



Key Stage 4

Subject	10	11
English	<p>Students will begin their GCSE Language Paper 1 preparation by exploring how writers create meaning and tone through language, imagery and structure. Students will then demonstrate these aptitudes through their own timed narrative or descriptive writing.</p> <p><u>Questions</u> How many types of imagery can writers use?</p>	<p>GCSE Literature: students study their last 'big text' An Inspector Calls. Through Priestly's searing critique of post-WW2 society, students will explore character, setting and staging to find parallels between this and Dickens' A Christmas Carol in preparation for extended examination essay writing.</p> <p><u>Questions</u> In A Christmas Carol and An Inspector Calls, which characters discuss the responsibility to help those less fortunate? What do they say?</p>
Maths	<p><u>Y10H</u> Students will be reviewing and deepening their understanding of key number and algebra topics from KS3. Their focus in number will be around surds and indices. Whereas, in algebraic topics they'll be focused on solving equations, sequences, iteration and changing the subject.</p> <p><u>Y10F</u> Students will be consolidating key number and algebra topics from KS3. In particular, they'll be looking at arithmetic, fractions, decimals and percentages in number. Whereas with algebra, they'll be reviewing collecting like terms and solving equations.</p> <p><u>Questions</u> What have you revised on Sparx this week?</p>	<p><u>Y111H</u> Students will start the term by exploring compound measures and indices before moving onto algebraic topics such as functions and graphs. This will all be supplemented with exam practice to support students in their journey to their GCSE exam in the final unit.</p> <p><u>Y11F</u> Students will start the term by exploring ratio and percentages before moving onto algebraic topics such as expanding and factorising. This will all be supplemented with exam practice to support students in their journey to their GCSE exam in the final unit.</p> <p><u>Questions</u> What have you revised on Sparx this week?</p>

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<p>Science</p>	<p>Students will be learning about energy release including during exercise, radioactivity and diseases including how they are spread, prevented and treated</p> <p><u>Questions</u> Name 3 communicable and 2 non- communicable diseases Name 3 types of nuclear radiation</p>	<p>Students in this unit will learn about forces and motion, waves (radio, x rays, UV etc) and their properties and crude oil including how fractional distillation is used to separate oil.</p> <p><u>Questions</u> What is a longitudinal wave? Give 2 examples of a transverse wave Name the first 4 hydrocarbons</p>
<p>History</p>	<p>Students will be learning about the People’s Health 1250 - present. They will look at factors that have affected health through time and study serious epidemics and attempts to improve public health.</p> <p><u>Questions</u> Name 3 diseases that were prevalent in Medieval Britain Give 3 ways that the authorities attempted to stop the spread of the Plague in Early Modern Britain</p>	<p>Students will be learning about Elizabethan England 1580 - 1603. They will look at the power of the Queen, the Catholic threat, daily life, culture and England’s relationship with the wider world at this time.</p> <p><u>Questions</u> Give 3 reasons Elizabeth persecuted Catholics in the 1580s Give 4 reasons why poverty increased after 1580</p>
<p>Geography</p>	<p>Students will be studying Tectonic Hazards with a major focus on earthquakes in contrasting areas of the world. They will also look at why people live in hazardous areas and how we can prepare and predict tectonic hazards.</p> <p><u>Questions</u> What are our 2 earthquake case studies? Describe the characteristics of oceanic crust? What can we use to predict a volcanic eruption? Why do people live in tectonically active regions of the world?</p>	<p>Students will be studying the Changing Economic World with particular focus on development and disparities around the world. They will then focus on strategies to reduce the development gap. Their studies then focus on Nigeria - a country that has experienced rapid economic development. We then look at the UK and the changes our country has gone through in terms of development.</p> <p><u>Questions</u> What is HDI? Name one physical cause of uneven development? How many strategies to reduce the development gap can you remember?</p>

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<p>RE</p>	<p>Students will be learning about Christianity. They will look at key beliefs, teachings and practices.</p> <p><u>Questions</u> Give two Christian beliefs about the nature of God. Explain two ways that a belief in the afterlife may influence a Christian today.</p>	<p>Students will be learning about Islam. They will look at key beliefs, teachings and practices.</p> <p><u>Questions</u> Give two Muslim beliefs about angels. Explain two ways that a belief in predestination may influence a Muslim today.</p>
<p>MFL</p>	<p>French/Spanish Students will describe their relationships with family and friends and talk about their free time activities using a range of tenses. They will discuss the advantages and dangers of technology and social media, developing and justifying their opinions.</p> <p><u>Questions</u> Do you get along with your family? What makes a good friend? What is your opinion on social media?</p>	<p>French Students will learn to discuss holidays using a range of tenses. They will describe holiday destinations, weather and activities. Students will also develop longer structures which express where they would like to go on holidays in the future.</p> <p><u>Questions</u> Describe your holidays (usually, last year, next year - this will allow students to practise verbs in the past, present and future)</p>
<p>Drama</p>	<p>Students initially start analysing different professional plays, looking at the process of creating theatre as well as practically exploring the productions. Students are required to create a written document going into detail about the professional work, analysing the way it is created and the design elements included in the performance.</p>	<p>Students will participate in workshops and classes of an acting focus. Students are expected to replicate professional work, as well as creating their own theatre performances throughout the year. Throughout the components, students are required to develop their analytical skills for professional and their own performance, focusing on developing the students own skill in performance.</p>
<p>Art, Craft and Design</p>	<p>Footwear project Students will be starting their first piece of coursework on the theme of shoes and footwear. They will be introduced to a full range of techniques to record objects with an emphasis on A03 (drawing,</p>	<p>Mini project 2 Layering Students will be completing a short project on the theme of Layering. This is the final piece of coursework and covers A01,2,3 and 4. It is also preparation for their exam due to start in January.</p>

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	<p>recording, observing) and A01 (artist analysis, investigations).</p> <p><u>Questions</u> Can you name 3 different ways to record an object?</p>	<p>Students will research and analyse a range of collage artists and produce a digital front cover for KOLAJ magazine.</p> <p><u>Questions</u> Are you only assessed on what you produce in the 10 hour final exam?</p>
Music	<p>Students will study different types of music products and the techniques used to create them. Students will explore how musical elements, technology and other resources are used in the performance, creation, and production of music. Students will also practically explore the key features of different genres of music and music theory and apply their knowledge and understanding to develop their own creative work.</p>	<p>Students will participate in workshops and classes where they will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Students will learn how musicians share their work and collaborate with others and will develop their own skills as a musician in how to use blogs, YouTube, SoundCloud and other platforms.</p>
Engineering	<p>Students start the course by looking at unit 1, which focuses on engineering disciplines. This unit supports their understanding of:</p> <ul style="list-style-type: none"> ● Engineering disciplines through projects and products ● Engineering discipline skills ● The health and safety legislation governing engineering ● Health and safety legislation 	<p>Students are working on content area 5 which focuses on engineering tools, equipment and machines. This unit supports their understanding of:</p> <ul style="list-style-type: none"> ● Marking out ● Modification ● Joining ● Finishing ● Safe and correct use ● Control measures
PE	<p>Students will recap and further develop a variety of skills required in multiple different invasion games. They will be introduced to the differences and similarities between the games in regards to skills and tactical concepts.</p>	<p>Students will evaluate the technique of their own performance as well as others in a variety of skills, required in multiple different invasion games. They will identify the differences and similarities between the games in regards to skills and tactical concepts.</p>

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Graphics	N/A	<p>Mini project 2 Footwear Students will be completing a short project on the theme of Footwear. This is the final piece of coursework and covers A01,2,3 and 4. It is also preparation for their exam due to start in January. Students will research and analyse a range of print based artists and produce a series of lino prints and ground surfaces.</p> <p><u>Questions</u> Are you only assessed on what you produce in the 10 hour final exam?</p>
Hospitality & Catering	N/A	<p>Unit 2: Hospitality and catering in action The importance of nutrition and how to plan nutritious menus. Students will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.</p> <p><u>Questions</u> How can you check when meat is cooked and safe to eat?</p>
Media	Students will be making a magazine front cover and double page spread using Photopea. They will develop their own ideas, design, plan and create the content themselves. They will be reflective as they work, constantly reviewing and improving their work as it progresses to ensure the magazine is of a professional standard.	Students will be investigating, through primary and secondary research, the purpose of different media products and how those products fulfil the needs of the audience. They will learn how moving images are made to engage the audience and how different audiences can interpret the intended meaning in different ways.
Sport	Students will learn about the different types of sports provision, their characteristics and the advantages and disadvantages to both. They will be working through their assessment, Component 1 Task 1. Students will also start developing their confidence in leading a warm up (based on the scenario) which is needed in another assessment task.	Students will be completing their assessment tasks for Component 2, Task 1 and 2. This will involve demonstrating their knowledge and understanding of the Components of Fitness relevant to their chosen Outdoor Activity (based on the provided scenario). They will then need to demonstrate their practical skill in a specific sport both in isolation and in a competitive environment.

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<p>Computer Science</p>	<p>Students learn about the architecture of the CPU including the different components and what affects its performance. They learn about the different types of primary memory and the importance of secondary storage.</p> <p><u>Questions</u> What is the difference between RAM and ROM?</p>	<p>Students learn about the principles of computational thinking. They solve searching and sorting algorithms. They learn how to create programs using file handling, subprograms, programming constructs and arrays.</p> <p><u>Questions</u> What is the difference between a procedure and function?</p>
<p>PSHE</p>	<p>Students are taught about human rights and the equality act. Students learn about the stages of grief and loss, including the physical and mental responses. Students learn about their online identity, the risks they encounter online and the laws around internet use, including the sharing of images. Students also learn about financial risk and how to mitigate against it. Students learn about the benefits of a multicultural society and inequality in society. They also learn about power, assertiveness and resilience within relationships and the impact unhealthy relationships have upon people.</p> <p><u>Questions</u> What are some indicators of an unhealthy relationship?</p>	<p>Students are taught about the law in different contexts. They are taught about unacceptable behaviours in relationships and the laws around these behaviours. They are taught about consent in intimate relationships and the effect substance misuse can have on the ability to give consent. They are taught how to be a citizen of the internet and illegal activity online, including the sharing of images. Students are taught about how to respond in an emergency situation and how to respond to feelings of stress and anxiety. Students learn how to budget, avoid debt and the consequences of gambling and debt.</p> <p><u>Questions</u> What is meant by 'consent'?</p>

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