

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 5 and 6 (Easter – July).



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

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 – Jekyll and Hyde and An Inspector Calls English Literature paper 2 – Macbeth and Unseen Poetry</p>
Maths	<p>Students are learning areas of the Mathematics 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.</p>

<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.</p>
<p>History</p>	<p>Students are revising Papers 1, 2, and 3 as deemed appropriate by the class teacher.</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.</p>
<p>Geography</p>	<p>Students are revising Papers 1, 2, and 3 as deemed appropriate by the class teacher.</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.</p>
<p>French</p>	<p>Students are revising Reading, Writing and Listening as deemed appropriate by the class teacher. Students will also complete a presentation from Module 8 (Topic - Environment) to contribute towards the speaking endorsement.</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. Students will also be completing a presentation to count towards their speaking assessment.</p>
<p>Spanish</p>	<p>Students are revising Reading, Writing and Listening as deemed appropriate by the class teacher. Students will also complete a presentation from Module 8 (Topic - Environment) to contribute towards the speaking endorsement.</p>

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Computer Science	<p>Students are revisiting all aspects of their GCSE Computer Science course to develop student portfolios showcasing; classwork, in-class assessment, PPE papers and project work. These evidence portfolios will incorporate:</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
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. Students will develop their projects towards a final outcome worth 25% of their final Personal Portfolio grade.</p> <p>Students will be completing their final piece for Unit 2 Ordinary and/or Extraordinary Project as a PPE over 2 days at the end of April and then we will revisit Unit 1 to complete the final outcome.</p>

Construction	<p>Students will be completing work on Unit 3 (Safety and planning on a construction site)</p> <p>They will be learning about legislation governing bodies and roles of the tradesmen on a building site. They will be using their numeracy skills for quantity of materials.</p> <p>Students will continue to learn to develop their exam technique.</p>
Graphics	<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 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>
Food	<p>Students will be finalising their NEA.</p> <p>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:</p> <p>Food Safety</p> <ul style="list-style-type: none"> • 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. <p>Food Nutrition and Health</p> <ul style="list-style-type: none"> • 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.

	<p>Food Science</p> <ul style="list-style-type: none"> • 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. <p>Food Choice</p> <ul style="list-style-type: none"> • 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. <p>Food Provenance</p> <ul style="list-style-type: none"> • 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 will carry out:</p> <ul style="list-style-type: none"> - Practical performance in two selected sports. Video evidence will be gathered of students demonstrating the capabilities of the core and advanced skills in each sport, and how they apply this in a full competitive performance. - Completion of AEP- final adjustments to the coursework where students have analysed and evaluated their performance. - Preparation for assessment in both papers, physical factors affecting performance and socio-cultural issues and sports psychology.

Health and Fitness	Students are completing their controlled assessment, worth 60% of their final grade. Students have been given a brief and must complete 5 tasks, both written and practically, evidencing their understanding of components of fitness, principles of training, methods of training, fitness tests, health screening, training plans and provide an on-going evaluation.
Media	<p>Exam revision</p> <p>Students are revising for their end of course exams. This will include:</p> <ul style="list-style-type: none"> • Component 1 – Exploring the Media • Component 2 – Understanding Media forms and products
Dance	<p>Students will be:</p> <ul style="list-style-type: none"> • Revising the six key works for the GCSE written exam • Rehearsing the set work 'Breathe' • Developing and refining solo composition
Drama	<p>Students will be completing final technique for question papers exploring Blood Brothers and Billy Elliot. Students will also be completing final performances based on the monologues they have completed.</p>
Music	<p>Students are preparing for the listening paper by revising all of the areas of study and the 2 set works (Eine Kleine Nacht Musik - Movement 3 and 'Since you've been gone' by Rainbow)</p> <p>This includes:</p> <ul style="list-style-type: none"> • Forms and devices • Small ensembles • Film music • Popular music

<p>Health and Social Care</p>	<p>Students are learning: Component 3 – 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 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 and plan their lessons accordingly.</p>
<p>Sociology</p>	<p>Students are carrying out a variety of recap, revision, consolidation and exam preparation activities. The focus of these tasks will be individualised, based upon areas of weakness identified in the March PPE analysis. Students will utilise a range of resources including knowledge organisers, past paper questions, model answers, quizzes, flash cards and revision cards, inclusive of self-made resources.</p>
<p>Business</p>	<p>Students are learning to have an understanding of the how to explore and analyse promotion. Students will:</p> <ul style="list-style-type: none"> • Be able to interpret financial records • Be able to complete and interpret financial planning and forecasting <p>This will include:</p> <ul style="list-style-type: none"> • Elements of the promotional mix and their purposes • Targeting and segmenting the market • Factors influencing the choice of promotional methods • Financial documents • Payment methods • Sources of revenue and costs • Terminology in financial statements • Statement of comprehensive income • Statement of financial position • Profitability and liquidity • Using cash flow data • Financial forecasting • Suggesting improvements to cash flow problems • Break-even analysis and break-even point • Sources of business finance