Science

- STEM Clubs & STEM Ambassadors

Cultural development within Science

Topics which develop students to respect different cultural understanding:

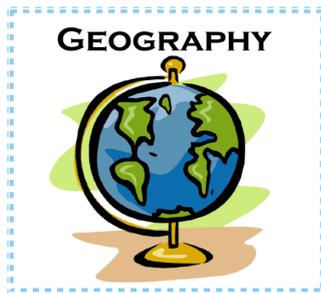
- Development of scientific ideas- KS3,KS4 & KS5 Science
- The shape and composition of the Solar System – KS3 & KS4
- Importance of collaboration in Science

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 Summer 1, students in year 7 will learn about the different types of ecosystems that exist on our planet. They will address issues around the over-use of resources in particular ecosystems and begin to understand the values of these resources in a more practical and sustainable way. There are a number of case studies that the students will explore, which will bring a new perspective on the way many of us live our lives.

Throughout Summer 2, students in year 7 will learn about the different types of hazards that exist on our planet. They will explore the various different processes involved with hazards such as volcanoes and earthquakes. This knowledge and understanding will be accompanied by the ability to make decisions and explore the possible management strategies for these different hazards. There will also be an assessment based on these topics in the Summer 2 half term

SMSC links:

Summer 1

Social: The students will have a range of opportunities to extend their understanding of society and the way the society works both with and against the environment.

Moral: Students will get an opportunity to explore the morality of issues such as habitat depletion, resource use and land use change.

Spiritual: There are opportunities in the lessons to explore how particular regions of the world are considered sacred and how our actions as consumers, impacts other cultures and traditions.

Cultural: Students will be encouraged to think about how varying cultures have been moulded by the different regions of the world in which they exist.

Summer 2

Social: The students will have a range of opportunities to extend their understanding of society and the way the society works both with and against the environment.

Moral: Students will get an opportunity to explore the morality of issues such as hazard management, decision making and understanding processes.

Spiritual: There are opportunities in the lessons to explore how particular regions of the world are considered sacred and how our actions as consumers, impacts other cultures and traditions.

Cultural: Students will be encouraged to think about how varying cultures have been moulded by the different regions of the world in which they exist.

Christian Values links:

Summer 1

Justice: Throughout the lessons, students are encouraged to make decisions; within these decisions, teachers will allow for discussions around whether these might impact different people. This will allow students to understand how a fair decision can be made and what a just society/environment might look like.

Courage: Students will be encouraged to think about how varying people and governments have been courageous in their actions with regards to the ecosystems they inhabit.

Respect: Throughout this unit of work, students will gain an understanding of the types of ecosystems that exist and this will allow them to gain a respect for the world in which they live.

Summer 2

Justice: Throughout the lessons, students are encouraged to make decisions; within these decisions, teachers will allow for discussions around whether these might impact different people. This will allow students to understand how a fair decision can be made and what a just society/environment might look like.

Courage: Students will be encouraged to think about how varying people and governments have been courageous in their actions with regards to the regions they inhabit.

Respect: Throughout this unit of work, students will gain an understanding of the types of hazards that exist and this will allow them to gain a respect for the world in which they live.



Curriculum content this term:

In the Summer term, students will complete the unit on the Tudors that they started in the Spring term. They will be looking at the rule of all the Tudor monarchs and will evaluate who was the most successful Tudor monarch. Following this, students will study the Gunpowder Plot and begin to look at the causes and events of the English Civil War.

Students begin Summer 2 by studying the execution of King Charles I and then begin revision for their end of year exams. They will be sitting an assessment on an aspect of Tudor England and after this, students study the Great Fire of London.

SMSC links:

Summer 1

Social: Students will have the opportunity to learn about life in England under the different Tudor Monarchs and consider how everyday life was affected during the English Civil War.

Moral: Students will be asked to consider Henry VIII actions when closing down the monasteries and to consider the impact of the Civil War on families and the country as a whole. They will also consider the motives of the Gunpowder Plotters.

Spiritual: Students will be studying the divine right of kings and look at the impact of the Reformation and the following religious changes on the people of England.

Cultural: Students will be learning about the changes to English society following the Reformation and also looking at the way in which England was 'turned upside down' during the English Civil War.

Summer 2

Social: Students consider the impact of the execution of the King and the devastation caused by the Great Fire of London

Moral: Students consider the moral implications of executing a monarch

Spiritual: Students consider the Divine Right of Kings

Cultural: Students look at how England changed after the execution of Charles I and then at how London changed following the fire.

Christian Values links:

Summer 1

Justice: Students will be studying the reasons for and consequences of the Gunpowder Plot. They will be evaluating the ways in which Henry VIII closed down the monasteries and the resulting impact on society. They will also look at the way in which England was governed in the past and investigate the causes and consequences of both religious and political rebellions.

Respect: Students will be studying the right to religious freedom and how people were treated during the Tudor period if their beliefs conflicted with those in power.

Courage: Students will consider the reasons why people chose to fight for King or Parliament during the English Civil War and look at what happened to people who were brave enough to stand up for their religious beliefs during the Reformation.

Summer 2

Respect: Students look at respect for the law, democracy and the problems associated with having a ruler who doesn't listen to Parliament.

Courage: Students consider the courage and conviction of Charles I in standing up for what he believed in and paying for it with his life.

Justice: Students consider the balance of power between Crown and Parliament and see how this changed after the execution of the King

Spanish



Curriculum content this term:

In this enquiry students will learn language relating to the topic of sports and hobbies and they will be exposed to the present tense for regular -ar verbs. In addition, there is a real emphasis on frequency phrases and opinions with reasons. Students will practise this language, as well as connectives and will constantly consolidate language from the Autumn and Spring terms to develop their speaking skills.

SMSC links:

Studying culture in Spanish-speaking countries and the activities people living in those countries carry out in their free time.

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.

Cultural: Students will learn that Islam is made up of a variety of different cultures, as is our school and society around us. So it is important that we are sensitive and to not over-generalise.

Summer 2

Social: The students will begin the module with a 'myth busting' session to explore what they already know, what questions they would like answered and to challenge any erroneous ideas they may have. Students will also have opportunities throughout the module to evaluate how these core beliefs and practices impact British society today.

Moral: Students will be invited to begin to reflect on the strong moral values within Islam and how much there is in common with the Western Judaeo-Christian tradition.

Spiritual: Students will learn the key concept 'Abrahamic faiths' and be invited to reflect upon what this means in terms of prayer and the relationship with God that Christianity, Judaism and Islam share.

Cultural: Students will learn that Islam is made up of a variety of different cultures, as is our school and society around us. So it is important that we are sensitive and to not over-generalise.

Christian Values links:

Summer 1

Justice: Justice will be discussed in relation to various topics. Students will be invited to understand how important the concept of justice is to Islam, it being a central theme in the Qur'an, and one of the names of God, the Utterly Just.

Respect: Students will be encouraged to understand how Islam developed an understanding of treating others with respect early on and how our modern society expects us to treat people who are different from us in some way with respect.

Courage: Students will be encouraged to develop a sense of courage to help them in engaging positively with people who believe and practice different things from them.

Summer 2

Justice: Justice will be discussed in relation to various topics. Students will be invited to understand how important the concept of justice is to Christianity, it being a central theme in the Bible.

Respect: Students will be encouraged to understand how 'love your neighbour' is a commandment that informs the whole way of life of a Christian.

Courage: Students will be encouraged to look at Jesus's personal example of courage and how that can help each of us as face challenges in our lives.



MUSIC

Curriculum content this term:

In Summer 1 students will study Indian music. This will include Indian Classical music and Bhangra. They will listen to a variety of music that includes classical Indian music and Bhangra to identify elements of the music. They will do a group and individual performance of an existing piece and/or their own composition.

In Summer 2 students will study Reggae. They will listen to a variety of reggae music including Three Little Birds and identify elements of the music. They will do a group and individual performance of an existing piece and/or their own composition.

SMSC links:

Social: In their listening work pupils will be encouraged to reflect on the historical context of the music and how music can convey a variety 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 these units achievement will be celebrated by encouraging all students to participate by creating an inclusive environment, listening and watching student's work, peer marking and by sharing objectives and criteria in the assessment process with the students. Regular feedback will be given throughout the term.

Respect: Students will develop skills in listening during class discussions about various pieces of music, creating an environment of trust. Students will be encouraged to make comments about music and generate ideas for their own compositions.

Courage: By listening and discussing different music students will understand that 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.



DRAMA

Curriculum content this term:

Summer 1

Introduction to Script. Writing own short scripts and performing them in front of the class. Learning stage craft and performing skills in both writing and performing.

Summer 2

Evacuees; scheme based around scripted and facts from the evacuees of Portsmouth in WW2. Role play with script and devised work

SMSC links:

Summer 1

Lots of group based work, this scheme will engage with the social aspect of drama work. They will work in pairs and small groups to develop their work, taking time to listen to each other and engage with others ideas

Summer 2

Lots of group based work, this scheme will engage with the social aspect of drama work. They will work in pairs and small groups to develop their work, taking time to listen to each other and engage with others ideas

Christian Values links:

Summer 1

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.

Summer 2

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 study a 'Portrait' project, where they explore the work of Pop artists, Andy Warhol and Roy Lichtenstein. They work with a wide range of media including paint, collage and move on to clay when researching and designing Noh masks. Students will learn about other cultures' traditions and approaches to mask making, producing a high standard of research and presentation within their sketchbook.

SMSC links:

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

Spiritual

Use of imagination and creativity in learning

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

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

Moral

Students identify and discuss how artists, craft people and designers represent moral issues in their work.

Students work as a group as well as an individuals, respecting one another's views and opinions as well as each other's work and equipment.

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

Students explore and discuss the work of a variety of artists gaining an understanding, appreciation and respect for others' views and opinions as well as each other's.

Social

Students' work independently and collaboratively to develop artworks that express relationships between themselves and the world around them. Student discussion of a range of artists and art work, encourages and develops communication skills.

Regular group and pair work in lessons ensures that students support one another in a variety of projects in order to enhance team working skills. Students work as a group as well as an individual, respecting one another's views and opinions as well as each other's work and equipment.

Cultural

Students learn to appreciate and value other artists/crafts/techniques and approaches to basic elements of art.

Students make connections between their own creative work, ideas and opinions and the experiences of others.

Christian Values links:

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

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

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

learn how to make tasty, nutritious and well thought out dishes with an understanding of why food is important to us all.

In the first half of the summer term year 7 students learn and develop the skills they need to prepare healthy, nutritious food for the future in a hygienic and organised manner applying hygiene and safety rules as appropriate.

Theory:

L1: Menu planning for special diets

L2: Food Hygiene, Food poisoning

L3: Changing the recipes - Evaluating own products

Practical:

L1: Buttermilk biscuits

L2: Meatballs and pasta or Cottage pie

L3: Brownies

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 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 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.

- 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.