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 achieving 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 10 students are learning in each of their subjects in Half Term 5 and 6 (Easter – July).

Subject	Summer Term Topics
English	**Half Term 5: Power and Conflict Anthology Poetry** Students will extend and excel their knowledge of how poets create meaning and influence the reader, using the exam criteria to produce an analytical writing response in order to identify, understand and analyse how writer's use: • Character, structure, setting (dramaturgy) to communicate their ideas. • Context of production and reception over time • Ideas in the poems that convey the context and setting of society at the time • Methods to engage readers and create meaning (Language and structure) • Poetic language devices, structure and form to create meaning • Ideas that are developed throughout a whole anthology of poems • Ideas, which can be linked and discussed to formulate a perceptive and critical argument. **Half Term 6: Spoken Language Unit and Revisiting Language skills** Students will extend their knowledge of the English Language Paper 1 and 2 writing tasks and Spoken Word task. They will be able to understand and use the requirements of the exam criteria to be able to produce an evaluative, written response. They will be extending their prior knowledge of non-fiction and fictional texts in order to be able to write and present to an audience with knowledge of: • Vocabulary and sentence structure for quality, purpose and effect. • Accurate spelling and punctuation • How to communicate clearly, effectively and with imagination • How to select and adapt tone, style and register for different forms, purposes and audiences.

Maths	Students will study: Core • Sequences • Coordinates and graphs • Compound measures • Pythagoras • Trigonometry Extension • Advanced Trigonometry • Circle Geometry • Algebraic Fractions
Science	**Biology: Ecology** Students are learning that the Sun is a source of energy that passes through ecosystems. Materials including carbon and water are continually recycled by the living world, being released through respiration of animals, plants and decomposing microorganisms and taken up by plants in photosynthesis. All species live in ecosystems composed of complex communities of animals and plants dependent on each other and that are adapted to particular conditions, both abiotic and biotic. These ecosystems provide essential services that support human life and continued development. In order to continue to benefit from these services humans need to engage with the environment in a sustainable way. Students will explore how humans are threatening biodiversity as well as the natural systems that support it. They also consider some actions needed to take to ensure future health, prosperity and well-being. **Chemistry:** **Chemical Analysis: AQA KS4** Students will learn that analysts have developed a range of qualitative tests to detect specific chemicals. The tests are based on reactions that produce a gas with distinctive properties, or a colour change or an insoluble solid that appears as a precipitate. Instrumental methods provide fast, sensitive and accurate means of analysing chemicals, and are particularly useful when the amount of chemical being analysed is small. Forensic scientists and drug control scientists rely on such instrumental methods in their work. **Crude Oil and Fuels, Polymers (Triple Science)** **Crude Oil** 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.

	Triple 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. **Physics: Forces and Motion** Students will begin this topic by learning to how to describe motion using distance and displacement. They will study the difference between scalar and vector quantities. They will be able to recall and use the speed equation, calculating average speed for non uniform motion and understanding the difference between speed and velocity. Students will draw distance time graphs and use them to determine speed, using tangents if appropriate (HT only). Students will then study how to calculate acceleration. They will find acceleration and calculate distance (HT only) using velocity time graphs. Students will then study how motion is linked to forces, by investigating Newton's laws of motion. They will apply their knowledge to stopping distances and momentum. Triple students will also investigate the changes in momentum affect safety and how a variety of safety features affect the rate of change of momentum, using equations to calculate momentum.
History	**Edexcel: https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf** **Early Elizabethan England 1558-88** This is a depth study which focuses on a substantial and coherent short time span and requires students to understand the complexity of a society or historical situation and the interplay of different aspects within it such as social, economic, political, religious and military aspects. Challenges to Elizabeth at home and abroad, 1569-88 • Plots and revolts at home: The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70. The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies. The reasons for, and significance of, Mary Queen of Scots' execution in 1587. • Relations with Spain: Political and religious rivalry. Commercial rivalry. The New World, privateering and the significance of the activities of Drake. • Outbreak of war with Spain, 1585–88: English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley. Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'. • The Armada: Spanish invasion plans. Reasons why Philip used the Spanish Armada. The reasons for, and consequences of, the English victory. Elizabethan society in the Age of Exploration,1558-88 • Education and leisure: Education in the home, schools and universities. Sport, pastimes and the theatre. • The problem of the poor: The reasons for the increase in poverty and vagabondage during these years. The changing attitudes and policies towards the poor.

	• Exploration and voyages of discovery: Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade. The reasons for, and significance of, Drake's circumnavigation of the globe. • Raleigh and Virginia: The significance of Raleigh and the attempted colonisation of Virginia. Reasons for the failure of Virginia.
Geography	**Half Term 5 Theme: Paper 2: Urban issues (continued)** Students will learn to: • Know the difference between HICs, LICs and NEEs. • Know a case study of a LIC/NEE city – reasons for growth, opportunities and challenges this creates, strategies for improving quality of life, inequality within the city. **Half Term 6 Theme: Paper 2: Complete Urban Issues. Paper 3: Fieldwork (Physical)** and unfamiliar fieldwork questions 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 Students will undertake Physical Geography Fieldwork and will develop fieldwork knowledge
Spanish	**Half Term 5: Town and Region** Students are learning to discuss: • Places in a town • Shops and souvenirs • Regions and what you can do there • Giving pros and cons about your town. • Shopping for clothes and presents. This includes: • se puede / se pueden + infinitive. The future tense • Si + present, + future. Demonstrative adjectives. The conditional • Irregular verbs in the conditional • so…, so much…, so many

	Half term 6: Identity/Culture Students are learning to discuss: • mealtimes, • daily routine • illnesses • food and festivals This includes: • Reflexive verbs • Estar and tener for illnesses. • The passive and avoiding the passive. • Irregular verbs in the preterite tense (tener, poner, poder, venir, traer, decir). • Expressions followed by the infinitive (para, al, sin, antes de, después de …)
German	**Half Term 5: Exchange** Content: Healthy lifestyle, using social media and technology, pros / cons of technology Grammar: • TMP, • adverbs of frequency and place, • modal verbs **Half term 6: Town** Content: Transport, buying train tickets, booking a hotel, describing accommodation, places in town, directions, eating in a restaurant, shopping Grammar: • Preposition mit, • clauses and subordinate clauses, • comparative and superlative adjectives, • imperatives
Computer Science	**Half Term 5:** Students are learning about **Programming Fundamentals**. They will learn:

	- To be able to identify, explain and use the various programming fundamentals - To be able to describe the various data types and use them appropriately - To be able to identify and use additional programming techniques - The use of variables, constants, operators, inputs, outputs and assignments - The use of the three basic programming constructs - The common comparison and arithmetic operators - The common Boolean operators AND, OR and NOT - The use of data types and the ability to choose suitable data types for data in a given scenario - The use of basic string manipulation - The use of basic file handling operations - The use of records to store data - The use of SQL to search for data - The use of arrays when solving problems - How to use sub programs to produce structured code **Half Term 6:** Students are learning about **Programming.** They will learn: - To be able to investigate a problem and create, test and evaluate a solution within a programming project - To put into practice programming skills in Python.
iMedia	**Half Term 5 Creating Digital Graphics** Students will be developing their first mandatory piece of coursework for the iMedia pathway using a range of digital graphics packages and planning tools. They will be provided with a choice of exam board scenarios to select from and use a range of skills and understanding to: - Research how knowledge and skills for that units are applied in industry and will have to use a variety of primary and secondary sources of information. - Analyse a client brief and demonstrate they can apply of range of industry standard planning documents. - Apply the skills to create industry standard products based on the client brief. They will learn to document their work. - Evaluate work there and have created and how it meets the client needs. **Half Term 6 Creating Video game concepts** Students will research the history of games and gaming devices. This will lead students into starting their coursework. - Research the different generations of consoles. - Research the different ways games set their objectives. - Research the different genres of games.

		• Comparing the capabilities of consoles over time. • Completing LO1 and LO2 sections of the coursework.
IT		**LO5- Using spreadsheets** Student learn how to use spreadsheets to manage project planning and learn advantaged spreadsheets. • Advantaged spreadsheets • Vlookup • Tables and charts • What if analysis • Macros **LO5- Using databases** Students will earn how to create and use a relational database in Microsoft access. • What is a relation database • Import data from spreadsheets into a database • Data validation • Input forms • Queries • Reports **LO6- Presentations and hardware and software.** Student will learn to use presentation software and how to select the correct software for a particular task. • Presentation software • Pros and cons of presentation software • Software requirements • Hardware requirements • Connectivity requirements • Mail merge • Word processor • Advanced features of a word processor
	Art	Students will return to developing their tonal drawing skills and will produce a series of still life drawing Students will be encouraged to work from primary sources and develop their way of seeing

Photography	Students will be learning about documentary photography and photographing our local area. We will be starting a summer project inspired by the work of Martin Parr.
RE	Summer Term 1 Students will build on the beliefs and teachings of Islam by discovering how these are put into action. Also drawing comparisons between different groups within Islam. Summer Term 2 Students will study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three areas of study with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: - Human sexuality including: heterosexual and homosexual relationships. In addition to the main themes of: - Sex, marriage and divorce - Families and gender equality
Graphics	**Half Term 5** Students will learn about - Selection of materials and Components, - Tolerances - Material management and marking out - Specialist tools and equipment - Specialist techniques and processes NEA focus – Mini NEA - contextual challenge. Section A and B focus. **Half Term 6** Students will learn about New and emerging technologies.

	NEA focus - Start on official NEA brief - AO1: Identify, investigate and outline design possibilities (Sections A and B). To complete the majority of section A. Students will revise topics in preparation for their YR 10 Summer mock examinations.
Food	**Half Term 5** Students will develop their knowledge and understanding of poultry, eggs and fish. The learning topics covered are below: • **NUTRITION** to focus on the sources, functions, symptoms of excess & deficiency of the macronutrient protein. • **FUNCTIONAL** and **CHEMICAL** properties to cover protein denaturation, protein coagulation and foam formation. • **FOOD SAFETY** will consider theory related to bacterial contamination through preparing, buying, cooking, storing fish, poultry AND egg products. • Discuss use of food probes and temperatures in relation to preparation of poultry-based dishes. • **FACTORS AFFECTING FOOD CHOICE -** consider allergies related to nuts, fish and shellfish, and religious diets (e.g. Christianity (Fish Friday), Judaism (Shellfish), Rastafarianism (Fish). • **FOOD PROCESSING AND PRODUCTION - i**ssues related to sustainable farming and free-range farming. Insufficient land/global warming will be discussed. NEA focus – developing their preparation, cooking and presentation skills. All dishes cooked will contain either poultry, eggs or fish. Students will cook every week this half term. Students will learn several professional cookery skills and techniques this half term; including jointing a chicken, recognising the process needed to debone a fish and making fresh custard. The NEA focus this half term is NEA 1 Assessment criteria. **Half Term 6** Students will develop their knowledge and understanding of meat and alternative proteins. The learning topics covered are below: • **NUTRITION** to focus on the sources of alternative proteins. Protein complementation and the differences between low and high biological value proteins. Excess and deficiency of protein will be recapped. • **FUNCTIONAL** and **CHEMICAL** properties to cover protein denaturation and protein coagulation. • **FOOD SAFETY** will consider theory related to bacterial contamination through preparing, buying, cooking, storing meat and alternative products. • **FACTORS AFFECTING FOOD CHOICE** will consider and discuss vegetarianism / veganism and related religious diets (e.g., Islam, Hinduism, Judaism and, Rastafarianism). • **FOOD PROCESSING AND PRODUCTION -** will consider the primary/secondary processing of meat, poultry, and fish. Will consider the positive and negative aspects of the use of additives: colourings, emulsifiers and stabilisers, flavourings, and preservatives in alternative proteins.

	• **Students will revise topics in preparation for their YR 10 Summer mock examinations.** NEA focus – developing in their preparation, cooking and presentation skills. All dishes cooked to contain meat or an alternative to meat. Students will cook every week this half term. Students will learn several professional cookery skills and techniques this half term including tenderising, marinating, cooking a perfect steak, testing for readiness and cream sauce making. Students will be shaping, blending and dough making too. The NEA focus this half term is NEA 1 Assessment criteria.
Engineering	Students will develop knowledge, skills and understanding in: • Developing Engineering drawing skills (CAD and CAM, hand drawing techniques). • Properties and characteristics of materials • Dimensions and marking out materials • Joining materials • Making modifications • Safe and correct use of Engineering tools, equipment and machinery • Completing a Synoptic Project Assessment. The brief this term focuses on Cranes. Students to analyse the brief, create CAD and hand-drafted drawings, research materials and tools, show evidence of machinery testing, create a production plan and complete an evaluation. Students will revise topics in preparation for their YR 10 Summer mock examinations.
PE	Students are learning to tackle complex and demanding physical activities. They will get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. Students will 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 them 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.
BTEC Sport	During the summer term students continue to study Unit 2: Practical Sports Performance. Students will: • Understand the rules, regulations and scoring systems for selected sports • Practically demonstrate skills, techniques and tactics for selected sports • Be able to review a sports performance.
	Unit 3 Human resources Students will learn how a business manages its staff, how staff are recruited and what legislation must be adhered to. They will focus on. • The role of human resources • Organisational structures and different ways of workings

Business Studies	- Communications in business - Recruitment and selection - Motivation and retention - Training and development - Employment law Students will also complete a human resources and business activity project to consolidate their knowledge and skills
Health and Social Care	**Half Term 5:** Students are learning to understand the different types of Health and Social Care and barriers people have in accessing them Students will explore the health and social care services that are available and why individuals may need to use them. This includes: - Gaining a knowledge of Primary, Secondary and Tertiary Health Services and an understanding of Allied Health Professionals and Social Care Services. - Examples of the different Health Care Services: - Primary – Dentist, GP Surgery or Opticians - Secondary – specialist medical care received from a hospital or clinic – Gynaecologist or a Cardiologist - Tertiary Care - End of Life Palliative Care - Allied Health – Occupational therapy, Dietician or Physiotherapy - Examples of Social Care Services: - Day Care Homes, Residential Homes, Foster Care and Youth centres **Half Term 6:** Students will explore barriers that can make it difficult to use these services and how these barriers can be overcome. This includes: - Applying their findings from research of service provision in the local community to case studies, highlighting the distinction between Health and Social Care Services. - Looking at a range of different Health care and Social care services and consider how each one will support the needs of individual service users. - Examining how effective each service is by making direct links back to the case study.
Child Development	Students will develop an understanding of how play activities can influence children's learning between the ages of birth and five years old. They will consider the different types of play in which children engage, and how activities can support children's learning and progress across the five areas of development. Students will understand that children at different ages and stages of development have different play needs.

	Stages of children's play • Unoccupied play, Solitary Play, Spectator/Onlooker play, Parallel play, Associative play, Co-operative **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. • Adult-led play • Adult-initiated play: • Child-initiated play: **The role of adults in promoting learning through play** • Students must be able to explain the role of the adult in each stage of play
Drama	Students will focus on devising theatre and the practical component of the course. Students will: • create a devised piece of theatre from AQA provided stimulus • participate in their final devised performances – allowing them to demonstrate their performance skills and experience performing to an audience. (Component 2: 40%) • Students will also use lesson time in responding to feedback in order to complete final devising logs ready for submission. • Students will also be introduced to the set text inn preparation for their Section C piece.
Music	Students are continuing to work on Music Sequencing using' Charanga Secondary' as their online DAW. The have 2 Learning Aims to complete. • **Exploring music sequencing techniques** such as note input, editing notes, quantisation, use of loops and, samples • **Using Music Sequencing software to create music** such as software instruments, recording MIDI, project settings such as tempo, time signature; event editing and mixing. Students will prepare and sit the exam for Unit 1 'The Music Industry'. The exam comprises of 2 Learning Aims: • Understand different types of organisations that make up the music industry • Understand job roles in the music industry