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: Strengthening Language skills and Power and Conflict Poetry** Students will extend their knowledge of the English Language Paper 1 and 2 writing tasks and complete the study of any outstanding poems from the Power and Conflict cluster. 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	Core **Functions and Graphs** • Linear graphs • Non-linear graphs • Kinematic graphs • Graphical solutions **Proportion and Rates of Change** • Converting units • Direct and inverse proportion • Growth and decay Extension **Shape and Measure** • Trigonometry • Pythagoras • Perimeter and area • Volume and surface area • Similarity • Congruence **Analysing Data** • Averages and range from data • Interpreting data
Science	**Biology: Photosynthesis** How plants harness the Sun's energy in photosynthesis in order to make food. This process of photosynthesis liberates oxygen which has built up over millions of years in the Earth's atmosphere. External factors can be manipulated to affect the rate of photosynthesis for in industry or horticulture. The rate of photosynthesis can be estimated by measuring oxygen production. **Biology: Homeostasis and the nervous system** 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. **Chemistry: Rate and Equilibrium**

	Students are learning that 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** 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 can 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. **Physics: Forces in action** Students will be learning about how forces interact in a wide range of contexts, referring to interaction pairs. They will Know the connection between weight, mass and gravity including how to use the equation. Students will be able to draw freebody diagrams to show resultant force and vector diagrams (HT) to illustrate resolution of forces and how to calculate work done. They will study how the extension of an object is proportional to the force applied until elastic limit and how to calculate the energy stored in a stretched object. Triple students will also study moments and the effects of levers and gear systems, learning how to calculate pressure in a fluid and its effects, to include atmospheric pressure.
History	**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. **The Weimar Republic 1918-29** • The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. The setting up of the Weimar Republic and the strengths and weaknesses of the new Constitution. The early challenges to the Weimar Republic, 1919–23 Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles. Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr. The recovery of the Republic, 1924–29- reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact. Changes in society, 1924–29- changes in the standard of

	living, including wages, housing, unemployment insurance. Changes in the position of women in work, politics and leisure. Cultural changes: developments in architecture, art and the cinema. **Hitler's rise to power 1919-1933** • Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20. The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA. The reasons for, events and consequences of the Munich Putsch. Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926. • 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.
Geography	**Half term 5: Paper 2- Urban issues** Students will learn to understand the: · • Differences between HICs, LICs and NEEs · • Case study of one LIC/NEE city: · • Location and importance of the city · • Zones within the city · • Causes of growth of the city · • Opportunities and challenges created by urban growth • Inequality within the city · • Strategies to improve QOL within the city **Half term 6** Students will learn to understand the: · • 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 ·

	• Completion of fieldwork- Physical investigation ' Are the sea defences effective at Southwold' Human investigation 'Does Southwold need a traffic management scheme' · • Development of fieldwork knowledge
Spanish	**Half Term 5 & 6: Hobbies** Students are learning to discuss: • Sports • Hobbies • TV programmes • Cinema • Types of entertainment This includes: • Soler + infinitive • Imperfect tense • Perfect tense
French	**Half Term 5 & 6: Where I live** Students will be able to discuss where they live. Content: • Saying where they live, what there is / isn't in their town and what you can do there • Revise the weather and saying what they do in different weathers • Giving and understanding directions • Pros and cons of where they live • Saying what they did last weekend in town • Saying where they would like to live in the future Grammar: • *Il y a / Il n'y a pas de* • Negatives • Asking questions • Regular and irregular present tense verbs (1st and 3rd person) • Near future tense with ALLER to discuss future plans

	• Common regular and irregular verbs in the perfect tense to discuss what they have done
Computer Science	**Half Term 5:** Students are learning about **Algorithms**. • To be able to understand what computational thinking is and to be able to identify and solve problems in a computational manner. • To be able to design, create and refine algorithms to a given problem • To be able to identify and use searching and sorting algorithms 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	Continue work on Unit R094 Student will create digital graphics:

	• Use will learn how to use image editing software and create digital graphics. • Source and edit assets. • Create assets for digital graphics • How to store digital assets • How to save and export digital graphics. Student review and finalize Unit R094. Student revise unit R093 and prepare for summer assessments
IT- Eduqas	Students are going to study- Planning, creating and modifying an automated document • Planning and designing an automated document • Creating an effectively structured data source • Structuring the content of standard documents • Merging and outputting documents Students will begin work on the set assignment from the exam board. This will be their unit of coursework.
Art	Students will be drawing natural forms inspired by the botanical art of Julia Trickey. They will be refining their colourwork skills to create realistic effects. Students will be taking their own photographs of flowers and plants and drawing from these photographs. Students will be introduced to the lino cuttings of Rachel Newling. They will be making some small test pieces and developing their own drawings into lino cuttings. They will then explore lino printing and collage. Students conclude Year 10 with a clay form inspired by the work of Kate Malone. Students will identify a subject to focus upon to conclude Unit 1 of their GCSE Art project in Year 11.
Photography	Students will be learning about ‘Ways of Seeing’ inspired by John Berger and will begin to take documentary photographs and make photo essays. They will study the work of and take photographs inspired by the work of photojournalists and Magnum documentary photographers. They will complete several photoshoots inspired by Martin Parr documenting our local area. We will be starting a summer project inspired by the work of Martin Parr to conclude Unit 1 of their GCSE Art project in Year 11.
RE	**Summer Term 1 – Islam Practices**

	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 – Religion, relationships and families** 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
Ethics	**Summer Term – Peace and Conflict** Students will study some of the issues that people face every day around the world in relation to conflict, violence and efforts for peace. They will look at topics such as nuclear war, protest and violence from three perspectives – Non-religious, Christian and Muslim. This will help them gain a more rounded awareness of what is going on around the world and what their response is to these subjects. We develop evaluation skills through source analysis and extended writing practice.
Citizenship	**Summer Term – Theme C The Justice system and Preparation for Theme E Social action project** 3.1 What is the Law? 3.3 Criminal vs Civil law 3.5 Criminal Courts 3.7 What sort of sentence? Theme C8 Court role-play preparation Theme C8 3.8 Young people and the justice system 3.10 reducing crime 3.11 The law: a citizen's rights and responsibilities + bringing it all together Theme C utilizes the students Knowlege gained in the previous unit on how laws are made and applies this to crime and justice. How are laws enforced. The action project gives the students a chance to develop and design a social action project related to the course that can make a real difference to our local community.

Graphics	**Summer 1 & 2** Pupils to perfect their CAD skills when using photoshop, illustrator and 2D design. Pupils will continue to perfect their use of mixed media (pencil, paint, card and paper) to showcase their portfolio design work. Pupils will be confident when structuring their portfolio. Pupils will continue with official Unit 1 GCSE portfolio and focus on A02, A03 and A04 assessment criteria. Pupils will build a repertoire of work. • A02 requires pupils to refine their work using perceptive selection of media, materials, techniques and processes. They will show excellent evidence of the exploration of work as it develops. • A03 requires pupils to record their ideas, observations and insights showing sophisticated links to intention. Here pupils also need to showcase their ability to reflect on work and progress. • A04 requires pupils to give a very personal response with sophisticated realisation of intentions. Pupils need to be sophisticated in presenting their work making sure to apply the formal elements and promote visual language.
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 an NEA Assessment. The brief this term focuses on bird boxes. 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 this 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
Business Studies	**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 • 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
Finance	**Term 3 – Unit 2: Finance in Business** Pupils will study the following: • Business Models • Ethical and sustainable business • The impact of external factors on Business • Attracting and retaining customers • International trade and foreign exchange • How a business manages its finances
Health and Social Care	**A1 Healthcare services** Learners will explore a range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available. ● Health conditions ● Health services available: primary care, secondary care, tertiary care, allied health professions and multidisciplinary team working. **A2 Social care services**

	Learners will explore a range of social care needs and how these can be met by the social care services that are available. ● Social care ● Social care services ● Additional care **A3 Barriers to accessing services** Learners will explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome. ● Definition of barriers ● Types of barriers
Child Development	**Component 2: Learning Through Play** Learners 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. **Learning outcome A: Understand how children play** **A1 Stages of children's play** Learners must understand that children at different ages and stages of development have different play needs. **A2 Types of play** Learners must understand the different types of children's play that can be offered.
Drama	Students will focus on devising theatre and the practical component of the course. Students will focus on: • Devising theatre creation and filming • Participation in their final devised performances – allowing them to demonstrate their performance skills and experience performing to an audience. • Responding to feedback in order to complete final devising logs ready for submission. • Analysis and evaluation skills
Film	**<u>Half Term 5: NEA – Non-exam Assessment</u>** Based on their exploration of Dracula, The Lost Boys and Juno in the previous half terms, as well as their own independent research into the Horror genre and the genre of Teen Films, students will begin work on creating their own original filmscript. Students will

	produce an extract from a screenplay for an original Horror or Teen Film of their own imagining. Their screenplay extract must meet the following requirements: • 800-1000 words in length • Accompanied by a shooting script of approximately 1 minute • Accompanied by an 750–850-word evaluation of their work **<u>Half Term 6: Component 2 – Global Films</u>** Students now progress to the exploration of Global Films, beginning with a UK Film - ***Mendes' 2012 Skyfall.*** Students will apply subject terminology to analyse the film's form by analysing cinematography, mise-en-scene, editing and sound. Again, they will need to explore the film's context, especially the social, cultural, and political context of this film as the James Bond franchise focuses on concepts of good, evil, bravery, loyalty and betrayal, much of which will also involve an exploration of gender stereotyping. In addition, students will also explore film style by analysing the aesthetic qualities of a film, especially the visual portrayals of a spy / hero versus villain.
Music	Students 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