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 SCHOOL
Creative Education Trust

Below you will find a detailed overview of what Year 9 students are learning in each of their subjects in Half Term 5 and 6 (Easter – July):

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

Subject	Summer Term Topics
English	**Half Term 5: The Sign of the Four** Students will be exploring a range of methods employed by writers to convey meaning and influence a reader using: • Structure • Themes • Context • Writer's intentions • Language analysis • Extended writing • Analysis and annotation of extracts **Half Term 6: Blood Brothers** Students are learning to explore and recognise dramatic conventions and how writers use the dramatic form to present their own ideas and viewpoints using: • Wider reading • Contextual study

	• Close analysis and annotation of key scenes • Close analysis of authorial method
Maths	Students are learning to apply their mathematical knowledge to a range of contexts. Specifically, students will have an in depth understanding of ratio and proportion and how that links to wider context, statistical analysis and geometrical reasoning. **Statistics** • Mean, Mode and median and range including outliers **Ratio and proportion** • Solve problems involving ratio and proportion **Geometry** • Exterior and interior angles in polygons • Review work on angles in parallel lines • Reasoning with angles • Area and volume (including circles, composites, prisms) Some students' learning will be extended by learning about Trigonometry and congruent and similar shapes.
Science	**Biology: Evolution and Inheritance** AQA KS3 Spec pg 66-67 Students are learning about natural selection is a theory that explains how species evolve and why extinction occurs. Biodiversity is vital to maintaining populations. Within a species variation helps against environment changes, avoiding extinction. Within an ecosystem, having many different species ensures resources are available for other populations, like humans. Inherited characteristics are the result of genetic information, in the form of sections of DNA called genes, being transferred from parents to offspring during reproduction. Chromosomes are long pieces of DNA which contain many genes. Gametes, carrying half the total number of chromosomes of each parent, combine during fertilisation. The DNA of every individual is different, except for identical twins. There are more than one version of each gene e.g. different blood groups. **Chemistry: Chemical energy and Types of reaction** AQA KS3 Spec pg 49-50 Students are learning that during a chemical reaction bonds are broken (requiring energy) and new bonds formed (releasing energy). If the energy released is greater than the energy required, the reaction is exothermic. If the reverse, it is endothermic.

	Combustion is a reaction with oxygen in which energy is transferred to the surroundings as heat and light. Thermal decomposition is a reaction where a single reactant is broken down into simpler products by heating. Chemical changes can be described by a model where atoms and molecules in reactants rearrange to make the products and the total number of atoms is conserved. **Physics: Work, Heating and cooling, wave effects and properties** AQA KS3 Spec Pg 37-38, 41-42 Students are learning that work is done and energy transferred when a force moves an object. The bigger the force or distance, the greater the work. Machines make work easier by reducing the force needed. Levers and pulleys do this by increasing the distance moved, and wheels reduce friction. The thermal energy of an object depends upon its mass, temperature and what it's made of. When there is a temperature difference, energy transfers from the hotter to the cooler object. Thermal energy is transferred through different pathways, by particles in conduction and convection, and by radiation. When a wave travels through a substance, particles move to and fro. Energy is transferred in the direction of movement of the wave. Waves of higher amplitude or higher frequency transfer more energy. A physical model of a transverse wave demonstrates it moves from place to place, while the material it travels through does not, and describes the properties of speed, wavelength and reflection.
History	Students will learn to understand changes and continuities in Industrial Britain 1750-1901. This will include: • Sense of period - Industrial Britain. • Substantive concepts – social, religious, cultural, political, economic and military concepts. • Disciplinary concept – change and continuity. • Diversity – Britain's role in bringing about industrial economy. Impact of different group in society. Emergence of modern political rights. Developments in law and order or public health. • Law & order - Whitechapel case study (Jack the Ripper, Development of modern policing, Migration or Anti-Semitism) • Public health - Cholera Case Study (John Snow and Epidemiology, Bazelgette and Sewers or Chadwick and Public Health Acts) • Emergence of franchise (Development of voters rights - Chartists, Suffragists or Suffragettes)
Geography	**Half term 5: Spotlight on Asia** Students will explore the human and physical Geography of Asia. This will include: 1. Social, Economic and Environmental Impacts of rapid urbanisation on a named megacity. 2. Causes and consequences of flooding.

	Half term 6: Urban Fieldwork Students will be able to be able to conduct small scale fieldwork. Students will learn fieldwork techniques that can be used in an investigation linked to the human Geography of the local area e.g. traffic or pedestrian count, land use, environmental quality survey, questionnaires.
French	**Half Term 5 Theme: 'The best in the world'** Students will learn to discuss food, the natural world, the effect on the environment and the plastic problem. Students will cover: • Food & international cuisine • Discussing eating habits • The Natural World • The effect of plastic on the environment • Ways to change the world for the better • Describing a photo • using comparative structures • The present tense • Negative structures • The superlative • Using conditional tense verbs + infinitive **Half Term 6 Theme: Francophone countries** Students will learn about French-speaking countries; where you would like to go, discussing sites and monuments etc. Students will cover: • French-speaking countries • Describing where you would like to go • Describing famous world sites, • Monuments & Francophone

	• destinations • Giving clear opinions • Indefinite & definite articles, • *à* + definite article • Partitive articles • Adjectives & agreement • Comparative structures • Opinion verbs + infinitives • Asking & answering questions in a range of tenses. • Consolidation of verb tense conjugation – present, near future, perfect, imperfect.
Spanish	**Half Term 5 Theme: My hometown** Students will be learning: • Type of housing • Location • What is in a town and activities • At the cafeteria This will include: • Stem-changing verbs (poder) • Present tense verbs in the 3rd person (s/p) • The near future **Half Term 6 Theme: Mis vacaciones** Students will learn to talk about the summer they have just had and using the preterite and present tenses together. • This will include: • Preterite of *ir* • Preterite of regular –ar, -er and -ir verbs • Preterite of *ser* They will also explore the two tenses together. • Expressions with tener Simple future tense • The superlative • The comparative

IT/Computer Science	**Half Term 5:** Legislation & Advanced Text Based Programming Students are learning to: Be able to understand legislation fundamentals of the following: • Computer Misuse act • Creative Comms licencing • Copyright and patent act • GPDR • Data protection act • Software licencing **Half Term 6: Advanced Programming Skills** Students are learning to: • Be able to identify a problem. • Apply text-based algorithms to solve a problem e.g. Python, Small Basic, JavaScript. • Be able to robustly test the solution to meet the needs of a target audience. • Be able to evaluate their solution to justify potential future development(s).
Art	**Theme: Portraiture** Students will be finishing their outcome for the 'Cakes and Sweets' Project. Students will develop their skills to improve their confidence and fluency with media, processes and the formal elements when realising a final 2D painted piece looking at identity and individuality. Students will be learning to: • Understand facial proportions and structure • Analyse and draw features of the face in a wide range of media. • Embed tonal and colour theory in their work • Create proficiency with techniques and material handling. • Paint in the style of chosen artists.

Art Textiles	**Theme: Portraiture** Students will develop their skills to improve their confidence and fluency with media, processes and the formal elements when realising a final textural piece looking at identity and individuality. Students will incorporate their own chosen themes from their Growth and Decay work into their portraiture work. Students will be learning to: • Understand facial proportions and structure • Analyse and draw features of the face in a wide range of Textiles media. • Embed tonal and colour theory in their work • Create proficiency with Textiles techniques and material handling. • Create Textiles portraits in the style of chosen artists.
DT	Students are learning why and how products are designed. They will be considering the varying needs of the user. Students will be exploring a real-life design problem by: • learning about **designing for a particular user** • learning how to **simplify designs** • learning how to design to ergonomics Students will be learning about 'making' principles. They will select from and use specialist tools, techniques and processes. Students will be making previously designed work where they solved a problem for a particular user. They will then test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups.
Graphics	Students are exploring a variety of media and techniques including ink, print and computer graphic design within the overarching theme of Mythology. This term is focussed on our A04 criteria to complete their Mythology front cover by the end of the term. Students will be working independently to experiment and develop their ideas reflecting on what has been their most successful design work and using media of their choice. Towards the end of term students will complete their 'Final Realisation' in 3 hours of lesson time in exam conditions.
Food	**Year 9** **Half Term 5** Students are learning to apply skills and knowledge of functional and chemical properties of ingredients through a range of analysis and practical experiments.

	This will include: • Theory of **SCIENCE** comparing results of investigations. • Theory and recording results of fair tests. • Theory of linking results of experiments to heat and atmospheric conditions. **Half Term 6** Students are learning to apply skills and knowledge of food choices and cultural, moral, and ethical choices. They will also be undertaking a 'mini' investigation. This will include: • Theory of **CULTURAL CUISINES** and why needs and choices vary. • Theory and recording results of fair tests linked to food investigations. • Planning, understanding and recording research linked to their task.
PE	Students will consolidate their skills and knowledge acquired in Y7 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. Students will learn: • Trampolining- Shapes, twists, seat drop, front landing, back landing • Handball- jump shot, zone defence, movement on and off the ball, tactical plays • Basketball- lay-up, zone defence, man-marking, post-plays, half and full court press • Tennis- volley, lob, drop shot, top spin, slice • Cricket- bowling (seam, leg spin, off spin) batting (cover drive, pull, cut) • Athletics- 100m, 200m, 800m, 1500m, long jump, shot, discus, javelin
Dance	Students are exploring a dance style. Students will the learn: • The characteristics of Musical theatre • About short motifs and how to perform them • Develop ideas further using key choreographic devices

	Students will learn: • A teacher phrase exploring technical and physical skills • To evaluate their own and others work giving clear and accurate feedback.
Drama	Students are developing understanding of how to build upon their devising skills in response to a given stimulus, exploring interpretation of ideas and completing research to real life scenarios. They will also engage with digital live theatre and learn to appreciate both performance and production elements. • Half Term 5 Theme: War and Conflict • Half Term 6 Theme: Everybody's Talking About Jamie
Music	Students will be creating their own music using the software Soundtrap Students are securing an understanding of melodic and harmonic devices: • Extended Phrases • Chord progressions • Texture - phonics • Structure (see Autumn unit) Students are developing more complex aural skills. They are developing stylistic awareness of at least a third world tradition, classical and popular style of music Students are creating a piece of music where the musical elements enhance the composition. This includes: • Pitch (melody) • Tempo • Rhythm • Dynamics – diminuendo, crescendo • Texture (tonality/harmony) - phonics • Timbre • Structure – as yr 8 + rondo • Including appropriate record keeping