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 7 students are learning in each of their subjects in Half Term 1 and 2 (September-December)

Subject	Autumn Curriculum
English	**Half Term 1: Storm Catchers by Tim Bowler** Students will learn to engage with a prose text and begin to construct personal responses to ideas and themes presented by the author. They will engage with texts to know and understand how writer's use: • Narrative voice • Character • Setting and atmosphere • Methods of creating meaning • Context **Half Term 2: Introduction to Dickens or Mythology** • Students will engage with a range of texts and genres and use these methods to write imaginatively: • Language • Form • Intonation • Figurative language • Structural features e.g. start, middle, end (story arc).
Maths	**Integer Number Structures** • Basic number and place value • Multiples, factors, roots, powers and primes • Types of numbers • Order of operations

	• Directed numbers • Rounding and estimation I**ntroducing Algebra** • Algebraic Notation • Simplifying Expressions • Solving Simple Equations
Science	**Biology: Ecosystems and Cells** Students will learn how organisms in a food web (decomposers, producers and consumers) depend on each other for nutrients. So, a change in one population leads to changes in others. The population of a species is affected by the number of its predators and prey, disease, pollution and competition between individuals for limited resources such as water and nutrients. Students will also learn that plants have adaptations to disperse seeds using wind, water or animals. Plants reproduce sexually to produce seeds, which are formed following fertilisation in the ovary. **Chemistry: Particle Model & Atoms, elements, compounds and mixtures** Students will learn that the properties of solids, liquids and gases can be described in terms of particles in motion but with differences in the arrangement and movement of these same particles: closely spaced and vibrating (solid), in random motion but in contact (liquid), or in random motion and widely spaced (gas). Students will learn how a pure substance consists of only one type of element or compound and has a fixed melting and boiling point. They will learn that mixtures may be separated due to differences in their physical properties Most substances are not pure elements, but compounds or mixtures containing atoms of different elements. They have different properties to the elements they contain. Students will learn to interpret and draw particle diagrams and the conventions of naming compounds and chemical symbols. **Physics: Introduction to Forces and Energy** Students will learn that forces cause objects to get faster or slow down. They will learn to identify and name forces acting on an object. Students will learn that weight is the gravitational force that pulls two objects together, measured in newtons (N) and that mass is the amount of matter an object is made of, measured in grams (g). Students will then study the concept of energy as a quantity that is conserved. Energy can be stored and transferred. Students will learn about the energy stores and that energy can be transferred between different stores.
History	Students will learn to understand the causes and consequences of developments in church, state and society in Medieval Britain 1066-1509. They will study the following topics. • Sense of Period – Britain pre-1066- The Roman empire and army, early Medieval Britain • Substantive concepts – Military: succession, invasion, battle, tactics, warfare • Disciplinary concepts – cause and consequence. • Diversity – Britain's historic links with the continent and emergence of national story. • The Roman Empire and the invasion of Britain, features of the Roman army such as training, tactics and equipment, Boudicca's rebellion. • 1066 Succession Crisis – contenders • September 1066 - Viking Invasion - Battle of Fulford and Battle of Stamford Bridge • Norman Conquest - October 1066 Battle of Hastings

	• Establishing control of England - Motte & Bailey castles, Harrying of the north, the Feudal system and the Domesday book.
Geography	**Half Term 1** Students will learn about the location of oceans and continents. They will be able to use geographical skills including how to navigate and interpret OS maps. Students will be able to: • Identify Continents / Oceans / UK vs GB+NI • Identify physical/ Human/ Environmental geography • Interpret maps at a variety of scales (grid references, map symbols, scale) • Understand Latitude and Longitude **Half Term 2** Students will take a closer look at the UK and learn about both the physical and human geographical features. Students will be able to: • Describe the location of the UK. • Understand urbanisation. • Explain the reasons for diversity and migration within the UK. • Understand the different economic sectors in the UK.
Spanish	**Half Term 1: Introducing myself** Students will be able to introduce and talk about themselves. They will be able to recall vocabulary including numbers, colours, alphabet, hobbies. They will start to understand and apply rules of Spanish phonics. **Half Term 2: My free time interests** Students will be able to say what they like to do in their free time and what sports they do. They will be able to talk about themselves and use of verbs, express opinions (me gusta + verb first as easier), demonstrate knowledge of Spanish festive customs, and describe the weather.
Computer Science	Students are learning to use technologies safely and responsibly and are being introduced to MS Teams. Specifically: • How to create a secure and memorable password • Be aware personal online activity, history or profile will affect the type of information returned in a search or on a social media stream, and intended to influence beliefs, actions and choices • How and why people who they communicate with online may try to influence others negatively • Strategies for assessing the degree of trust placed in people or organisations online • Describe the initial signs of potentially problematic situations e.g., grooming, cyberbullying • How to confidently use integrated Microsoft packages.

	• How to confidently navigate MS Teams and features.
Art	**Term 1 Theme: Formal Elements 'Still Life'** Students begin the term by learning about the formal elements of art. They will begin to develop drawing skills and are learning to understand pencil grades and tonal values. They will develop knowledge of shapes, space and measures. They will develop skills in drawing and shading by doing observational studies of simple man- made objects. Students will be exposed to a wide range of mark making techniques in order to understand line, tone and texture. They will be able to use transformation knowledge to enlarge and reduce a 3D object through drawing. They will learn mark-making (Crosshatching, Pointillism) **Term 2 Theme: Birds and Animals** Students will be learning how to draw more complex subjects. They will be introduced to wildlife artists and begin developing their own designs and compositions. Students will create a sustained piece which will be completed in pencil. They will be demonstrating the drawing skills and techniques they developed in the first term.
DT	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. The five core topics of the Design and Technology curriculum are: • **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. • **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. 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.
Ethics	Students are considering 'What do the "Big 6" world religions believe? Students are identifying the key features of the six most followed faiths in the world: Judaism, Christianity, Islam, Hinduism, Sikhism and Buddhism. Students identify when and where they were founded, who founded the religion, their places of worship and their holy books. Students identify similarities and differences between each of the faiths to form comparisons and reflect upon what they believe, whether they are of one of the Big Six faiths, follow another faith or belief system or none at all.
PSHE	
PE	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: • 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	Students are learning the core skills of drama and will be introduced to a range of styles. Students will: • Introduced to core acting skills including, freeze frame, characterisation, collaboration, narration and thought tracking • Be introduced to at least one style of theatre • Understand the basic skills of devising original drama • Understand how to respond to a number of different stimuli
Music	Students are learning and improving their singing skills by looking at different styles of Song: • Use of rhythm language • Posture • Intonation • Warming up skills Students are learning improvisational skills: • Creativity • Confidence Students are learning key elements of music: • Pitch – high and low • Tempo • Rhythm • Dynamics – loud and quiet • Texture – thick and thin • Timbre • Structure