

Ark Pioneer Academy

Year 7
Curriculum Information Booklet
2020-21



Contents

<i>Introduction</i>	3
<i>Our Curriculum Values</i>	4
<i>Structure and Options</i>	6
<i>Homework</i>	7
<i>English</i>	8
<i>Mathematics</i>	9
<i>Science</i>	10
<i>History</i>	11
<i>Geography</i>	12
<i>French</i>	13
<i>Religion and Philosophy</i>	14
<i>Music</i>	15
<i>Drama</i>	16
<i>Physical Education</i>	17
<i>Design & Technology</i>	18
<i>Art and Design</i>	19
<i>University, Careers & Enrichment</i>	20
<i>Values & Character Development</i>	21

Introduction



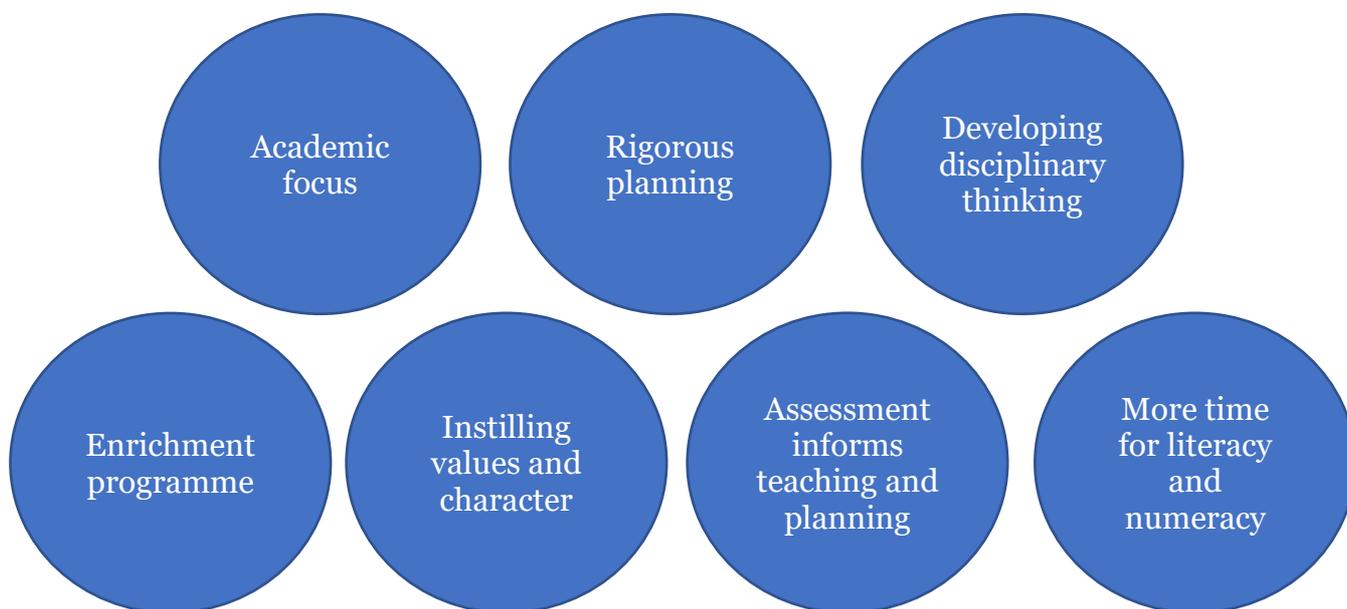
At Ark Pioneer, the curriculum in each subject area is designed backwards from university study, through A-Level, GCSE and down to Key Stage 3. Our subject leaders have created a rigorous curriculum in each subject that promotes curiosity and develops a depth of understanding. All subject areas aim to prepare our pupils for future study within this discipline, leaving no doors closed to pupils as they narrow their choices later in their education.

We commit extra curriculum time to English and mathematics in every year group. This allows our pupils to quickly develop literacy and numeracy skills to a very high level.

Our curriculum is organised into cycles which will be assessed through termly formative assessment at the end of autumn and spring to help find out what pupils do and don't know. We will also be running summative assessment to measure pupil progress and attainment at the end of the academic year. Parents will be invited to meet teachers during the year to discuss their child's progress in the spring and autumn term.

In addition, we build on each child's character and habits to support their academic and personal development. Discussions, assemblies and presentations by external speakers give pupils the language and structure to explore issues relevant to society, while also instilling the values that will guide their personal development. Pupils also develop the skills needed to succeed at university and in the workplace. They learn to be independent and organised. We also teach pupils how to take notes and conduct research, how to listen, discuss and debate; they will be confident speaking in public.

Alongside this curriculum, we run a variety of enrichment sessions for our pupils. We want them to develop interests and passions that will give them enjoyment throughout their lives. Pupils will be able to choose from activities ranging from cooking, debating and drama to coding, football and playing in our orchestra. In addition to this, we will offer subsidised music lessons for all pupils.



Academic Focus

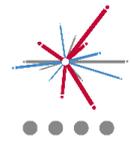
At Ark Pioneer, pupils will study a traditional curriculum with an academic focus from Key Stage 3 through to our Sixth Form offer. We believe this will provide pupils with a solid foundation for further education, empowering them to follow the career path of their choice and giving them a real chance to go to university.

Rigorous planning

Our curriculum will be planned ‘backwards’ from university study in each subject and will include a thorough base of content. At each point the knowledge, conceptual understanding and skills that need to be mastered in order to move on will be clearly defined. Our teachers will have a detailed understanding of the curriculum structure and sequence, recognising how each lesson’s learning fits into the pupils’ broader development within the subject.

Developing disciplinary thinking

Each subject curriculum will promote disciplinary thinking and explore the big ideas underpinning that discipline. Teachers will develop a depth of understanding in each pupil, ensuring they are well prepared for future study, leaving no doors closed to pupils as they narrow their choices later in their education.



More time for literacy and numeracy

We will commit extra curriculum time to English and mathematics in every year group. This will allow our pupils to quickly develop literacy and numeracy skills to a very high level, increasing their chances of being successful. Pupils who enter at below average levels of attainment will be supported to catch up, so they can access, and be successful in, our curriculum.

Assessment informs teaching & planning

We will use assessment to support us in teaching our curriculum. Regular and spaced, low-stakes assessment will allow us to identify misconceptions or gaps and to plan appropriate interventions. Rigorous, challenging and fair tests of content taught each year will allow us to gather accurate data, indicative of where pupils are in relation to national expectations. Both will inform our review and improvement of schemes of work in each subject.

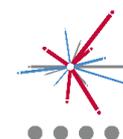
Instilling values & character

We will build on each pupil's character and habits and teach them specific skills they need to succeed both at university and in the workplace. Discussions, assemblies and presentations by external speakers will give each pupil the language and structure to explore issues relevant to society, while also instilling the values that will guide their personal development.

Enrichment programme

Alongside this curriculum, we will run a variety of enrichment sessions for our pupils. We want them to develop interests and passions that will give them enjoyment throughout their lives.

Structure and Options



Key Stage 3 Curriculum:

In years 7 to 9, we will offer a rich and varied curriculum, designed to prepare pupils fully for GCSEs and the 'step-up' to Key Stage 4. We will have a strong focus on English, mathematics and science, with generous allocations for these three core subjects. Each pupil will also spend significant time studying the humanities and French. However, our pupils will also experience a range of practical and expressive subjects including design technology, art, music, drama and PE every week. This balanced diet will ensure they develop into rounded individuals, with a range of strengths and talents.

Subject	Periods
<i>English</i>	6
<i>Maths</i>	5
<i>Science</i>	4
<i>History</i>	3
<i>Geography</i>	3
<i>French</i>	3
<i>Philosophy & Religion</i>	1
<i>PE</i>	2
<i>Art, Design & Technology</i>	3
<i>Music</i>	1
<i>Drama</i>	1

Key Stage 4 Curriculum:

In Key Stage 4, our pupils will be exposed to a more grown up, sophisticated study of their chosen GCSE subjects. The disciplinary language and vocabulary, the difficulty of the concepts, the expectation in terms of homework and revision, will be unapologetically demanding.

We discuss individual curriculum pathways with pupils and their parents, as pupils prepare for the transition to Key Stage 4. They will have the option to choose two further subjects, including

- Art
- Design and Technology
- Music
- Drama
- Physical Education
- Religious Education
- History
- Geography



The weighting of subjects in Key Stage 4 will be as follows:

Subject	Periods
<i>English</i>	6
<i>Maths</i>	5/6
<i>Triple Science</i>	7
<i>Combined Science</i>	6
<i>French or another MFL</i>	3
<i>History or Geography</i>	3
<i>Option Subject 3</i>	3
<i>Option Subject 4</i>	3
<i>PE</i>	2

Key Stage 5 Curriculum:

Ark Pioneer will open its sixth form in 2024 after our 2019 founding pupils complete GCSEs. We will offer A Level courses across a range of academic subjects. We also intend to offer a number of rigorous level 3 qualifications that have recently been introduced across the Ark network.

We believe this offer will prepare Ark Pioneer pupils to attend the best universities in the country or embark on a higher level apprenticeship of their choice.

Homework

At Ark Pioneer, we believe that homework is crucial to success at school. Effective homework consolidates and secures learning and builds independence and self-discipline. Homework is recorded clearly in the planner by pupils, written in during the lesson when the homework is set. Form tutors will issue pupils with a homework timetable that sets out clearly the days each week subjects can set homework.

It is our expectation that all homework is completed to deadline and to the expected high standard. On the due date, homework will be checked at the beginning of the lesson and pupils leave the work visible on their desk.



Subject Aim

Through studying English, pupils will develop their confidence to speak, read and write fluently so that they can effectively communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. By developing a passion and appreciation for reading for pleasure and information, we want pupils to appreciate our rich and varied literary heritage so that they acquire a wide vocabulary and develop culturally, emotionally, intellectually, socially and spiritually. Additionally, pupils should be able to analyse language, structure and form of whole texts, including a variety of forms, and articulate themselves academically in well-structured critical essays, considering context and writer's intentions. Alongside this, pupils will enhance their understanding of grammar and knowledge of linguistic conventions so that they can analyse as well as manipulate conventions to suit audience, purpose and text-type.

Year 7 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn	<i>What kind of character is Bill Sykes?</i>	<ul style="list-style-type: none"> • Life in Victorian England and Victorian Crime • The form of a novel • Narrative of <i>Oliver Twist</i> • Bill Sikes – character development and vocabulary to describe him • Knowledge of following characters and how they interact with Bill Sykes: Fagin, Artful Dodge, Oliver • Essay and writing skills
Spring	<i>Is the love potion good or bad?</i>	<ul style="list-style-type: none"> • Life in Elizabethan England and Shakespeare's life • Elizabeth family relationships • The role of the love potion • The form of a play • Narrative of <i>A Midsummer Night's Dream</i> • Life in Ancient Athens • Essay and writing skills
Summer	<i>How do poets create meaning in descriptions?</i>	<ul style="list-style-type: none"> • Structure and use of metaphor • Poetic forms • Lives of Blake and Tennyson • 'The Tyger' by William Blake • 'The Eagle' by Alfred Lord Tennyson • Essay and writing skills

Assessment Details

In addition to regular knowledge quizzes and multiple-choice style questions, pupils will also undertake extended writing tasks where pupils analytical skills, vocabulary, grammar and punctuation skills are assessed. In GCSE study, pupils will be entered for 2 GCSEs: the AQA Literature Specification and AQA Language specification. In Literature, pupils will study and be assessed on Macbeth, The Strange Case of Jekyll and Hyde, An Inspector Calls, Conflict and Power poetry and unseen poetry.



Mathematics

Subject Aim

Through studying Mathematics students learn to be logical, analytical problem solvers thereby fostering resilience and independent thinking. Students will be guided in exploration of mathematical concepts and be supported through explicit modelling of key language and notations to enable them to articulate their mathematical thinking and communicate their methods accurately.

Through the use of real-life mathematical examples, students will develop an appreciation for the importance of Mathematics in everyday life and the power and versatility of the subject.

Year 7 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	<i>Why is mathematics a universal language?</i>	<ul style="list-style-type: none">• Axioms and arrays (multiplication)• Factors and multiples• Order of operations (BIDMAS)
Autumn 2	<i>Why is zero neither negative nor positive? What does algebra look like in the real world?</i>	<ul style="list-style-type: none">• Numbers and numerals• Positive and negative numbers• Expressions, equations and inequalities
Spring 1	<i>What are the key features of 2D geometry?</i>	<ul style="list-style-type: none">• Angles• Classifying 2D shapes• Constructing triangles and quadrilaterals
Spring 2	<i>What is the Cartesian plane?</i>	<ul style="list-style-type: none">• Coordinates• Area of 2D shapes• Transforming 2D figures
Summer 1	<i>Why were fractions introduced in mathematics?</i>	<ul style="list-style-type: none">• Conceptualising and comparing fractions• Manipulating and calculating with fractions
Summer 2	<i>How do we model proportional relationships?</i>	<ul style="list-style-type: none">• Ratio• Percentages

Assessment Details

In addition to regular multiple choice style questions students will also undertake extended problem-solving questions with real-life contexts to enable them to identify and apply appropriate mathematical methods. In GCSE study, we will follow Edexcel Specification 1MA1 at the Higher or Foundation tier of entry.



Subject Aim

We aim to improve opportunities for all young people regardless of background. In science, this means pupils developing a comprehensive and connected understanding of the big picture of science and ensuring that young people leave school with enough science capital to inform their decision making throughout their life, to understand their impact on the environment and how to be and stay healthy.

To do this we will ensure pupils build up a body of key knowledge, concepts and practical skills over time and these will be interleaved throughout a 7-year curriculum to ensure success. Pupils will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena.

Year 7 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	<i>How do cells make up complex living organisms?</i> <i>How do particles behave?</i>	<ul style="list-style-type: none"> • Cell Structure & Specialised Cells • Using Microscopes • Particle model- solids, liquids and gases • State changes • Diffusion
Autumn 2	<i>How do forces predict motion?</i> <i>How do different organisms reproduce?</i>	<ul style="list-style-type: none"> • Types of forces • Resultant forces • Density • Sexual and asexual reproduction • Puberty & The Menstrual cycle • Embryo development & Plant reproduction
Spring 1	<i>How does chemical structure determine the properties of a material?</i> <i>What part do forces play in Space?</i>	<ul style="list-style-type: none"> • Atoms, elements and compounds • Conservation of mass • Chemical formulae • Weight & Gravitational force • Solar System
Spring 2	<i>How do organisms interact in an ecosystem?</i> <i>How is energy conserved?</i>	<ul style="list-style-type: none"> • Ecosystems • Feeding Relationships & Competition • Biotic & Abiotic Factors • Types of energy • Energy Transfers & Efficiency
Summer 1	<i>How can mixture be separated?</i>	<ul style="list-style-type: none"> • Solvents, Solutes and Solutions • Filtration, Distillation & Chromatography
Summer 2	<i>How electricity transfers energy?</i>	<ul style="list-style-type: none"> • Circuits symbols • Current, potential difference and resistance • Series V Parallel circuits

Assessment Details

In addition to regular knowledge quizzes and multiple choice style questions pupils will also undertake regular short answer questions in relation to key science practicals.

In GCSE study, we will follow the AQA Specification offering both separate science or combined science pathways.

History



Subject Aim

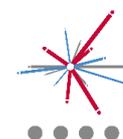
In history, pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. They see the diversity of human experience and understand more about themselves as individuals and members of society. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

Year 7 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn	Anglo-Saxon England <i>Why was England formed in the tenth century?</i>	<ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
	Norman Conquest <i>What were the consequences of the Norman Conquest on England?</i>	<ul style="list-style-type: none"> • The Norman Conquest
	Medieval Power and Rebellion <i>Why did King John sign Magna Carta? How have historians studied why the Peasants' revolted in 1381?</i>	<ul style="list-style-type: none"> • The struggle between Church and crown and Magna Carta and the emergence of Parliament • The Peasants' Revolt
Spring	Reformations <i>What was the most important consequence of the Break with Rome?</i>	<ul style="list-style-type: none"> • English Reformation and Counter-Reformation (Henry VIII to Elizabeth I)
	Britain in the Seventeenth Century <i>Why did the English Civil War start in 1642? What event created 'Parliamentary Government' in Great Britain?</i>	<ul style="list-style-type: none"> • The causes and events of the civil wars throughout Britain • The Restoration, 'Glorious Revolution' and power of Parliament • The Act of Union of 1707, the Hanoverian succession and the Jacobite rebellions of 1715 and 1745
	Chartism and votes for women <i>Why did Chartism fail? Why did women secure the right to vote in 1918?</i>	<ul style="list-style-type: none"> • Party politics, extension of the franchise and social reform • Women's suffrage
Summer	The Second World War and post-war Britain <i>What were the consequences of the Second World War on Britain?</i>	<ul style="list-style-type: none"> • The Second World War, the creation of the welfare state and Windrush migration
	Thatcher's Britain <i>What was the impact of Thatcher's governments on Britain?</i>	<ul style="list-style-type: none"> • The impact of Thatcher's governments (1979–90) on Britain
	Revision <i>How do I prepare for my summative assessment?</i>	<ul style="list-style-type: none"> • Revision

Assessment Details

In addition to regular knowledge quizzes and multiple choice style questions pupils will also write paragraphs and essays in response to the enquiry question. In GCSE study, we will follow Edexcel Specification with a focus on *Medicine in Britain, c1250–present* and *The British sector of the Western Front, 1914–18: injuries, treatment and the trenches*, *Early Elizabethan England, 1558–88*, *Superpower relations and the Cold War, 1941–91* and *The USA, 1954–75: conflict at home and abroad*.



Subject Aim

Geography at Pioneer will empower our students to:

- Make sense of the world, beyond their local surroundings and everyday experience.
- Engage in the 'big conversations' – the significant matters of our time.
- Prepare young people for lives as active citizens.

Year 7 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	<i>What are fantastic landscapes?</i>	<ul style="list-style-type: none"> • World maps, UK maps. • Compass directions to describe location. • Fantastic landscapes around the world include remote polar regions, tropical islands, and deserts.
Autumn 2	<i>What are 'Terrifying Tectonics'?</i>	<ul style="list-style-type: none"> • Plate tectonic theory. • Causes of volcanic and earthquakes hazards. • Impacts of tectonic hazards on people and the environment.
Spring 1	<i>Population Boom! What is happening to the world's population?</i>	<ul style="list-style-type: none"> • The world is predicted to reach 11bn by 2100. However, the pattern of population rise is uneven. • Age-population structure can be understood using population pyramids. • Does more people = more problems?
Spring 2	<i>Crazy cities – what are megacities?</i>	<ul style="list-style-type: none"> • More than half of the world's population now lives in cities. • Growth of megacities and urbanization. • These open opportunities but also present challenges which can be managed in different ways. • Case study: Delhi
Summer 1	<i>Why are coasts controversial?</i>	<ul style="list-style-type: none"> • Coastal processes • Coastal landforms • Controversial coasts: stakeholder conflict
Summer 2	<i>Investigating the weather: What is the climate of the UK?</i> <i>How has London Changed?</i>	<ul style="list-style-type: none"> • Weather processes • Micro-climate fieldwork • UK climate • Extreme weather • Origins of London • Roman Londinium • Factors affecting quality of life in London • History and urban change in the Isle of Dogs

Assessment Details

Students will undertake knowledge quizzes, multiple choice questions (MCQs) and answer geographical enquiry questions through extended writing tasks designed to show the knowledge or skills learned in lessons. Each term there will be a 'termly formative' where students will complete a MCQ and an extended writing task. This enables us to identify students strengths and areas for re-teach in order to develop pupil knowledge. At the end of the year, there will be a Summer Assessment covering the year's content.



Subject Aim

Through studying French in Year 7, pupils will be able to communicate in spoken and written French, with a grammatical focus on giving and justifying opinions. They will know and understand the grammatical and phonetic differences between English and French. Pupils will also be introduced to some of the cultural differences between France, French-speaking countries and the United Kingdom.

Year 7 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	<i>Qui est dans ta famille?</i> Who is in your family?	<ul style="list-style-type: none"> Introduce yourself, introduce other people, and understand introductions from others. Explain who is in your family and know the French for the family nouns (mum, dad, brother etc). Describe the personality of yourself and family members.
Autumn 2	<i>Comment suis-je?</i> What am I like?	<ul style="list-style-type: none"> Construct comparisons in French and use them to compare different people's personalities. Extend opinions using connectives, intensifiers and complex opinion phrases. Describe the physical appearance of yourself and family members.
Spring 1	<i>Que fais-tu au collège?</i> What do you do at school?	<ul style="list-style-type: none"> Explain which subjects you study at school and give justified opinions on those subjects and their teachers. Contrast your experience of primary school and secondary school. Use third person to report the justified opinions of others.
Spring 2	<i>Que aimes-tu faire pendant ton temps libre?</i> What do you like to do during your free time?	<ul style="list-style-type: none"> Explain which sports you play and why, with reference to justified opinions and personality traits. Explain how often you play different sports, in which season you play different sports, and which sports you used to play when you were younger.
Summer 1	<i>Où habites-tu?</i> Where do you live?	<ul style="list-style-type: none"> Explain where you and others live, giving information on type of building, landscape/settlement types, the locations of nearby cities and the points of the compass. Know the major cities in France. Give justified opinions on places, including explaining what attractions they have. Give and understand directions.
Summer 2	<i>Où vont les Français en vacances?</i> Where do the French go on holiday?	<ul style="list-style-type: none"> Know the main tourist destinations in France and what you can do there. Explain where you go on holiday. Describe the weather.

Assessment Details

Pupils will be assessed in their communication and understanding of French across four skills; reading, writing, speaking and listening. They will also be assessed on their knowledge of vocabulary, grammatical structures and their translation skills. At GCSE, French is assessed at Higher and Foundation tier with three written exams (writing, reading and listening) and a short speaking exam. Each exam is equally weighted.

Religion and Philosophy



Subject Aim

Through studying Religion and Philosophy pupils will develop in confidence and knowledge of their own beliefs and values to be able to eloquently express and debate them. Pupils will also build their knowledge of the nature, significance and impact of world religions in contributing to a cohesive and compassionate society. Finally, through studying societal issues with consideration of the modern and ancient philosophy, pupils will be able to come to well-reasoned conclusions and sound judgement on ethical and moral debates.

Year 7 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	<i>What does God expect?</i>	<ul style="list-style-type: none">• The story of creation• After 'The Fall'• Abraham, Isaac, Jacob and his sons
Autumn 1	<i>Why does God command violence in the Old Testament?</i>	<ul style="list-style-type: none">• Moses, the burning bush and founding of the 10 commandments• The 10 plagues and the exodus• The parables of David vs. Goliath, David and Bathsheba and Elijah
Spring 1	<i>What did Jesus teach us?</i>	<ul style="list-style-type: none">• The early life and temptations of Jesus• The miracles of Jesus and his message for outcasts, forgiveness and love• The parables of the Good Samaritan and Parodical Son
Spring 2	<i>Through his life in Jerusalem what message did Jesus give?</i>	<ul style="list-style-type: none">• The message of Jesus in the cleansing of the temple and in the Last Supper• The death and resurrection of Jesus• Pentecost and the travels and letters of Paul
Summer 1	<i>What does it mean to be Jewish?</i>	<ul style="list-style-type: none">• Jewish festivals, celebrations and ceremony• Jewish mourning and afterlife• The value of human life according to Judaism
Summer 2	<i>How have Jews responded to contemporary challenges to their faith?</i>	<ul style="list-style-type: none">• The persecution of the Jewish people in modern and Medieval Europe• Response to the Holocaust by European nations and Jewish communities• Modern day Zionism and antisemitism

Assessment Details

In addition to regular knowledge quizzes and multiple choice style questions pupils will also undertake regular short answer questions that will ask them to form a paragraph response to or take a position on a topical issue. In GCSE study, we will follow Edexcel Specification B with a focus on *Christianity and Islam* alongside *Religion and Ethics* and *Religion, Peace and Conflict*.



Music

Subject Aim

In many ways learning music is much like learning a language. For pupils, learning how to understand music, read music or play an instrument can change the brain and impact other areas of learning. Through Music, pupils will develop creativity, character and confidence. They will increase their understanding of a variety of styles, music theory and history; increasing their cultural capital.

Year 7 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn	<i>What is pulse and rhythm?</i>	<ul style="list-style-type: none">• Rhythm notation and polyrhythms• Maintaining a pulse• Tempo and meter• Unison, bar and bar-lines• Ostinato
Spring	<i>How do we create a melody?</i>	<ul style="list-style-type: none">• The pentatonic scale, major scale, clefs and notation• Stave, step, leap and bar• Dynamics from <i>pp</i> to <i>ff</i>
Summer	<i>What is harmony?</i>	<ul style="list-style-type: none">• Minor scale• Degrees of the major scale, semitones, tones, chords• Time signatures, syncopation, off-beat and rests• Texture, melody and accompaniment

Assessment Details

Pupils will be assessed on practical work, such as performances and compositions. Theory-based assessments will take place as listening exams, on a termly basis. Pupils will also be assessed on their compositional understanding and skills. In GCSE, we follow the Edexcel specification.

Drama



Subject Aim

Studying Drama allows students to build a variety of skills and attributes that are essential for the working world; developing empathy and understanding in their personal lives, as well as a depth of knowledge and appreciation of theatre, as an art form. Students will develop their confidence, team-working skills, public speaking skills and creativity. Through studying drama, students will be able to problem-solve, tackle issues in the community and world around them through role-play and learn about key theatre practitioners and playwrights; both classical and contemporary.

Year 7 Termly Overview

Term	Enquiry Questions	Key subject knowledge
Autumn	<i>How can an actor create tension and suspense for an audience? What impact does the use of stage space have on an audience?</i>	<ul style="list-style-type: none">• The 5 S's to create suspense (slow, sudden, still, silent, soundscape)• The elements of creating a successful still image• Physical and vocal skills used in a role-play to create a character: tone, pitch, pace, pause, inflection, accent, volume, facial expression, gesture, posture, movement and body language.• Know the different stage types and understand the pros and cons of each types: proscenium arch, theatre in the round, traverse, thrust.• Different moods and atmospheres that an audience can experience• Audience response
Spring	<i>How can movement be used to tell a story? What is a stock character?</i>	<ul style="list-style-type: none">• Understand how mime and movement can be used to communicate a story to an audience• Vocal skills - revisited• Physical skills – revisited• Exaggeration• Understand physical theatre as a broad style of theatre• Learn the different techniques associated with physical theatre – choral movement, motif, repetition, slow motion, mirroring, people as props• Abstract movement• Know the different types of stimuli and how these can be used to create ideas for a performance• Conventions of Commedia Dell'arte
Summer	<i>What is character motivation? How does history influence a playwright?</i>	<ul style="list-style-type: none">• Character motivation• Be able to identify character motivation at different points in the play.• Rehearsal techniques e.g. role on the wall/hot-seating, including how and why they are used by an actor/director• Stage directions – how and why they are used effectively• Understanding what is meant by the social and historical context of a play.• Know how to identify the social and historical context

Assessment Details

Pupils will complete regular practical assessments, focusing on the use of voice, movement and space in performance, creation of character and the use of theatre styles and conventions, both through devised and script-based work. They will also complete multiple-choice style questions assessing their key knowledge of the subject. In GCSE, we follow the WJEC Eduqas specification.

Physical Education



Subject Aim

Through Physical Education students will develop a desire to partake in regular physical activity. They will be equipped with the constant opportunity to develop motor competency, backed by a curriculum offer that allows pupils to master skills. The route of physical education allows pupils to gain an insight into the necessity of physical activity and the invaluable impact it has on an individual's physical, social and emotional wellbeing.

Year 7 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	Why are warm ups and cool downs completed?	Practical - Multiskills: <ul style="list-style-type: none"> Fundamental skills and fine motor skills Theory – Warm ups/Cool Downs: <ul style="list-style-type: none"> The three main stages of a warm ups and cool downs and the physiological reasoning
Autumn 2	Which muscles allow for sporting movements?	Practical – Invasion Games: <ul style="list-style-type: none"> A range of techniques/skills within varying game contexts Tactical awareness Theory – Muscular System <ul style="list-style-type: none"> 11 key muscles
Spring 1	What are the main bones that make sporting movements possible?	Practical - Fitness: <ul style="list-style-type: none"> Physical, social and emotion health Performing at maximal intensity Theory – Skeletal System <ul style="list-style-type: none"> Key bones in the human body. Functions of the skeletal system.
Spring 2	What components of fitness are used within a sport?	Practical – Net Games: <ul style="list-style-type: none"> Shots, tactics and disguise Theory – Components of Fitness <ul style="list-style-type: none"> Names and definitions of the 10 components of fitness. Application of components to sporting examples.
Summer 1	What methods of training can be used to develop fitness?	Practical – Striking & Fielding: <ul style="list-style-type: none"> Batting, Bowling and feeling skills used to outwit an opponent Theory – Methods of Training: <ul style="list-style-type: none"> The methods used to develop components of fitness
Summer 2	Why are principles of training of vital importance?	Practical - Athletics: <ul style="list-style-type: none"> Conform to athletics safety rules Use fundamentals skills within athletic events Theory – Principles of Training: <ul style="list-style-type: none"> The principles applied to allow for successfully training

Assessment Details

Theory: In addition to regular knowledge quizzes and multiple-choice style questions students will also undertake regular short answer questions that will ask them to form a paragraph response to a theory topic question.

Practical: Pupils will be assessed in their ability to perform skills within competitive situations, taking into account pupil's ability to perform with accuracy/disguise and precision. The curriculum map for KS3 Physical Education is built around five key disciplinary competencies; Performance, Tactics and Strategies, Analysis of Performance, Leadership and a Healthy Active Lifestyle. Everything within KS3 PE will be taught and assessed against the five key disciplinary competencies.

In GCSE study, we will follow OCR (9-1) Specification.



Subject Aim

Through studying Design and Technology pupils will experience an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.

Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world, particularly in sustainability and the environment.

Year 7 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	<i>What can we design to protect others?</i>	<ul style="list-style-type: none"> Identifying design opportunities. Designing to a brief and specification. Responding to client feedback. Iterative design.
Autumn 2	<i>How can we reduce and rethink design to save materials and energy?</i>	<ul style="list-style-type: none"> Identifying sustainable materials. Material properties and characteristics. Drawing and modelling techniques.
Spring 1	<i>What is sustainable design?</i>	<ul style="list-style-type: none"> Understanding properties of materials. Measuring and marking out onto timber and boards. Developing skills with hand tools and basic machinery. How designers can use sustainable materials in alternative products.
Spring 2	<i>Why are there bottles and bags buried in the earth and dumped in the sea?</i>	<ul style="list-style-type: none"> Products the last and planned obsolescence. Making quality products. Finishing methods for timber and boards. Joining methods for timber and boards.
Summer 1	<i>Why don't we use the same material for everything?</i>	<ul style="list-style-type: none"> Sources of materials. Properties of textile and fibres. Designing for organisation. Basic sewing.
Summer 2	<i>How can we get the most out of products and materials?</i>	<ul style="list-style-type: none"> Pattern design. Image making in textile. Machine sewing and embellishments.

Assessment Details

Students will receive regular feedback based on diagnostic assessment on a variety of topics. Multiple choice questioning, short answer written questions and design work during KS3 will prepare students for the rigor of KS4 Design & Technology. The GCSE will be assessed through a NEA (Non-examined assessment/coursework) and an exam.



Subject Aim

In art we facilitate students' exploration of the world around them through the research of artists, illustrators and designers. The investigation of others' work will serve as a catalyst to deepen students' understanding of the conceptual and practical aspects of visual language. Social and political narratives will be explored to provide students with contextual understanding, furthering comprehension of artistic intentions and influences. In art we nurture creative and critical thinking, working towards artistic autonomy. Through the analytical dissection of art forms and narratives, pupils will develop their own artistic voice and be able to engage and respond in a meaningful way.

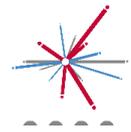
We offer a wide range of experiences within and out with the classroom to help promote fluency of visual language using a range of materials. Students will leave with the skills to be able to actively engage with art discourse and a strong understanding of the power of visual language.

Year 7 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	Can 2-D be 3-D?	<ul style="list-style-type: none"> • Drawing techniques and tonal values using pencil • Develop understanding of how to create 3-D shapes • Detail/observational skills to be developed through the facilitation of self-reflection and continual practice.
Autumn 2	What can we learn from the works of others?	<ul style="list-style-type: none"> • How to do an artist research, providing an analysis of the artist's work. • Creating an artist copy, develop understanding of the practices and processes of others
Spring 1	To what extent can a portrait show a person's identity?	<ul style="list-style-type: none"> • Facial structure and proportion • Measurement techniques to improve accuracy of drawing • Grid drawing techniques to structure drawing and improve accuracy of facial proportions • Drawing techniques for facial features and application of tone
Spring 2	How can we find a connection between an artist's work and our own?	<ul style="list-style-type: none"> • Building on key terminology for artist research and assessment of own work • Identify visual elements of artists' work • Personal response to artist
Summer 1	Do all artists paint the same way?	<ul style="list-style-type: none"> • Introduction to watercolour, tone, tints and shades • Painting skills and techniques • Develop understanding of form and self-expression through paint
Summer 2	How can paint be used as a form of expression?	<ul style="list-style-type: none"> • Investigate the work of others • Identify painting techniques utilized by the artist • Key language to assess own work and to analyse artist's work

Assessment Details

Pupils practical work will be assessed at the end of each term as well as regular quizzes in lessons, which will test the understanding of subject specific language and knowledge of artistic techniques and processes. For GCSE we will follow the AQA exam specification. Assessment at GCSE will take the form of coursework projects, followed by an exam project.



University, Careers & Enrichment

We are committed to ensuring every Ark Pioneer pupil has high aspirations for themselves. We will inspire them to think more deeply and more broadly about the world around them and the opportunities it presents. A key part of this will be ensuring each pupil understands the impact that school and further education can have on their future life.

University & Careers

We want every pupil to do well enough to go to university or pursue the career of their choice. To support this, we will ensure that alongside setting high expectations for academic progress, we will focus on building the habits and skills most desired by employers and universities.

As part of our tutor and assemblies programme, and within the curriculum for each subject, we will teach the key learning dispositions needed to succeed at university and in the workplace. Pupils will learn to be independent and organised. We will teach them how to take notes and conduct research, how to listen, discuss and debate; they will be confident speaking in public. In addition to this, we will guarantee access and exposure to the experiences that will help them to shape a vision for their own future and guide their decisions about their university or career pathway after school. During assemblies and tutor time, we will introduce and discuss further study, career options and aspirational role models. Guest speakers will share their career insights with pupils.

All of our pupils will visit a university each year, with visits increasingly tailored to individual aspirations as they get older. This will give them a comprehensive understanding of a range of careers and the qualifications, skills and experiences they need in order to pursue them.

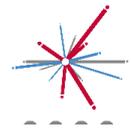
Enrichment

We will run a variety of enrichment sessions for our pupils, giving them the chance to develop interests and passions that will give them enjoyment throughout their lives.

Every pupil at Ark Pioneer will take part in two enrichment activities per week, built into our extended school day. Pupils will be able to choose from activities ranging from cooking, debating and drama to coding, football and singing in our school choir.

In addition to this, our pupils will be invited to take part in music and sports enrichments over lunch time through the week. Our school sports teams will train after school and our musicians and singers will have the opportunity to take part in the Ark network choir (Spark) and orchestra (Fusion) in addition to school based music enrichments. We will offer subsidised instrumental lessons for all pupils, which will take place through the school day.

In the Autumn term of the 2020 – 21 school year, enrichment we will run a virtual enrichment program. We will review this each term and when it is safe to do so, reintroduce a timetabled enrichment offer into our school day.



Values & Character Development

Our values

Our values define how we work together as a community in Ark Pioneer. They are a framework to guide our interactions and communications, to recognise and reinforce the behaviours we want to see in our community and to embed our ambitious vision.

Our values set out the way in which we approach our work as professionals in education. All of our staff will understand the importance, relevance and impact of each value through our induction and training programme.

We will teach pupils explicitly about our values through assemblies and the tutor programme and our pillar days. They will set the bar for pupils as they grow into young adults, ready for life beyond school.

Building strong character traits

At Ark Pioneer, we will build on each child's character and habits to support both their academic and personal development. Our character programme will teach pupils about nine personal attributes: *Curiosity, Honesty, Altruism, Reflectiveness, Adaptability, Courage, Tenacity, Empathy and Responsibility* through concrete examples.

We will develop pupils' understanding of these key character traits throughout their life at Ark Pioneer academy and across the curriculum, including through our enrichment programme. We believe this will enable our pupils to be both successful learners and active participants within their communities and wider societies.