

# 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 12 students are learning in each of their subjects in Half Term 5 and 6 (Easter – July).



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## Year 12 Curriculum – Summer Term 2020-21 - To support parents and students.

Subject	Summer Term Topics
English	<p><b>Half Term 5: Emma and Narrative Theory (NEA)</b></p> <p>Students will be studying Emma by Jane Austen as part of their comedy study. They will look at the following:</p> <ul style="list-style-type: none"><li>- Characterisation</li><li>- Plotting</li><li>- Generic conventions of the comedy genre</li><li>- Debate and discussion</li><li>- The wider comedy genre</li></ul> <p>Students will also be studying Narrative Theory as the first part of their non-exam assessment (NEA). This will cover:</p> <ul style="list-style-type: none"><li>- Preparation for the non-exam assessment</li><li>- Narrative theory</li><li>- Christina Rossetti poetry</li><li>- Ideas from the critical anthology</li><li>- Detailed close analysis of narrative theory in a range of poems</li></ul> <p><b>Half Term 6: Non-Exam Assessment – both Literary Canon and Narrative Theory</b></p>

	<p>Students will be looking at literary value as the second part of their non-exam assessment. This will cover:</p> <ul style="list-style-type: none"> <li>- Reading and engaging with a modern fiction text</li> <li>- Understanding and exploring literary value</li> <li>- Developing an argument surrounding literary value and the canon</li> </ul> <p>Students will be writing their Narrative Theory non-exam assessment essay which covers:</p> <ul style="list-style-type: none"> <li>- Narrative theory</li> <li>- Christina Rossetti poetry</li> <li>- Ideas from the critical anthology</li> <li>- Detailed close analysis of narrative theory in a range of poems</li> </ul>
<p>Maths</p>	<p><b>Half Term 5:</b></p> <p>Students are learning Integration. Teachers will work with students to identify areas for development and plan their lessons accordingly in preparation for their PPEs; this will include Mechanics and Statistics.</p> <p><b>Half Term 6:</b></p> <p>Students will be improving their Algebra skills to include Algebraic and Partial Fractions, Functions and Sequences and Series.</p>
<p>Further Maths</p>	<p><b>Half Term 5:</b></p> <p>Students are learning vectors and volumes of revolution and then preparing for the June PPE exams including both Core and Decision Maths topics.</p> <p><b>Half Term 6:</b></p> <p>Students are starting the Further Mechanics 1 Module.</p>
<p>Core Maths</p>	<p><b>Half Term 5:</b></p> <p>Students are learning Financial Maths and Sampling Methods,</p> <p><b>Half Term 6:</b></p> <p>Students are learning Fermi estimation, Correlation and Regression. They will also revise Paper 1 skills and topics.</p>

<p>BTEC Applied Science</p>	<p>Students are learning:</p> <p><b>(Continuing) Unit 2 Practical Scientific Procedures and Techniques</b></p> <p>Students will be introduced to quantitative laboratory techniques, calibration, chromatography, calorimetry and laboratory safety, which are relevant to the chemical and life science industries.</p>
<p>Biology</p>	<p>Students are learning:</p> <p><b>Module 5 – Energy for biological Processes</b>  In this module, the biochemical pathways of photosynthesis and respiration are considered, with an emphasis on the formation and use of ATP as the source of energy for biochemical processes and synthesis of biological molecules.</p> <p><b>Module 6 – Ecosystems</b>  Students are learning about ecosystems. The relationships between organisms are studied, considering variation, evolution and phylogeny. Students are expected to apply knowledge, understanding and other skills developed in this module to new situations and/or to solve related problems.</p>
<p>Chemistry</p>	<p>Students are learning:</p> <p><b>Module 3: Enthalpy, Reaction Rates and Equilibrium</b>  This module provides students with a knowledge and understanding of the important chemical ideas that underpin the study of inorganic and physical chemistry:</p> <ul style="list-style-type: none"> <li>• enthalpy changes and their determination</li> <li>• rates of reaction</li> <li>• reversible reactions and chemical equilibrium</li> <li>• consideration of energy and yield in improving sustainability.</li> </ul> <p>This module allows students to develop important qualitative practical skills, especially observational skills required for analysis and accurate quantitative techniques involved in determination of energy changes and reaction rates.</p> <p>There are opportunities for developing mathematical skills when studying enthalpy changes and reaction rates and when carrying out quantitative practical work.</p> <p><b>Module 4: Haloalkanes, Organic Synthesis, Spectroscopy</b></p>

	<p>The module provides students with a knowledge and understanding of the important chemical ideas that underpin the study of organic chemistry:</p> <ul style="list-style-type: none"> <li>• haloalkanes</li> <li>• organic practical skills and organic synthesis</li> <li>• instrumental analytical techniques to provide evidence of structural features in molecules.</li> </ul> <p>This module also provides students with an opportunity to develop important organic practical skills, including use of Quickfit apparatus for distillation, heating under reflux and purification of organic liquids.</p> <p>Students will also review and recap topics in preparation for their PPE exams in June.</p>
Physics	<p>Students are learning:</p> <p><b>Module 5 - Newtonian World and Astrophysics</b></p> <p>In this module, learners will learn about thermal physics, circular motion, oscillations, gravitational field, astrophysics and cosmology.</p> <p>Students will also review and recap topics in preparation for their PPE exams in June.</p>
History	<p>Students are learning:</p> <p><b>Half Term 3:</b>  Knowledge: Units 1 &amp; 2: Democracy &amp; Dictatorship. The Mid-Tudor Crisis.  Skills: Short and Long essay writing. Analysis &amp; evaluation of primary and secondary sources.  NEA preparation referencing, assessment objectives.</p> <p><b>Half Term 4:</b>  Knowledge: Units 1 &amp; 2: Democracy &amp; Dictatorship. The Mid-Tudor Crisis.  Skills: Short and Long essay writing. Analysis &amp; evaluation of primary and secondary sources.  NEA draft proposal hand in (first 500-1000 words)</p>
Geography	<p>Students are learning:</p> <p><b>Half Term 5</b></p> <p>Knowledge: (Completion of) Coastal systems and Landscapes and Global Governance units.</p>

	<p>Skills: Evaluation and linkage of data and information, continuation of constructing a Geographical enquiry, fieldwork techniques and educational visits (one human, one physical) Deadline for submission of NEA proposal.</p> <p><b>Half Term 6</b></p> <p>Knowledge: Units 5 and 6 - Contemporary Urban Environments and Changing Places Skills: Collection and analysis of data relating to NEA.</p>
French	<p><b>Half Term 5:</b> Students will be covering the following topics:</p> <ul style="list-style-type: none"> <li>• Music, film and art in the French-speaking world</li> </ul> <p>Grammar: reflexive verbs...</p> <ul style="list-style-type: none"> <li>• Regional culture and heritage in France and other French speaking countries.</li> </ul> <p>Grammar: the imperative, using when followed by future or conditional tense, the present subjunctive and using adverbs.</p> <p>Components 1 and 2</p> <p><b>Half Term 6:</b> Students will have an introduction to the Year 13 Component 3 module. Students will study of the film "Intouchables" and the novel by Delphine de Vigan " No et moi ".</p> <p>Students will be completing a variety of tasks about both the film and the book.</p>
Computer Science	<p><b>Half Term 5:</b></p> <p><b>Students will be completing Unit 10. They are learning to understand what is meant by computational thinking. This includes:</b></p> <ul style="list-style-type: none"> <li>- <b>LO1</b> Thinking abstractly, The nature of abstraction, The need for abstraction. The differences between an abstraction and reality. Devise an abstract model for a variety of situations.</li> <li>- <b>LO2</b> Thinking ahead. Identify the inputs and outputs for a given situation. Determine the preconditions for devising a solution to a problem. The nature, benefits and drawbacks of caching. The need for reusable program components.</li> <li>- <b>LO3</b> Thinking procedurally .Identify the components of a problem. Identify the components of a solution to a problem. Determine the order of the steps needed to solve a problem. Identify sub-procedures necessary to solve a problem.</li> <li>- <b>LO4</b> Thinking logically . Identify the points in a solution where a decision has to be taken. Determine the logical conditions that affect the outcome of a decision. Determine how decisions affect flow through a program.</li> </ul>

- **LO5** Thinking concurrently. Determine the parts of a problem that can be tackled at the same time. Outline the benefits and trade offs that might result from concurrent processing in a particular situation.

**Students will be completing Unit 6: Data Structures. This includes:**

- **LO1** Understanding Arrays (of up to 3 dimensions)
- **LO2 Understanding and creating** records, lists, tuples.
- **LO3** Creating following structures to store data: linked-list, graph (directed and undirected), stack, queue, tree, binary search tree, hash table. (c) How to create, traverse, add data to and remove data from the data structures mentioned above. (NB this can be either using arrays and procedural programming or an object-oriented approach).

**Half Term 6:**

**Students will be completing NEA Component 3. This includes:**

**Problem identification. Students will be learning to:**

- Describe and justify the features that make the problem solvable by computational methods.
- Explain why the problem is amenable to a computational approach.
- Stakeholders: Identify and describe those who will have an interest in the solution explaining how the solution is appropriate to their needs (this may be named individuals, groups or persona that describes the target end user).
- Research the problem: Research the problem and solutions to similar problems to identify and justify suitable approaches to a solution.
- Describe the essential features of a computational solution explaining these choices.
- Explain the limitations of the proposed solution.
- Specify the proposed solution (a) Specify and justify the solution requirements including hardware and software configuration (if appropriate).
- Identify and justify measurable success criteria for the proposed solution.

**Designing of the solution. Students will be learning to:**

- Decompose the problem: Break down the problem into smaller parts suitable for computational solutions justifying any decisions made.
- Describe the solution: Explain and justify the structure of the solution.
- Describe the parts of the solution using algorithms justifying how these algorithms form a complete solution to the problem.
- Describe usability features to be included in the solution: Identify key variables / data structures / classes justifying choices and any necessary validation.
- Describe the approach to testing: Identify the test data to be used during the iterative development and post development phases and justify the choice of this test data.

IT	<p><b>Half Term 5:</b></p> <p><b>Students will be completing Unit 2: Global Information</b>  Students will be developing their theory linked to an exam scenario using materials developed as a class. They will be expected to sit an in-class test to demonstrate skills and knowledge. The core focuses of this unit include:</p> <ul style="list-style-type: none"> <li>• LO1 Understand where information is held globally and how it is transmitted</li> <li>• LO2 Understand the styles, classification and the management of global information</li> <li>• LO3 Understand the use of global information and the benefits to individuals and organisations</li> <li>• LO4 Understand the legal and regulatory framework governing the storage and use of global information</li> <li>• LO5 Understand the process flow of information</li> <li>• LO6 Understand the principles of information security</li> </ul> <p><b>Half Term 6:</b></p> <p><b>Students will be completing Unit 17: Internet of Everything</b>  Students will begin to work on a 60GLH coursework unit, investigating current connected devices and how innovations can improve quality of life and businesses. Students are expected to develop understanding in the current areas:</p> <ul style="list-style-type: none"> <li>• LO1 Understand what is meant by the Internet of Everything (IoE)</li> <li>• LO2 Be able to repurpose technologies to extend the scope of the IoE</li> <li>• LO3 Be able to present concept ideas for repurposed developments</li> </ul>
Art	<p><b>Theme: Identity</b></p> <p>Students will continue to explore their individual themes through research and photography in practical lessons. They will be working on developing composition ideas and will complete a large scale painted outcome by the end of May.</p> <p>The contextual personal study will be introduced and students will have Art History Presentations to enhance their understanding of Art Movements and timelines. Students will then independently choose a question or title for their personal study which links to their practical work. They will need to find relevant artists and create a plan for the structure of the essay (3000 words). The first draft of the essay should be completed by September.</p>

<p>Graphics</p>	<p><b>Theme: Myths and Legends</b></p> <p>Students will continue to explore their individual themes through a variety of graphical experimentation in practical lessons. They will be working on developing composition ideas and will complete a refined outcome by the end of the year within a Mock Exam situation to provide them some experience for the extended practical exam next May.</p> <p>The contextual personal study will be introduced. Students will then independently choose a question or title for their personal study which links to their practical work. They will need to find relevant artists and create a plan for the structure of the essay (1500 - 3000 words).</p>
<p>PE</p>	<p>Students are learning:</p> <p><b><u>Sport Psychology</u></b></p> <ul style="list-style-type: none"> <li>• Anxiety</li> <li>• Social facilitation</li> <li>• Group and team dynamics</li> <li>• Goal setting in sport</li>   <li>• Practical performance</li> <li>• EAPI introduction</li> <li>• Revision of anatomy and physiology, biomechanics, sport and society, exercise physiology and skill acquisition.</li> </ul>
<p>Media</p>	<p><b>Half Term 5 and 6: Non-exam assessment (NEA)</b></p> <p>Students will create a cross-media portfolio of work that will include two of the following types of media product:</p> <ul style="list-style-type: none"> <li>- Magazine front cover and double page spread</li> <li>- Music Video</li> <li>- DVD cover</li> <li>- TV opening sequence</li> </ul>

<p>Dance</p>	<p><b>Half Term 5:</b></p> <p>Students will be studying the Set Work Rooster and Sutra. This includes:</p> <ul style="list-style-type: none"> <li>• The significance of the character of the dance</li> <li>• The subject matter</li> <li>• The form of the dance</li> <li>• The constituent features of the dance</li> <li>• The choreographic approach</li> <li>• The influence affecting the development of the choreographer</li> <li>• The origins of the dance</li> <li>• The relationship between the dance and its context</li> <li>• The similarities and the differences between the dance and other works by the choreographer</li> </ul> <p><b>Half Term 6:</b></p> <p>Students will learn how to perform as part of a quartet.</p> <ul style="list-style-type: none"> <li>• Developing the following skills;</li> <li>• Physical/ technical skills</li> <li>• Spatial content</li> <li>• Interpretive and performance skills</li> </ul>
<p>Drama</p>	<p><b>Half Term 5:</b></p> <p>Students are learning how to devise and create their own performances based on their own choice of stimulus and practitioner. Practitioner research has included Brecht, Kneehigh, Berkoff and Artaud. Students will develop on their previous devising experience to create 15-20 minute performances to an invited audience.</p> <p><b>Half Term 6:</b></p> <p>Students are learning to reflect and evaluate on the process and successes of their devised performances and the skills developed. They will also be introduced to Greek Theatre – Antigone and Tennessee Williams’ work The Glass Menagerie.</p>

<p>Music</p>	<p><b>Half Term 5:</b></p> <p>Students will be working on and improving their “Free” Composition. Students will be studying “Rock and Pop”.</p> <p><b>Half Term 6:</b></p> <ul style="list-style-type: none"> <li>• Students will be completing their “Free” Composition.</li> <li>• Students will be completing practise questions on all areas of study.</li> <li>• Students will begin to plan their performance recital.</li> </ul>
<p>Health and Social Care</p>	<p><b>Half Term 5:</b> <b>Students will complete Exam Unit 2: Working in Health &amp; Social Care</b></p> <p>Students will be looking at the roles and responsibilities of health and social practitioners and the organisations they work for. They will be looking at how a wide range of roles such as doctors, nurses, physiotherapists, occupational therapists, social workers, youth workers, care workers and other professionals work together (Multi-disciplinary team) to ensure that they meet the individual needs of vulnerable people.</p> <p>Students will be looking at how standards in this area are set and monitored and reflect on the role of the professionals, CQC, NICE, PHE, Ofsted, The Equality Act, The Human Rights Act, Health and Safety, Protection of Data. Whistleblowing.</p> <p><b>Half Term 6</b></p> <p>Students will complete <b>Unit 14:Physiological Disorders and their care. This is an assignment based unit.</b></p> <p>Students will be exploring different types of physiological disorders, how they are diagnosed by doctors and the appropriate types of treatment and support that service users may encounter.</p>
<p>Sociology</p>	<p><b>Half Term 5:</b></p> <p>Students are learning about theories of the Family in reference to the social structure and change. This includes:</p> <ul style="list-style-type: none"> <li>• Couples</li> <li>• Gender roles</li> <li>• Domestic power relationships</li> <li>• Childhood - changing status of children</li> </ul>

	<p>Students will be taught how to answer exam style questions with a focus on method in context (20 and 30 marker questions)</p> <p><b>Half Term 6:</b></p> <p>Students are learning about <b>changing family patterns and family diversity. This includes:</b></p> <ul style="list-style-type: none"> <li>• Demography</li> <li>• Family</li> <li>• Social policy</li> </ul>
Business	<p><b>Students are completing their controlled assessment. This includes developing a marketing campaign:</b></p> <p><b>Unit 2:</b></p> <ul style="list-style-type: none"> <li>• Introduction to principles of marketing</li> <li>• Purposes of marketing</li> <li>• Understanding rationale for marketing campaign</li> <li>• Researching previous campaigns</li> <li>• Planning &amp; developing a marketing campaign</li> </ul> <p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>• Investigating the role of innovation</li> <li>• Potential problems caused</li> </ul>
Psychology	<p><b>Students will be completing their work on Biopsychology from Term 2.</b></p> <p>Students will learn about Memory. This will include:</p> <p>The multi-store model of memory</p> <ul style="list-style-type: none"> <li>• Types of long-term memory</li> <li>• The working memory model</li> <li>• Explanations for forgetting</li> <li>• Factors affecting the accuracy of eyewitness testimony</li> <li>• Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.</li> </ul>