

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 a detailed overview of what Year 11 students are learning in each of their subjects in Half Term 5 and 6 (Easter – July).

Subject	Summer Term Topics
English	<p>Half Term 5: Exam preparation</p> <p>Students are revising all aspects of their GCSE English Literature 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>
Maths	<p>Students are consolidating areas of the mathematics curriculum identified as areas of weakness from mock exam analysis</p> <p>Teachers will work with students to identify individual areas for development and plan their lessons accordingly.</p>
Science	<p>Students are learning areas of the curriculum identified as areas of weakness from mock exam analysis</p> <p>Teachers will work with students to identify areas for development and plan their lessons accordingly.</p>
History	<p>Students are revising Papers 1, 2, and 3</p> <p>Students are learning areas of the curriculum identified as areas of weakness from mock exam analysis and therefore every class will be doing something different.</p> <p>Teachers will work with students to identify areas for development and plan their lessons accordingly.</p>

<p>Geography</p>	<p>Students are revising Papers 1, 2, and 3</p> <p>Students are learning areas of the curriculum identified as areas of weakness from mock exam analysis and therefore every class will be doing something different.</p> <p>Teachers will work with students to identify areas for development and plan their lessons accordingly.</p>
<p>German</p>	<p>Students are revising Reading, Writing and Listening</p> <p>Students are learning areas of the curriculum identified as areas of weakness from mock exam analysis</p> <p>Teachers will work with students to identify areas for development</p>
<p>Spanish</p>	<p>Students are revising Reading, Writing and Listening.</p> <p>Students are learning areas of the curriculum identified as areas of weakness from mock exam analysis and therefore every class will be doing something different.</p> <p>Teachers will work with students to identify areas for development</p>
<p>Computer Science</p>	<p>Students are revisiting all aspects of their GCSE Computer Science course.</p> <p>Unit 1: Computing Systems</p> <ul style="list-style-type: none"> • 1.1 Systems architecture • 1.2 Memory and storage • 1.3 Computer networks, connections and protocols • 1.4 Network security • 1.5 Systems software • 1.6 Ethical, legal, cultural and environmental impacts of digital technology <p>Unit 2: Computational Thinking, Algorithms and Programming</p> <ul style="list-style-type: none"> • 2.1 Algorithms • 2.2 Programming fundamentals • 2.3 Producing robust programs • 2.4 Boolean logic • 2.5 Programming languages and Integrated Development Environments
<p>Art</p>	<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</p>

	<p>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 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.</p>
Graphics	<p>Students will be preparing for their summer examination. Teachers will work with students to identify areas for development and plan their lessons accordingly. Students will be revising key topic areas. Homework will coincide with this learning.</p> <p>The topics are:</p> <ul style="list-style-type: none"> • Section 1: New and emerging technologies • Section 2: Energy, materials, systems and devices • Section 3: Materials and their working properties • Section 4: Common specialist technical principles • Section 5A: Papers and boards • Section 6: Designing principles • Section 7: Making principles <p>The paper is 2 hours and is 100 marks in total. It is worth 50% of the GCSE. There are multiple choice questions as well as a mixture of short and long answer questions.</p>
Food	<p>Students will be preparing for their summer examination. Teachers will work with students to identify areas for development and plan their lessons accordingly. Students will be revising key topic areas. Homework will coincide with this learning. The five core topics within the exam are:</p> <ul style="list-style-type: none"> • Food, nutrition and health • Food science • Food safety • Food choice • Food provenance <p>The paper is 1 hour 45 minutes and is 100 marks in total. It is worth 50% of the GCSE. There are multiple choice questions (20 marks) as well as a mixture of short and long answer questions (80 marks).</p>

Resistant Materials	<p>Students will be preparing for their summer examination. Teachers will work with students to identify areas for development and plan their lessons accordingly. Students will be revising key topic areas. Homework will coincide with this learning. The topics are:</p> <ul style="list-style-type: none"> • Section 1: New and emerging technologies • Section 2: Energy, materials, systems and devices • Section 3: Materials and their working properties • Section 4: Common specialist technical principles • Section 5B: Timber based materials • Section 6: Designing principles • Section 7: Making principles <p>The paper is 2 hours and is 100 marks in total. It is worth 50% of the GCSE. There are multiple choice questions as well as a mixture of short and long answer questions.</p>
PE	<p>Students will be tackling complex and demanding physical activities. They will get involved in a range of activities that develops personal fitness and promotes 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>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 finishing off coursework for Unit 7 and Unit 5.</p>
Health and Social Care	<p>Students are preparing for the exam unit</p> <p>This component builds on the knowledge, understanding and skills from components 1 and 2; we will revisit key elements of these. At the end of this component students will be required to assess an individual's health and well-being based on a case study and design a</p>

	<p>health and wellbeing plan. They will be expected to identify any difficulties the individual might face when trying to make the changes you suggest and think of ways to overcome them.</p> <p>Teachers will work with students to identify areas for development</p>
Child Development	<p>Students will consider how learning through play can occur during planned activities in the following environments: at home, in nurseries, preschools, reception school classes, community-based groups.</p> <p>They will need to cover planning activities for all of the following age groups:</p> <ul style="list-style-type: none"> • 0–18 months • 18 months–3 years • 3–5 years. <p>B1 Planning play opportunities for children B2 Physical play and learning B3 Cognitive and intellectual play and learning B4 Communication and language play and learning B5 Social play and learning B6 Emotional play and learning</p>
Business	<p>Revision Student will be revising the course ready for their exams.</p> <ul style="list-style-type: none"> • Unit 1 Business activity • Unit 2 Marketing • Unit 3 Human resources • Unit 4 Operations • Unit 5 Finance • Unit 6 influences
iMedia	<p>Final coursework tweaks before submission. Revision for June retake of examination</p>