

# 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 a detailed overview of what Year 9 students are learning in each of their subjects in Half Term 1 and 2 (September-December)



## Year 9 Curriculum – Autumn Term 2020-21 - *To support parents and students.*

Subject	Autumn Term Topics
English	<p><b>Half Term 1 Theme: Of Mice and Men</b> Students are learning to embed the analytical skills required to investigate how the writer has built the text to create both explicit and implicit meanings. They are embedding prior knowledge and understanding of texts to identify, understand and analyse how writer’s use strategies to convey key ideas and themes throughout a text:</p> <ul style="list-style-type: none"><li>• Narrative voice</li><li>• Character</li><li>• Setting and atmosphere</li><li>• Methods of creating meaning</li><li>• Context</li><li>• Language choices</li><li>• Structural choices</li></ul> <p><b>Half Term 2 Theme: Non-fiction texts</b></p>

	<p>Students are learning to embed a range of language and structural features to engage audiences and meet specific purposes of imaginative writing.</p> <p>They are embedding knowledge of a range of imaginative texts and using:</p> <ul style="list-style-type: none"> <li>• Language</li> <li>• Genre</li> <li>• Intonation</li> <li>• Figurative language</li> <li>• Structural features e.g. flashback, circular narratives, cliff-hanger, slow reveal.</li> </ul>
<p>Maths</p>	<p>Students are learning to be able to apply their mathematical knowledge to a range of contexts. Specifically, students will have an in depth understanding of algebra techniques including quadratics, probability and geometrical reasoning.</p> <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>• Quadratic expressions (expanding and factorising)</li> <li>• Plotting quadratics</li> <li>• Solving linear equations</li> <li>• Higher -Solving quadratics</li> <li>• Higher - Completing the square and turning points</li> </ul> <p><b>Construction</b></p> <ul style="list-style-type: none"> <li>• Scale drawings</li> <li>• Drawing triangles</li> <li>• Bisecting lines and angles</li> <li>• Congruent shapes</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Pythagoras theorem</li> </ul>
<p>Science</p>	<p><b>Biology: Cells, Transport and Organisation</b></p> <p>Students are learning about the study of simple prokaryotic and eukaryotic cells from single-cell structures to organisms and how cells have become specialised. These small structures were first observed with the discovery of light microscopes and further enhanced due to the evolution of electron microscopy and calculations to ascertain actual sizes.</p> <p>A variety of processes are required to transport substances into and out of cells such as diffusion, osmosis and active transport and that exchange surfaces have become adapted to allow rapid exchange.</p>

The cell cycle and mitosis are key processes for cell growth and repair. Stem cells are undifferentiated cells which have the potential to become specialised; this has led to many recent scientific discoveries in plants and animal stem cells although there are emotive evaluative reasons for and against the use of stem cells for medical purposes.

**Chemistry: Atomic structure and the periodic table:**

Students are learning that periodic table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties. The historical development of the periodic table and models of atomic structure provide good examples of how scientific ideas and explanations develop over time as new evidence emerges. The arrangement of elements in the modern periodic table can be explained in terms of atomic structure which provides evidence for the model of a nuclear atom with electrons in energy levels.

**Physics: Energy**

Students are learning to use an energy stores model and describe the processes, such as forces and electrical currents, through which energy can be transferred. They will measure the work done by a force acting over a distance and use this concept to analyse energy changes in gravitational stores, through lifting and falling, and elastic potential stores during stretching using the relevant mathematical relationships. Explore the conservation of energy through changes in the gravitational, kinetic, and elastic stores. Explain the dissipation of energy during transfers such as those caused by friction or electrical heating, Describe and calculate efficiency during different energy changes, applied to a selection of electrical devices. Students are taught to understand and explain the concept of power and how this power rating can be used to determine total energy change over time.

Students will learn to understand the causes and consequences of challenges facing Modern Britain, Europe and the wider world from 1901-39.

This will include:

- Sense of period – Modern world and wider chronological framework.
- Substantive concepts – warfare, dictatorship, foreign policy, nationalism
- Disciplinary concepts – cause and consequence.
- Diversity – emergence and consequences of modern conflict, role of different groups in conflict, rise of extremism. Role of empire. Britain’s place in Europe and world.
- Developments in First World War - changing nature of conflict and technology in war.
- Inter-war Years – Treaty of Versailles, Wall Street Crash and Great Depression
- Rise of dictators (Hitler or Stalin) - Nature of dictatorship, key developments and consequences
- Causes of Second World War - Hitler’s foreign policy and the policy appeasement (Sudeten Crisis, Munich Agreement, Remilitarisation of Rhineland, invasion of Czechoslovakia and Poland).

History

<p>Geography</p>	<p>Students will explore the reasons for conflict within the Middle East and the impacts this has. They will investigate opportunities and challenges of tourism in the Middle East.</p> <p>Students will explore the role of globalisation in today's world and the part played by TNCs (Transnational Corporations). They will consider the role of development.</p> <p>Students will learn about TNCs:</p> <p>TNC – impacts, reasons for location. Positive and negative impacts for a range of countries.</p> <p>Students will explore a TNC case study e.g <i>Nike</i>. <i>Detailed information about causes and impacts. Scope for work looking into potential impacts and how these will be managed going forward.</i></p>
<p>French</p>	<p><b>Half Term 1 Theme: My World</b>  Students will learn to express their likes and dislikes, extra-curricular activities, describing friends, birthdays and what to wear.</p> <p>Students will cover:  <i>Likes and dislikes</i>  <i>Extra- curricular activities, Describing friends,</i>  <i>Birthday celebrations,</i>  <i>Clothing and style</i></p> <p><i>Opinion verbs + noun &amp; + inf,</i>  <i>Reflexive verbs,</i>  <i>Present tense - full conjugation</i>  <i>Present tense of reflexive verbs</i>  <i>Perfect tense</i>  <i>Near future tense</i></p> <p><b>Half Term 2 Theme: Future Plans</b>  Students will learn to talk about what they want to do when they are older and in the future.</p> <p>Students will cover:  <i>Earning money</i>  <i>Future career plans</i></p>

	<p><i>Future 'life' plans</i>  <i>The future world</i>  <i>Writing about an inventor</i></p> <p><i>Modal verbs devoir, pouvoir &amp; vouloir, Simple future tense</i>  <i>Key irregular verbs in the simple future tense</i>  <i>Asking &amp; answering questions in 3 tenses</i></p>
Spanish	<p><b>Half Term 1 Theme: Somos así</b></p> <p>Students will be able to talk about their lives and their likes/dislikes using a wider variety of language. Pupils revise all three main tenses.</p> <p>Students will learn:  <i>Me gusta(n)/chifla(n) + noun</i>  <i>Present tense of ir, hacer, ser</i>  <i>Present tense of regular verbs</i>  <i>Near future tense Preterite tense of regular verbs</i>  <i>Preterite tense of hacer and ser</i>  <i>Using three tenses together</i></p> <p><b>Term 2 Theme: ¡Oriéntate!</b></p> <p>Students be able to talk about their hopes for the future, to coincide with options evenings time of year. Students will consider importance of languages for future careers.</p> <p>Students will learn:  <i>Tener que + infinitive</i>  <i>Near future tense</i>  <i>Three tenses together</i>  <i>Adjectival agreement</i></p>
Computer Science	<p>Students are learning to identify common features in effective graphics user interfaces (GUI).</p> <p>Students will learn how to create a simple GUI and be able to plan a GUI based on user needs.</p>

	<p>Students will learn to design navigation maps for GUI. They will learn to understand how computer systems operate in the real world and improve their interaction with them.</p>
Art	<p><b>Term 1 Theme: Cakes and Sweets</b>  Students will be building upon skills and knowledge developed during Year 7 and 8 and will be introduced to new techniques.</p> <p>These techniques will include:</p> <ul style="list-style-type: none"> <li>Pencil</li> <li>Biro</li> <li>Charcoal</li> <li>Chalk</li> </ul> <p>Students will generate ideas from a range of contextual sources including the work of artist and designers such as Sarah Graham, Wayne Thiebaud, Joel Penkman, Nigel Humphries and Amanda Dedman. Students will explore and make use of a range of a range of art media and processes. Students will use drawing and other means in order to record ideas as their work progresses.</p>
Art Textiles	<p><b>Term 1 Theme: Growth and Decay</b>  Students will be building upon skills and knowledge developed during Year 7 and 8 and will be introduced to new Textile techniques.</p> <p>These techniques will include:</p> <ul style="list-style-type: none"> <li>Felting</li> <li>Embellishment</li> <li>Embroidery</li> <li>Pattern</li> <li>Observational Drawing</li> <li>Mono-printing.</li> </ul> <p>Students will generate ideas from a range of contextual sources including the work of artist and designers such as Jenny Pepper, Damian Hirst and William Morris. Students will explore and make use of a range of a range of art media and processes. Students will use drawing and other means in order to record ideas as their work progresses.</p>
DT	<p>Students are exploring movement through different materials including the use of pop up mechanisms, linkages and levers and CAMS. They are creating and developing ideas for a children's toy by modelling, testing and evaluating their designs to make them more effective using an iterative design process.</p>

Graphics	<p>Students are exploring a variety of media and techniques including ink, print and computer graphic design within the overarching theme of Mythology. Students will gradually bring in their own inspiration and personality with more choice over design focus and journey within the project.</p>
Food	<p>Students will be learning about Food, Nutrition and Health. Students will explore the sources and functions of the macronutrients; carbohydrates, fats and proteins. Students will learn about their effects on the body and what effects these have when eaten in excess, or when we are deficient.</p> <p>Students will learn about the biological values of these macronutrients and how to increase or decrease these with good diet.</p> <p>Students will also learn about the role of micronutrients – those vitamins and minerals we need, but in smaller amounts than the macronutrients. Students will learn about excess and deficiency and consider their effects on the body.</p>
PE	<p>Students will consolidate their skills and knowledge acquired in year 7 and 8, being able to demonstrate and apply skills, techniques, tactics and knowledge of rules in competitive game situations, including officiating with greater fluency and more detailed reference to terminology, rules and techniques within a given sport. Students will learn to be able to make independent decisions when playing to help and influence scores and results. Students will be able to work collaboratively in a team or independently depending on the sport that they are participating in. Students will be able to take small leadership roles, such as leading in warm-ups, choosing roles/positions for teammates or being influential in game situations.</p> <p>Students will develop a knowledge of the major muscle groups and bones in the body that specifically relate to the sports/activities being studied (using correct terminology – e.g. gastrocnemius, not calf), how to prevent injuries and which major muscle groups/bones are used in specific movements for each sport/activity.</p> <p>Students will be learning the physical and skill-related components of fitness giving examples of how these are used in a number of sports/activities and which sports/activities they are commonly needed for a performer to be successful e.g. a weightlifter would need high levels of muscular strength.</p>
Dance	<p>Students are learning to have a developed understanding of a key dance style(s). They are learning the importance of posture, alignment and control.</p> <p>Students are exploring their dance story and method for choreographing. Students are focussing on posture, alignment, control, balance, focus, projection, energy, facial expressions, engagement with the audience, clear replication, unison, canon, dynamics, floor pattern, angles, pace, contraction, levels, isolations, creative intention, process, input of performer and input of non-performer.</p>

Drama	<p>Students are learning to have a secure understanding of skills and techniques. They will bring skills together to create a character and embed techniques within a piece of theatre. They are learning to analyse and perform two contrasting styles of theatre, using vocal and physical skills to create a character and develop characterisation.</p> <p>Students are learning how to analyse the performance of two contrasting styles. They are learning to use a growing range of skills and techniques with maturity and how to bring skills and techniques together to create a detailed character/performance. They are learning to strengthen interpretative skills to create characters and how to bring together historical context, the key features of a style and the performance qualities and be able to analyse the impact.</p>
Music	<p>Students are learning singing/instrumental skills:</p> <ul style="list-style-type: none"> <li>• <i>Use of appropriate language</i></li> <li>• <i>Unison and part singing</i></li> <li>• <i>Intonation</i></li> <li>• <i>Breath control</i></li> <li>• <i>Posture</i></li> <li>• <i>Dynamic control</i></li> <li>• <i>Aural perception</i></li> <li>• <i>Exploration of timbre</i></li> <li>• <i>Warming up</i></li> </ul> <p>Students are learning improvisational skills:</p> <ul style="list-style-type: none"> <li>• <i>Creativity</i></li> <li>• <i>Confidence</i></li> <li>• <i>Fluency</i></li> <li>• <i>Structure</i></li> <li>• <i>Increased range of notes</i></li> </ul> <p>Students are learning to understand and comment critically on the elements of music (using Italian terms)</p> <ul style="list-style-type: none"> <li>• <i>Pitch (melody) -</i></li> <li>• <i>Tempo</i></li> <li>• <i>Rhythm</i></li> <li>• <i>Dynamics – diminuendo, crescendo</i></li> </ul>

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|  | <ul style="list-style-type: none"><li>• <i>Texture (tonality/harmony) – phonics</i></li><li>• <i>Timbre – playing techniques (articulation)</i></li><li>• <i>Structure – as Yr 8 + rondo</i></li></ul> |
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