



Key Stage 4

Subject	10	11
English	<p>Students will be revisiting two central literature texts they have studied this year: <i>An Inspector Calls</i> and the <i>Power and Conflict</i> poetry anthology.</p> <p>Q: Who are the key characters in <i>An Inspector Calls</i> and what are their functions?</p> <p>Q: What themes does Priestley explore in <i>An Inspector Calls</i>?</p> <p>Q: How do poets explore themes of power and conflict throughout the anthology?</p>	<p>Students will be revisiting all the major literature texts they have studied: <i>Macbeth</i> and <i>A Christmas Carol</i> for Literature Paper 1 and <i>An Inspector Calls</i> and the Conflict Poetry anthology for Literature Paper 2. Students will also be revising the approach to English Language Paper 1 (Reading and Writing Fictional Texts) and English Language Paper 2 (Reading and Writing Non-Fiction Texts).</p> <p>Q: Who are the central characters and what are the key themes of our central literary texts?</p> <p>Q: What approach should I take for each question in the English Language exam?</p>
Maths	<p>Foundation students will be exploring area, volume, graphs, proportion and ratio, fractions and probability.</p> <p>Q: What is the formula to find the area of the following shapes; circle, square, triangle, trapezium, parallelogram?</p> <p>Higher students will focus on area, volume, algebraic manipulation and graphs.</p> <p>Q: What is the difference between surface area and volume?</p> <p>Q: How do you measure a gradient?</p> <p>Q: Why is $(x + 6)^2$ not just $x^2 + 36$?</p>	<p>Students will be preparing for the GCSE exams. Lessons will have a more exam-focused structure, including the use of exam-style questions throughout our morning maths sessions. Students will be expected to revise from their individualised question-level-analysis documents and from past papers given to students each week.</p> <p>Period 7 revision is available every Tuesday 16:00-16:45 and in Flying Starts between 8:00-8:30 Tuesday, Wednesday and Friday.</p> <p>Q: What have you revised on Sparx this week?</p>
Science	<p>Students are learning about rates of reaction, the human nervous system, chemical calculations, forces and waves.</p>	<p>Students are preparing for their GCSE exams. We are starting revision with the paper 2 topics and then moving onto the</p>

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	<p>Q: How does a reflex action protect us and what is the pathway?</p>	<p>paper 1 topics. Students should be making flashcards, using past paper practice from Final Ascent and using the manifest provided to revise. Attending all science lessons is essential for revision of content.</p> <p>Q: Compare the nervous and hormonal systems</p>
History	<p>Students will finish learning about the Vikings before moving on to learning about Big Pit.</p> <p>Q: Why did the Vikings leave their Homelands?</p>	<p>Students will be preparing for their GCSE examinations. They will be revising content and practising exam questions on the following topics: Big Pit; People Health; Elizabeth; Vikings; Nazi Germany</p> <p>Q: How did the Second War change life in Nazi Germany?</p>
Geography	<p>Students are studying the Unit 2 topic of Urban Issues and Challenges. They are focusing on looking at the rapid growth of Bristol and the opportunities and challenges that living in Bristol brings. They will also look at how urban change has impacted the city in terms of migration, urban sprawl, waste disposal and dereliction.</p> <p>Q. What are the challenges and opportunities the people in Bristol face?</p>	<p>Students will be completing their final topic on River Landscapes in the UK where their focus will be on flooding, hydrographs and managing floods. They will then move onto their Issue Evaluation which will form part of their Unit 3 exam. This year we will be focusing on the housing crisis and whether a new commuter settlement should be built in the rural urban fringe of the south east.</p> <p>Q. How does a river's cross and long profile change as you move down its course?</p>
RE	<p>Students will be studying Theme B: religion and life. They will also revise key content for paper 1 - Christianity and Islam.</p> <p>Q: What does the bible say about creation?</p>	<p>Students will be preparing for their GCSE examinations. They will be revising content and practising exam questions on the following topics: Islam beliefs and practices; Christianity beliefs and practices; Religion and Life; Crime and Punishment; Peace and Conflict; Relationships</p> <p>Q: What are the 5 pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam?</p>

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<p>MFL</p>	<p>French/Spanish: Students are learning how to describe where they live. They will learn how to talk about different types of houses, regions and what you can or can't do in a town. They will then learn how to describe environmental problems and solutions. Students will focus throughout on using all three tenses and developing complexity in their answers. They will also practise the variety of examination questions to prepare for their mock exams.</p> <p>Q. Describe your town/region. <i>Décris ta ville/ ta région.</i></p>	<p>French: Students have completed the course and are now reviewing each of the three themes, focusing on exam skills in listening, speaking, reading and writing. Students need to ensure that they are focusing on revision of the key vocabulary within each theme and practising their use of a range of tenses. Students will spend time in lessons preparing for their speaking exam.</p> <p>Q. Describe your activities: last weekend, every weekend, next weekend. (this will allow students to practise verbs in the past, present and future)</p>
<p>Drama</p>	<p>Students will be finishing off their coursework, exploring a performance piece studied in class. They will then move on to exploring different scripts and developing their acting skills in preparation for Year 11.</p> <p>Q: What play are you writing about in your document?</p> <p>Why is 'creative intention/ interpretation' important to decide first before you start acting?</p>	<p>Students are finalising their performances inspired by a given stimulus, as well as completing documentation that supports their practical development of their ideas. They will then refresh and finalise their Component 2 coursework.</p> <p>Q: What is the stimulus for your performance?</p> <p>What professional works have you studied in lessons?</p>
<p>Art</p>	<p>Footwear project - Students have completed research on the theme of Footwear and have experimented with a range of painting and printing techniques. They have also explored the work of Ana Hymas, Van Gogh, Kyle Mosher and a range of lino printing artists. This term they will be selecting work from their folder to complete a number of compositions for a final piece.</p> <p>Q: What is Assessment Objective 4? What strategies are we using in class to make A04 easier to plan?</p>	<p>Students are producing the preparatory work for their final 10 hour art exam on the 2nd and 3rd May. They will be finalising their research, drawing and recording, experiments with materials and planning what they will complete as a final piece</p> <p>Q: What are you planning to do in the 10 hour exam as your final piece for your exam?</p>

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<p>Music</p>	<p>Students will be finalising their work around the creation of three products across four different genres of music. They will then move to Component 2, focusing around music practice and skill-building.</p> <p>Q: What are the key features of the genre of African Drumming?</p>	<p>Students will be finalising their work for component 3 where they have taken a song and reworked it into a different genre, showcasing their knowledge of a range of different styles.</p> <p>Q: What are the key features of ambience?</p>
<p>Engineering</p>	<p>Students will work through content areas 5 and 6, which cover engineering tools and materials as well as the skills and techniques of hand-drawn engineering sketches. Whilst doing this, students will develop research skills in preparation for the coursework aspect of the course, which they will complete in year 11.</p> <p>Q: What saw would you use to cut a curved edge in a piece of MDF wood?</p>	<p>Students will complete the coursework aspect of their curriculum where they design, build and evaluate a product at the start of unit 3. From May onwards students will complete revision from each of the 9 content areas in preparation for the externally assessed</p> <p>Q: Have you completed your engineering coursework? Which unit were you most successful in?</p>
<p>PE</p>	<p>Students will recap and further develop a variety of skills required in multiple different striking and fielding games. They will be introduced to the differences and similarities between the games in regards to skills and tactical concepts.</p>	<p>N/A</p>
<p>Catering</p>	<p>N/A</p>	<p>Students to prepare for the written GCSE exam. Lessons will have an exam-focused structure, including the use of exam-style questions. Students make flashcards, complete past paper practice and recognise exam question and answer structure to ensure maximum marks.</p> <p>Q: Describe how to ensure food is safely cooked</p>
<p>Media</p>	<p>Students are studying towards their Component 1 assessment. Students will learn how media products are produced to create</p>	<p>Students will complete their Component 3 Controlled Assessment. This will involve creating 3 pages of a media product, of their choosing. They</p>

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	<p>meaning for audiences. We are focussing on the moving image sector.</p> <p>Q: How do media products engage specific target audiences?</p>	<p>will need to respond to a brief, set by the exam board, about encouraging more physical activity among teenagers. .</p> <p>Q: How can a media product highlight the benefits of physical activity?</p>
Sport	<p>Learners will demonstrate their ability to plan, lead and justify a very detailed coaching session in either netball or football. The session will involve a warm up, a main activity, including two progressions and a small sided game. Students will then need to justify why they have chosen to do each activity and evaluate their strengths and weaknesses for if they were to lead the session again.</p>	<p>Students are revising for the final part of the course, the Component 3 exam. Lessons will consist of in-depth revision, answering exam style questions so our students are going into the exam feeling extremely confident.</p>
Computer Science	<p>Students will be learning about the functions of the operating system and how networks are structured.</p> <p>Q: What are the functions of the operating system?</p>	<p>Students will be learning how to interpret the purpose of different algorithms and how to approach the types of questions asked.</p> <p>Q: What is the difference between a count control loop and a condition control loop?</p>
Health and Social Care	<p>Students will revisit topics covered in components 1 and 2 including life stages, PIES and how the social care system in the UK is set up to help those who need it, including the skills of professionals and particular health conditions.</p> <p>Q: Explain how obesity can be a risk for someone in later adulthood</p>	<p>Students are finalising their coursework in Component 2 - The values in Health and Social Care.</p> <p>This will include completing their respective tasks set against the exam board's PSA (Pearson set assignment) and will be given a score out of 12 for each of the five tasks.</p> <p>This will then be added to their coursework mark gained in December.</p> <p>Students will complete the year commencing Component 3. This is solely exam focused, in preparation for the exam in Year 11</p>

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PSHE	<p>Students will learn about risky relationships with peers including gangs, knife crime and anti-social behaviour. They will learn about healthy relationships and connections including love. They will explore how love is portrayed in the media and in society and about loss. Students will learn about the different stages of a relationship and how to end romantic relationships. Students will learn about sexuality, gender and gender stereotypes. They will learn about how change can affect you physically and emotionally and how you can manage change in your life. They will also learn about how changes in society can affect you and how issues such as climate change are reflected in the media.</p> <p>Q What is sexuality?</p>	N/A
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