

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	Half Term 5: Exam preparation Students are revising all aspects of their GCSE English Literature course, including: English Language paper 1 – 20 th Century Literary Fiction English Language paper 2 – Viewpoints and Perspectives English Literature paper 1 – A Christmas Carol and Macbeth English Literature paper 2 – An Inspector Calls, Power and Conflict Poetry and Unseen Poetry
Maths	Students are consolidating areas of the mathematics curriculum identified as areas of weakness from mock exam analysis Teachers will work with students to identify individual areas for development and plan their lessons accordingly.
Science	Students are learning areas of the curriculum identified as areas of weakness from mock exam analysis Teachers will work with students to identify areas for development and plan their lessons accordingly.
History	Students are revising Papers 1, 2, and 3 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. Teachers will work with students to identify areas for development and plan their lessons accordingly.

<p>Geography</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. 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>
<p>French</p>	<p>Summer term: Revision 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>Spanish</p>	<p>Summer term: Revision and speaking exam practice This will include:</p> <ul style="list-style-type: none"> • 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
<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
IT Eduqas	<p>Students are consolidating and revising the key knowledge and skills needed for the exam. This will include:</p> <ul style="list-style-type: none"> • Functionality of different software • Services provided by IT • Why data must be fit for purpose • How data is checked for errors • How data is transfer over networks • Different types of connectivity • Risks to information held on computers • Impact of data loss • Methods to protect information
Art	<p>Exam project Completion and hand in of all GCSE coursework</p>
Photography	<p>Exam project Completion and hand in of all GCSE coursework</p>
Graphics	<p>Exam project – Externally set task. Completion and hand in of all GCSE coursework.</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>
<p>Engineering</p>	<p>Pupils to prepare for examined assessment. Worth 40% of the Level 2 qualification. Topics within the exam are below:</p> <ul style="list-style-type: none"> Engineering disciplines Applied science and mathematics in engineering Reading engineering drawings Properties, characteristics and selection of engineering materials Engineering tools, equipment and machines Hand-drawn engineering drawings Computer-aided design (CAD) engineering drawings Production planning techniques Applied processing skills and techniques <p>The exam will assess the learner's knowledge and understanding of all content areas and target AO1, AO2 and AO3:</p> <p>AO1 - Recall knowledge and show understanding - the emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding</p> <p>AO2 - Apply knowledge and understanding - the emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.</p> <p>AO3 - Analyse and evaluate knowledge and understanding - the emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.</p> <p>Written examination completed.</p>
<p>PE</p>	<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>

<p>BTEC Sport</p>	<p>Students will continue covering the following topics ready for their terminal exam:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise • Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise • Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise • Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise
<p>Drama</p>	<p>Students are revising and strengthening their knowledge in all components of the GCSE in preparation for final examination</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> • Application of subject terminology • Exam skills • Timing • Model responses and previous papers
<p>Music</p>	<p>By this term, pupils will have finished their music course.</p>
<p>Finance</p>	<p>Unit 3: Financial Services Sector Pupils will be preparing for the exam</p>
<p>Health and Social Care</p>	<p>C1 Person-centred approach Learners will explore the use of the person-centred approach in health and social care settings. This links to, and consolidates, knowledge and understanding from Component 2 on the skills, attributes and values that contribute to care.</p> <ul style="list-style-type: none"> • The ways in which a person-centred approach considers an individual's needs, wishes and feelings • The importance of a person-centred approach • The benefits of a person-centred approach for health and social care workers and services <p>C2 Recommendations and actions to improve health and wellbeing Learners will explore recommendations and actions that are aimed at improving health and wellbeing, alongside support available for achieving this. This links to, and consolidates, knowledge and understanding from Component 1 on sources and types of support, and Component 2 on health and social care services, and skills, attributes and values that contribute to care.</p>

	<ul style="list-style-type: none"> ● Established recommendations for helping to improve health and wellbeing ● Support available when following recommendations to improve health and wellbeing <p>C3 Barriers and obstacles to following recommendations Learners will explore the barriers and obstacles that individuals can face when following recommendations and the unique ways that they may be overcome. To do this, they will need to make links to, and build on, their prior knowledge and understanding from Component 2 barriers to accessing services and the personal obstacles individuals may face.</p> <ul style="list-style-type: none"> ● Definition of barriers: something unique to the health and social care system that prevents an individual accessing a service. ● Potential barriers as appropriate to the individual and the recommendation ● Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult. ● Potential obstacles as appropriate to the individual and the recommendation
<p>Child Development</p>	<p>C Adapt play to promote inclusive learning and development Learners will know how to adapt activities for children with individual needs to promote their learning and development.</p> <p>C1 The benefits of adapting activities for all children in play, learning and development</p> <ul style="list-style-type: none"> ● Recognition that every child has a right to learn. ● Promotes five areas of development for all children. <p>C2 Adapting activities/resources to support a child with physical needs (ensuring age appropriateness)</p> <p>C3 Adapting activities to support a child with cognitive and intellectual needs (ensuring age appropriateness)</p> <p>C4 Adapting activities to support a child with communication or language needs (ensuring age appropriateness)</p> <p>C5 Adapting activities/resources to support a child experiencing social and emotional needs (ensuring age appropriateness)</p>
<p>Business</p>	<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

	<ul style="list-style-type: none"> Unit 6 influences
iMedia	Revision for June retake of examination
RE	<p>Students will study the following</p> <p>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.</p> <p>Students will also cover</p> <p>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? Are NATO and the World Trade Organisation a force for good in the world?