

The Academic Curriculum

The intent of our academic curriculum is to deliver **Powerful Knowledge** to our students. At Creative Education Trust this is not contextualised as ‘the knowledge of the powerful’, but specialised knowledge in a range of subject disciplines. This will include both disciplinary knowledge and substantive knowledge within each area of study. This curriculum is not only designed to endow children with the social assets, skills and cultural capital needed to succeed and achieve, but also to instil in our children the power and confidence to question, synthesise and scrutinise in a range of disciplines, a variety of social contexts and in their own lives. Beyond a achieving a range of academic qualifications, the intended impact of this curriculum is for our students to be able to integrate into any social, academic or professional environment, as well as to question, instigate change or lead within those environments.

Below you will find a detailed overview of what Year 7 students are learning in each of their subjects in Half Term 5 and 6 (Easter – July).

Subject	Summer Term Topics
English	<p>Half Term 5: An Introduction to Shakespeare (mini units focusing on Julius Caesar, Macbeth, The Tempest, A Midsummer Night’s Dream)</p> <ul style="list-style-type: none">• Students will engage with and recognise the conventions of various genres using inference and deduction skills. Students will explore: Audience and purpose• adapting tone and style.• The dramatic form and genre• Setting and atmosphere• Language and structure <p>Half Term 6: Horowitz Horrors by Anthony Horowitz</p> <p>Students will learn to engage with a novel of short stories and construct personal responses to the themes and ideas presented. Students will explore:</p> <ul style="list-style-type: none">• Making inferences• Analysing language use• Wider themes surrounding the novel• Characterisation and voice• Language and techniques for effect• Structural features• Context and themes
Maths	<p>Students will study the following three areas</p> <p>Ratio and Proportion</p> <ul style="list-style-type: none">• Ratio notation

	<ul style="list-style-type: none"> • Relationship between fraction and ratio <p>Number</p> <ul style="list-style-type: none"> • Decimals • Fractions • FDP • Percentages • HCF and LCM <p>Geometry and Measures</p> <ul style="list-style-type: none"> • Area of 2D shapes • Tessellation • Transformation 2D of shapes including enlargement.
Science	<p>Biology: Genes – Variation and human reproduction Students will learn that there is variation between individuals of the same species. Some variation is inherited, some is caused by the environment, and some is a combination. Variation between individuals is important for the survival of a species, helping it to avoid extinction in an always changing environment. The menstrual cycle prepares the female for pregnancy and stops if the egg is fertilised by a sperm. The developing foetus relies on the mother to provide it with oxygen and nutrients, to remove waste and protect it against harmful substances.</p> <p>Chemistry: Earth Structure & universe Students will learn that sedimentary, igneous and metamorphic rocks can be inter converted over millions of years through weathering and erosion, heat and pressure, and melting and cooling. The solar system can be modelled as planets rotating on tilted axes while orbiting the Sun, moons orbiting planets and sunlight spreading out and being reflected. This explains day and year length, seasons and the visibility of objects from Earth. Our solar system is a tiny part of a galaxy, one of many billions in the Universe. Light takes minutes to reach Earth from the Sun, four years from our nearest star and billions of years from other galaxies.</p> <p>Physics: Forces: Speed and Gravity Students are learning that the overall, resultant force on an object is non-zero, its motion changes and it slows down, speeds up or changes direction. Mass and weight are different but related. Mass is a property of the object; weight depends upon mass but also on gravitational field strength. Every object exerts a gravitational force on every other object. The force increases with mass and decreases with distance. Gravity holds planets and moons in orbit around larger bodies.</p>
History	<p>Students will understand the significance of developments of church, state and society in Early Modern Britain 1485-1603. Students will learn:</p>

	<ul style="list-style-type: none"> • Sense of Period – Tudor England • Substantive concepts – social, religious, cultural, political, economic and military concepts. • Disciplinary concept – significance. • Diversity - challenges to power of Church in Europe, changing religious landscape • Henry VIII- The English Reformation and the break with Rome (creation of the Church of England), Henry's quest for a male heir and the execution of Anne Boleyn. Henry's legacy and evaluation of his rule. Succession to Edward VI. • Counter-reformation (Catholicism in the reign of Mary) • Elizabeth I- The Elizabethan settlement (religious settlement), the threat of Mary Queen of Scots, image, gender and marriage and the Spanish Armada.
<p>Geography</p>	<p>Half term 5: Students will Explore the human and physical Geography of Africa. This will include:</p> <ul style="list-style-type: none"> • Location, scale and diversity of Africa. • Distribution of biomes of Africa (rainforests and deserts) • Urbanisation in different parts of Africa • Inequality • Desertification <p>Half term 6: Students will be able to conduct small scale field work. This will include:</p> <ul style="list-style-type: none"> • Methods used to measure the weather • Collecting weather data around school site • Microclimate investigation write up
<p>Spanish</p>	<p>Half Term 5 Theme: My Family and Friends Students will be able to describe their family and give a physical description of themselves and others. They will be able to describe where they live. Use <i>Ser, tener, estar</i> verbs in 3rd person, possessive adjective, position of recall adjectives, adjective agreement sing. + pl., intensifiers. (Gender)</p> <p>Half Term 6 Theme: My Town Students will be able to have a simple transactional conversation and accurately form the near future tense. They will be able to describe their town or village, tell the time, order simple food and drink and say what they are going to do next weekend. They will learn transactional language (in a café) and introduce the verb <i>ir</i> ahead of learning to form the near future tense, learn about typical tapas dishes.</p>
<p>Computer Science</p>	<p>Students will learn to use computational thinking and learn to code in a block based language. They will focus on programming essentials and will be able to</p>

	<ul style="list-style-type: none"> • create basic algorithms using block-based programming to solve a problem e.g. Scratch. • test the functionality of the solution to meet the needs of a target audience. • evaluate their solution to identify list potential future development(s).
<p style="text-align: center;">Art</p>	<p>Half Term 5 Theme: Pattern Students will develop an understanding of pattern in other cultures by considering Tingatinga art They will draw, design and make poly block prints.</p> <p>Half Term 6: Theme: 3D Using clay the students will make a three dimensional form in clay and apply a plattern to it</p>
<p style="text-align: center;">DT</p>	<p>In YR 7 Design Technology, pupils have the chance to learn and explore a wealth of creative new skills. Learning in Design Technology is purposeful and relevant as pupils in all lessons see a direct link to industry, a career, and the influence of technology on our past, present and future. Year 7 pupils are introduced to five core topics which embed the ethos of the Design and Technology curriculum. The curriculum is taught through a range of material disciplines; Food and Nutrition, Timber based materials (Resistant Materials), Papers and Boards (Graphics) and Textile based materials. Year 7 pupils will experience a number of these disciplines throughout the academic year.</p> <p>The five core topics of the Design and Technology curriculum are:</p> <ul style="list-style-type: none"> • Design principles: Pupils are introduced to design briefs and specifications, primary and secondary research, sketching, modelling and labelling. In Food, pupils will learn how to adapt recipes to make them healthier and more appealing. • Making principles: Pupils make a range of products in Design and Technology. Pupils identify and use specialist tools, techniques, processes, equipment and machinery. They are introduced to the workshop tools and machinery, kitchen utensils and machinery, sewing machines, hand sewing methods and applique techniques. Pupils are introduced to computer aided manufacture and computer aided design. The 2D Design software is introduced. Accuracy, safety and precision are emphasised. Pupils demonstrate health and safety awareness. In Food, the bridge and claw chopping techniques are learnt and the pupils demonstrate how to safely use the hob and the oven. • Technical principles: Pupils explore properties of materials and mechanical systems. Pupils will know key Design and Technology terminology including knowledge of measurements. Pupils will learn appropriate cutting methods. Pupils will recognise and be able to make simple 2D and 3D structures. In Food, students will know how to bake, boil, shape and chop and will be introduced to key nutritional knowledge. • Sustainability and the environment – Pupils are encouraged to problem solve and consider the environment when designing and making. Pupils will be introduced to the 6R’s. Sustainability and food waste are explored.

	<ul style="list-style-type: none"> • Analyse and evaluate – Pupils analyse existing products and the work of others. Pupils are introduced to the evaluation of products against a brief and a specification. Functional testing is introduced. In Food, pupils develop understanding of sensory analysis. <p>Throughout their time in Year 7, pupils are also introduced to the CET Knowledge Connected curriculum. The key concepts are introduced with a specific focus on structure and pattern. Famous designers are introduced including Max Escher, William Morris, Hussein Chalayan, Norman Foster and Zaha Hadid.</p>
<p>RE</p>	<p>Students will consider and reflect upon “What makes a “good” life?”. They will draw on prior knowledge and understanding of the 6 main world religions and what is important to them through their festivals and the things they commemorate. Students will have considered what “good” and “evil” mean in their previous topic enabling them to make a judgement against different definitions. This will enable them to develop their own reasoned viewpoints whilst understanding and respecting the views of others.</p> <p>Students will be examining Jesus in the beginning, then looking at aspects of his life and how he changed things. Moving on to if Jesus is relevant today. We will discover the influence of religion on individuals through the use of case studies and real-life scenarios so that students can evaluate the motives and influence behind actions. While we are looking at various different case studies, we will also focus on the actions of the man who some say was the biggest rebel of all, Jesus. At this point in the curriculum we introduce a module which starts to shift the focus from factual thinking to wider ideas that link to today’s world.</p>
<p>PE</p>	<p>During year 7 students will understand a variety of skills, techniques and rules in broad range of sports. Furthermore, students will know and understand why the respective rules are in place. They will have been physically active during all Physical Education lessons and be able to demonstrate how to apply skills and techniques during closed skill practices and small sided competitive situations. Students will know why these skills and techniques are used and in which situations. They will be able to lead some stages of a warm-up to small groups and explain its purpose. Students will be able to analyse their own performance and know how to improve their future performance. Students will also develop within the following areas:</p> <ul style="list-style-type: none"> • The development of key personal qualities of commitment, resilience, determination, problem solving, fairness and enthusiasm and an appreciation of honest competition and good sportsmanship. • An understanding and appreciation of health and safety measures and controls within lessons and using equipment safely. • A coherent grasp of the basic rules, regulations and scoring systems in the sports/activities studied. • An introduction to the major muscle groups and bones in the body that specifically relate to the sports/activities being studied. • Develop knowledge of the key techniques and tactics used in the sports/activities being studied. • Develop knowledge of the physical and skill-related components of fitness and how these are used in a number of sports/activities.

Drama	<p>Students are focusing on the exploration of styles and genres of theatre and analysis theatre elements.</p> <p>Students will:</p> <ul style="list-style-type: none">• Be introduced to the styles of theatre and different genres. The focus will be on Stanislavski, Brecht and Littlewood• Understand how to analyse and critic a live performance• Undertake scripted sections of the live performance• Understand how a theatre functions and operates.• Develop the process of self-evaluation
Music	<p>Students will be revising their rhythm knowledge.</p> <p>Students will be performing and creating music based on rhythm, using percussion instruments.</p> <p>Students are learning improvisational skills:</p> <ul style="list-style-type: none">• Creativity• Confidence <p>Students are learning key elements of music:</p> <ul style="list-style-type: none">• Pitch – high and low• Tempo• Rhythm• Dynamics – loud and quiet• Texture – thick and thin• Timbre• Structure