

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.



**ABBEYFIELD
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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 3 and 4 (January – Easter)

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

Subject	Spring Term Topics
English	<p>Half Term 3 Theme: Myths and Legends Students will learn to engage with a range of writers’ ideas and themes from a variety of poetry and prose extracts. They will engage with texts to know a range of methods to write imaginatively by considering:</p> <ul style="list-style-type: none"> • Language • Form • Intonation • Figurative language • Structural features e.g. start, middle, end (story arc). <p>Half Term 4 Theme: Poetry from other cultures Students will engage with a range of non-fiction texts in order to be able to write in style with knowledge of:</p> <ul style="list-style-type: none"> • 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.)

<p style="text-align: center;">Maths</p>	<p>Half Term 3: 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>Algebra</p> <ul style="list-style-type: none"> • Sequences • Directed numbers <p>Half Term 4: 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, algebra and ratio and proportion.</p> <p>Algebra</p> <ul style="list-style-type: none"> • Expressions, equations and inequalities • Sequences
<p style="text-align: center;">Science</p>	<p>Biology: Ecosystems –Interdependence and plant reproduction 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 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.</p> <p>Chemistry: Chemistry: Metals and Non-metals, Acids and Alkalis. Students are will learn that metals and non-metals react with oxygen to form oxides which are either bases or acids. Metals can be arranged as a reactivity series in order of how readily they react with other substances. Some metals react with acids to produce salts and hydrogen. The pH of a solution depends on the strength of the acid: strong acids have lower pH values than weak acids. Mixing an acid and alkali produces a chemical reaction, neutralisation, forming a chemical called a salt and water.</p> <p>Physics: Waves - Sound and Light Students will learn that sound consists of vibrations which travel as a longitudinal wave through substances. The denser the medium, the faster sound travels. The greater the amplitude of the waveform, the louder the sound. When a light ray meets a different medium, some of it is absorbed and some reflected. For a mirror, the angle of incidence equals the angle of reflection. The ray model can describe the formation of an image in a mirror and how objects appear different colours. When light enters a denser medium it bends towards the normal;</p>

	<p>when it enters a less dense medium it bends away from the normal. Refraction through lenses and prisms can be described using a ray diagram as a model.</p>
History	<p>Students will learn to understand changes and continuities in the power of the crown and everyday life in Medieval Britain 1066-1509.</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • 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 – to include a case study in one threat: Beckett, King John or the Peasants Revolt • Medieval Life – Black Death Case Study • Causes and beliefs about the Black Death - Medieval trade routes, superstitious and natural explanation • Symptoms of the Black Death • Medical practice – cures and treatments for the Black Death
Geography	<p>Half term 3:</p> <p>Students will learn the importance of natural resources. They will consider whether or not the Earth is running out of natural resources?</p> <p>Students will learn to:</p> <ol style="list-style-type: none"> 1. Understand the key characteristics of sedimentary, igneous and metamorphic rock types, and how they form 2. Explain the difference between a non-renewable and renewable resource 3. Evaluate and analyse the advantages and disadvantages of both non-renewable and renewable resources <p>Half term 4:</p> <p>Students will learn to understand weather and climate patterns in the UK, including:</p> <ol style="list-style-type: none"> 1. UK weather and climate patterns (summer / winter temperatures, rainfall map). 2. Factors affecting weather (at least 3) (e.g. latitude, altitude, distance from sea, aspect, etc.) 3. Extreme weather in UK.
	<p>Theme: School</p> <p>Students will learn to describe the school timetable, their school uniform and their school day. Pupils will be able to demonstrate understanding of the infinitive verb form and -er verb in the present tense in French.</p>

<p>French</p>	<p>This will include: Colours Telling the time School subjects Opinions & justifications More key verbs Adjective agreement Word order Infinitive verbs Present tense conjugation (er verbs)</p>
<p>IT/Computer Science</p>	<p>Students will continue to develop their knowledge and skills when use technologies effectively, safely and responsibly.</p> <p>Specifically, student will:</p> <p>Half Term 3: Spreadsheets</p> <ul style="list-style-type: none"> • Be able to use basic spreadsheet features • Be able to format spreadsheets to meet the needs of a user • Be able to use basic spreadsheet formulae • Model and analyses numerical data <p>Half Term 4: Networks</p> <ul style="list-style-type: none"> • Be able to identify network components • Be able to identify internet connection methods • Understand the difference between Internet and WWW • Understand how the world is connected Identify components of a computer
<p>Art</p>	<p>Theme: Structures</p> <p>Students are learning colour theory and the fundamentals of the colour wheel.</p> <p>Students will be developing contextual and cultural connections through the introduction of art movements and artists.</p> <p>Whilst working remotely, students will be researching patterns by famous artists – Bridget Riley / Robert Delaunay etc. Students will be working on their literacy and creating a glossary of keywords used thus far in Art lessons.</p>

<p>DT</p>	<p>Students will be learning about mechanisms, levers and linkages to create movement within their designs using forces. They will explain existing children's toys and design their own moving toy. As we are unable to work in our workshops at the moment students will be using card to model and development their movements to create a prototype and the packaging for their toy.</p>
<p>RE</p>	<p>Half term 3:</p> <p>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.</p> <p>Half Term 4:</p> <p>Students will investigate and assess benchmarks and variances for the terms “good” and “evil” relative to moral or natural actions. Pupils will contemplate the definitions, and drawing on the outcome, their own prior knowledge and informed personal judgement, reflect how such terms can be defined whilst respecting the views of others.</p>
<p>PE</p>	<p>Students are focussing on Badminton and Fitness</p> <p>Students will learn:</p> <p>Badminton - Serve (forehand, backhand), smash shot, drop shot, overhead clear.</p> <p>Fitness– Components of fitness (speed, cardiovascular endurance, muscular endurance, muscular strength, flexibility, power), Fitness tests (cooper run, 35m sprint, Illinois agility test, grip dynamometer, sit and reach), maximum heart rate, warm up and cool down.</p>
	<p>Dance:</p> <p>Students are learning a broad range of Dance skills and techniques.</p> <p>Students will learn:</p> <ul style="list-style-type: none"> The key features of African dance Develop an understanding of key actions and compare these to previous dance styles. Be able to learn and perform a short African dance showing the stylistic features Develop the African sequence

Performing Arts	<p>Students will study Musical Theatre Be able to learn, perform key motifs from two musicals Students will develop choreographic skills</p>
	<p>Drama: Students are learning to apply the core skills and techniques of Drama.</p> <p>Students will:</p> <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. <p>Half term 3: Matilda Half term 4: Greek Theatre</p>
	<p>Music:</p> <p>Students will be learning about Instruments, specifically those used in an orchestra.</p> <p>Students are given an introduction to instrumental and compositional skills, such as:</p> <ul style="list-style-type: none">• Posture• Instrumental techniques• Dynamic control• Exploration of timbre• Tempo <p>Students are given an introduction to simple notation.</p> <p>Students will experience of solo and ensemble performance within the classroom setting and a variety of examples of music.</p>