

QUALITY OF EDUCATION NEWSLETTER

ALL SAINTS ACADEMY

Issue 4—January 2023

January

Virtue: Gratitude

Skill: Staying Positive

Substantive knowledge

This is the subject based knowledge that students need to understand. It is planned, taught and revisited in a careful sequence by teachers

Disciplinary knowledge

This is how we gain knowledge in a subject. For example in history it often involves using historical sources, in English reading novels or poems, and in more creative subjects drafting and re-drafting work.

Year 7

In English, students will be completing a creative writing piece based on the fantasy adventure genre. They will **stay positive** as they participate in



debates, which require them to provide a response to the opposing views of others. In French, students will focus on the topic of school, home and pets. They will demonstrate **positivity** by articulating ideas clearly and with an authentic French accent.



In Spanish, students will speak about how they would design their ideal school in Spanish, as they focus on the topic of Mi Insti (My School) and show **gratitude** by talking about their favourite teachers.

In maths, students will study the topic of fractions and percentages. They will demonstrate **gratitude** to their peers speaking through their own methods of calculation with those they work with. Students will study energy costs and transfers in science, demonstrating good speech as they participate in debates about non-renewable and renewable energy sources. They will learn to explain their logical points and be able to show **gratitude** for the contribution of non-renewable energy sources in the climate crisis.

Computer science students will begin the *Apps For Good* programme, being able to speak about effective features



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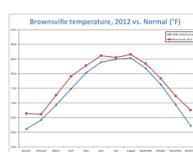
Year 8

In English, students will complete their unit focusing on Utopias and Dystopias, before starting their new unit focusing on Inspiring Female Voices and **staying positive**.



They will explore how to use a range of rhetorical devices and paralinguistic devices to engage their audience. Students will focus on sport and leisure in French, being able to speak **positively** to their peers about their hobbies. In Spanish, students will study a unit about food, and will need to **stay positive** to role play ordering food in a restaurant.

In maths, students will study how graphs are used in real life. They will articulate and justify decisions



made from analysing data from graphs and **staying positive** in the process. Students will explore

electromagnets in science and explain different models for voltage, current and resistance. In computer science, students will complete their unit focusing on websites, **staying positive** as they provide effective feedback consisting of specific positive aspects of a website and focused, well justified improvements to make.

In geography, students will explore the development gap between different countries and thinking about **gratitude** for what we have. They will be able to explain the difference in economic activity between

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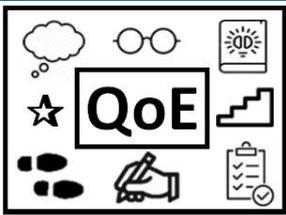
of the best mobile apps and **staying positive** when working out the problems they encounter.

In geography, students will focus on economic development around the world. They will be able to **stay positive** by presenting solutions to sweat shops in the fashion industry. Students will continue to focus on Henry VII winning the throne in their history lessons. They will explore the role that **gratitude** and respect played in securing the Tudor dynasty. Religious studies lessons will explore the Hindu faith, demonstrating good speech as they share with others how Hindus live out their faith with daily **gratitude** for what they have.

In art, students will develop a wrapper design. Students will need to **stay positive** as they provide constructive feedback, highlighting the positive aspects of their peer's design, along with providing focused feedback for improvement. Drama students will focus on *The Tempest*, creating a display on the wall about their role. They will need to **show gratitude** to others for their thoughts about the background and motivation of their allocated character. DT students are creating a board game using market research and consumer knowledge to design an educational game. In music, students will present their composition of a track for a film and so will need to remain confident and **positive** in their approach. PE lessons will focus on fitness, badminton and handball, demonstrating how important it is in sport too to **stay positive**.



Subject	Substantive knowledge	Disciplinary knowledge
Art	Designs for marketing sweets	Designing and taking on feedback
Music	Film compositions and how they are made	Designing and being creative
Drama	Shakespeare's <i>The Tempest</i> play	Characterisation and playing a role
PE	How to maintain and develop fitness	Playing and competing in sports such as handball and badminton
English	Fantasy adventure genre	Creative writing
Modern foreign languages	School, home and pets	Speaking in a foreign language with confidence
Geography	Economic development and sweatshops	Using case studies to learn in depth
History	The Tudors (Henry VII)	Narrative and writing in depth responses
RS	Hinduism	Exploring different worldviews
Maths	Fractions and percentages	Solving equations
Science	Renewable and non renewable energy	Experiments and making hypotheses
Computer science	Mobile phone apps	Designing apps



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different countries. In history, students will focus on the legacy of the American Civil War. They will explore how **staying positive** is needed to promote political change. In religious studies, students will study the Christian view of God being Trinity. Students will demonstrate **gratitude** in a religious context and what it means to believe in God even if they themselves are atheist as they explain challenging theological topics to others.

In art, students will complete their portraiture scheme of learning. Students will provide clear and balanced feedback to peers and show **gratitude** for this. Students will continue developing musical ideas for jazz and blues, providing effective feedback to their peers in music too. This will help them learn to **stay positive** when hearing about how to improve things they have done.



In textiles, students will create a loom and learn about the ancient craft of weaving. In food, pupils will continue to study the nutritional values of healthy eating. PE students will participate in dance, fitness, badminton and handball, **staying positive** as they work together in these areas.

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Subject	Substantive knowledge	Disciplinary knowledge
Art	Portraiture	Drawing and sketching
Textiles	The history of the craft of weaving	How to weave
Music	Jazz and blues	Developing and writing musical riffs
PE	What is good teamwork	Knowledge of the skills in sports such as badminton and handball
English	Utopian and dystopian novels	Rhetorical devices
Modern foreign languages	Sport, food and leisure	Speaking, listening and writing in a foreign language
Geography	Global development gap	Using statistical graphs
History	The American civil war	Using contemporary sources
RS	The Trinity (Christianity)	Explore and understand different Christian worldviews
Maths	How graphs are used in real life	Using statistical graphs
Science	Electromagnets	Practical experiments and write ups
Computer science	Different types of websites	Designing and making their own websites

Year 9

In English, students will focus on society's biggest questions. They will **stay positive** as they develop questions and are able to debate ideas with each other to challenge themselves. In French, students will explore a balanced diet, speaking in the language as they learn the French terminology for those they have learned in their food lessons. They will be able to talk about food from different countries. Spanish students will study the En Forma (In Shape) unit, demonstrating how to **stay positive** by providing



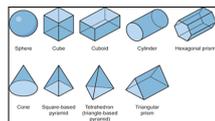
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sensitive health advice to others.

In maths, students will be able to draw shape constructions using rulers and compasses. For example, they will



be able to construct a perpendicular bisector of a line segment. Students will demonstrate **staying positive** as they support their peers with their constructions. In science, students will

study energy and energy transfers. They will be able to show **gratitude** as they have new concepts explained by their peers. Computer science students will complete their algorithms unit, with students providing effective peer feedback as a way to demonstrate **gratitude** to each other.

In geography, students will explore human and physical processes influencing and changing landscapes as they continue their unit on rivers. Year 9 students will have to **stay positive** as they present on the impact of the climate crisis on landscapes. In history, students will continue to explore pre-1914 tensions in Europe, exploring the Schlieffen Plan. Students will explore **gratitude** (as opposed to greed) as a strategy to avoid conflict. In religious studies, students will contrast religious and non-religious ethics, demonstrating **positivity** in debating whether religion has an impact on personal morals.



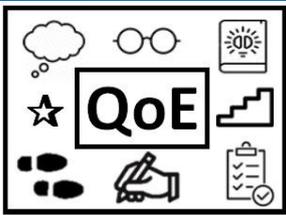
In art, students will complete a bug appliqué project, highlighting good aspects of the work of others through



being **positive**, even when the work is based on insects. Students will continue to compose computer game music in their music lessons, providing good speech as they outline the genre of game they

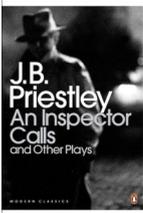
feel their music would be most appropriate for. Students will explore non-verbal techniques in drama, which requires creativity and **positivity** to be open minded to try out new communication methods. In DT, students will continue to construct their bridge structures and evaluate these to determine what forces they can withstand. PE will focus on rugby, badminton and fitness, demonstrating **positivity** within a team ethos.

Subject	Substantive knowledge	Disciplinary knowledge
Art	Applique project about bugs	Understanding the processes of applique
Music	Computer game soundtracks	Applying contextual knowledge to be creative
PE	Understanding the rules of different sports	Teamwork and how to play as part of a team
DT	Bridge designs and forces	Applying contextual knowledge to be creative
English	Big questions in modern society	Debating effectively
Modern foreign languages	Describing and explaining shape	Speaking, listening and writing in a foreign language
Geography	Changing landscapes and climate change	Using photographic evidence
History	The causes of WWI	Causation and explanation
RS	Ethics	Arguing and evaluating
Maths	Shape constructions and trigonometry	Using compasses and rulers
Science	Energy and energy transfers	Drawing conclusions and making inferences
Computer science	Computer algorithms	Putting the knowledge of algorithms into practical use



Year 10

In English, students will be reading JB Priestley's *An Inspector Calls*.



They will examine the class divide between rich and poor and will understand that Priestley intended to send the public a message about their capitalist views. This unit helps to teach the British Values of **Democracy, Individual Liberty and Mutual Respect** as students will look at society as it once was and determine whether or not democracy is something we have the power to influence. Is democracy real freedom? Students will interpret the idea of individual liberty and what we can influence and stand up against. Do the characters in *An Inspector Calls* show mutual respect for one and other? Or does the class divide prevent this?

This class divide is also highlighted in history this term. History students have been learning about public health in the 19th century and how medicine developed in the 20th century with the growth of the welfare state, surgical developments and growth of the pharmaceutical industry. This is not only relevant to public health and the debates around our NHS in the 21st century but also to **gratitude**. Students have been reflecting on how they can show **gratitude** and generosity to one another so we do not repeat the mistakes of the past.

In French, students are learning about marriage and family, about traditions, extended members of family, describing how many members of the family there are and describing what their future family would look like. This demonstrates the virtues of **gratitude** for our own families as well as **staying positive** about our own family and friends.

Geography, too, is inspiring students about Britain's climate, the global climate, and the causes of climate change and also links to the British Values of **Democracy, Individual Liberty and Mutual Respect** as we all have a moral imperative to deal with aspects of climate change. In religious studies students will be discussing the nature of God and the arguments for and against his existence, as well as the main religious viewpoints.



percentage	fraction	decimal
30%	$\frac{3}{10}$	0.3

to go from a fraction to a percentage we can convert to a decimal first
 $\frac{3}{5} \rightarrow 0.6 \rightarrow 60\%$

In computer science, students are learning about computer memory systems. This is a link to content being taught in maths, as it sees students learning

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Year 11

In English, students will show **gratitude** as they explore a range of texts, widening their understanding of how other people live.

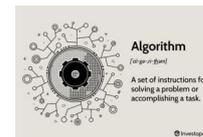
They will continue to study a variety of poems developing empathy for others, becoming more



perceptive in their observations and responses. Students will cultivate **gratitude** as they demonstrate good speech in their oral presentations for spoken language.

In Modern Foreign Languages, students will demonstrate **positivity** as they prepare for the speaking and listening aspect of their exam. They will consider the people and things they are **grateful** for as they revisit the topics - holidays and travel.

In maths, students are learning statistics and circle theorem, and they will show **gratitude** for the ideas of



others by working collaboratively with their peers in class. They will be using compasses and protractors to compare and measure angles and so will need **gratitude** when the specialist equipment is provided for them.

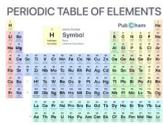
In science, students are learning about kidney dialysis and genetics and will consider how people with genetic disorders and kidney failure can remain **positive**. They will learn about the **positive** advances in medicine

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about fractions and percentages. Students have been learning how to work out useful things like tax and VAT which will prepare them for the world of work. They are also developing their social skills as they are required to work in teams on some mathematical projects this term.

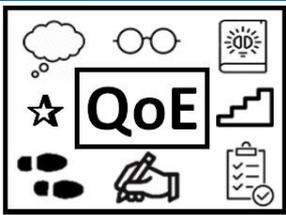


In science, students are learning about the periodic table. They are learning about how to show **gratitude** for the chemists that have helped shaped the world we live in today. In learning this, very similar to in geography, students will demonstrate how chemists are **grateful** for the resources that we have.

In art, we see a continuation of coursework projects bringing together artistic styles to influence a student's own work. We have an ensemble dance performance in dance lessons, too. Students will learn two solo set sequences and two duet sequences in the chosen style of dance and as a group they will be responsible for developing the material into a performance piece, as well as working cooperatively as a dance company. In DT, students are learning about electronic systems and programmable components. Food is focusing on heat transfer and graphics are seeing how logos are used to brand and promote products and companies.

In creative media production, students are creating digital media and using photography to help in the process. Students are improving their morality and reflection in music as they need to perform their pieces and then make improvements. Finally, in PE, students will be working on the skill of **staying positive** as they are taught how tactics in sport can have a risk and reward.

Subject	Substantive knowledge	Disciplinary knowledge
Art	Different artistic styles in action	Drafting and improving an extended project
Dance	Duets and solo set sequences	Working in a small group on a set sequence
DT	Electronic systems	Working with plastics and electrics
PE	Tactical knowledge	Practising tactics in a variety of game settings
Creative media production	Digital media	Working with digital media to take photographic images
Food	Heat transfer	Preparing recipes and cooking food properly, depending on the ingredients
Graphics	Branding via a logo	Using real life examples to design and develop own ideas
Music	How music can reflect mood	Performing their pieces with emotion and feeling
English	<i>An Inspector Calls</i> , capitalism and the class divide	Reading for inference
Modern foreign languages	Marriage, family and extended families	Writing in different tenses (past tense and future tense)
Geography	Climate change	Linking geographical knowledge to morality and ethics
History	The NHS and 20 th century medicine	Change and development over time
RS	Does God exist?	Understanding and evaluating different worldviews
Maths	Fractions and percentages	Working out real life mathematical situations (for example taxation)
Science	Periodic table	Using classification charts
Computer science	Computer memory systems	Designing and evaluating computer memory programmes



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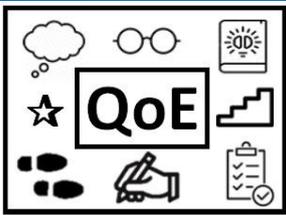
which allow us to detect and treat these diseases. Students will show **gratitude** for the ideas of others during class discussions about ethical issues. In computer science, students will be continuing their study of standard algorithms. They will show **positivity** by working carefully and by being precise in their sequencing and instructions.

In history, students will continue to explore the failure of the League of Nations and the growing intensity in Europe, which ultimately manifested in the outbreak of WWII. In geography, students will be exploring the context of Mexico City, as well as global development. In RS, students will expand their knowledge of peace and conflict, and how religious views reconcile these issues, showing **gratitude** for the peaceful Christmas that we hope everyone had.

In art, students will begin their exam projects in January. They will be given their topics and spend the month working on them, showing **gratitude** for any feedback they get in lessons. In BTEC sport, they are continuing with understanding health and fitness and also starting the six week training program. They are showing **positivity** by completing the training program in small teams and working together to get these done. In music, students will be working on their composition (unit 4) and then finalising their project and performances. They will be showing **positivity** in their song writing and lyrics over the course of next month.



Subject	Substantive knowledge	Disciplinary knowledge
Art	Exam projects started	Working independently on their project
BTEC sport	Understanding health and fitness	Starting a 6 week training programme
Music	Working on exam compositions and	Performing and perfecting with practice
English	Understand poetry about how people live	Understand literary techniques such as metaphor and simile
Modern foreign	Revisit holiday and travel unit	Speak, write and listen in a foreign
Geography	Mexico City case study	Using real life case studies in exam answers
History	The failure of the league of nations in	Using cartoon sources with sophistication
RS	Does God exist?	Understand different worldviews
Maths	Statistics and circle theorem	Use mathematical tools with precision
Computer Science	Continuing to understand standard	Working carefully to sequence instructions



Year 12

In maths, students are studying trigonometric identities and binomial expansion. Students will need to **stay positive** when expanding complex equations. In English, students are reading *The Great Gatsby* and love poetry through the ages. Students will study how *Gatsby's* character failed to **stay positive** in affluent 1920s USA.

In history, students will be developing their understanding of Britain in the 20th century. They will consider the failures of the National Government and the premiership of Wilson and Heath in the 1960s and 1970s. In geography, students will be developing an understanding of globalisation. Students will show **gratitude** towards the world around us as they learn about the impact of tectonic activity. They will question how governments and people in areas of tectonic activity **stay positive** to ensure that their societies and culture thrive despite the presence of natural disasters.



In business studies, students will be developing their understanding on the different approaches to motivation within an organisation, from the scientific management through to human relations approaches. Students will learn how approaches have changed over time and the impact that this then has on business management. This links in with the skill of good speech as managers' communication has changed with employees over time. It also links with the virtue of **gratitude** as managers now view employees in a different way compared to previous times.



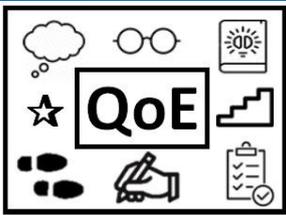
In psychology, students will be learning about social relationships and behaviour within social situations. Students will show **gratitude** towards societal rules and why it is important to have authority.

In computer science, students will be learning about the principles of abstraction and decomposition. They will be showing **gratitude** for the knowledge of their peers when they share and reflect on their work after their mocks.



In art, students will be continuing their coursework projects and working to improve them in lessons. They will need **gratitude** to take the advice of their teacher and make the most of the time they are given to get them completed.

Subject	Substantive knowledge	Disciplinary knowledge
History	Britain in the 20 th century – the governments of Ted Heath and Harold Wilson	Using historical interpretations and evaluating them
Business studies	Different approaches to motivation in a business	Motivating themselves and others by being a good business leader
Psychology	Social relationships and behaviours	Using case studies and experiments to draw solid conclusions
Computer science	Abstraction and decomposition	Building computer programmes and using coding
Art	Continuing their coursework projects	Working independently and focusing on honing and improving their artwork
Geography	Tectonic plates	Learn about real case studies to help them remember and understand the details needed
Maths	Trigonometry and binomial expansion	Expanding equations and following mathematical formulae



Year 13



In English, students are reading *The Colour Purple* and will need to **stay positive** when preparing for their exams and assessments this month. They are also reading Carol Ann Duffy's *Feminine Gospels*.

In history, they will be continuing the exploration of Thatcherism and also developing their understanding of the chronology of British history in the 1960s before remaining **positive** when starting on their coursework essays.



In sociology, students are finishing off their units on what makes a religion and thinking carefully about how cults and denominations start. They will continue to demonstrate **gratitude** in class when sharing their thoughts and what they have read.

In psychology, students will be exploring schizophrenia and relationships. Students will show good speech with presentation skills of medication and alternative treatments for schizophrenia and remain **positive** when exploring tricky new concepts and ideas.

In IT, students will be preparing for their examination in January. They will show **positivity** to be proactive and plan their revision to prepare for their extended written responses.

In art, students are also working on their coursework and completing it. They will demonstrate **gratitude** to their peers by sharing ideas and creative processes with their teacher and **gratitude** to ensure that they take any advice on board to make them as good as they can be.



Subject	Substantive knowledge	Disciplinary knowledge
History	Thatcherism and the impact she has had on politics in the 21 st century	Using real historian's opinions to draw conclusions and interrogate how convincing an interpretation is
Sociology	What is a religion? What is the difference between a religion and a cult?	Studying research of other sociologists and using them to help their own understanding
Psychology	Schizophrenia and relationships	Using research to draw our own conclusions
IT	Preparing and revising for their exam	Organising their notes and reviewing their learning
Art	Finishing off their coursework	Working independently and listening to feedback

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