**KS3 CHARACTER SCHEME OF WORK**

**‘CHARACTER ACROSS THE CURRICULUM’**

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| **Subject** | **Year 7** | **Year 8** | **Year 9** |
| English | * Looking at the lives of refugees (**Tolerance/Respect**) through the novel Bone Sparrow and non-fiction extracts.
* Non- fiction refugees (**suffering/ empathy, resilience**)
 | * A Monster Calls by Patrick Ness exploring suffering, truth and **resilience** through difficult times.
* Exploring issues surrounding bullying through the novel A Monster Calls (**integrity, morality**)
* Exploring issues surrounding young carers (**determination, a test of character**)
 | * Impact of violence in King Lear (**morality**)
* Nature vs nurture (**character traits**) King Lear
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| Maths | * Consecutive numbers investigation. (**Intellectual values: Curiosity, Resourcefulness; Moral values: Tolerance, Courage; Performance values: Resilience, Perseverance, Problem-Solving, Communication**.)
* Addition and Subtraction. (**Intellectual values: Focus; Moral values: Self-discipline, Tolerance; Performance values: Perseverance, Resilience, Confidence**)
* Area of Rectangles, Triangles and Parallelograms (**Intellectual values: Resourcefulness, Reflection, Focus; Moral values: Self-discipline, Courage, Tolerance; Performance values: Perseverance, Resilience, Problem-solving, Determination**)
 | * Percentages. (**Civic Values: Social justice; Intellectual Values: Reflection, Critical Thinking; Moral Values: Self discipline; Performance Values: Problem solving, Motivation)**
* Using Balances for Solving Equations. **(Intellectual Values: Reason and judgement, creativity; Performance Values: Resilience, Perserverance, Communication)**
 | * Percentages – **Community Awareness, Creativity, Problem solving.**
* Pythagoras – **Problem solving, Critical thinking, Curiosity, Creativity.**
* Vectors – **Resilience, Perseverance, Determination, Problem solving, Critical thinking, Reason and Judgement.**
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| Science | * Being a moral scientist: Use of Animals in research.
* Character Case Studies (**Integrity** - Jassel Majevadia)
* Using Character Traits in Science: (**Cooperativeness**)
 | * Research - Use of Humans
* Character Case Studies (**Ambition** - Harry Bhadeshia)
* Using Character Traits in Science: (**Curiosity/Wonder**)
 | * Research - (**Honesty and Bias**)
* Character Case Studies: Maggie Aderin-Pocock (**Determination**)
* Using Character Traits in Science: (**Resilience**)
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| History | * LP2, Lesson 7 – Life as a Norman soldier (**Resilience & grit**)
* LP3, Lesson 6 – Religions across medieval Europe (**Tolerance/respect**)
* LP5, Peasant living conditions (**Resilience**)
 | * LP2, Lesson 7 – Tudor living conditions (**Resilience/Drive**)
* LP4, Lesson 5 – Rich vs. Poor (**Respect/charity/philanthropy**)
* LP5, Lesson 6 – Slavery reparations debate (**Respect/Charity**)
 | * LP1, Lesson 6 – Trenches (**Resilience & Grit**)
* LP2, Lesson 7 – Equality through time (**Respect/Tolerance**)
* LP4, Lesson 6 – Is the Holocaust unique (**Respect/Integrity**)
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| Geography | * LP3 – Should we send aid to Africa?(**Tolerance/respect**)
* LP4 – Sustainable food supplies
* LP5 – River Management (Respect, problem solving)
 | * LP3 – Coastal Management (Respect, problem solving)
* LP4 – Migration (Tolerance/respect)
* LP4 – Refugees (Tolerance/respect)
 | * LP3 – Issues of Urbanisation (Respect/Tolerance)
* LP4 – Sustainable Management or Tropical Rainforests (Respect, problem solving)
* LP5 – Challenges and opportunities in cold environments (Respect, problem solving)
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| French | * **La Francophonie**: Tolerance, xenophilia. Understanding and discovering the French spoken world developing an interest for foreign culture.
* **La famille et les amis**: Respect and honesty. Considering family values and what is important in relationship and friendship.
* **Le sport**: Resilience, determination and cooperativeness. Learning about different sports, their requirements and challenges.
 | * **Mon collège**: Ambition, determination and resilience. Understanding opportunities and inequalities in different French speaking countries, looking at resilience and aspirations.
* **Studio Decouverte**: Respect, philanthropy and cooperativeness. Understanding the environment.
* **Les passe-temps**: Curiosity. Describing what people do in their spare time and discovering the world of media.
 | * **Quel talent ! Je dois gagner!:** Ambition, determination, resilience. Talking about talent and ambition in all aspects of life.
* **La revolution Francaise, Liberte, Egalite, Fraternite:** Understanding a major historical event in France based on cooperativeness, determination, resilience and tolerance to gain Equality.
* **Là ou j’habite!:** Resilience, respect and tolerance. Describing where people live in French speaking countries
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| Spanish | * **LP3** Mi insti : **Ambition, determination and resilience.**
* **LP4** Mi familia y mis amigos : **Tolerance and respect.**
* **LP6** Las fiestas: **Respect.**
 | * LP2 Todo sobre mi vida: **Confidence and respect.**
* LP3 A comer: **Respect and tolerance.**
* LP6 Visita mi ciudad: **Respect, ambition and tolerance.**
 | * LP2 Mis vacaciones: **Respect and tolerance.**
* LP3 Mi vida en mi insti: **Ambition, determination and resilience.**
* LP6 La cultura: **Respect and tolerance.**
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| RE | **New Beginning-** **LP1*** Leadership, resilience, tolerance and the rule of law

**Is it Fair?- LP2*** Civil virtues
* Justice and Compassion
* Tolerance
* Modesty
* Equality

**How do we treat the less fortunate- LP6*** Good sense
* Compassion
* Justice
* Kindness
* Honesty
 | **Murder Mystery- LP1*** Honesty
* Tolerance
* Justice
* Thoughtfulness

**Journey of Discovery- LP2*** Neighbourliness
* Good sense
* Kindness
* Tolerance
* Respect
* Resilience

**To Boldly Go- LP3*** Ambition
* Tolerance and Respect
* Curiosity and wonder
* Determination
* Integrity
* Civic responsibility
 | **Issues of relationship- LP1*** Love and compassion
* Tolerance
* Equality
* Justice
* Thoughtfulness
* Relationship virtues

**Issues of Good and Evil-LP4*** Good sense
* Justices Equality
* Compassion
* Morality
* Reconciliation

**Issues of Human Rights- LP6*** Tolerance
* Neighbourliness
* Compassion
* Justice
* Relationship
* Equality
* Charity
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| Food Tech | N/A | Developing a respect for the practical working environmentShowing determination to complete successful outcomes and when developing new skillsInvestigating the requirements of a healthy balanced diet Showing respect towards peers during practical work | Analysing the impact that food production and waste has on the environmentResearching - social, moral, cultural and environmental issues linked to food:* Tolerance of others belief's and choices
* Respect

Determination during the completion of practical work  |
| DT | N/A | Analysing imagery to inspire design thinking* Problem solving
* Communication
* Planning
* Evaluation- reflection

Developing a respect for the practical working environmentShowing respect towards peers during practical workDetermination – developing new skills and completion of practical work | Analysing the work of others and being inspired by the work of others* Respect
* Determination
* Communication
* Problem solving

Researching - social, moral, cultural and environmental issues – describing the impacts different materials can have during their production.Sustainability – investigating sustainability linked to materials.Evaluation – reflectionDetermination when developing new skills and completion of practical work  |
| Art | **Character: Problem solving, ambition and determination** **The Design Process:**Lesson 1Developing and refining our ideas:Students use a variety of methods to braindstorm ideas responding to a brief and refine their selection methods.Lesson 2Reviewing designs from a brief: An extended homework where pupils design for the fire Service, considering form and function. Their resultant designs are assessed against the brief Lesson 3Completing a finished artwork to a deadline to present to a client: A mock pressure deadline. Client has appointment to see artwork – must hit the deadline | **Character: Respect / empathy / self-expression****Futurism – The Machine Age and The Great War:**Lesson 1Show the sensation of speed and movement in artwork – celebrating the new art of the pre- war machine age.Lesson 2Show the sensation of the horror of war in artwork reflecting the changing circumstances of total war - civilisation with the new machines.Lesson 3Analyse a WW1 painting by C.R. Nevinson which – a commentary on the automated world using colour to communicate the intensity of the sensation experienced on the battlefield.  | **Leadership: Organistaion, guidance captaincy, authority.**All students in a class become a **table captain** 5 times in the year - each time they will encounter experience of leadership traits and values:Lesson 1Focus on captaining the table to meet academy presentation values in their work. They report how this has gone to the teacher.Lesson 2In this instance a student proven to be adept at the learning being undertaken is the **table expert** and provides guidance for others towards meeting the assessment objectives.Lesson 3Table consider problems and arrive at a consensus. The table captain can steer and present their findings, explaining the reasons for their decision themselves or delegate the presenting duty to another group member. |
| Computing | Lesson 1 – e-safety – how to behave online, what to be aware of. Lesson 2 – algorithms – be able to plan and create solutions to problems. Reflect on how the solution is the best fit or what could be done to make it better. Lesson 3 – creating webpages – where are you getting data from? Understanding a target audience and being able to portray a message across effectively.  | Lesson 1 – e-safety – sexting: what is deemed as inappropriate and how to stay safe/aware. How to be respectful to others online. Lesson 2 – data sets – how is data used. Carry out and lead on a research task. Be able to analyse findings and make suggestions based on these. Look at the ethics of data collection.Lesson 3 – creating digital artefacts – understand that the information you use there should be considerations about copyright and data protection. | Lesson 1 – e-safety - digital footprint – how to portray yourself correctly online. Digital citizenship.Lesson 2 - Artificial intelligence – being able to discuss and appreciate other people's views on the emerging technology of AI. What ethical considerations are there? Lesson 3 – creating digital artefacts – understand that the information you use there should be considerations about copyright and data protection (respecting others personal information and how they wish to use it) |
| PE | **Fit to Lead lessons** (To be taught once every half term for each sporting activity as a minimum requirement)Lesson 1 – To successfully leads a simple activity individually or as part of a group, showing respect and empathy for others and good cooperation skills in doing so (KPI 4).* **Leadership, respect, tolerance, integrity, communication, organisation and teamwork.**

Lesson 2 – To use simple tactics and creative ideas and can communicate those effectively using good verbal and non-verbal skills (KPI 5).* **Teamwork, communication, listening skills, teamwork, leadership, ambition and determination.**

Lesson 3 – To lead by example in lessons through their enthusiasm and determination to achieve their best and overcome challenges (KPI 6).* **Ambition, determination, tolerance and respect.**
 | **Fit to Lead lessons** (To be taught once every half term for each sporting activity as a minimum requirement)Lesson 1 - Leads and motivates others in pairs or team/small group situations demonstrating confidence and good organisational skills (KPI 4).* **Leadership, respect, tolerance, integrity, communication, organisation and teamwork.**

Lesson 2 - Understands more complex tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills (KPI 5).* **Teamwork, communication, listening skills, teamwork, leadership, ambition and determination.**

Lesson 3 - Accurately reflects on progress towards ambitious personal challenges and/or goals in PE and/or leadership (KPI 6).* **Ambition, determination, leadership and integrity.**
 | **Teambuilding/Leadership SOW** Lesson 1- Communication L.O – Use/Improve verbal and non-verbal communication skills effectively* **Respect, leadership, communication, organisation, problem solving, listening skills, tolerance and determination.**

Lesson 2 – Problem solvingL.O – Pupils to work in teams to solve different problems effectively.* **Communication, teamwork, leadership, respect, tolerance and determination.**

Lesson 3 – Trust and leadershipL.O – Pupils will develop their leadership, communication skills and their ability to trust others.* **Respect, ambition, communication, trust, leadership, teamwork, patience and determination.**
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| Music | **LP2:** **Confidence** in performance. **Perseverance.** The Inner critic and positive thinking. Objectives: To encourage positive thought patterns in our learning. Enable us to identify and correct limiting thinking patterns. To evaluate the effects of limited thinking on our school performanceStudents learn a new skill on the keyboard and then perform to the whole class.**LP3:** **Determination and resilience.** Learning the new skill of composition. You can do this - create your own future. Objectives: To encourage us to think about what success looks like when learning a new activity, what it means to us and how it makes us feel.Students learn the new skill of composing and understand a positive mental approach to learning a new skill. | **LP2:** **Ambition:** Learning the new skill of composition through music technology. You can do this - create your own future. Objectives: To encourage us to think about what success looks like when learning a new activity and what it means to us. Students learn the new skill of composing using music technology and understand a positive mental approach to learning a new skill.**LP3:** **Determination and resilience.** Learning the new skill of improvisation. You can do this - create your own future. Objectives: To encourage us to think about what success looks like when learning a new activity, what it means to us and how it makes us feel.Students learn the new skill of improvising and understand a positive mental approach to learning a new skill. | N/A |
| Drama | **LP1 *The Travellers and the Bear*** A practical exploration of the moral fable *The Travellers and the Bear,* which examines how misfortune is the test of true friendship. **(Respect and teamwork)****LP2 *It was Terrifying***A practical exploration of a written stimulus *It was Terrifying* that accounts an EAL child’s experience of starting a new school. **(Compassion and teamwork)****LP4 *The Tempest***A practical exploration of William Shakespeare’s comedy about a major act of betrayal, ill treatment, the development of magic arts and a plot of revenge. **(Reflection, respect and teamwork)** | **LP3 *Jo***A practical exploration of a fictional mystery to try to solve a teenager’s decision to stop communicating. **(Critical thinking, problem solving and teamwork)****LP5 *Old Man***A practical exploration of the song *Old Man* by Randy Newman used to develop the students' sense of empathy. **(Compassion and teamwork)** **LP6 *Reportage***A practical exploration of Rosa Parks’ account of the Montgomery Bus Boycott. **(Social justice, reflection, integrity and teamwork)** | **LP3-6 *Noughts and Crosses***A practical and written exploration of the play adaptation of Maloria Blackman’s Noughts & Crosses, a story that challenges our perceptions of race, power and truth. (**Social justice, critical thinking, tolerance and teamwork**) |