

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 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 an overview of what Year 11 students are learning in each of their subjects in Half Term 3 and 4 (January-Easter).

Subject	Spring Term Topics
English	<p>Half Term 3 Theme: Language Paper 1 and 2</p> <p>Students are learning to excel at their understanding of the AQA Language Papers in preparation for the final examinations. Students will explore and develop:</p> <ul style="list-style-type: none"> • How the writer’s uses language, structure and setting to communicate their ideas • Their understanding the context of the era and how this has influenced the text • Their ability to engage with the texts and formulate a perceptive and critical argument and make valid comparisons • 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 sources • To write in an appropriate style with knowledge of vocabulary and sentence structure for effect • To communicate clearly, effectively and with imagination • To select and adapt tone, style and register for different forms, purposes and audiences. • To craft sophisticated and concise responses <p>Half Term 4 Theme: Revision</p> <p>Students are revising all aspects of their GCSE English Literature and Language course, including:</p> <p>English Language paper 1 – 20th Century Literary Fiction English Language paper 2 – Viewpoints and Perspectives</p> <p>English Literature paper 1 – A Christmas Carol and An Inspector Calls or Lord of the Flies English Literature paper 2 – Macbeth and Unseen Poetry</p>
	Students will study

<p>Maths</p>	<p>Higher</p> <ul style="list-style-type: none"> • Proportion • Advanced Trigonometry • Vectors • Algebraic Fractions • Similarity in 2D and 3D <p>Foundation</p> <ul style="list-style-type: none"> • Plotting Graphs • Coordinate geometry, equations and gradient • Solving equations and Inequalities • Representing data <p>Analysis of pupil's mock exams will be used to identify specific areas for focus</p>
<p>Science</p>	<p>Biology: Inheritance, Variation, Evolution Students are learning how the number of chromosomes are halved during meiosis and then combined with new genes from the sexual partner to produce unique offspring. Gene mutations occur continuously and on rare occasions can affect the functioning of the animal or plant. These mutations may be damaging and lead to a number of genetic disorders or death. Very rarely a new mutation can be beneficial and consequently, lead to increased fitness in the individual. Variation generated by mutations and sexual reproduction is the basis for natural selection; this is how species evolve. An understanding of these processes has allowed scientists to intervene through selective breeding to produce livestock with favoured characteristics. Once new varieties of plants or animals have been produced it is possible to clone individuals to produce larger numbers of identical individuals all carrying the favourable characteristic. Scientists have now discovered how to take genes from one species and introduce them in to the genome of another by a process called genetic engineering. In spite of the huge potential benefits that this technology can offer, genetic modification still remains highly controversial.</p> <p>Chemistry: Chemical Analysis: Students will study 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.</p> <p>Physics: Wave Properties</p>

Students will learn that waves transfer energy and can be generalised into longitudinal and transverse, definitions are given by comparing the direction of the oscillations to overall energy propagation. They will know wave characteristics and be able to recall and use the wave equation.

Triple science students will also be able to describe reflection and refraction of waves, construct ray diagrams and show how images are formed using lenses

They will study the ear, describing the way that it is able to convert wave disturbances between sound waves and solids

Triple science students will learn that waves can be used to investigate and detect objects that cannot be seen. Ultrasound uses reflective properties to identify boundaries between materials of different acoustic impedance. Seismic waves generated by earthquakes have been used to identify the Earth's structure and to provide evidence for a partially molten mantle and the molten inner core.

All students will know that the electromagnetic spectrum is a family of transverse waves. It is divided into seven sections (RMIVUXG). Each part of the spectrum has uses and dangers.

Triple science students will study visible light in more detail, investigating total internal reflection when light travels into a material that is optically more dense and how this applies to fibre optic cables.

They will also study how Colour perception depends on the wavelength of light. Objects appear to be different colours because they reflect particular wavelengths of light and they will know the difference between opaque, translucent and transparent materials.

Electromagnetism

Students will study how to create and vary the strength of an electromagnet, how the motor effect works and how to vary the speed of a motor and (Triple) how loudspeakers and headphones use the motor effect to convert variations in current in electrical circuits to the pressure variations in sound waves. (Triple) know how the generator effect is used in an alternator to generate ac and in a dynamo to generate dc. And how Microphones use the generator effect to convert the pressure variations in sound waves into variations in current in electrical circuits. Know how a basic transformer works and how to calculate input and output voltages.

Space (Triple Science Only)

Students will learn that our solar system consists of (in ascending size order): comets, dwarf planets, moons, eight planets, the Sun. Our sun and its solar system is part of a galaxy called the Milky Way. Nebula - a cloud of gas and dust which contracts due to the force of gravity. Protostar - Friction between particles causes high temperature and pressure, nuclear fusion starts Main Sequence Star - stable period of a star's life during which force due to radiation pressure outwards and gravity force inwards are balanced. Red Giant - star expands and cools, elements up to iron made by fusion White Dwarf and Planetary Nebula – layers drift into space and last fusion occurs until all hydrogen runs out Black Dwarf - Fusion eventually stops and the star no longer gives out light. Red super giant - star expands and cools elements up to iron made by fusion Supernova - layers collapse in on dense core in an explosion in which elements more massive than iron are made. Elements are scattered throughout the universe. Neutron star - a very dense ball of neutrons. Black hole - object so dense that not even light can escape its gravity field. All circular motions are caused by a force towards the centre of an orbit. For satellites this is caused by gravity. Planets, moons and artificial satellites all orbit a larger mass. Planets orbit stars, moons orbit planets, artificial satellites are put into orbit by humans. Red shift - the light observed from an object moving away from us (receding) shows an increase in wavelength. The faster the relative speed between the observer and the object the greater the observed increase in

	wavelength. The Big Bang Theory – this model explains the red-shift data by suggesting that the Universe began from a small hot dense region and has been expanding ever since.
History	<p>Edexcel: https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf</p> <p>Students will study</p> <p>Weimar and Nazi Germany, 1918–39</p> <p>Key skills- Causation, analysis and evaluation of contemporary sources and later interpretations and reasons why interpretations may differ.</p> <p>Hitler’s rise to power 1919-1933</p> <ul style="list-style-type: none"> • The growth in support for the Nazis, 1929–32: The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA. • How Hitler became Chancellor, 1932–33: Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. • The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933. <p>Nazi control and dictatorship, 1933-39</p> <ul style="list-style-type: none"> • 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. <p>Life in Nazi Germany 1933-39</p> <ul style="list-style-type: none"> • 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
Geography	Half Term 3: Resource Management

	<p>Students will understand how food, water and energy are fundamental to human development. They will understand how changing demand and provision of food, water and energy in the UK create opportunities and challenges. This will include:</p> <ul style="list-style-type: none"> • A focus on energy resources: • Global supply • Factors that affect supply • Impacts of insecurity • Strategies to increase security/supply • Case study example of a strategy • Sustainable approaches <p>Half Term 4: Issue Evaluation and Review</p> <p>Students will complete any outstanding elements of the GCSE course and prepare for the 'Issue Evaluation' part of Paper 3 using the pre-release material.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Fieldwork: • How to structure an enquiry • How to collect data • How to manage risks. How to present data. Evaluate the whole fieldwork process <p>Students will also revise all content in preparation for the final exams.</p>
German	<p>Half Term 3: The Global Dimension</p> <p>Content: Describing festivals / events, global sporting events, social problems for young people, homelessness and poverty, environment, how to be more environmentally friendly, international and local campaigns</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Asking questions, • numbers / dates, • modal verbs <p>Half Term 4: Revision and speaking exam practice</p> <p>Revision of all 3 themes and all 8 topics learnt since the start of Year 10. Revise both high frequency and topic specific vocabulary.</p> <p>Revision of exam rubrics and the type of question found on the 4 papers. Ensure pupils build skills and techniques to complete all questions</p>
Spanish	<p>Half Term 3: Social and Global Issues</p> <p>Students will learn to talk about the environment, healthy and unhealthy living, poverty and homelessness, charity and voluntary work.</p> <p>This will include:</p>

- Se debería + infinitive.
- Using the present and near future tenses together.
- The present subjunctive
- pluperfect tense

Half Term 4: Revision and speaking exam practice

This will include:

- General topic revision
- Speaking practice – themed answers, role plays and picture based discussions
- Key vocab for speaking examination.
- En la foto hay – PALMS
- Me parece que
- Making questions
- Extending answers – negatives – opinions – justifications

Half Term 3:

Students are consolidating and revising.

Students are focussing on exam technique for extended mark questions for:

- Computer or CPU performance.
- Ethical, Legal, Environmental Concerns surrounding technology

This includes:

- Discussing appropriate methods of secondary storage for a given scenario
- Understanding the differences between volatile and non-volatile memory
- Applying methods of Computational Thinking to solve, correct and complete algorithms
- Applying boolean logic to logic gates and expressions to achieve the correct output

Half Term 4:

Students are consolidating and revising.

This includes:

- Identifying the correct role for each register in the Von Neumann Architecture
- Applying the correct conversions and data transfer calculations to relevant units
- Identifying the difference between lossy and lossless compression and the impact each has on the size and quality of a file
- Discussing the role of an operating system
- Understanding all elements of utility software and their respective roles
- Illustrating different network topologies
- Discussing the difference between a LAN and WAN network
- Understanding the different network protocols and their roles in a network
- Applying all methods of Computational Thinking to provide a suitable solution to given brief

Computer
Science

iMedia	<p>Public Examination to be taken In January</p> <p>Students will study</p> <p>Creating an interactive multimedia product:</p> <ul style="list-style-type: none"> • Create assets to be used in the interactive multimedia product and save in an appropriate format • Source assets to be used in the interactive multimedia product and save in an appropriate format • Re-purpose assets as needed and save using appropriate file and folder names. • Prepare the structure of the interactive multimedia product • Use multimedia authoring software to combine the assets and create the interactive multimedia product • Create the navigation system as planned • Add interactive features to the multimedia product • Save and export the interactive multimedia product in a suitable format that retains interactivity to meet the client brief • Produce and maintain a test plan throughout production <p>Reviewing the interactive multimedia product:</p> <ul style="list-style-type: none"> • Review the interactive multimedia product • Describe how well it meets the client's requirements • Explain how and why the interactive multimedia product could be improved • Describe areas for further development giving reasons for your choices
Art	<p>Personal Portfolio Preparation</p> <p>Students are developing and refining 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.</p>
Photography	<p>Students are developing Photoshop skills that will lead to making a Photoshop collage inspired photographer Daniel Gordon's bold colours and pattern.</p> <p>Pupils will start to explore the theme 'Photography is magic' and will run photoshoots and use Photoshop to produce work inspired by this theme.</p>
Graphics	<p>Half Term 3:</p> <p>Students will complete the following sections of their NEA:</p> <ul style="list-style-type: none"> • Section C: Generating design ideas • Section D: Developing design ideas • Section E: Realising design ideas <p>Weekly theory revision with exam questions. Homework will coincide with this learning. Topics revised are:</p>

	<ul style="list-style-type: none"> • Section 4: Common specialist technical principles • Section 6: Designing principles • Section 7: Making principles <p>Half Term 2: Students will complete the following sections of their NEA:</p> <ul style="list-style-type: none"> • Section F: Analysing & evaluating (Testing and evaluation) • NEA fully completed by 18th March 2022. <p>Weekly theory revision with exam questions. Preparing for Spring mock exam. Homework will coincide with this learning. Topics revised are:</p> <ul style="list-style-type: none"> • Section 1: New and emerging technologies • Section 2: Energy, materials, systems and devices. • Revision of all topics when completed the above 2 sections. Any other topics required to be re-taught post mock exam results
Food	<p>Half Term 3: Students will complete the following sections of their NEA:</p> <ul style="list-style-type: none"> • Section A: Researching the task • Section B: Demonstration of technical skills • Section C: Planning for the final menu • Section D: Making the final dishes <ul style="list-style-type: none"> • Weekly theory revision with exam questions. Homework will coincide with this learning. Topics revised are: • Cooking of food and heat transfer • Raising agents (biological, chemical, physical). • Cooking methods. • Food science key terminology - Coagulation, Denaturation, Caramelisation, Gelatinisation, Dextrinization, Aeration, Emulsification • Use of micro-organisms in food production. • Recap/review of cultural and religious diets. <p>Half Term 4: Students will complete the following sections of their NEA:</p> <ul style="list-style-type: none"> • Section A: Researching the task • Section B: Demonstration of technical skills • Section C: Planning for the final menu • Section D: Making the final dishes • Section E: Analyse and evaluate • NEA fully completed by 18th March 2022.

	<p>Weekly theory revision with exam questions. Homework will coincide with this learning. Topics revised are:</p> <ul style="list-style-type: none"> • Methods of sensory analysis. • Factors affecting choice including lifestyle, income, time available for preparation, availability, cost, time and day. • Recap/review of sustainability in food production, organic farming, land use, animal welfare, global warming, Fairtrade, growing/rearing crops/animals. • Additives, preservatives, fortification, sweeteners, emulsifiers and stabilisers. • Any other topics required to be re-taught post mock exam results.
Resistant Materials	<p>Half term 3: Students will complete the following sections of their NEA:</p> <ul style="list-style-type: none"> • Section C: Generating design ideas • Section D: Developing design ideas • Section E: Realising design ideas <p>Weekly theory revision with exam questions. Homework will coincide with this learning.</p> <p>Half term 4: Students will complete the following sections of their NEA: Section F: Analysing & evaluating (Testing and evaluation) NEA completed 18th March 2022.</p> <p>Weekly theory revision with exam questions. Preparing for Spring mock exam. Homework will coincide with this learning.</p>
PE	<p>Students will be tackling complex and demanding physical activities. They will get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle. Pupils 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 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.</p>
BTEC SPORT	<p>Students are applying the principles of personal training to a fitness training programme.</p> <ul style="list-style-type: none"> • Implement the six-week self-designed personal fitness training programme to achieve own goals and objectives - students will adapt their programme to meet their specific needs. They may find that they are making more progress than initially expected. • Review a personal fitness training programme - did the programme meet the goals they had set at the start? What would they do differently if they were to repeat the programme? How do they continue to maintain their new found level of fitness? <p>UNIT 6: Planning and leading sports activities.</p>

	<p>During this unit student will plan, lead and review a sports activity of their choice. This will be delivered either to their peers or to a small group of students in a lower year group.</p> <p>Students learn about the different styles of leadership, how to plan a sports coaching session in depth and how to review their session. They provide a short survey for the attendees and think about how to improve their coach sessions in the future.</p>
Music	<p>Students are working on two Units for Btec Music.</p> <p>Unit 2 – Students are continuing work on Unit 2-Managing a Music Product.</p> <p>Unit 5- Students are working on Learning Aim B and performing at the end of the term.</p>
Health and Social Care	<p>Half Term 3: Students will be exploring the obstacles that individuals can face when implementing these plans and how they may be mitigated. This includes:</p> <p>Students will be exploring the features of Health and Wellbeing improvement plans. In particular, support services and care values. In terms of the need for a person centred approach. Students will also explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Long term target – 6 months+ something that can be achieved over a year or so • Short-term targets - something that an individual can work towards within 6 months • Realistic recommendations based on the individuals needs e.g. if the person was smoking 40 cigarettes a day then a realistic target would be to reduce this to 20 a day within the next 6 months. • Potential barriers that may prevent an individual from improving their health: • Lack of support, time, understanding and finances. For example, an individual who is unemployed and receiving benefits, may not be able to stop smoking by using nicotine patches due to the cost involved. <p>Half Term 4: Students will be exploring and practising the application of the different care values that are key to the delivery of effective health and social care services. This includes:</p> <ul style="list-style-type: none"> • Apply theory to practice – Practical activity - can be performed as a role-play or real life scenario • Consider and demonstrate how the different Care Values can be applied in a situation • Empowerment - for example by promoting choice • Promoting independence - for example by encouraging a service user to complete a task on their own with some support • Promoting Dignity - for example by preventing the service user from being exposed or embarrassed • Maintaining Confidentiality - for example by keeping information safe and secure • Safeguarding – for example by ensuring that the environment is safe and secure

	<ul style="list-style-type: none"> • Taking an anti-discriminatory approach – for example by entitling service users to their human rights and respecting their individual needs <p>Students will have explored the features of health and wellbeing improvement plans. It links to in particular support services and also care values in terms of the need for a person-centred approach. · The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.</p> <p>Students have completed class notes to revise from. The students also have a tutor2u revision workbook and a separate revision guide. Extra revision tasks will be scheduled on teams.</p>
Child Development	<p>Students will investigate how a child learns and develops and adapt activities to support the inclusion of all children in play for learning and development</p> <p>Students will be required to apply knowledge and understanding to adapt activities to include all children and promote inclusion Students will be required to evaluate activities to ensure they best support all children to develop and promote inclusion</p>
Business	<p>Unit 5 finance Student will study the finance unit of how business use and manage finance.</p> <ul style="list-style-type: none"> • The role of finance • Sources of finance • Revenues, costs, profit and loss • Break even • Cash and cashflow <p>Unit 6 Influences on business Students will study how external influences can affect how business operate.</p> <ul style="list-style-type: none"> • Ethical and Enviromental's considerations • The economic climate • Globalisation <p>Revision Student will begin revision of the course in preparation for exams.</p>
RE	<p>Students will study the following Students will consolidate prior learning and address gaps to prepare for final examinations. They will develop exam skills and revision will focus on closing gaps identified in the mock examinations</p>
Citizenship	<p>In the spring term of year 11 we review the mock exam and then finish the rest of Theme D followed by a teacher led time of revision covering the whole course. Students will also cover Power and influence, including:</p> <ul style="list-style-type: none"> • The role of the United Nations • Is there still a point to the Commonwealth?

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| | <ul style="list-style-type: none">• Are NATO and the World Trade Organisation a force for good in the world? |
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