

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.



**ABBAYFIELD
SCHOOL**
*Creative
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Below you will find a detailed overview of what Year 7 students are learning in each of their subjects in Half Term 1 and 2 (September-December)

Year 7 Curriculum – Autumn Term 2020-21 - *To support parents and students.*

Subject	Autumn Curriculum
English	<p>Half Term 1 Theme: Quests 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:</p> <ul style="list-style-type: none">• <i>Narrative voice</i>• <i>Character</i>• <i>Setting and atmosphere</i>• <i>Methods of creating meaning</i>• <i>Context</i> <p>Half Term 2 Theme: A Christmas Carol Students will engage in writing for different genres, audiences and purposes. They will consider:</p> <ul style="list-style-type: none">• <i>Language</i>• <i>Form</i>• <i>Intonation</i>• <i>Figurative language</i>• <i>Structural features e.g. start, middle, end (story arc).</i>

<p>Maths</p>	<p>Students are learning to apply their mathematical knowledge to a range of contexts. Specifically, students will have an in depth understanding of the number system and how this links to geometry and algebra.</p> <p>Number</p> <ul style="list-style-type: none"> • <i>Basic number and place value</i> • <i>Multiplies, factors, roots, powers and primes</i> • <i>Types of numbers and BIDMAS</i> • <i>Directed numbers</i> • <i>Rounding and estimation</i> <p>Geometry and Measure</p> <ul style="list-style-type: none"> • <i>Properties of 2D and 3D shape (including symmetry)</i> • <i>Time</i> • <i>Metric conversions</i> • <i>Properties of angles</i> • <i>Angle reasoning</i> • <i>Construction of basic of 2D shapes</i>
<p>Science</p>	<p>Biology: Organisms – Movement and Cells</p> <p>Students will learn how the parts of the human skeleton work as a system for support, protection, movement and the production of new blood cells. Antagonistic pairs of muscles create movement when one contracts and the other relaxes. They will also learn how multicellular organisms are composed of cells which are organised into tissues, organs and systems to carry out life processes. They will recognise that there are many types of cell; each has a different structure or feature so it can do a specific job.</p> <p>Chemistry: Particle Model & Separating Mixtures</p> <p>Students will learn about 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. Mixtures may be separated due to differences in their physical properties. The method chosen to separate a mixture depends on which physical properties of the individual substances are different.</p> <p>Physics: Energy – Costs and Transfers</p> <p>Students will understand how electricity is generated by a combination of resources which each have advantages and disadvantages. They will be able to calculate the cost of home energy usage, using the formula: $\text{cost} = \text{power (kW)} \times \text{time (hours)} \times \text{price (per kWh)}$.</p>

	<p>Students will be able to describe how jobs get done using an energy model where energy is transferred from one store at the start to another at the end. When energy is transferred, the total is conserved, but some energy is dissipated, reducing the useful energy.</p>
History	<p>Students will learn to understand the causes and consequences of developments in church, state and society in Medieval Britain 1066-1509.</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • <i>Sense of Period – Britain pre-1066 and early Medieval Britain</i> • <i>Substantive concepts – Military: succession, invasion, battle, tactics, warfare</i> • <i>Disciplinary concepts – cause and consequence.</i> • <i>Diversity – Britain's historic links with the continent and emergence of national story.</i> • <i>Pre-1066 Romans or Anglo-Saxons - development in Britain (Political, economic and social) (Option for a local study)</i> • <i>1066 Succession Crisis – contenders</i> • <i>September 1066 - Viking Invasion - Battle of Fulford and Battle of Stamford Bridge</i> • <i>Norman Conquest - October 1066 Battle of Hastings</i>
Geography	<p>Students will learn about the location oceans and continents. They will be able to use geographical skills including how to navigate OS maps.</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. <i>Identify Continents / Oceans / UK vs GB+NI</i> 2. <i>Identify physical/ Human/ Environmental geography</i> 3. <i>Understand Latitude and Longitude</i> <p>Students will learn about the Middle East and the reasons for and impacts of conflict.</p> <p>Students will explore opportunities and challenges for tourism.</p>
French	<p>Half Term 1 Theme: French Basics/Describing Myself</p> <p>Students will complete a KS2 recap, including numbers, days, months and the alphabet.</p> <p>Students will learn to be able to introduce & briefly describe themselves, with accurate use of key French sounds. This will include:</p> <ul style="list-style-type: none"> • <i>Introductions</i> • <i>Personal descriptions</i>

- *Avoir/être*
- *Negative (ne...pas)*
- *Adjectival agreements (sing)*
- *Possessive adjectives (1st per)*
- *Indefinite/definite article (le/la, un/une)*
- *Gender of nouns*

Half Term 2 Theme: My School

Students will learn to be able to give their opinions and justify them, use a bilingual dictionary effectively and recognise cognates. This will include:

- *My School*
- *Colours*
- *Telling the time*
- *School subjects*
- *Cognates*
- *Dictionary use*
- *Opinions & justifications*

- *Adj. agreements (sing& pl)*
- *Word order*
- *Infinitive verbs*
- *The present tense of regular er verbs (1st, 2nd, 3rd person)*
- *il y a/ il n'y a pas de*

IT

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.
- How to access, send and receive emails appropriately.
- How to use Boolean search techniques to locate online sources

<p>Art</p>	<p>Theme: Architecture Students 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 in 3D and in perspective.</p> <p>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)</p>
<p>DT</p>	<p>Students are exploring structure both in physical development of nets and 3D shapes and producing structure through technical drawing. They are developing rendering techniques and exploring the effectiveness and function of packaging.</p> <p>Students will then move on to creating their own cartoon illustration characters and will consider the structure of a visual based story or comic strip exploring different ways to communicate with line and drawing instead of text.</p>
<p>RE</p>	<p>Students are considering ‘What do the “Big 6” world religions believe?’</p> <p>Students are identifying the key features of the six most followed faiths in the world: Judaism, Christianity, Islam, Hinduism, Sikhism and Buddhism.</p> <p>Students identify when and where they were founded, who founded the religion, their places of worship and their holy books.</p> <p>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.</p>
<p>PE</p>	<p>Students are taught to understand a variety of skills, techniques and rules in a broad range of sports; this term students are focussing on Badminton and Athletics. 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 be able to lead some stages of a warm-up to small groups and explain its purpose. They will be able to analyse their own performance and know how to improve their future performance.</p> <p>Students will learn:</p> <p>Badminton – Serve (forehand, backhand), smash shot, drop shot, overhead clear, court markings. Athletics – Events – Track (100m, 200m, 800m, 1500m), Field (shot-put, javelin, long jump, discus), personal best, pacing, drive-phase.</p>

Performing Arts	Dance: Students are learning a broad range of Dance skills and techniques. They are developing understanding of: <ul style="list-style-type: none">- Key dance terminology- Six dance actions- Chance choreography- Key performance skills- Develop an understanding of at least one dance style- Explore key choreographic devices
	Drama: Students are learning to apply the core skills and techniques of Drama. Students will: <ul style="list-style-type: none">- Be introduced to at least one style of theatre- Understand the basic skills of devising original drama- Understand how to interpret a script through stage directions and design possibilities- Understood how a theatre functions and operates.- Analyse a performance.

Music:

Students are learning a number of keyboard skills:

- *Use of rhythm language*
- *Posture*
- *Hand position*
- *Note names and placement*
- *Hand co-ordination*

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*