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 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 3 and 4 (January – Easter).

Subject	Spring Term Topics
English	**Half Term 3: An Introduction to Shakespeare (mini units focusing on Julius Caesar, Macbeth, The Tempest, A Midsummer Night's Dream)** • 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 **Half Term 4 Theme: Power of the Platform** Students will engage with a range of non-fiction texts across a range of themes to be able to write in style with knowledge of: • Vocabulary and sentence structure for purpose and effect • Spelling and punctuation • Clarity, variety and imagination • Tone, style and register • Form, purpose and audience - e.g. articles (headline, pictures, columns etc.)
Maths	**Measurements** •Properties of 2D and 3D shape (including symmetry) •Time •Metric conversions

	• Properties of angles • Construction of basic of 2D shapes **Numerical Representations** • Decimals • Fractions • FDP • Percentage • Powers and roots • Prime factor decomposition • HCF and LCM **Formulae and Sequences** • Substitution and formulae • Functions • Sequences
Science	**Biology: Organisms – Cells and Organisation** Students will learn all living things are made of cells. They will look at cells using a light microscope, leading to drawing cell diagrams of both plant and animal cells. They will also learn about the different types of specialised cells. Multicellular organisms are composed of cells which are organised into tissues, organs and systems to carry out life processes **Biology: Organisms – Movement** Students will also learn how the parts of the human skeleton work as a system for support, protection, movement and the production of new blood cells. They will also learn how antagonistic pairs of muscles create movement when one contracts and the other relaxes. **Chemistry: Earth's structure and Rock Cycle** Students will further their understanding of the structure and composition of the Earth. They will look at the formation and classification of Igneous, Metamorphic and Sedimentary rocks. They will look at how biological, physical and chemical weathering and erosion contribute to the rock cycle. **Physics: Sound** Students will learn about Frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound. They will learn that sound needs a medium to travel and the speed of sound in air, in water, in solids. Sound is produced by vibrations of objects and that sound waves are longitudinal. **Physics: Light** Students will also learn about the similarities and differences between light waves and waves in matter. Light waves travelling through a vacuum; speed of light. The transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface. Students will carry out practicals looking at the use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and look at how colours can be seen.

History	Students will learn to understand changes and continuities in the power of the crown and everyday life in Medieval Britain 1066-1509. Students will learn: • Sense of Period - Medieval Britain. • Substantive concepts – social, religious, cultural, political, economic – monarchy, kingship, Church, disease, plague • Disciplinary concepts – change and continuity. • Diversity – Differences in everyday life for different groups in society, power of Church and global trade connections, rights and responsibilities in Medieval Britain, developments in public health. • Challenges to the Crown- The church with a case study of Henry II and Becket; The Barons with a case study of King John and Magna Carta; Female challenges with a case study on Empress Matilda and Eleanor of Aquitaine; Peasants with a case study of the Peasants' Revolt. • Medieval Life – Black Death Case Study including causes and beliefs about the Black Death. Medieval trade routes, superstitious and natural explanation. Symptoms of the Black Death and medical practice – cures and treatments for the Black Death. The effects of the Black Death on Medieval society.
Geography	**Half term 3:** Students will learn to understand weather and climate patterns in the UK, including: • UK weather and climate patterns (summer / winter temperatures, rainfall map). • Factors affecting weather (e.g. latitude, altitude, distance from sea, aspect, etc.) • Extreme weather in UK. **Half term 4:** Students will learn the importance of natural resources. They will consider whether the Earth is running out of natural resources? Students will learn to: • Understand the key characteristics of sedimentary, igneous and metamorphic rock types, and how they form • Explain the difference between a non-renewable and renewable resource • Evaluate and analyse the advantages and disadvantages of both non-renewable and renewable resources
Spanish	**Half Term 3 + 4: My school** Students will be able to say what subjects they study and give opinions. They will be able to describe their school and say what they do at break times. We will revise conjugating present tense verbs -ar, -er and -ir.
Computer Science	Students will continue to develop knowledge on how computer networks and the internet operate and the technologies that power them Students will focus on networks and be able to • identify network components

	• identify internet connection methods • Understand the difference between Internet and WWW • Understand how the world is connected Identify components of a computer
Art	**Theme: Colour** Students will learn colour theory and the fundamentals of the colour wheel, the relationships between colour, meaning and emotion. They will explore working with a range of media including watercolour, chalk pastel and oil pastel and will go on to create their own mixed media design. They will apply knowledge of colour theory and colour blending skills to each media. They will develop brushwork and fine painting techniques. They will develop cross curricular skills with a focus on wildlife.
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 will look at comparing key religions in terms of their celebrations and rituals, they will look at why and how they celebrate the key events in their calendar. This topic aims to show students how beliefs influence and impact real life. Students will use the skills and knowledge from HT1 to form opinions and see the deeper meaning behind some religious festivals for some different world religions. Students will encounter different religious festivals throughout their lives and will be able to understand the origins and influence of these.
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 focusing on devising and production elements Students will: • Be introduced to the styles of Theatre and creating theatre from a given stimulus • Understand the basic skills of devising and abstracting ideas from a stimulus • Begin to learn how to structure a performance • Revise at least one of the skills learned in the previous term.
Music:	Students will be learning about Instruments, specifically those used in an orchestra. Students are given an introduction to instrumental and compositional skills, such as: • Posture

	• Instrumental techniques • Dynamic control • Exploration of timbre • Tempo Students are given an introduction to simple notation. Students will experience of solo and ensemble performance within the classroom setting and a variety of examples of music.