

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 |
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| English | <p>Half Term 5 Theme: War Poetry and Poetry from other cultures Anthology Students will learn to engage with a range of writers’ ideas and themes from a variety of poems. They will engage with a range of methods employed by poets to convey meaning, using:</p> <ul style="list-style-type: none">• Poetic techniques• Form• Themes• Context• Writer’s intentions <p>Half Term 6: Horowitz Horrors by Anthony Horowitz 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>Area and Transformations</p> <ul style="list-style-type: none">• Areas of 2D shapes• Transformations 2D of shapes including enlargement. |

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| | <p>Introducing Ratio</p> <ul style="list-style-type: none"> •Ratio notation •Relationship between fraction and ratio •Sharing in a ratio |
| <p>Science</p> | <p>Biology: Breathing and Gas exchange Students will learn how gas exchange, oxygen and carbon dioxide move between alveoli and the blood. Oxygen is transported to cells for aerobic respiration and carbon dioxide, a waste product of respiration, is removed from the body. Breathing occurs through the action of muscles in the ribcage and diaphragm. The amount of oxygen required by body cells determines the rate of breathing.</p> <p>Biology: Digestion Students will also learn how the body needs a balanced diet with carbohydrates, lipids, proteins, vitamins, minerals, dietary fibre and water, for its cells' energy, growth and maintenance. They will learn how organs of the digestive system are adapted to break large food molecules into small ones which can travel in the blood to cells and are used for life processes. They will learn that iron is a mineral important for red blood cells, that calcium is a mineral needed for strong teeth and bones and that vitamins and minerals are needed in small amounts to keep the body healthy.</p> <p>Chemistry: Periodic table and Elements Students will learn how the elements in a group all react in a similar way and sometimes show a pattern in reactivity. As you go down a group and across a period the elements show patterns in physical properties. Metals are generally found on the left side of the table, non-metals on the right. Group 1 contains reactive metals called alkali metals. Group 7 contains non-metals called halogens. Group 0 contains unreactive gases called noble gases. They will then learn about chemical reactions and how atoms are rearranged during a reaction. They will learn how to write both word and symbol equations.</p> <p>Physics: Energy transfers and efficiency Students will build on their knowledge from Autumn term. They will learn that when energy transfers take place in a system, the total energy stored before = total energy stored after. This is known as conservation of Energy. When energy is transferred within a system, energy can be dissipated. This is where energy is 'wasted' by being transferred out to the surroundings. Energy becomes stored in less useful ways.</p> <p>Physics: Quantifying Energy Students then look at how we use energy in our home and the different ways electricity can be generated relating this to current global issues. Students also learn how to calculate the cost of electricity.</p> |
| <p>History</p> | <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) |

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| | <ul style="list-style-type: none"> Elizabeth I- The Elizabethan settlement (religious settlement), the threat of Mary Queen of Scots, image, gender and marriage and the Spanish Armada. |
| Geography | <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 |
| Spanish | <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> |
| Computer Science | <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). |
| Art | Half Term 5 Theme: Pattern |

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| | <p>Students will be exploring pattern, colour, texture, line and shapes in non-Western Art and print.</p> <p>Half Term 6: Theme: 3D</p> <p>Students will be transforming a 2D outcome into a 3D outcome. They will be working with clay and exploring connecting surfaces and planes together and applying surface decoration.</p> |
| DT | <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. • 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. |

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| | <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> |
| Ethics | <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> |
| PE | <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, analysis and evaluation of a text.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be introduced to Shakespeare’s Romeo and Juliet • Understand how to analyse a performance, justifying what worked and what didn’t. |

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| | <ul style="list-style-type: none">• Begin to understand blocking and the use of stage directions• Analyse the plot of the play and the use of characterisation• Explain and explore what they were thinking and feeling as an audience member. |
| 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 |