



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](mailto:l.headland@charteracademy.org.uk) if you have any other queries about the curriculum.



**Curriculum covered this term:**

**Curriculum covered this term:**

Throughout Summer 1, students will complete a poetry unit which focusses on 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

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

7A3 and 7B3: Roald Dahl's Danny, the Champion of the World.

7A1, 7A2, 7B1 and 7B2: 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.

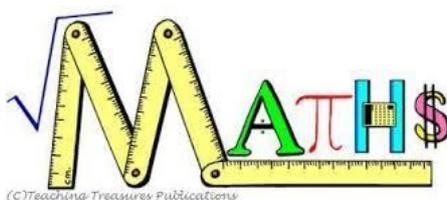
**Cultural:** Students will be studying literary heritage poems and the unit develops students' cultural capital.

#### **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:

### Algebra

|                                       |  |
|---------------------------------------|--|
| Unit 17 – Order of operations (2)     | <ul style="list-style-type: none"> <li>• Carry out combined operations involving all four operations</li> <li>• Understand and use brackets</li> <li>• Use simple index notation</li> </ul>  |
| Unit 18 – Introduction to algebra (2) | <ul style="list-style-type: none"> <li>• Recognise and continue sequences</li> <li>• Represent an unknown number using a letter</li> <li>• Write and understand simple algebraic expressions</li> <li>• Substitute numerical values into formulae and expressions</li> <li>• Collect like terms and simplify expressions</li> <li>• Multiply out brackets, identify and take out common factors to factorise</li> <li>• Recognise that different-looking expressions may be identical and prove simple algebraic identities</li> </ul> |

### Percentages and handling data

|                             |   |
|-----------------------------|---|
| Unit 20 – Percentages (2)   | <ul style="list-style-type: none"> <li>• Understand percentage as a fractional operator with denominator of 100</li> <li>• Express a part of a whole as a percentage</li> <li>• Convert between fractions, decimals and percentages</li> <li>• Find fractions and percentages of given quantities</li> <li>• Find the whole given a part and the percentage</li> <li>• Increasing and decreasing by a percentage</li> </ul>   |
| Unit 21 – Handling data (2) | <ul style="list-style-type: none"> <li>• Understand the difference between types of data</li> <li>• Construct and interpret <ul style="list-style-type: none"> <li>○ Tables (including tally and two way)</li> <li>○ Bar charts (including comparative and composite)</li> <li>○ Pictograms</li> <li>○ Line graphs</li> </ul> </li> <li>• Read and interpret pie charts</li> <li>• Draw pie charts from raw data</li> <li>• Explore misleading graphical representations</li> </ul> |

### 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:

#### Year 7 Curriculum content this term:

##### Biology –

- 1 – What cells & organs do plants use for reproduction?
- 2 – What is cross-pollination & self-pollination and which animals can pollinate plants?
- 3 – Plant & flower structure
- 4 – RP – Flower dissection
- 5 – What happens during puberty & adolescence?
- 6 – What happens during the menstrual cycle?
- 7 – How do animals reproduce sexually and how does sexual intercourse produce a baby?
- 8 – How does a foetus develop during pregnancy and how can a mother care for a foetus?
- 9 – What happens during & just after birth?
- 10 – What do people do if they can't have a baby?
- 11 - EOTT

##### Chemistry 1 – Chemical reactions

- 1 – Chemical reactions
- 2 – Word equations
- 3 – Burning fuels
- 4 – RP – Comparing energy released by different fuels
- 5 – Mastery 1
- 6 – Thermal decomposition
- 7 – Conservation of mass
- 8 – Endothermic and exothermic reactions
- 9 – Mastery 2
- 10 - EOTT

##### Chemistry 2 – Acids & alkalis

- 1 – Acids & alkalis
- 2 – Indicators
- 3 – Universal indicator & the pH scale
- 4 – Mastery 1
- 5 – Neutralisation
- 6 – Uses of neutralisation
- 7 – Making salts
- 8 – RP – Making salts

9 – Mastery 2

10 - EOTT

Physics - Light

1 – Light

2 – RP – Law of reflection

3 – Reflection

4 - Refraction

5 – Mastery 1

6 – The eye & the camera

7 – Colour

8 – Mastery 2

9 - EOTT

Physics - Space

1 – The night sky

2 – The Solar System

3 – The Earth

4 – Mastery 1

5 – The Moon

6 – RP – Scale model of Solar System

7 – Mastery 2

8 - EOTT

### **SMSC links:**

#### Spiritual development within Science

There will be moments for the students to reflect on their own views about the world and how they relate to it

#### Moral development within Science

STEM Clubs & STEM Ambassadors

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

- Energy resources and climate change – KS3 and KS4 Chemistry
- Global warming and recycling – KS3 and KS4 Chemistry

#### Social development within Science

STEM Clubs & STEM Ambassadors

Topics which develop individuals' understanding of society:

- Evolution – KS3 and KS4 Biology

## Cultural development within Science

Topics which develop students to respect different cultural understanding:

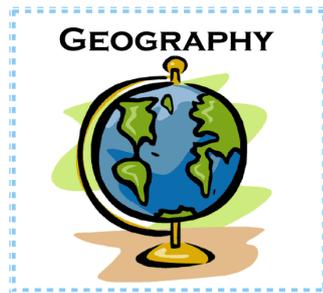
- Development of scientific ideas- KS3,KS4 & KS5 Science
- Evolution – KS4 & KS5 Biology
- Climate change – KS3 and KS4 Physics
- Importance of collaboration in Science – KS3 & KS4

### **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:**

In Geography during the first half of the summer term, the students in year 7 will be completing a unit about the different types of tectonic 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. These topics will be assessed in the end of year exams in Summer 2. During the second half of the Summer term, students in year 7 will be completing a unit of work on population. Students will be looking at the reasons for population growth and the impacts of population increase. They will also begin to look at population structures and how these vary in different countries. These topics will be assessed in the end of year exams in Summer 2.

### **SMSC links:**

#### **SMSC:**

**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:**

**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 first about what the hazards are and why they occur – they will then be able to link this with the courageousness of varying people that have been impacted by natural disasters around the world.

**Respect:** Throughout this unit of work, students will gain an understanding of the types of weather that exist and how this affects different countries and why.



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

In the first part of the Summer Term the students will be building on their medieval knowledge to look at various themes from the time. They will study the development of the Crusades. They will study Richard III and the murder in the towers and finally they will also study the importance of Henry VIII and his reign over England.

In the second part of the Summer, the students will be continuing Henry VIII and looking at the Gunpowder Plot.

### **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:** They will start to consider how England was affected after the gunpowder Plot and what caused this.

**Moral:** They will evaluate Henry VIII's rule and in particular, the break from Rome to keep control. They will also start to think about the role of a king and how a ruler is supposed to behave.

**Spiritual:** Students consider the impact of the Gunpowder Plot on English society with particular reference made to the song still sung today on bonfire night.

**Cultural:** Students will be learning about the changes to English society following Henry VIII's rule and be asked to assess how much life really changed and for who.

### **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

**Justice:** Students will be evaluating the ways in which the Gunpowder plot affected England and do an enquiry to conclude whether the plotters were framed. They will consider the resulting impact on society.

**Respect:** Students will consider the lack of respect shown to the Henry VIII's wives and similarly the plotters of the Gunpowder Plot, students will talk about Guy Fawkes and if he was treated right.

**Courage:** Students will look at what happened to people who were brave enough to protest their innocence after the Gunpowder plot.

## Spanish



### Curriculum content this term:

This term will have a large focus on grammar. Students will learn to use verbs confidently in the present, past and future tenses, and apply this knowledge across topics. This is a very important skill that students will build upon as they continue studying Spanish, which will allow them to manipulate the language creatively.

Topics studied this term will include:

- Free time activities
- Sports
- Places in town
- Directions

Although the unit centres on the topics of free time and town, it is essential that students continue to build upon what they have learnt in the autumn and spring term and revisit previous topics to keep them fresh.

### SMSC links:

This unit provides an excellent opportunity for cultural knowledge, as students will learn about differences between schools in Spain and England.

### 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.



**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: Hinduism**

Students will be introduced to Hinduism. They will begin by looking into the nature of Hindu deities and contrast this with the religions previously studied. This will lead into Hindu beliefs regarding the afterlife, the soul, and reincarnation. We will look at the cultural background and conventions within Hinduism, and finish the unit by exploring Gandhi's philosophies and work.

### **SMSC:**

**Social:** Students will explore the social aspects of the Hindu caste system, and evaluate this in light of their own thoughts and the work of Gandhi. 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 Hinduism and look into the cycle of karmic reincarnation.

**Spiritual:** Students will learn about the afterlife in Hinduism and reflect upon the ethical implications of this.

**Cultural:** Students will learn about the Hindu caste system and how this is rooted in Hindu culture.

### **Christian Values:**

**Justice:** Justice will be discussed in relation to various topics. Students will be invited to understand how important the concept of justice is to Hinduism, particularly surrounding the concept of karma.

**Respect:** Students will be encouraged to understand how Hinduism developed an understanding of treating others and how this may link to how our society expects us to treat people who are different from us in some way.

**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.



# MUSIC

## Curriculum content this term:

**In Summer 1** students will be learning about Ragtime music, and will learn how to play *The Entertainer* on the keyboard. Students will be focusing on keyboard technique, and devices such as chromaticism. They will learn about the social and historical context of Ragtime, and how the genre evolved into Blues and Jazz.

**In Summer 2** students will be learning about Reggae Music, and will learn how to play *Three Little Birds* by Bob Marley. Students will be focusing on keyboard skills such as playing chords, and will learn about rhythmic devices such as syncopation and offbeat rhythms.

## 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

**Using and developing skills in a variety of themes and genres.**

### Summer 1

'Fame' is an explorative scheme that will use the skills students have been developing all year to create a variety of performance piece that include reality tv, making adverts, chat shows and interpreting a stimulus song about Fame. They will explore all of the key conventions that have been developed this year and creating comedy, movement, sound scape, freeze frame and developing group work.

### Summer 2

The year 7 finish there drama exploration this year in a scheme of work about the life and times of evacuees. We use script and improvising to create original pieces of theatre that explore the way evacuees felt and were treated in the war. With the use of movement, freeze frame, thought track and script work, groups will create devised pieces of assessment theatre

### SMSC links:

### Spring

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. The issues raised from discussion form their performance, and they are able to use drama as a means of articulating their thoughts and feelings, in a safe and nurturing space. Group work is essential so empathy and compromise are vital in their development.

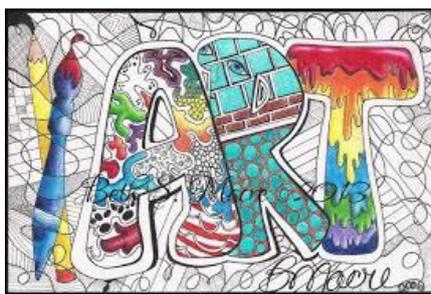
### Christian Values links:

### Summer

**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 watching 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 watching 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:**

### Summer 1.

In the first half of the summer term students in Year 7 continue to work on their 'Pop Art Portraits' project started in the second half of the spring term. Students create their own self-portraits in the style of Roy Lichtenstein and Andy Warhol working in pencil, paint, colour pencil, pen and collage, applying the colour theories and techniques employed by the two Pop artists.

### Summer 2

In the second half of the summer term students begin to work on a 'Natural Forms' Project exploring close up studies of natural forms such as leaves, flowers and shells. Students adopt the techniques used by artist Georgia O'Keeffe, developing skills in observational drawing, and the refinement and application of tone, texture and colour.

### **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.

Show progression to enhance self-worth.

Use of imagination and creativity in learning

#### Moral

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.

#### 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.

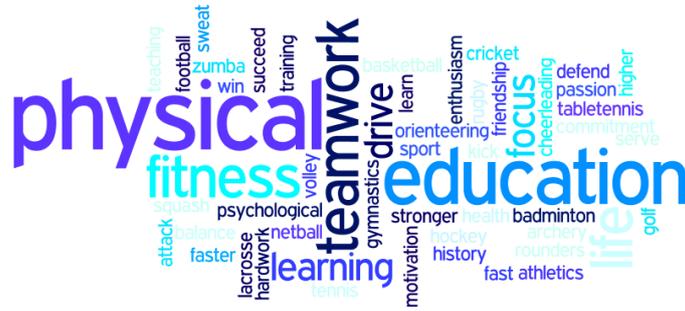
### **Christian Values links:**

**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.





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

Throughout summer 1, students in year 7 will be focusing on athletics and the practising of skills that make up the running, jumping and throwing events. In summer 2, students will be completing modules on striking and fielding which looks at the generic skills of batting and fielding and how to transfer these across different games such as rounders and cricket. There will also be a badminton module where students will learn the fundamentals of playing this racquet sport.

### **SMSC links:**

Spiritual –

- Develop their capacity for critical and independent thought
- Sustain their self-esteem in the learning experience

Moral -

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others

Social -

- Develop their compassion for others in society

Cultural –

- Interact with different cultures/lifestyles and explore their advantages and disadvantages

### **Christian Values links:**

Respect –

- Be respectful of teammates and opposition
- Listen to all team members
- Listen and respect referee decisions
- Sportsmanship – Fair Play
- Take care of one's health and know your limits
- Be supportive of others

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.