

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 11 students are learning in each of their subjects in Half Term 1 and 2 (September – December).

Subject	Autumn Term Topics	
English 26	Autumn 1: Theme: 19th Century Text: <i>A Christmas Carol</i> by Charles Dickens Students are learning to develop their understanding of how poets create meaning and influence the reader (Literature Paper 1). Students will explore and develop: • How the author uses language, structure and setting to communicate their ideas • Their understanding of the context of the era and how this has influenced the text • Their understanding of the writers’ ideas and intended meaning • Their understanding of how the writer uses a range of linguistic and structural features to influence the reader • How to identify a range of versatile references from multiple points across a text • Their understanding of themes and motifs that are identified and explored across a text	
	Autumn 2: Language and Literature Exam Skills Students will be revisiting the core texts to further their understanding of how to use their core knowledge to plan and respond to exam style questions. Students will prioritise linking characters to specific themes and motifs and looking at identifying relevant quotes and key points in the text to validate their ideas. Students will recap and review their understanding of how to evaluate an extract and to explore intentional effects created by the writer. Students will also be able to deepen their understanding of how to use tone and linguistic techniques to present specific viewpoints in an identified format.	
Maths 26	<u>Higher Tier</u>	<u>Foundation Tier</u>
	<u>Unit 1 – Further Trigonometry</u>	<u>Unit 1 – Inequalities</u>

- Find missing sides and angles in right-angled triangles using Pythagoras & sin, cos & tan ratios.
- Use trigonometry in 3D to find missing lengths and angles.
- Use the sine and cosine rules to find missing lengths and angles in triangles.
- Use $0.5ab\sin C$ to find the area of any triangle.

Unit 2 – Area and Volume

- Find the area of triangles, quadrilaterals and compound shapes.
- Name the parts of circles, including radius, diameter, tangent, segment, sector, chord and arc.
- Find the area and circumference of circles.
- Find the area of semi and quarter circles and of any sector of a circle.
- Find the arc length of a sector of a circle, or the perimeter of a sector.
- Find the surface area of prisms, cylinders, spheres, cones and pyramids.
- Find the volume of prisms, cylinders, spheres, cones and pyramids.
- Know how the area and volume of shapes change as their dimensions are increased.
- Use length, area and volume ratios to find missing quantities in enlarged 2D and 3D shapes.

Unit 3 – Measures and Real Life Graphs

- Convert between metric measures of length, area, volume, mass and capacity.
- Solve contextual problems involving area, volume and units.
- Know the relationship between density, mass and volume. Find missing quantities.
- Know the relationship between pressure, force and area. Find missing quantities.
- Convert between units of time and calculate time intervals.

- Know and use the inequality symbols ($>$, $<$, $\neq$, $\leq$, $\geq$)
- Solve simple one and two step inequalities.
- Represent solutions to inequalities on the number line.
- Solve three-part inequalities.

Unit 2 – Rounding, Estimation and Bounds

- Use a calculator to evaluate powers & roots and work with numbers in standard form.
- Round numbers to the nearest ten, hundred, thousand.
- Round to a given number of decimal places.
- Round to a given number of significant figures.
- Find upper and lower bounds.
- Write error intervals for measurements.
- Estimate calculations, recognising whether estimations are over or under estimates.

Unit 3 – Money, Measures and Rates

- Convert metric units.
- Convert non-metric units where the conversion is provided.
- Convert currencies.
- Use conversion graphs and other graphs involving rates or real life contexts.
- Solve word problems involving money, bank accounts, profits and rates.
- Work with scale diagrams to make estimates.

Unit 4 – Perimeter and Area

- Calculate perimeter, including compound rectilinear shapes.
- Work out the area of triangles, parallelograms, trapezia and compound shapes.
- Know the names for parts of circles.
- Find the area and circumference of circles.
- Calculate the area and perimeter of semi circles and quarter circles.

	• Know the relationship between speed, distance and time. Find missing quantities. • Draw and interpret distance time graphs, knowing the meaning of the gradient. • Use real life graphs. Recognise the meaning of their gradients and y-intercepts.	• Solve problems involving area, perimeter and scale drawings.
Science 26	Biology: Homeostasis and response That cells in the body can only survive within narrow physical and chemical limits. They require a constant temperature and pH as well as a constant supply of dissolved food and water. In order to do this the body requires control systems (nervous and hormonal) that constantly monitor and adjust the composition of the blood and tissues. These control systems include receptors which sense changes and effectors that bring about a response. The structure of the nervous system explains how it can bring about fast responses called reflex actions. The hormonal system usually brings about much slower changes by glands secreting hormones that travel in the bloodstream to target organs. Hormonal coordination is particularly important in reproduction since it controls the menstrual cycle. The role of hormones in reproduction has allowed scientists to develop not only contraceptive drugs but also drugs which can increase fertility. (Triple only) – how hormones control plants and how they can be used commercially to improve yield. The function of the kidneys and how substances are selectively reabsorbed into the bloodstream. Chemistry: Rates and Equilibrium Chemical reactions can occur at vastly different rates. Whilst the reactivity of chemicals is a significant factor in how fast chemical reactions proceed, there are many variables that can be manipulated in order to speed them up or slow them down. Chemical reactions may also be reversible and therefore the effect of different variables needs to be established in order to identify how to maximise the yield of desired product. Understanding energy changes that accompany chemical reactions is important for this process. In industry, chemists and chemical engineers determine the effect of different variables on reaction rate and yield of product. Whilst there may be compromises to be made, they carry out optimisation processes to ensure that enough product is produced within a sufficient time, and in an energy-efficient way. Chemistry Crude Oil and Fuels Students are learning that the chemistry of carbon compounds is so important that it forms a separate branch of chemistry. A great variety of carbon compounds is possible because carbon atoms can form chains and rings linked by C-C bonds. This branch of chemistry gets its name from the fact that the main sources of organic compounds are living, or once-living materials from plants and animals. These sources include fossil fuels which are a major source of feedstock for the petrochemical industry. Chemists are able to take organic molecules and modify them in many ways to make new and useful materials such as polymers, pharmaceuticals, perfumes and flavourings, dyes and detergents. Polymers (Triple only):	

Students will be able to explain how the organic products of fractional distillation and cracking are converted into compounds which contain different functional groups. Organic molecules, such as alkenes, alcohols and carboxylic acids, undergo a series of chemical reactions in order to make new and useful materials such as polymers, pharmaceuticals, perfumes, flavourings, dyes and detergents.

Triple/Single science students will additionally learn: The use the Earth's natural resources to manufacture useful products. However, in order to operate sustainably, chemists seek to minimise the use of limited resources, use of energy, waste and environmental impact in the manufacture of these products. Chemists also aim to develop ways of disposing of products at the end of their useful life in ways that ensure that materials and stored energy are utilised. Pollution, disposal of waste products and changing land use has a significant effect on the environment, and environmental chemists study how human activity has affected the Earth's natural cycles, and how damaging effects can be minimised. The Earth's atmosphere is dynamic and forever changing. The causes of these changes are sometimes man-made and sometimes part of many natural cycles. The problems caused by increased levels of air pollutants require scientists and engineers to develop solutions that help to reduce the impact of human activity.

Physics: Forces and Motion

Understand how forces interact in a wide range of contexts, referring to interaction pairs.

Know the connection between weight, mass and gravity including how to use the equation.

Draw freebody diagrams to show resultant force and vector diagrams (HT) to illustrate resolution of forces.

Know how to calculate work done

Know that the extension of an object is proportional to the force applied until elastic limit

Know how to calculate the energy stored in a stretched object.

Know how to calculate pressure in a fluid and its effects, to include atmospheric pressure

Know how to describe motion using distance and displacement. Understand the difference between scalar and vector quantities.

Recall and use the speed equation, calculating average speed for non-uniform motion and understanding the difference between speed and velocity

Draw distance time graphs and use them to determine speed, using tangents if appropriate.

Recall and apply the equation to calculate acceleration and find acceleration using velocity time graphs. Calculate distance travelled using velocity time graphs.

Know how Newtons Laws of Motion are applied

Know how a variety of factors affect stopping distance, thinking distance and braking distance

Know how to practically calculate reaction times

Recall and apply the equation for momentum and know the principle of conservation of momentum

(Triple only) Know how to calculate moments and the effects of levers and gear systems. Know how changes in momentum affect safety and how a variety of safety features affect the rate of change of momentum, using equations to calculate momentum. Know how to interpret graphs relating to stopping distances

History 26

Edexcel: <https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf>

Paper 3 topic: Weimar and Nazi Germany, 1918–39

Key skills- Causation, analysis and evaluation of contemporary sources and later interpretations and reasons why interpretations may differ.

Nazi control and dictatorship, 1933-39

- The creation of a dictatorship, 1933–34: The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.
- The police state: The role of the Gestapo, the SS, the SD and concentration camps. Nazi control of the legal system, judges and law courts. Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.
- Controlling and influencing attitudes: Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936). Nazi control of culture and the arts, including art, architecture, literature and film.
- Opposition, resistance and conformity: The extent of support for the Nazi regime. Opposition from the Churches, including the role of Pastor Niemöller. Opposition from the young, including the Swing Youth and the Edelweiss Pirates.

Life in Nazi Germany 1933-39

- Nazi policies towards women: Nazi views on women and the family. Nazi policies towards women, including marriage and family, employment and appearance.
- Nazi policies towards the young: Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. Nazi control of the young through education, including the curriculum and teachers.
- Employment and living standards: Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.
- The persecution of minorities: Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities. The persecution of the Jews, including the boycott of Jewish shop

Edexcel: <https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf>

Students will study

Superpower Relations and the Cold War 1941-1991

Key skills- Causation, change, continuity, consequence, significance.

The origins of the Cold War 1941-58

	• The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences. The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill. The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe. • The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic. • The significance of the arms race. The formation of the Warsaw Pact. Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response. The international reaction to the Soviet invasion of Hungary. Cold War Crises 1958-70 • The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61. Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident. Opposition in Czechoslovakia to Soviet control: the Prague Spring. • The construction of the Berlin Wall, 1961. The events of the Cuban Missile Crisis. The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia. • Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963. The consequences of the Cuban Missile Crisis, including the 'hotline'. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968). International reaction to Soviet measures in Czechoslovakia
Geography 26	Half Term 1 & 2 Unit 2- Challenges in the human environment Section A- Urban issues and challenges (continued) • Students will know a case study of major city in the UK. • This will include: • Population change in the UK and a named city • Location and importance of a named UK city • Cultural change in a named UK city • Urban regeneration in a named UK city • Environmental challenges in a named UK city • Rural/urban differences in UK • Features of urban sustainability Section B- The Changing Economic World

	• Students will learn that there are global variations in economic development and quality of life. They will explore the different strategies for reducing the development gap. Students will explore: • Development indicators (economic and social) and their use/usefulness. • DTM (Demographic Transition Model) • Causes and consequences of uneven development. • Disparities between global health and wealth. • Solutions to uneven development. • Tourism as a way of closing the development gap. • Case study of LIC/NEE (Low Income Countries/Newly Emerging Economies) - Industrial development and TNCs (Transnational Corporations) - social, economic and environmental change.
Citizenship 26	Theme D – Power and Influence Theme D focuses on how power works in society, how influence is exercised, and the role of citizens, media, organisations, and the UK on the international stage. It builds on what's learned in Themes A-C about rights, democracy, law, etc. Theme D asks: once those frameworks exist, how do people, groups and institutions actually use power / influence things? Key topics within Theme D Citizenship participation How ordinary people can get involved in politics and public life: voting, campaigning, petitions, volunteering etc. Understanding what works and what doesn't. Role of groups & organisations Pressure groups, NGOs, charities etc: how they try to influence decision-making or policy; what tools or methods they use; pros and cons. Media and influence How the media can shape opinions, spread information (or misinformation), and act as a check on power. Responsibilities of the media; what free press means; issues like bias, censorship. UK in the wider world, The UK's power and influence internationally: through organisations like the UN, Commonwealth, WTO, NATO etc; also how post-Brexit relationships (e.g. trade, migration, agreements) affect that influence. Rights & responsibilities With influence comes responsibility; what rights citizens have to influence, and what duties or ethical concerns there are. What limits exist, what accountability mechanisms exist etc.

RE 26	Christianity Practices (AQA GCSE RS) — Key Content This unit covers how Christian beliefs are lived out in practice, both locally and globally. It examines worship, sacraments, festivals, the role of the Church, how Christians serve others, mission, persecution, etc. Here are the main parts: Topics: Worship & Prayer, - Different forms: liturgical, non-liturgical, informal, private worship. - The Bible's use in worship. - Types of prayer: set prayers, informal prayer, the Lord's Prayer. - Why prayer & worship are important. Sacraments (Baptism & Eucharist / Holy Communion), - What a sacrament means: outward sign of inward grace. - Baptism: believers' baptism vs infant baptism; what baptism symbolises. - Eucharist/Holy Communion: different ways Christians celebrate it; what it means to them. - Variations between denominations. Pilgrimage & Festivals, - Christian pilgrimage: examples (e.g. Lourdes, Iona), motives and significance. - Major festivals: Easter and Christmas — what they celebrate; how they are observed in Britain today. - Symbols, traditions, and how festival worship/festivities reinforce beliefs. Role of the Church in the Local & Worldwide Community, - Local church work: helping community, e.g. food banks, street pastors, charity. - The idea of mission and evangelism: spreading the Christian message; church growth. - Global church: care for Christians worldwide; responses to persecution - Christian agencies and charities (e.g. Christian Aid, Tearfund, CAFOD). Reconciliation, Persecution & Poverty, - Reconciliation: what it means; how Christians work for peace and resolve conflict. - Persecution: how and why Christians are persecuted; Christian responses. - Poverty: Christian views on wealth and justice; how churches respond to poverty at home and abroad. AQA
French 26	Half term 1: Environment Content:

- Talking about geography and the climate
- Environmental problems
- Discussing how we can protect the environment
- Day-to-day actions to protect the planet
- Discussing new technologies.

Pupils will continue to consolidate their grammatical understanding of

- Tenses (past, present and future) and verbs with a range of pronouns
- Extending sentences with connectives and time expressions
- Opinions, including comparisons and superlatives
- Sophisticated expressions and idioms (STAR structures) to elevate their spoken and written French

AQA Vocabulary list French: <https://filestore.aqa.org.uk/resources/french/AQA-8652FH-SSV.XLSX>

AQA audio bank French: <https://www.aqa.org.uk/resources/languages/gcse/german/teach/subject-specific-vocabulary-sound-bank>

Half term 2: Where I live

Content:

- Describing your town or village
- Asking for and understanding directions
- Talking about shopping for clothes
- Describing your ideal home
- Talking about visiting another town / city.

Pupils will continue to consolidate their grammatical understanding of

- Tenses (past, present and future) and verbs with a range of pronouns
- Extending sentences with connectives and time expressions
- Opinions, including comparisons and superlatives
- Sophisticated expressions and idioms (STAR structures) to elevate their spoken and written French

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AQA audio bank French: <https://www.aqa.org.uk/resources/languages/gcse/german/teach/subject-specific-vocabulary-sound-bank>

Computer Science 26	Students will learn about network security, computer ethics, robust programs, programming languages and IDE. Students will learn how to prevent cyber-attacks: • The threats posed to devices/systems • The knowledge / principles of each form of attack • Common prevention methods • The Impacts of digital technology on wider society • Legislation relevant to Computer Science Students will learn how to create robust programs: • What should be considered to ensure that a program caters for all likely input values • How to deal with invalid data in a program • Why commenting is useful and how to apply this appropriately • The purpose of testing • The types of testing • Using suitable test data • Characteristics and purpose of different levels of programming language • The purpose of translators • The characteristics of a compiler and an interpreter • Common tools and facilities available in an Integrated Development Environment (IDE)
Creative iMedia 26	R097 Digital Media Products Student will be working on completing with R097 coursework unit. Second Coursework unit Students will be starting work on their second coursework unit that is set by the exam board. Exam Preparation • Revision for the January sitting of the exam • Revise Preproduction documents • Revise Hardware and software • Revise Legislation • Revise work plans

IT Eduqas 26	Term 1: Completing the set assignment from the exam board. • Automated documents • Spreadsheets • Digital Graphics • Databases Revision and preparation for the mock exams on unit 1.
Art 25	Personal Portfolio Preparation Students are developing a printing project exploring mono printing, poly block printing and lino printing exploring work inspired by Karl Blossfeldt and Rachel Newling. Throughout this term they will also continue to refine their Personal Portfolios. Students will be exploring and developing their own personal themes whilst producing sensitive, articulate and detailed observational work that demonstrates an embedded knowledge of the formal elements. They will be learning to critically analyse artists' work and produce a thought provoking visual analysis in a refined way. Students will be able to exploit the qualities of materials independently and skilfully through experimentation and be able to critically evaluate and articulate the outcomes. Students will develop their projects towards a final outcome worth 60% of their final Personal Portfolio grade.
Photography	Personal Portfolio Preparation Students will be developing a personal project using Vanitas artwork as a starting point for their own research and further photography. They will begin to personalise their responses to artists/photographic research towards an independent project. They will plan and create a final outcome/series of prints. Work will be inspired by Pieter Claesz, Paulette Tavormina, Sam Taylor Johnson, Joshua Caudewell and Patrice de Villiers. Students will develop their projects towards a final outcome worth 60% of their final Personal Portfolio grade.
Graphic Communication 26	Internally set task – Portfolio 1 Pupils combine their designing and CAD skills when using Photoshop and Illustrator whilst they harness their use of mixed media (pencil, print work, collage and photography) to respond to a design brief. Pupils will confidently structure their coursework portfolio, focussing on all assessment objectives; AO1: Develop, AO2: Refine, AO3: Record and AO4: Present. This portfolio is worth 60% of the total GCSE.

Food 26	Autumn 1: NEA 1 is the focus for Autumn 1 in double lessons. NEA 1 represents 15% of their overall GCSE grade. Students complete a food investigation where they demonstrate understanding of the working characteristics, functional and chemical properties of ingredients. Students produce a 1,500–2,000 word report including photographic evidence of the practical investigation. In lessons, students will recap section 3.2 of the specification which is on the topic of Food, nutrition and health. Students will be taught the content again and students will practise their exam answering technique. Homework will coincide with this learning. Autumn 2: Students will refine and complete their NEA 1 reports and submit in the early part of this term. Students will then start on their NEA 2 portfolios. NEA 2 represents 35% of the overall grade. Briefs released. Students to pick their NEA 2 brief. Students to complete the below parts of NEA before Christmas: • Section A – Research to be completed, Questionnaires to be completed, selecting dishes table. • 1 x cooking trials planned/completed. Students to practise recipes over the Christmas holidays! Exam topics focus this half term are to: • Consolidate nutritional knowledge • Learn about nutritional software • 3.5.1 - Factors affecting food choice – food marketing, fair trade, religious and cultural diets. • Primary and secondary processing (milk processing and cheesemaking) Seneca homework coincides with learning.
Engineering 26	Autumn 1 Revision of key topics that students need to the complete the NEA coursework. The official YR 11 NEA (non-exam assessment) brief release. Pupils introduced to the YR 11 NEA brief towards the end of September. The project is set by NCFE and is worth 60% of the Level 2 Technical award. Pupils will start on Task 1 of the NEA which is the research section. Autumn 2

	Pupils will continue with NEA project work and revision homework on Sam Learning. Pupils continue to develop their NEA project work. Pupils have 18 hours plus 2 hours preparation and research time to complete this.
PE 26	Students will be tackling complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. Pupils should be taught to use and develop a variety of tactics and strategies to overcome opponents in team and individual games. They will further develop their technique and improve their performance in other competitive sports. They will take part in a range of environments which present intellectual and physical challenges, which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group. They will evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best and continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. The students will also have the opportunity to explore and focus on options that they may pursue outside of school which will explicitly link to their lifelong participation.
BTEC SPORT 26	During the second half term students continue to study Component 2 – Taking part and improving performance. Students develop their knowledge and understand of the following areas: • How different components of fitness are used • Be able to participate in sport and understand rule and regulation • Demonstrate ways to improve participants performance This is in preparation for their Pearson Set Assignments.
Drama 26	Students are studying Component 2 and Component 3 of the GCSE: Devising & Texts in Performance. Their Live External Performing Exam will take place in the Spring term. Students will focus on: • Strengthening prior knowledge studied • Characteristics of performance texts and dramatic works • Social, cultural and historical contexts • Devising and script writing • How meaning is interpreted and communicated through text analysis. • Subject terminology and application of script/text

	The roles and responsibilities of theatre makers in contemporary professional practice Revision sessions will consist of Component 1: Understanding Drama (Blood Brothers & One Man, Two Guv's)
Music	In the first half of the term: pupils are continuing to work on Component 2- Learners will plan and create two musical outcomes that will develop their musical skills Learners must show how your musical outcomes have evolved through development of skills in TWO of the following areas: Music Performance Creating original music Music Production In the second half of the term pupils will be assessed through a non-exam internal assessment.
Health and Social Care 26	Learning outcome B: Understand the skills, attributes and values required to give care. B1 Skills and attributes in health and social care Learners will explore the skills and attributes that are required when delivering care. B2 Values in health and social care Learners will explore the values that are required when planning and delivering care. - The 6 Cs B3 The obstacles individuals requiring care may face Learners will explore the personal obstacles that individuals requiring and receiving care may face. - Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult. - Potential obstacles and their impact on the individual B4 The benefits to individuals of the skills, attributes and values in health and social care practice Learners will explore how skills, attributes and values benefit individuals when receiving care. Learners will be preparing and undertaking Pearson Set Assessment – Component 2 – Health Services and Values

Child Development26	Learning outcome B: Understand how children’s learning can be supported through play Learners will consider how learning through play can occur during planned activities in the following environments: at home, in day nurseries, school nurseries, preschools, reception school classes, community-based groups, after-school clubs. Learners will need to consider and plan play opportunities and activities for individual children and small groups of children. B1 Physical play B2 Cognitive/intellectual play B3 Communication and language play B4 Social play B5 Emotional play B6 How play can be organised to promote learning Learners must be able to describe how play can be organised and the potential advantages and disadvantages of each style. B7 The role of adults in promoting learning through play B8 Planning play opportunities for children Learners will need to know how to plan activities for all the following age groups: ● 0–18 months. ● 18 months–3 years. ● 3–5 years. ● Considerations for planning activities Learners will be preparing and undertaking Pearson Set Assessment – Component 2 – Learning through Play
Business 26	Unit 4 business Operations Student will learn how a business operates day to day including: ● Production ● Production process ● Quality of goods and services

	• The sales process • Customer service • Consumer Law • Business location • Working with suppliers Student will revise and prepare for the CET mock exams, students will revise • Unit 1 Business activity • Unit 2 Marketing • Unit 3 Human resources
CORE RE 26	Religion and Life Theme B: Religion and Life explores religious and non-religious beliefs about how the universe and human life began, the value of the world, how humans should treat animals and the environment, and ethical issues such as abortion, euthanasia, death, and the afterlife. Students examine how beliefs influence decisions about caring for creation, protecting life, and responding to suffering, while comparing different religious and secular viewpoints. Key Topics • Origins of the universe (Creation and the Big Bang) • The value of the world and environmental responsibility • The use and treatment of animals • Origins of human life (Creation and evolution) • Sanctity of life and quality of life • Abortion and religious views on it • Euthanasia and the right to die debate • Death, judgement, heaven, hell, and the afterlife • Different religious and non-religious perspectives on these issues
PSHE 26	<u>Relationships and sex education</u> • Turning 16-what changes legally? Sexual health services; sexual health-contraception choices; pornography and its impact on relationship expectations and harmful behaviours; exploitation, grooming and criminal exploitation; consent; managing risk; healthy long-term relationships <u>Diversity, equality and respect</u> • Diverse relationships; marriage and civil partnerships <u>Health and wellbeing</u>

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| | <ul style="list-style-type: none">• Mental health and exam pressure; revision timetables; drugs, alcohol and risk; managing your health independently |
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