

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 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 an overview of what Year 9 students are learning in each of their subjects in Half Term 1 and 2 (September-December).

Subject	Autumn Term Topics
English	<p>Half Term 1: The Strange Case of Jekyll and Hyde or Frankenstein (The Play) or The Sign of Four</p> <p>Students are learning to embed the analytical skills required to investigate how the writer has built the text to create both explicit and implicit meanings. They are embedding prior knowledge and understanding of texts to identify, understand and analyse how writer’s use strategies to convey key ideas and themes throughout a text:</p> <ul style="list-style-type: none">• Narrative voice• Character• Setting and atmosphere• Methods of creating meaning• Context• Language choices• Structural choices <p>Half Term 2: Dystopian Fiction (extract based)</p> <p>Students are learning to embed their analytical skills by looking at a range of Dystopian fictional extracts. Students are embedding their analytical skills alongside understanding how to apply the methods in their own descriptive and narrative writing. They are embedding knowledge of the effects of:</p> <ul style="list-style-type: none">• Language• Genre• Intonation• Figurative language• Structural features e.g. flashback, circular narratives, cliff-hanger, slow reveal.

	<ul style="list-style-type: none"> • Narrative writing structure • Vocabulary and sentence structure for effect • Clarity, imagination and variety
<p>Maths</p>	<p>Number</p> <ul style="list-style-type: none"> • Estimation, Rounding and error intervals • Prime Factors <p>Algebra</p> <ul style="list-style-type: none"> • Manipulating algebraic expressions including quadratics • Plotting Equations including quadratics, cubics and reciprocals <p>Probability</p> <ul style="list-style-type: none"> • Identify and represent sets • Use of the probability scale • Probability of a single event
<p>Science</p>	<p>Biology: Cells and Transport Students are learning about the study of simple prokaryotic and eukaryotic cells from single-cell structures to organisms and how cells have become specialised. They will study the variety of processes that are required to transport substances into and out of cells such as diffusion, osmosis and active transport and that exchange surfaces have become adapted to allow rapid exchange.</p> <p>Infection and Response Students will learn how the concept of health is affected by communicable (infectious) diseases. Pathogens which are microorganisms that cause disease for example viruses, bacteria, fungi and protists can be spread by a variety of methods and infect both animals and plants. We can avoid communicable diseases by reducing contact with pathogens and using the body's natural barriers against them. They will study</p> <ul style="list-style-type: none"> • Communicable diseases • Viral diseases • Bacterial diseases • Fungal diseases • Protist diseases • Human defence systems <p>Chemistry: Chemical Changes</p>

	<p>Students will develop an understanding of how people began experimenting with chemical reactions in a systematic way and organizing their results logically. They will learn how knowing about these different chemical changes meant that scientists could begin to predict exactly what new substances would be formed and use this knowledge to develop a wide range of different materials and processes. They will consider how this also helped biochemists to understand the complex reactions that take place in living organisms. The extraction of important resources from the earth makes use of the way that some elements and compounds react with each other and how easily they can be 'pulled apart'.</p> <ul style="list-style-type: none"> • Metal oxides • The reactivity series • Extraction of metals and reduction • Reactions of acids with metals • Neutralisation of acids and salt production • The pH scale and neutralisation <p>Physics: Energy</p> <p>Students are learning to use an energy stores model and describe the processes, such as forces and electrical currents, through which energy can be transferred. They will measure the work done by a force acting over a distance and use this concept to analyse energy changes in gravitational stores, through lifting and falling, and elastic potential stores during stretching using the relevant mathematical relationships. Explore the conservation of energy through changes in the gravitational, kinetic, and elastic stores. They will be able to explain the dissipation of energy during transfers such as those caused by friction or electrical heating, and describe and calculate efficiency during different energy changes, applied to a selection of electrical devices. Students are taught to understand and explain the concept of power and how this power rating can be used to determine total energy change over time.</p>
History	<p>Students will learn to understand the causes and consequences of challenges facing Modern Britain, Europe and the wider world from 1901-39.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Sense of period – Modern world and wider chronological framework. • Substantive concepts – warfare, dictatorship, foreign policy, nationalism • Disciplinary concepts – cause and consequence. • Diversity – emergence and consequences of modern conflict, role of different groups in conflict, rise of extremism. Role of empire. Britain's place in Europe and world. • The First World War – Causes such as imperialism, arms race, alliances and the assassination of Archduke Franz-Ferdinand. The changing nature of conflict and technology in war. The Battle of the Somme and the role of General Haig. • Inter-war Years – Treaty of Versailles, Wall Street Crash and Great Depression • Rise of dictators (Hitler, Stalin and Mussolini) - Nature of dictatorship, key developments and consequences, communism and fascism. The Russian Revolution.

<p>Geography</p>	<p>Half Term 1: Students will explore the reasons for conflict in the Middle East and the impacts this has. They will investigate opportunities and challenges of tourism in the Middle East, and how this region is trying to develop its sustainability.</p> <p>Half Term 2: Students will explore the role of globalisation in today's world and the part played by TNCs (Transnational Corporations). They will consider the role of development, technology and infrastructure.</p> <p>Students will learn about TNCs: TNC – impacts, reasons for location. Positive and negative impacts for a range of countries.</p> <p>Students will explore a TNC case study e.g Primark and the global impact of the fashion industry. Detailed information about causes and impacts.</p>
<p>French</p>	<p>Half Term 1 Theme: My World Students will learn to express their likes and dislikes, extra-curricular activities, describing friends, birthdays and what to wear.</p> <p>Students will cover:</p> <ul style="list-style-type: none"> • Likes and dislikes • Extra- curricular activities, Describing friends, • Birthday celebrations, • Clothing and style <ul style="list-style-type: none"> • Opinion verbs + noun & + inf, • Reflexive verbs, • Present tense - full conjugation • Present tense of reflexive verbs • Perfect tense • Near future tense <p>Half Term 2 Theme: Future Plans Students will learn to talk about what they want to do when they are older and in the future.</p> <ul style="list-style-type: none"> • Students will cover: • Earning money • Future career plans • Future 'life' plans

	<ul style="list-style-type: none"> • The future world • Writing about an inventor • Modal verbs devoir, pouvoir & vouloir, Simple future tense • Key irregular verbs in the simple future tense • Asking & answering questions in 3 tenses
Spanish	<p>Half Term 1 This is me!</p> <p>Students will be able to talk about their lives and their likes/dislikes using a wider variety of language. Pupils revise all three main tenses.</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • Me gusta(n)/chifla(n) + noun • Present tense of ir, hacer, ser • Present tense of regular verbs • Near future tense Preterite tense of regular verbs • Preterite tense of hacer and ser • Using three tenses together <p>Half Term 2 Jobs</p> <p>Students be able to talk about their hopes for the future, to coincide with options evenings time of year. Students will consider importance of languages for future careers. They will learn about jobs and what you have to do at work, describing a typical day at work.</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • Tener que + infinitive • Near future tense • Three tenses together • Adjectival agreement
Computer Science	<p>App development</p> <p>Students will learn about how apps are designed and create an app using app design software.</p> <ul style="list-style-type: none"> • Students will learn to identify common features in effective graphics user interfaces (GUI). • Students will learn how to create a simple GUI and be able to plan a GUI based on user needs. • Students will learn to design a new app to meet a set of user needs using the app design software taking advantages of event driven programming.

Art	<p>Conflict - 'observations' Students will be building upon skills and knowledge developed during Year 7 and 8 and will be introduced to new techniques. They will brainstorm ideas and look at the theme of Conflict in Society and different countries.</p> <p>Students will generate ideas from a range of contextual sources including the work of artist and designers such as Banksy and Keith Haring. Students will explore and make use of a range of a range of art media and processes. Students will use drawing and other means in order to record ideas as their work progresses.</p> <p>In half term 2 students will continue to explore the theme and will be learning how to create a mixed media collage piece based on war. They will also be looking at conflict in our environment, where they will be experimenting with recycled objects in creating a 3d piece of work. They will be exposed to a wide variety of contemporary artists to support them in the development of their individual ideas.</p>
DT	<p>Students develop and build upon the knowledge, skills and understanding they learnt in Year 8. The expectation to work as independently as possible is embedded.</p> <p>They will further consolidate their knowledge of the five core topics which embed the ethos of the Design and Technology curriculum. The curriculum is taught through a range of material disciplines; Food, Timber based materials (Resistant Materials), Papers and Boards (Graphics) and Food Science. The subject title of 'STEM' is also taught within the Year 9 rotation. Students 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> <p>Design principles: Students will embed understanding of design principles. Students will create a wide range of imaginative and innovative ideas, avoiding design fixation. Students will use primary and secondary data to inform design ideas. They will embed knowledge of design briefs, specifications, technical drawings and functional testing. They will learn to use a wider variety of approaches including annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-aided design. The iterative design process will be introduced. In Food and Nutrition and Food Science, factors affecting food choice are further explored to identify and understand user needs. Dishes are made in response to scientific briefs.</p> <p>Making principles: Students make a range of products in lessons. The use of more complex materials, equipment and manufacturing techniques are further developed. Students develop skills in using specialist tools and machinery. Students use timbers and a wide range of workshop tools and machinery to skilfully make a product. They are introduced to die-cutting, sublimation printing and will further develop knowledge of vacuum forming by designing and making their own festival merchandise. Students embed their knowledge and skills in computer aided design and computer aided manufacture. Quality control and finishing skills are embedded in Year 9 as well as the ability to work independently when making a product. Students demonstrate excellent standards of health and safety awareness. In Year 9 Food and Food Science, Students cook complex and challenging products such as honeycomb, roux sauces, mayonnaise (emulsion) and Swiss roll. A wider range of ingredients and cooking methods are used. High quality presentation skills are developed. In Food science, Students are</p>

introduced to food science investigations and testing. Students respond to a brief and select appropriate ingredients and equipment. Students develop knowledge of recording investigations using graphs, tables, charts and sensory analysis methods.

Technical principles: Students embed and apply knowledge of the origins and properties of a wide range of materials including timbers, papers and boards. Students confidently select appropriate materials for different uses. Knowledge of the history of design and design movements are learnt and applied to inform design ideas. Students independently apply colour theory and further develop their knowledge of smart materials, their uses and stimuli. Students develop knowledge of tolerances and material allowances. In Food, Students plan a sequence of tasks with timings. Industrial production methods and the primary and secondary processing of foods are introduced. In Food Science, Students will explore the science behind cooking foods. Key food science terminology such as gelatinisation, dextrinization and fermentation are introduced and applied. The science nature of this module feeds directly into the subject content needed for the Food GCSE and other scientific learning.

Sustainability and the environment: Knowledge of sustainability is embedded and applied. Links to current world events are encouraged in lessons. Students are independent at problem solving and should creatively consider the environment when designing and making. Students evaluate their carbon footprint in evaluations and design specifications. Students embed knowledge of the 6R'S and are introduced to the concept of social responsibility. Deforestation, mining, pollution and greenhouse gases are explored. Knowledge of industrial methods are reinforced including one-off, batch, mass and continuous production.

Analyse and evaluate – Students evaluate the work of others in detail. They will investigate new and emerging technologies and will understand developments in Design and Technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists. Students will test, evaluate and refine their ideas and products against a specification, considering the views of their client and other targeted groups. Very good conclusions are made when evaluation writing and subject specific vocabulary is used. Knowledge of functional testing and third-party feedback methods are further developed. Students in Food will further develop understanding of sensory testing methods and nutritional analysis. In Food Science, they will attempt to make justified conclusions of the investigation and hypothesis.

Students further develop their knowledge of the CET Knowledge Connected curriculum. The key concepts are re-introduced with a specific focus on Human Interaction, or the 'client' as the driving concept of every successful designing and making project. Famous designers are introduced and discussed.

Ethics

Students are introduced to the idea of rules and laws in Religion. We consider the Christian Ten Commandments and how they relate to the origin of law in the UK. Students will then spend time discovering where laws come from for many Muslims Shariah Law. They will debate its efficacy and will go on to discuss the issues around Islamic dress in the form of the Hijab. Having been introduced to the world religions in year 7, students will be building on that base knowledge. They will then look at how Jewish people manage dietary laws and the Mitzvot as well as food laws in Islam. We finish the unit by looking at Diwali and how it links to Hinduism.

PE	<p>Students will consolidate their skills and knowledge acquired in year 7 and 8, being able to demonstrate and apply skills, techniques, tactics and knowledge of rules in competitive game situations. This includes officiating with greater fluency and more detailed reference to terminology, rules and techniques within a given sport. Students will learn to be able to make independent decisions when playing to help and influence scores and results. Students will be able to work collaboratively in a team or independently depending on the sport that they are participating in. Students will be able to take small leadership roles, such as leading in warm-ups, choosing roles/positions for teammates or being influential in game situations.</p> <ul style="list-style-type: none"> • A Focus will be on the continued development of key personal qualities of commitment, resilience, determination, problem solving, fairness and enthusiasm and an appreciation of honest competition and good sportsmanship. • A more developed, coherent grasp of the rules, regulations and scoring systems in the sports/activities studied. • A developed knowledge of the major muscle groups and bones in the body that specifically relate to the sports/activities being studied, how to prevent injuries and which major muscle groups/bones are used in specific movements for each sport/activity. • An embedded knowledge of the key techniques and tactics used in the sports/activities being studied and applied in decision making in either a coaching/leadership role or as a performer. • Continue to develop a deeper knowledge and understanding of the physical and skill-related components of fitness giving examples of how these are used in a number of sports/activities and which sports/activities they are commonly needed for a performer to be successful.
Drama	<p>Students are focusing on learning how to embed core acting skills and devising from a stimulus</p> <p>Students will:</p> <ul style="list-style-type: none"> • Exploring scripted scenes • Securing their knowledge of characterisation hot spotting and development • Learning to direct groups of peers and evaluating performances • Carry out research into subtext and context • Look at non-naturalistic performance style • Discuss their own stimulus
Music	<p>Students are learning singing/instrumental skills, especially focussing on the ukulele.</p> <ul style="list-style-type: none"> • Use of appropriate language • Unison and part singing • Intonation • Breath control • Posture • Dynamic control

- Aural perception
- Exploration of timbre
- Warming up

Students are learning improvisational skills:

- Creativity
- Confidence
- Fluency
- Structure
- Increased range of notes

Students are learning to understand and comment critically on the elements of music (using Italian terms)

- Pitch (melody)
- Tempo
- Rhythm
- Dynamics – diminuendo, crescendo
- Texture (tonality/harmony) – phonics
- Timbre – playing techniques (articulation)
- Structure – as Yr 8 + rondo