



QUALITY OF EDUCATION NEWSLETTER

Issue 4—January 2025

ALL SAINTS
ACADEMY

Dear Parents/Carers

This term, we are continuing to focus on closing gaps in learning and the first way we do this, every lesson, is by asking students to complete a retrieval task. Following our recent INSET day, staff are using a variety of retrieval methods in their lessons to assess retention of knowledge by students. This is a very short activity at the start of the lesson.

This month sees the start of the options process for Year 9, as they begin to consider their choices for their GCSEs. Our Pathways Evening will be held on Wednesday 22nd January 2025 and will run from 5pm until 7pm. Directors of Learning, Heads of Department and specialist teachers will be on hand to talk to students and their families about the possible option choices. There will be a presentation at 6pm which all students and parents/carers are welcome to attend.



We continue to ask for help from parents/carers to ensure students have the correct equipment every day so their learning is never interrupted. Students are able to leave their iPads in school, with the non-teaching Heads of Year, so they can be charged overnight. Alternatively, iPad chargers or cables can be purchased through the Parent Pay app or at Student Reception if replacements are needed.

Kate Searle

Deputy Principal—Quality of Education

Do we have up to date contact details for you?

If you change your phone number, email address or move house, it is important that you let us know straight away as this ensures you are not missing any information we send.

Phone numbers are particularly important should we need to get hold of you in an emergency, such as a call from one of our first aiders.

To update your information, please call reception on 01582 619700, use the 'Update Information' icon in the Edulink app or email office@asadunstable.org or parentcontact@asadunstable.org

You can contact the Quality of Education team using the email addresses below:

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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.

January Virtue: Gratitude

Skill: Staying Positive

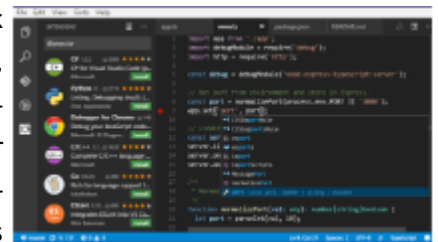
Year 7



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 topics 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, 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 decimals and measures. 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 of the best mobile apps and **staying positive** in 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 sweatshops 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

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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



| Subject | Substantive knowledge | Disciplinary knowledge |
|--------------------------|---|--|
| Art | Exploring line and colour | 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 | Decimals and measures | Rounding |
| Science | The particle model | Experiments and making hypotheses |
| Computer Science | Mobile phone apps | Designing apps |

will focus on fitness, badminton and handball, demonstrating how important it is in sport to **stay positive**, too.

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

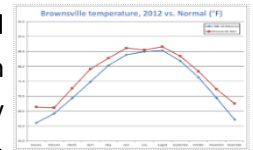
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In maths, students will study expressions and equations. They will **stay positive** during the process of factorisation. Students will explore electromagnets in science and explain different models for voltage, current and resistance. In computer 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 think about **gratitude** for what we have. They will be able to explain the difference in economic activity between 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. 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 studies, students 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.

| Subject | Substantive knowledge | Disciplinary knowledge |
|--------------------------|------------------------------|--|
| Art | Seaside collage | Drawing and sketching |
| Textiles | Punk fashion | How to design and make |
| 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 | Expressions and equations | Factorisation |
| Science | Earth structure | Using scientific models |
| 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 that 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 sensitive health advice to others.



Maths students will be able to enlarge shapes and know how to calculate inverse proportions. Students will demonstrate **staying positive** as they solve best buy problems. 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 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 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,

| Subject | Substantive knowledge | Disciplinary knowledge |
|--------------------------|---|--|
| Art | Identity | Reflecting on the work of others |
| 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 WW1 | Causation and explanation |
| RS | Ethics | Arguing and evaluating |
| Maths | Enlargements and inverse proportions | Using scale factors |
| Science | Energy transfers | Practical skills |
| Computer Science | Computer algorithms | Putting the knowledge of algorithms into practical use |



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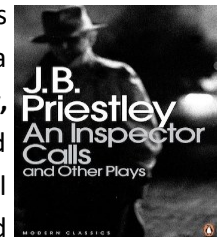
demonstrating **positivity** in debating whether religion has an impact on personal morals.

In art, students will complete an identity 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 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 new communication methods. In DT, students will continue to construct their bridge structures and evaluate these to determine what forces they can withstand. PE students will focus on rugby, badminton and fitness, demonstrating **positivity** within a team ethos.



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 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, or does the class divide prevent this? This class divide is also highlighted in history this term. Students have been learning about public health in the 19th century and how medicine developed in the 20th century, helped by the growth of the welfare state, surgical developments and growth of the pharmaceutical industry. 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 families and friends.

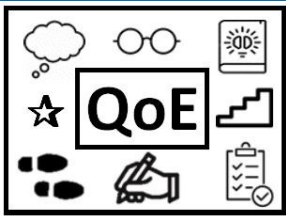
Geography, too, is inspiring students about Britain's climate, the global climate, and the causes of climate change



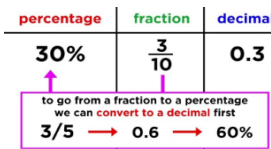
with links to the British Values of **Democracy, Individual Liberty and Mutual Respect** as we all have a moral imperative to deal with aspects of climate change. In religious studies, students will be discussing the nature of God and the arguments for / against his existence as well as the main religious viewpoints.

In maths, students are learning 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

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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



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.

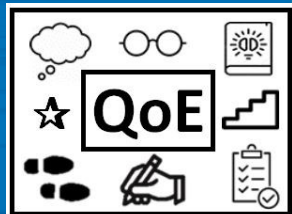
In art and 3D design, we see a continuation of coursework projects bringing together artistic styles to influence a student's own work. We have an ensemble dance performance in dance lessons, too. Students will learn two solo set sequences and two duet sequences in the chosen style of dance and as a 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 studies students are focusing on heat transfer.

| Subject | Substantive knowledge | Disciplinary knowledge |
|--------------------------|---|---|
| Art/3D Design | Different artistic styles in action | Drafting and improving an extended project |
| PE | Tactical knowledge | Practicing tactics in a variety of game settings |
| Food | Heat transfer | Preparing recipes and cooking food properly depending on the ingredients |
| English | 'An Inspector Calls', 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 | Biology – Digestion, blood and the heart Chemistry- Chemical calculations Physics - Electricity | Microscopy of blood smears Using formulae Building circuits and investigating current and voltage |
| Psychology | Amnesia and the working of memory | How the brain functions |
| Computer Science | Developing computer programmes | Using kodu to create coding |
| Business Studies | Management accounting | Analysing information |
| Hair and Beauty | The common hair and beauty services | Understanding a range of treatments and products |
| Health and Social Care | Skills needed to set up a business in the beauty industry | Business and entrepreneurial skills |
| GCSE PE | Methods of training | How athletes maintain physical shape |

In computer science, students will be developing their knowledge of basic programming concepts using Kodu, a visual programming language designed to make learning fun and interactive. Through hands-on activities, they will explore fundamental programming principles, such as sequencing, loops, and decision-making, while designing their own creative 3D games. This **positive** approach will help them build logical thinking and problem-solving skills in an engaging and supportive environment.

In GCSE PE, students will be beginning to look at the different methods of training, components of fitness and the way that these components of fitness can be tested. Students will need to **stay positive**, as they will be

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performing these fitness tests for the first time. This will give them an understanding of protocol for these tests and also give them an insight into their own fitness levels.

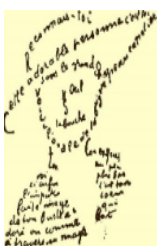
In health and social care, students have completed their first unit of coursework, component 1, and are now starting the preparation for their second unit, component 2. This will include learning about the skills, values and attributes needed to be successful in the care industry.

In hair and beauty, students will be looking at the common hair and beauty services offered in the industry. This will include students being able to list a range of common treatments offered in hairdressing, barbering services, beauty therapy and spa treatments, nail and makeup treatments and services. Students will be identifying a range of common products, tools and equipment used and outlining the treatments provided within these services.

In psychology, students will be studying memory, the process and the theories linked to the topic. This will include reconstructive memory, the multi store model of memory and different types of amnesia. This links to our virtue of **gratitude** as we look at how we can support those with difficulties with memory.

In business studies, students will be studying how business ideas are put into practice, with a particular focus on the financial side of business. This includes how to calculate costs and revenue which then develops in profit. Students learn management accounting techniques such as break even and cash flow forecasts as well as looking at the different types of finance available to a business. This link to the virtue of **gratitude** as raising finance for a business is difficult and therefore any received is very welcome. Finally, in PE (games lessons), students will be working on the skill of **staying positive** as they are taught how tactics in sport can have a risk and reward.

Year 11



In English, students will show **gratitude** as they finish studying 'Macbeth' and be thankful for the democracy we live in. They will also 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 of holidays and travel.

In maths, students are learning constructions, loci and some will be learning about equations and circle theorem, so they will show **gratitude** for the ideas of others by working collaboratively with their peers in class. They will be using compasses and protractors for their constructions and so will need **gratitude** when the specialist equipment is provided for them.

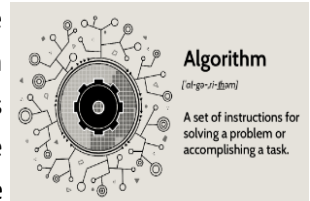
Science students are learning about kidney dialysis and genetics and will consider how people with genetic disorders and kidney failure can remain **positive**. They will learn about the **positive** advances in medicine which allow us to detect and treat these diseases. Students will show **gratitude** for the ideas of others during class discussions about ethical issues

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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 WW2. In geography, students will be exploring urban development in Manchester as well as across the world. In religious studies, 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 that everyone had.



In art and 3D design, 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 GCSE PE, students will be working on paper 2. This paper looks at Health and Performance, and how these two elements interact. Students will be examining how skills are taught and how different techniques can be used for different people and the difference between beginners and more advanced performers. The students will then show **gratitude** as they look at what barriers are put in place when people perform in certain sports.

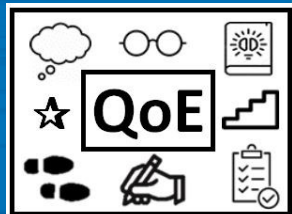
In health and social care, students have now completed both of their internally assessed units of work and will now be focusing on refining learning for their exam unit which they will sit in May 2025. This will consist of all the knowledge they have gained so far as well as learning about the key performance indicators of the body and how to improve them.

In hair and beauty, students are continuing the work from the previous month and working on their extended projects, so will need to stay **positive** as they work through any problems or issues.

In psychology, students will begin to look at sleeping and dreaming and how this influences people's daily lives. Students will look at different

| Subject | Substantive knowledge | Disciplinary knowledge |
|--------------------------|---|--|
| Art/3D Design | Exam projects started | Working independently on their project |
| GCSE PE | Health and performance | How different people perform differently and at different skill levels |
| English | Macbeth and Power and Conflict Poetry anthology | Understand literary techniques such as metaphor and simile |
| Modern foreign languages | Revisit holiday and travel unit | Speak, write and listen in a foreign language and improve with practice |
| Geography | Mexico City case study | Using real life case studies in exam answers |
| History | The failure of the League of Nations in the 1930s and the build up to WW2 | Using cartoon sources with sophistication to understand bias and satire |
| RS | Does God exist? | Understand different worldviews |
| Maths | Constructions and circle theorems | Use mathematical tools with precision (protractors and compasses) |
| Science | Biology – Genetics and evolution Chemistry – Earth resources Physics - Revision | Evaluation of evidence for the process of evolution Evaluation of the pros and cons of the methods used to extract resources from the Earth |
| Hair and beauty | Continuing coursework project | Independent working on extended project |
| Health and social care | Revision | Revision in class and independently |
| Business studies | Operations management | Analysing information |
| Psychology | Dreams and sleep | How dreaming impacts our psychology |

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theories behind why dream, and of dreams analysis. They will also look at the body's need for sleep and the importance of a good sleep routine. There is a clear link to **gratitude** as they look at the wellbeing of individuals with poor sleeping habits.

In business studies, students will be studying operations management and how it influences a business. Students will look at different types of production and the decisions that a business must make when deciding on a type of production. There is an excellent link to **gratitude** as the type of operation decided upon will impact on the well being of workers.

Year 12 and Year 13

Year 12 biology students will be looking at the cell cycle and its stages. They will use microscope slides to observe the stages of the cell cycle in plant cells. Year 13 students will be learning about the uses of DNA analysis to solve problems in real life. They will appreciate the development of techniques such as genetic modification and DNA sequencing and understand how humans are using it to their advantage.



In psychology, students will look at schizophrenia. They will study causes of schizophrenia including genetics and environmental issues. Students will link to **gratitude** in their presentations for schizophrenic treatments

In business studies, a pre-release case study for Paper 3 will be studied, however this is not released until the start of January so the topic is not yet known.



Economics students will focus on trade and globalisation. It is clearly linked to **gratitude** as most products are involved in some kind of global trade, so we would not be able to have what we do if it were not for trade.



In law, students will be expanding upon their knowledge of the British legal system, sentencing and intent behind criminal transgressions. They will apply their legal understanding to case studies as they develop their 30-mark answers.

| Subject | Substantive knowledge | Disciplinary knowledge |
|----------------------------|---|--|
| Psychology | Schizophrenia | Genetics and the environmental issues around schizophrenia |
| Business | Paper 3 research topic | Analysing data and information |
| Economics | Trade and globalisation | How to develop use information from a case study to develop essays |
| Biology Y12 Biology Y13 | DNA analysis and manipulation The cell cycle | Bacterial transformation Use of a microscope |
| Law | Paper 1 and 2 – Criminal and Tort | 30-mark answers |