



Ark Charter
Academy

Summer Term

Year 9

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



Curriculum covered this term:

In summer 1 and 2 students will study *The Adventures of Sherlock Holmes* by Arthur Conan Doyle. The aim of this unit was to build stamina to read and understand a 19th Century text. They will then move on to study Shakespeare's *The Tempest*, acquiring key ideas and information that will have value at KS4. For example: why an aside is used.

SMSC links:

Social: In their study of the novel and play, 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 both the novel and play. They will explore the motivations of particular characters and certain moral issues both verbally and in their writing.

Spiritual: Students will be writing a monologue from one character's perspective, group discussion on themes, actions, consequences and ethics.

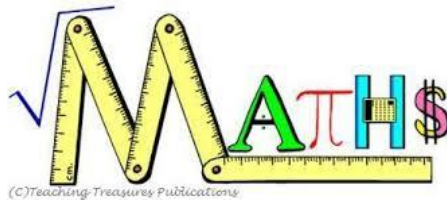
Cultural: Students will be studying literary heritage and the unit develops students' cultural capital.

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



Curriculum covered this term:

Geometry including:

Pythagoras' Theorem

Transformations

Use known angle and shape facts to obtain simple proofs

Probability

Statistics including:

Mean of grouped data

Compare two data sets

Stem and leaf diagrams

Scatter graphs

Exploring trigonometry

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:

Science	Topic	Lesson Theme
Biology	B16 Ecology - Interdependence	The importance of communities
		Organisms in their environment
		Distribution and abundance
		Required practical – Investigate size of a population
		Competition in animals
		Competition in plants
		Adapt & survive
		Adaptation in animals
		Adaptations in plants
Summative task		
Chemistry	C3 1-4: Ionic bonding revision & required practical	States of matter
		Required practical – Making salts
		Atoms into ions
		Ionic bonding
Physics	P12: Wave properties (Including sound) Including required practical	Giant ionic structures
		The nature of waves
		The properties of waves
		Reflection & refraction (H)
		More about waves
		Required practical - measure the frequency, wavelength and speed of waves in a ripple tank and waves in a solid
		Sound waves (PHYSICS ONLY)
		The uses of ultrasound (PHYSICS ONLY)
Seismic waves (PHYSICS ONLY)		
Summative task		
Biology	B8 Bioenergetics: Photosynthesis Including required practical	Photosynthesis
		The rate of photosynthesis
		Required practical – Investigate effect of light on rate of photosynthesis
		How plants use glucose
		Making the most of photosynthesis (H)
		Summative task
Chemistry	C3 5-6: Covalent bonding	Covalent bonding
		Structure of simple molecules
Physics	P13: Waves: electromagnetic (including required practical)	The electromagnetic spectrum
		Light, infrared, microwaves, and radio waves
		Required practical - Investigate how the amount of infrared radiation absorbed or radiated by a surface depends on the nature of that surface
		Communications

		Ultraviolet waves, X-rays, gamma rays
		X-rays in medicine
		End of topic test

SMSC links:

Spiritual development within Science

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

- Interdependence – KS3 and KS4 Biology

Moral development within Science

STEM Clubs & STEM Ambassadors

Social development within Science

STEM Clubs & STEM Ambassadors

Cultural development within Science

Topics which develop students to respect different cultural understanding:

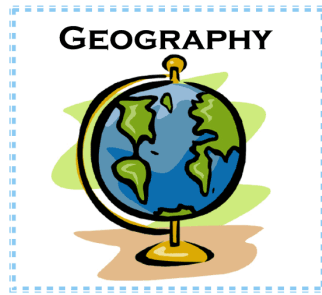
- Development of scientific ideas- KS3,KS4 & KS5 Science
- Importance of collaboration in Science

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 and 2, students in year 9 will be focussing their learning on the physical Geography of the UK. In particular, this will include geology, specific coastal and fluvial landforms, glaciated landscapes and the management strategies associated with these. This is an interesting part of the Edexcel B (9-1) specification with many of the topics being new to the students. They will have plenty of opportunities for independent research and group work throughout the term.

SMSC links:

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, decision making and land use change.

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

Cultural: Students will be encouraged to think about how varying cultures have been moulded by the different regions of the UK 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 about how varying people and governments have been courageous in their actions with regards to the ecosystems and landscapes they inhabit.

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



Curriculum content this term:

Students will begin their second GCSE unit on Weimar and Nazi Germany. In summer one, they will look specifically on the challenges faced by the Weimar government and changes in society under their rule. They will also begin to look at Hitler's rise to power and the events that allowed Hitler to become Chancellor by 1933.

Students will continue with their second GCSE unit on Weimar and Nazi Germany. In summer two they will look specifically at Hitler's rise to power and the events that allowed Hitler to become Chancellor by 1933. They will also study life in Nazi Germany and focus on the impact it had on peoples' lives.

SMSC links:

Summer 1

Social: The students will have opportunities to work in groups and pairs to improve their social skills. Students will also look at life in Weimar Germany and the impact that events, such as World War One and the Wall Street Crash, had on the population.

Moral: Students will learn about the rise of Nazism and the problem that it caused for society.

Spiritual: Students will reflect upon how religion was affected under Weimar and Nazi rule.

Cultural: Students will develop an understanding of the German culture during this period.

Summer 2

Social: The students will have opportunities to work in groups and pairs to improve their social skills. Students will also look at life in Weimar Germany and the impact that events, such as World War One and the Wall Street Crash, had on the population.

Moral: Students will learn about the rise of Nazism and the problem that it caused for society.

Spiritual: Students will reflect upon how religion was affected under Weimar and Nazi rule.

Cultural: Students will develop an understanding of the German culture during this period.

Christian Values links:

Summer 1

Justice: Justice will be discussed in relation to various topics. One area will be the ending of World War One and how just were the terms set out in the Treaty of Versailles.

Respect: Students will look at how various groups of people were treated under the Weimar Republic and discuss the consequences if people are not treated with respect.

Courage: Students will have the courage to share their views with the class. They will have the courage to use these skills and impact their local community

Summer 2

Justice: Justice will be discussed in relation to various topics. One area will be the ending of World War One and how just were the terms set out in the Treaty of Versailles.

Respect: Students will look at how various groups of people were treated under the Weimar Republic and discuss the consequences if people are not treated with respect.

Courage: Students will have the courage to share their views with the class. They will have the courage to use these skills and impact their local community

Spanish



Curriculum content this term:

In this enquiry students will learn language relating to healthy living, namely sports and exercise, food and plans to be healthier. Links will be made to previous learning, both in terms of vocabulary and grammar (e.g. verbs and tenses).

SMSC links:

Looking at what makes a healthy lifestyle and what people do to be healthy in 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 scary. They will need to show courage in order to do this and make maximum progress in their speaking skill.

Respect: Students will be expected to speak Spanish in front of the class and this can be scary. They will need to show respect to each other so that students feel they can speak confidently and without fear.



Curriculum content this term (Core RE lessons):

Religion and fantasy

Students will be looking at the place of religion in the 'fantasy' genre. Students will explore themes such as 'good versus evil', 'truth' and 'the existence of something beyond the scientific and rational'. This will include looking at popular science fiction and fantasy movies such as Avatar and Star Wars.

SMSC links:

Social: The students will be involved in exploring society explores the issues commonly dealt with by religion, such as good and evil, in a popular manner. They will be asked to evaluate if this is a healthy alternative to religion and why they thinks this.

Moral: The morality advanced by the movies we will look at is examined. Can we identify a moral tradition that is being used in these movies or are we looking at something else: humanism for example? Students will be asked to express their opinions and justify them.

Spiritual: Do these movies advance a universe in which God/gods exist? If so, do they identify a form of spirituality with which we can identify and, if not, what does this say for their view of our universe?

Cultural: Students will asked if they think these movies are a part of our culture or are they a part of another country's culture. They will be asked to explain what impact they think these movies have had on our culture and whether they think that is for good or bad and why.

Christian Values links:

Justice: Justice is a theme that runs strongly through many, if not all, the movies we will be looking at. We will be exploring if the kind of 'justice' advanced by them is the same 'justice' we mean within a Christian context.

Respect: Students will look at how 'respect' is expressed in these movies. They will ask if that 'respect' something we can wholeheartedly buy into or not.

Courage: Courage is a strong theme in these movies. The hero/heroin often has to struggle against the temptation to give in or run away before doing the right thing. Is that a vision of courage we can celebrate?

- Sportsmanship
- Fairness – actions and/or decisions are morally right
- Students are naturally attentive to the justice of events and situations in PE.
- Students react to actions and decisions made by their peers and teachers.

OPTION SUBJECTS



MUSIC

Curriculum content this term:

In Summer 1 students will study music from the area of study; **Fusions**. This will include an EDEXCEL

GCSE set work called **Samba Em Preludio by Esperanza Spalding and Afro Celt Sound System 'Release'**. The students will listen to a variety of fusion music that includes Latin American, jazz, blues, samba, celtic music, African music, folk music, reels and jigs to identify elements of the music such as improvisation, syncopation, call and response, instruments from different countries and vocal ranges.

They will do a group and individual performance of an existing piece and their own composition based on a given brief related to the set works this term.

In Summer 2 students will study music from the area of study **Instrumental Music; Beethoven's Sonata Pathetique** and Area of study **Vocal music; Killer Queen by Queen**. They will listen to a variety of classical music to identify elements of music from the romantic period such as sonata form, dissonance, variations in dynamics, themes and use of instruments.

The students will also listen to a variety of vocal music from religious and secular choral music to rock music. They will learn to identify elements of music such as the different SATB voices, arias, recitative, lied, through composed and strophic song forms, R+B, a cappella, falsetto, riffing, blues, disco and rock.

They will do a group and individual performance and their own composition related to the set work this term.

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

Devising scheme of work based on WW1. Using images and facts on the war to produce Brechtian style theatre, set to inform the audience and educate them on the atrocities of war.

Summer 2

Practitioner study – Antonin Artaud. Devising work based on the manifesto of his theatre style.

SMSC links:

Summer 1

Moving forward from the TIE (Theatre in Education) style performance in the year 8 scheme of work, this is a more mature look at educational theatre addressing historical factors that have shaped the lives they lead today.

Summer 2

Creating immersive theatre in the Theatre of Cruelty style. Audience participation and pushing students as actors to create theatre that stimulates the senses as well as the mind. An immersive style that requires the actor to explore audience interaction and performance that stimulates the senses.

Christian Values links:

Summer 1

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

Respect: Students will develop skills in listening and 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 generate ideas for their own performances.

Courage: By listening and discussing different 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 complete their first coursework project on 'Food' which delivers the key skills for the initial GCSE portfolio of work. The coursework project gives guidance and structure to support students with their contextual studies and development of skills and techniques. Students will develop personal and experimental approaches towards appropriate use of materials; colour, line, tone, texture and form based on elements within their preparatory studies. This will lead to a personal response in a two or three dimensional format.

SMSC links:

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

Spiritual

Use of imagination and creativity in learning

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

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

Building confidence through developing skill sets over one project.

Moral

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

Students explore aesthetics- and are given the opportunity to give an opinion as to what looks good and what does not.

All students are taught to understand and read art work in order to relate to a concept or idea that conveys a meaning.

Students are required to give an opinion on others work with justification for their view.

Students are encouraged to complete independent research and developed ideas examining a topic. Students are taught to explore the reasons, impact and consequences whilst discussing the issues, aspects and promotion of ideas and concepts.

Social

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

Regular group and pair work in lessons ensures that students support one another in

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

Cultural

Ability to appreciate and understand other artists, their techniques and approaches to art and design.

All students are involved in questioning 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 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:

Summer 1

During the first half of the Summer term, students will be looking at a unit that investigates *people in business*. Throughout this unit, students will have the opportunity to investigate the recruitment process and look at the laws and legislations that are in place to protect employees and consumers.

Summer 2

During the second half of the Summer term, students will be studying their final unit of the year where they will be looking at a number of manufacturing and quality control techniques. They will also sit an end of year assessment that looks at the knowledge from each topic covered throughout year 9.

Students are still in the introductory stage of their qualification and will move on to their assessed work in year 10. More information about this course can be found by searching online for "Cambridge Nationals Business and Enterprise Level 2" where the structure of the course is detailed as well as supporting documents such as revision materials and mock exams.

SMSC links:

Social: Students will look at motivation in the workplace and what motivates them at home and in school.

Moral: Students will study a selection of laws and legislations that surround employment and consumer protection. Many of these laws will have an immediate impact on the students for example National Minimum Wage.

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.

Cultural: Students study the recruitment process which incorporates the understanding of etiquette in the workplace.

Christian Values links:

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.

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 stakeholders.

Respect: Students will be aware of respect in a formal and everyday sense. Firstly, students are required 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.



CLASSICAL CIVILISATIONS

Curriculum content this term:

Students will be continuing their work on Unit 1: Myth and Religion. In the summer term, the focus will be on depth of knowledge and the use of cultural material such as reliefs, vase paintings, inscriptions and extracts from literary texts.

In summer 2, students will spend some time revising Unit 1: Myth and Religion in preparation for their end of year exams. Students will be revising the following topics: Greek and Roman Gods; Heracles: The Universal Hero; Religion and the City; Myth and the City; Festivals; Myth and symbols of power; Death and Burial and Journey's to the Underworld. Following the exams, they will begin work on Unit 2: War and Warfare. In this unit, students will study topics such as: Sparta and Athens at War in the 5th Century; the Roman Military in the Imperial Period and the Romans at War. As well as this, students will be studying a range of literary sources including Homer's *Illiad*; Virgil's *Aeneid* and Horace's *Odes*.

SMSC links:

Summer 1

Social: Students will be looking at the structure of Roman and Greek society, Roman and Greek customs and Rome and Greece at war.

Moral: Students will be considering how both Greek and Roman societies are governed and will explore how myth has been used as a symbol of power.

Spiritual: Students will look at the role of religion in the everyday lives of ancient Greeks and Romans. The study of temples, sacrifice, festivals, death and beliefs in the afterlife will give a broad overview of religion the ancient world.

Cultural: Students study the myths regarding the role of gods and heroes in the founding of Athens and Rome and the importance of Heracles to both the Greek and Roman world.

Summer 2

Social: Students will be looking at the structure of Roman and Greek society, Roman and Greek customs and Rome and Greece at war.

Moral: Students will be considering why both Roman and Greek societies went to war and the impact of war on both the soldiers and their families.

Spiritual: Students will look at the role of religion in the everyday lives of ancient Greeks and Romans. The study of temples, sacrifice, festivals, death and beliefs in the afterlife will give a broad overview of religion the ancient world.

Cultural: Students study the military systems and tactics of each society, they will also look at key battles and how this impacted on the societies involved.

Christian Values links:

Summer 1

Courage: Students look at the way in which warfare is viewed and the cultural impacts of conflicts, including the human cost of war.

Respect: Students will be required to make informed comparisons between Greek and Roman ideas, including the characteristics of the different societies and the impact of the cultural contexts on the theme studied.

Justice: Students study the twelve labours of Heracles and the importance of Heracles to both the Greek and Roman world.

Summer 2

Courage: Students look at the way in which warfare is viewed and the cultural impacts of conflicts, including the human cost of war.

Respect: Students will be required to make informed comparisons between Greek and Roman ideas, including the characteristics of the different societies and the impact of the cultural contexts on the theme studied.

Justice: Students study the twelve labours of Heracles and the importance of Heracles to both the Greek and Roman world.



Curriculum content this term:

In this enquiry students will learn language relating to healthy living, namely sports and exercise, food and plans to be healthier. Links will be made to previous learning, both in terms of vocabulary and grammar (e.g. verbs and tenses).

SMSC links:

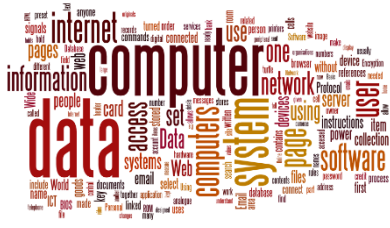
Looking at what makes a healthy lifestyle and what people do to be healthy in French-speaking countries.

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 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 French 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.



ICT

Curriculum content this term:

- Spreadsheets

SMSC links:

Use of data to model real world cost scenarios – link to use of spreadsheets in society, office work, future careers.

Christian Values links:

Justice: In this scheme 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, 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 formula activities and have the courage to apply changes to formula and work independently as well as courage to present ideas to the class or to smaller groups.

COMPUTER SCIENCE



Curriculum content this term:

- OCR Entry Level Certificate Practical Programming - Controlled assessment
- Ethics of Computing and Computers in society

SMSC links:

Looking at secure data and how data is kept and stored to maintain privacy and security

Privacy and ensuring data is used ethically and for the correct reason.

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.



Curriculum content this term:

In Summer 1 and 2, students will be developing their ability to communicate their knowledge and understanding of media products, as well as building their confidence in applying media terminology and theory. To do this they will look at new media technology (web based media) as a platform for news and dissemination of information, this will involve using their practical skills such as designing a web page, planning, scripting, selection and editing.

SMSC links:

Social: In their study of new media technology, 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 web page 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.

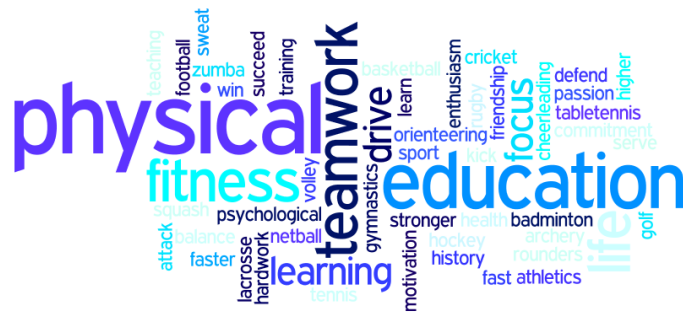
Cultural: The unit develops students' cultural capital. It will also explore the influence new media technology has on cultural attitudes and ideas.

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.



Curriculum content this term:

In summer 1, the theory lessons will be focusing on health, fitness and wellbeing. The practical lessons will focus on volleyball, looking at skills in isolation, fitness for purpose and how skills are implemented in competitive situations.

In summer 2, theory lessons will be focusing on physical training, including the different types of training available and how these methods are carried out. The practical lessons will focus on tennis, again looking at assessing skills in isolation, the ability to carry out the skills efficiently and their overall effectiveness in competitive situations.

SMSC links:

Spiritual –

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

Moral -

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

Social -

- Develop their compassion for others in society

Cultural –

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

Christian Values links:

Respect –

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

- Be supportive of others
- Be part of a team – a community of GCSE students

Courage –

- Trying new sports
- Attempting all tasks
- Attend after school clubs (Though your friends may not)
- Self-belief and self confidence (Be prepared to make mistakes)
- Moral courage – stand up for what you think is right
- Physical courage – Keep retrying

Justice –

- Sportsmanship
- Fairness – actions and/or decisions are morally right
- Students are naturally attentive to the justice of events and situations in PE.
- Students react to actions and decisions made by their peers and teachers.



Curriculum content this term:

Summer 1 Islam

Students will study Islam in depth. They will evaluate the importance of the Mosque, pilgrimage, worship and the Qur'an. They will look at the difference between Sunni and Shi'a Muslims. This is the second topic to be taught from the new GCSE specification.

Summer 2: Islam, Christianity and Humanism

Students will complete their study of Islam. They will then study Humanism for two weeks. After they have completed their Humanism unit they will then begin revision. The students will be revising all the topics they have studied in year 9; Holocaust, Evil and Suffering, Christianity, Humanism and Islam. The students have recently been given a booklet which they can use at home to learn quotes and key concepts.

SMSC links:

Summer 1

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 learn about the importance Islam has within our society. The impact Islam has had across the world.

Spiritual: Students will reflect upon the way Islam has impacted our society. Students will reflect on the similarities and differences of Christianity and Islam.

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.

Summer 2

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 learn about the importance Christianity, Humanism and Islam has within our society. The impact religious and non-religious views have had across the world.

Spiritual: Students will reflect upon the way religion has impacted our society. Students will reflect on the similarities and differences of Christianity, Humanism and Islam.

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:

Summer 1

Justice: Justice will be discussed in relation to various topics. Justice is a central theme in the Qur'an, stating the traditions of law and how they should be put into practice.

Respect: All lessons links to various views Islamic views. Students are taught to respect the views of others.

Courage: Students will have the courage to share their views with the class. They will have the courage to use these skills and impact their local community.

Summer 2

Justice: Justice will be discussed in relation to various topics. Justice is a central theme in the sacred texts.

Respect: All lessons links to various views religious views. Students are taught to respect the views of others.

Courage: Students will have the courage to share their views with the class. They will have the courage to use these skills and impact their local community.