

# 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 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 3 and 4 (January-Easter)

## Year 11 Curriculum – Spring Term 2020-21 - *To support parents and students.*

Subject	Spring Term Topics
English	<p><b>Theme: Unseen Poetry</b></p> <p>Students are learning to excel at their understanding of how poets create meaning and influence the reader to prepare (Literature Paper 2). Students will explore and develop:</p> <ul style="list-style-type: none"> <li>• How the poet uses language, structure and setting to communicate their ideas</li> <li>• Their understanding the context of the era and how this has influenced the poem</li> <li>• Their ability to engage with the poems and formulate a perceptive and critical argument and make valid comparisons</li> <li>• Their understanding of the writers’ ideas and intended meaning</li> <li>• Their understanding of how the writer uses a range of linguistic and structural features to influence the reader</li> <li>• How to identify a range of versatile references from multiple poems</li> </ul>
	<p>Students are learning a variety of topics dependent on student ability and what knowledge strengthening as a result of lockdown:</p> <p>Students will cover various topics depending on a group they are in for Maths.</p> <p><u>11x1 Awe</u></p> <ul style="list-style-type: none"> <li>• Error Bounds</li> <li>• Tree Diagrams</li> <li>• Surds</li> </ul>

Maths

- V Time Graphs
- Compound Measures
- Transformations
- Histograms
- Inequalities

11x2 KWn

- Data representation – box and whisker plots, cumulative frequency and histograms
- Venn diagrams
- Transformations

11x3 Tre

- Box Plots
- Indices
- Exact Trig Values
- More complex graphs
- Vector Geometry
- Algebraic fractions and functions

11x4 KPs/SHs

- Solving worded problems involving long multiplication
- Drawing/reading information from composite bar charts
- Drawing straight line graphs
- Solving problems involving ratio
- Transformations
- Solving problems involving volume of 3d shapes (especially cylinder and sphere)
- Multiplying and dividing numbers in standard form (calc and non calc)
- Calculating averages from given data (they are still confused what is what...)
- Comparing fractions (non calc)
- Using scales (maps)
- Using scatter diagrams – correlation and line of best fit
- Speed/distance/time
- Solving equations with brackets and unknowns on both sides

11x5 JBh/Das

- Circle problems
- Fractions
- Decimals
- Percentages

- Converting between FDP
- Rotational symmetry
- Ratio problems
- Relative frequency
- Line of best fit
- Solving identities

#### 11y1 AEs

- Review algebraic notation, simplifying, expanding, factorising
- Area and perimeter of compound rectilinear shapes
- Pythagoras
- Area and perimeter of trapezium
- Transformations

#### 11y2 VKi

- Ratio - simplifying, sharing, 1:n, given one value, given two ratios, difference between
- Best buys
- Speed, distance, time

#### 11y3 HKy

- Probability
- Standard form
- Pythagoras
- Trigonometry
- Congruency

#### 11y4 DCa

- Fractions – decimals – percentages
- Percentages of an amount
- Percentage increase and decrease
- Solving equations recap
- Solving inequalities
- Listing integers that satisfy inequalities

	<ul style="list-style-type: none"> <li>• Representing inequalities on a number line</li> <li>• Estimating</li> <li>• Pythagoras – hypotenuse</li> <li>• Pythagoras – shorter side</li> <li>• Best Buys</li> </ul> <p><u>11y5 JCr</u></p> <ul style="list-style-type: none"> <li>• Probability</li> <li>• Function machines</li> <li>• Substitution</li> <li>• Mean, mode, median and range</li> </ul>
<p>Science</p>	<p>Students are learning areas of the curriculum identified as areas of weakness from PPE 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 in preparation for their GCSE in the summer term.</p>
<p>History</p>	<p>Students will be interweaving between GCSE topics Crime &amp; Punishment, Germany 1918-1939 and Anglo-Saxon &amp; Norman England.</p> <p>This will include:</p> <p><b>Germany 1918-1939</b></p> <ul style="list-style-type: none"> <li>• The origins of the Republic, 1918–19</li> <li>• The early challenges to the Weimar Republic, 1919–23</li> <li>• The recovery of the Republic, 1924–29</li> <li>• Changes in society, 1924–29</li> <li>• Early development of the Nazi Party, 1920–22</li> <li>• The Munich Putsch and the lean years, 1923–29</li> <li>• The growth in support for the Nazis, 1929–32</li> <li>• How Hitler became Chancellor, 1932–33</li> <li>• The creation of a dictatorship, 1933–34</li> <li>• The police state</li> <li>• Opposition, resistance and conformity</li> </ul>

	<p><b>Anglo-Saxon and Anglo-Norman England, 1060–1088.</b></p> <ul style="list-style-type: none"> <li>• Anglo-Saxon society</li> <li>• Norman Conquest</li> <li>• The last years of Edward the Confessor and the succession crisis</li> </ul> <p><b>Crime and Punishment</b>  <i>Charting the Big Story: changes and continuity of law enforcement, crimes and punishments.</i>  <i>Medieval</i>  <i>Early Modern</i>  <i>Eighteenth to Nineteenth century</i>  <i>Modern Britain 1900- present.</i></p>
<p>Geography</p>	<p><b>Half Term 3: Paper 2: Resource Management</b></p> <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 or energy in the UK create opportunities and challenges. This will include:</p> <ul style="list-style-type: none"> <li>• Either for food, water or energy:</li> <li>• Global supply</li> <li>• Factors that affect supply</li> <li>• Impacts of insecurity</li> <li>• Strategies to increase security/supply</li> <li>• Case study example of a strategy</li> <li>• Sustainable approaches</li> </ul> <p><b>Half Term 4: Issue Evaluation Revision (Fieldwork)</b></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"> <li>• Fieldwork:</li> <li>• How to structure an enquiry</li> <li>• How to collect data</li> </ul>

	<ul style="list-style-type: none"> <li>• How to manage risks. How to present data. Evaluate the whole fieldwork process</li> </ul> <p>Students will also revise all content in preparation for the final exams.</p>
French	<p><b>Half Term 3 Theme: All 3 themes</b></p> <p>Students are developing their speaking through role play, picture based discussions and themed questions.</p> <p>This will include:</p> <ul style="list-style-type: none"> <li>• Forming questions</li> <li>• The weather</li> <li>• Telling the time</li> <li>• Giving varied opinions</li> <li>• Giving the opinion of others</li> <li>• Verb conjugation</li> <li>• Describing a photo</li> <li>• Using complex structures</li> <li>• Speaking spontaneously</li> <li>• Using 'fillers' in speech</li> </ul> <ul style="list-style-type: none"> <li>• Vocab revision</li> </ul> <p><b>Half Term 4 Theme: All 3 themes</b></p> <p>Students will be developing their recognition of the three tenses. They will be extending answers to include subordinate clauses, the subjunctive, opinions and justification. They developing their practice by completing past papers.</p>
Spanish	<p><b>Half Term 3 Theme: Social and Global Issues</b></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> <ul style="list-style-type: none"> <li>• Se debería + infinitive.</li> <li>• Using the present and near future tenses together.</li> </ul>

	<ul style="list-style-type: none"> <li>• The present subjunctive and pluperfect tense</li> </ul> <p><b>Half Term 4 Theme: Revision and oral practice</b></p> <p>This will include:</p> <ul style="list-style-type: none"> <li>• Speaking practice – themed answers, role plays and picture based discussions</li> <li>• Key vocab for speaking examination.</li> <li>• En la foto hay – PALMS-</li> <li>• Me parece que</li> <li>• Making questions</li> <li>• Extending answers – negatives – opinions - justifications</li> </ul>
<p>Computer Science</p>	<p><b>Half Term 3:</b></p> <p>Students are consolidating and revising.</p> <p>Students are focussing on exam technique on extended mark questions for:</p> <ul style="list-style-type: none"> <li>• Computer or CPU performance.</li> <li>• Ethical, Legal, Environmental Concerns surrounding technology</li> </ul> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Discussing appropriate methods of secondary storage for a given scenario</li> <li>• Understanding the differences between volatile and non-volatile memory</li> <li>• Applying methods of Computational Thinking to solve, correct and complete algorithms</li> <li>• Applying booleon logic to logic gates and expressions to achieve the correct output</li> </ul> <p><b>Half Term 4:</b></p> <p>Students are consolidating and revising.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Identifying the correct role for each register in the Von Neumman Architecture</li> <li>• Applying the correct conversions and data transfer calculations to relevant units</li> <li>• Identifying the difference between lossy and lossless compression and the impact each has on the size and quality of a file</li> <li>• Discussing the role of an operating system</li> <li>• Understanding all elements of utility software and their respective roles</li> <li>• Illustrating different network topologies</li> <li>• Discussing the difference between a LAN and WAN network</li> </ul>

	<ul style="list-style-type: none"> <li>• Understanding the different network protocols and their roles in a network</li> <li>• Applying all methods of Computational Thinking to provide a suitable solution to given brief</li> </ul>
Art	<p><b>Personal Portfolio Preparation</b></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. Students will develop their projects towards a final outcome worth 25% of their final Personal Portfolio grade.</p> <p>Whilst working remotely, students will be researching personal themes for the Ordinary and/or Extraordinary Project. Students need to take their own photographs, collect imagery and artists and complete a series of drawings/responses in whatever media they have available to them.</p>
Construction	<p><b>Core Topics:</b> Electrics, Wood Joints, Skirting Boards, Brick Laying, Risk Assessment, Health and Safety, Key Terminology and working with client needs</p> <p><b>Half Term 3:</b> Students are completing elements of the coursework section by linking practical and theory knowledge of the key areas (electrics, skirting board, wood joints, brick laying) with client needs and health and safety</p> <p><b>Half Term 4:</b> Students are exploring the health and safety concerns linked to construction and be able to identify areas of risk and precautions that can be taken. This includes elements such as warning signs, PPE, machine maintenance and training.</p> <p>Students are preparing for their exam and learning how to answer exam questions.</p>
Graphics	<p><b>Personal Portfolio Preparation</b></p> <p>Students are developing and refining their Personal Portfolios. Students will be exploring and developing their own personal themes whilst producing hand-drawn and digital experimentation. They will be learning to critically analyse artists' and designers 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. Students will refine their CAD skills through programmes such as Photoshop. Students will develop their projects towards a final outcome worth 25% of their final Personal Portfolio grade.</p>

**Students will be finalising their NEA.**

Students are also learning areas of the curriculum identified as areas of weakness from PPE exam analysis. Teachers will work with students to identify areas for development and plan their lessons accordingly in preparation for their GCSE in the summer term to ensure they are confident in all 5 topic sections:

Food

**Food Safety**

- Bacterial contamination through preparing, buying, cooking, storing foods.
- Food poisoning bacteria (Campylobacter, Listeria, E. Coli, Salmonella, Staphylococcus Aureus)
- Food Temperatures (-18, 1-4, 5-63, 75)
- Correct food storage and handling with regard to cross-contamination.
- Suitable conditions needed for micro-organisms to thrive.
- Food spoilage and prevention.

**Food Nutrition and Health**

- Sources, functions, and symptoms of excess & deficiency of all macronutrients and micronutrients.
- Portion control.
- Creating a balanced diet.
- Causes and prevention of obesity, CVD, Skeletal Disease, Iron Deficiency Anaemia, Type 2 Diabetes.
- Food labelling specifically in relation to nutrition.

**Food Science**

- Methods of heat transfer.
- Raising agents (bio, chemical, physical).
- Cooking methods.
- Coagulation, Denaturation, Caramelisation, Gelatinisation, Dextrinisation, Aeration, Emulsification
- Use of micro-organisms in food production.

**Food Choice**

- Cultural and religious diets.
- Food labelling and marketing influences.
- Methods of sensory analysis.
- Factors affecting choice including lifestyle, income, time available for preparation, availability, cost, time and day.

**Food Provenance**

- Sustainability in food production, organic farming, land use, animal welfare, global warming, Fairtrade.
- Growing/rearing crops/animals.
- Colours, flavours, preservatives, fortification, sweeteners, emulsifiers, stabilisers.

PE Core	<p>Students will be tackling complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. Pupils should 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>
GCSE PE	<p>Students lesson will vary throughout the term, to cover the following:</p> <ul style="list-style-type: none"> <li>• Completion of coursework</li> <li>• Preparation for, and undertaking, the practical moderation</li> <li>• Revision of the content for Paper 2</li> </ul> <p><b>Work on the coursework will include:</b></p> <ul style="list-style-type: none"> <li>• Evaluation of fitness test results, comparing to national averages and identifying strengths and weaknesses</li> <li>• Analysis of the components of fitness and justifying the impact they have on the chosen sport</li> <li>• Overview of key skills, describing the importance of each skill and how to perform them effectively</li> <li>• Assessment of the key skills, identifying strengths and weaknesses and justification for this</li> <li>• Movement analysis of a selected sporting action indicating exactly how it is carried out, and classification of the skill on the difficulty and environmental skill continuums, which justification</li> <li>• Action plan identifying and explaining what is going to be improved and how. This will include the principles of training, SMART targets, risk assessment and session plans</li> </ul> <p><b>Practical Moderation:</b> Performing a range of drills to demonstrate ability of the core skills and compete fully in a real competitive situation in the two selected sports. This will be videoed for moderation, students can also submit evidence participating out of school.</p> <p><b>Revision</b> Lessons will be used to revise topics across paper 2, socio-cultural influences, sports psychology and health, fitness and well-being. Students will also develop their ability to structure and answer exam questions varying in length/marks/detail.</p>
Health and Fitness	<p>During this term, students will be carrying out their controlled assessment with 60% of their final grade. Students will use their knowledge, notes, and research to complete the 5 tasks set by the exam board. Throughout these tasks, students will demonstrate their understanding of different components of fitness, how these are tested and improved. Students will work with a 'client' to assess their current levels of fitness, understand the lifestyle they have and create and implement a 4-week programme to improve on specific components of fitness.</p>

	<p>Students will then evaluate how they have managed during the controlled assessment and complete a learner log which will also be due for submission. Students have a restricted number of hours on this assessment and <b>must</b> meet all deadlines that are set.</p>
<p>Media</p>	<p><b>Half Term 3 – Music Videos</b></p> <p>Students will look at a range of music video and part of their Component 2 Section B. As part of this unit students will look at:</p> <ul style="list-style-type: none"> <li>- Technical codes used in the music video genre</li> <li>- Representation</li> <li>- Audience</li> <li>- Purpose</li> </ul> <p><b>Half Term 4 – Radio (The Archers)</b></p> <p>Students will study The Archers as part of their Component 1 Section B. As part of this unit students will look at:</p> <ul style="list-style-type: none"> <li>- Set episodes of The Archers</li> <li>- Generic conventions of radio texts</li> <li>- Audience</li> <li>- Institutions</li> <li>- Representation</li> </ul>
<p>Dance</p>	<p><b>Half Term 3:</b></p> <p>Students will be rehearsing the Set Phrase ‘Breathe’ and working on developing solo choreography in response to one of these question.</p> <ul style="list-style-type: none"> <li>a) One or more words that describe sound</li> <li>b) An artwork by Banksy</li> <li>c) A religious object</li> <li>d) The Giant’s Causeway</li> <li>e) The Jazz Age</li> </ul> <p>Choreograph a solo dance 1.5 mins – 2.5 mins)</p> <p>Students will be revising all 6 works from the anthology:</p> <ol style="list-style-type: none"> <li>1. Emancipation of Expressionism</li> <li>2. A Linha Curva</li> <li>3. Within Her Eyes</li> <li>4. Infra</li> </ol>

	<p>5. Artificial Things 6. Shadows</p>
Drama	<p><b>Half Term 3:</b></p> <p>Students are embedding and refining their skills and final extracts in preparation for final performance exam (Component 3) and will be focusing on monologues.</p> <p>Students are learning the skills necessary for their practical exam. Students are developing their understanding and knowledge of Drama and Theatre.</p> <p><b>Half Term 4:</b></p> <p>Students are completing and demonstrating their understanding of techniques in Component 1 with a specific focus on Blood Brothers and Billy Elliot. Continue exploration of monologue extracts will be explored.</p>
Music	<p>Students will complete their final performance of solo/ensemble pieces.</p> <p>They will be refining:</p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Fluency</li> <li>• Technical control</li> <li>• Intonation (where applicable)</li> <li>• Projection</li> <li>• Expression</li> <li>• Balance of ensemble</li> <li>• Communication with other performers</li> <li>• Stylistic awareness</li> <li>• Confidence</li> </ul> <p>Students will develop and refine set brief composition, including:</p> <ul style="list-style-type: none"> <li>• Treble and bass clef notation</li> <li>• Develop more complex rhythms and compound time signatures</li> <li>• Use more complex harmonic language</li> <li>• Using modulations</li> <li>• Develop melodies with clear shape and structure</li> <li>• Organise pieces with clear shape and structure</li> <li>• Compose with stylistic awareness</li> </ul>

	<ul style="list-style-type: none"> <li>• Control of instruments and resources</li> </ul> <p>Students will revise AoS 1 Set work (Eine Kleine) and develop extended answer techniques, including:</p> <ul style="list-style-type: none"> <li>• Musical context</li> <li>• Melody; sonority/timbre; tempo; dynamics; texture; rhythm/metre; harmony/tonality; structure</li> <li>• Musical devices</li> <li>• Instrumental playing techniques</li> <li>• Comment critically on musical elements and devices</li> <li>• Simple melodic and rhythmic dictation</li> </ul>
<p>Health and Social Care</p>	<p><b>Half Term 3:</b></p> <p>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"> <li>• Long term target – 6 months+ something that can be achieved over a year or so</li> <li>• Short-term targets - something that an individual can work towards within 6 months</li> <li>• 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.</li> <li>• Potential barriers that may prevent an individual from improving their health:</li> <li>• 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.</li> </ul> <p><b>Half Term 4:</b></p> <p>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"> <li>• Apply theory to practice – Practical activity - can be performed as a role-play or real life scenario</li> <li>• Consider and demonstrate how the different Care Values can be applied in a situation</li> <li>• Empowerment - for example by promoting choice</li> <li>• Promoting independence - for example by encouraging a service user to complete a task on their own with some support</li> </ul>

	<ul style="list-style-type: none"> <li>• Promoting Dignity - for example by preventing the service user from being exposed or embarrassed</li> <li>• Maintaining Confidentiality - for example by keeping information safe and secure</li> <li>• Safeguarding – for example by ensuring that the environment is safe and secure</li> <li>• Taking an anti-discriminatory approach – for example by entitling service users to their human rights and respecting their individual needs</li> </ul> <p>Learners 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>
Sociology	<p>Students will learn to understand:</p> <ul style="list-style-type: none"> <li>• Class and crime</li> <li>• Gender and crime</li> <li>• Ethnicity and crime</li> <li>• Age and crime</li> <li>• The prison system</li> <li>• Violent crime and sentencing</li> <li>• Media reporting of crime</li> <li>• Revision and exam skills commencing half-term 4</li> </ul>
Business	<p>Students are completing Component 3: Examination unit. This includes:</p> <ul style="list-style-type: none"> <li>• Elements of the promotional mix and their purposes</li> <li>• Targeting and segmenting the market</li> <li>• Factors influencing the choice of promotional methods</li> </ul> <p>Students will consider the factors affecting the choice of promotional method for an enterprise</p> <p>Students will complete, interpret and check the information on financial documents and statements. This includes:</p> <ul style="list-style-type: none"> <li>• Financial documents</li> <li>• Payment methods</li> <li>• Sources of revenue and costs</li> </ul>

- Terminology in financial statements
- Statement of comprehensive income
- Statement of financial position
- Profitability and liquidity Learners will interpret statements of comprehensive income and of financial position to calculate ratios.

Students will complete cash flow forecasts, and investigate the effects of positive and negative cash flow on an enterprise. This includes:

- Using cash flow data
- Financial forecasting
- Suggesting improvements to cash flow problems
- Break-even analysis and break-even point

Students will construct and interpret a break-even chart, and recognise its limitation. This includes:

- Sources of business finance

Students will consider why enterprises may plan different sources of finance for different purposes or at different stages and the relevance of each source.