



Key Stage 4 Curriculum Information Evening

What will they learn?

How can you help?

Thursday 14th September

Mrs Dean

Deputy Principal

edean@thequestacademy.org.uk

Intended outcomes for tonight

1

- To gain an insight into the 'Key Stage 3 Quest Learning Journey'

2

- To build an awareness of the subject specific learning journeys

3

- To share top tips in how best to support your child at home with their studies



LEARNING CHANGES LIVES

Whole School Curriculum Vision & Values

- **Raising aspirations:** promoting future careers and academic study so students are confident & ready for the next stage of life, through a challenging and ambitious learning journey through the Key Stages.

Ambitious & challenging



- **Developing key foundational knowledge and skills in the core curriculum,** to ensure the wider curriculum is fully accessible for all.
- **Developing reading, numeracy, and oracy skills** throughout their journey.

Developing foundational knowledge & skills



- **Maintaining a broad, balanced, and relevant curriculum at all times** to support student engagement with their learning journeys and empower students to change their lives through achieving **exceptional outcomes and qualifications.**

Broad & balanced curricular choices



- Opportunities are planned to develop the **confidence, resilience and creativity of students.**
- **Developing student independence** over time and engaging students with **varied experiences** outside of the classroom to develop **cultural capital and learning experiences.**

Holistic development & cultural capital building



- **Celebrating diversity** and promoting **respect and tolerance** of other learners in our TQA community whilst making valuable **contributions to modern British society.**
- **Developing important life skills** which enable students to become informed and eloquent citizens.
- Supporting students to make positive contributions to modern British society and to the TQA community.

Celebrating diversity & contributing to our community



LEARNING CHANGES LIVES

The Pastoral Team Structure

Making sure you have everything you need and are in the best frame of mind to learn when you get to your lesson.



Tutors
Houses



Ensuring your academic learning happens in the best possible way.



Subjects
Faculties

The House Teams

**Assistant Principal
Hillary**



**Assistant Principal
Livingstone**



**Assistant Principal
Shackleton**



How the curriculum is delivered

Key Stage 4 - Students follow a compulsory curriculum in Years 10 & 11 consisting of:

Core	Humanities	Languages	Options			
<ul style="list-style-type: none"> ✓ English ✓ Mathematics ✓ Science ✓ Religious Studies ✓ Core CS ✓ Core RSHE ✓ Core PE 	<ul style="list-style-type: none"> ✓ Geography Or ✓ History 	<ul style="list-style-type: none"> ✓ French Or ✓ Spanish Or ✓ Home language 	<div>Extended Science subjects</div>	<div>GCSE Triple Science (Biology, Chemistry & Physics)</div>	<div>Design & Technology related subjects</div>	<div>GCSE Food Preparation & Nutrition</div>
			<div>Business & IT related subjects</div>	<div>GCSE Computer Science</div>		<div>GCSE Product Design</div>
				<div>GCSE Business Studies</div>	<div>Social Science subjects</div>	<div>GCSE Sociology</div>
			<div>Creative Arts subjects</div>	<div>GCSE Art</div>		<div>GCSE Citizenship</div>
				<div>GCSE Drama</div>	<div>Sport related subjects</div>	<div>GCSE Physical Education</div>
				<div>GCSE Music</div>		<div>CNAT Sport Studies</div>
				<div>CTEC Creative Media Production</div>		



KS4 English

Mrs Connolly
English Coordinator
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Subject: English Curriculum Vision, Intent, Implementation & Impact

Confident

Cultured

Our vision for English is to create students that are **confident**, **curious**, **cultured** and **critical** for the wider world and studying English beyond GCSEs.

Curious

Critical

Intent:

- Our curriculum aims to be sequential and cyclical linking to the big ideas.
- Every student will be armed with the tools to **critically** analyse their GCSE texts by preparing them through the KS3 curriculum.
- Every student will be able to articulate the big ideas
- Students will engage with social, philosophical and cultural issues implicit within texts to enable them to become **culturally**, mentally and emotionally rounded students who are empowered and **confident** to apply their skills through to KS5 and beyond.

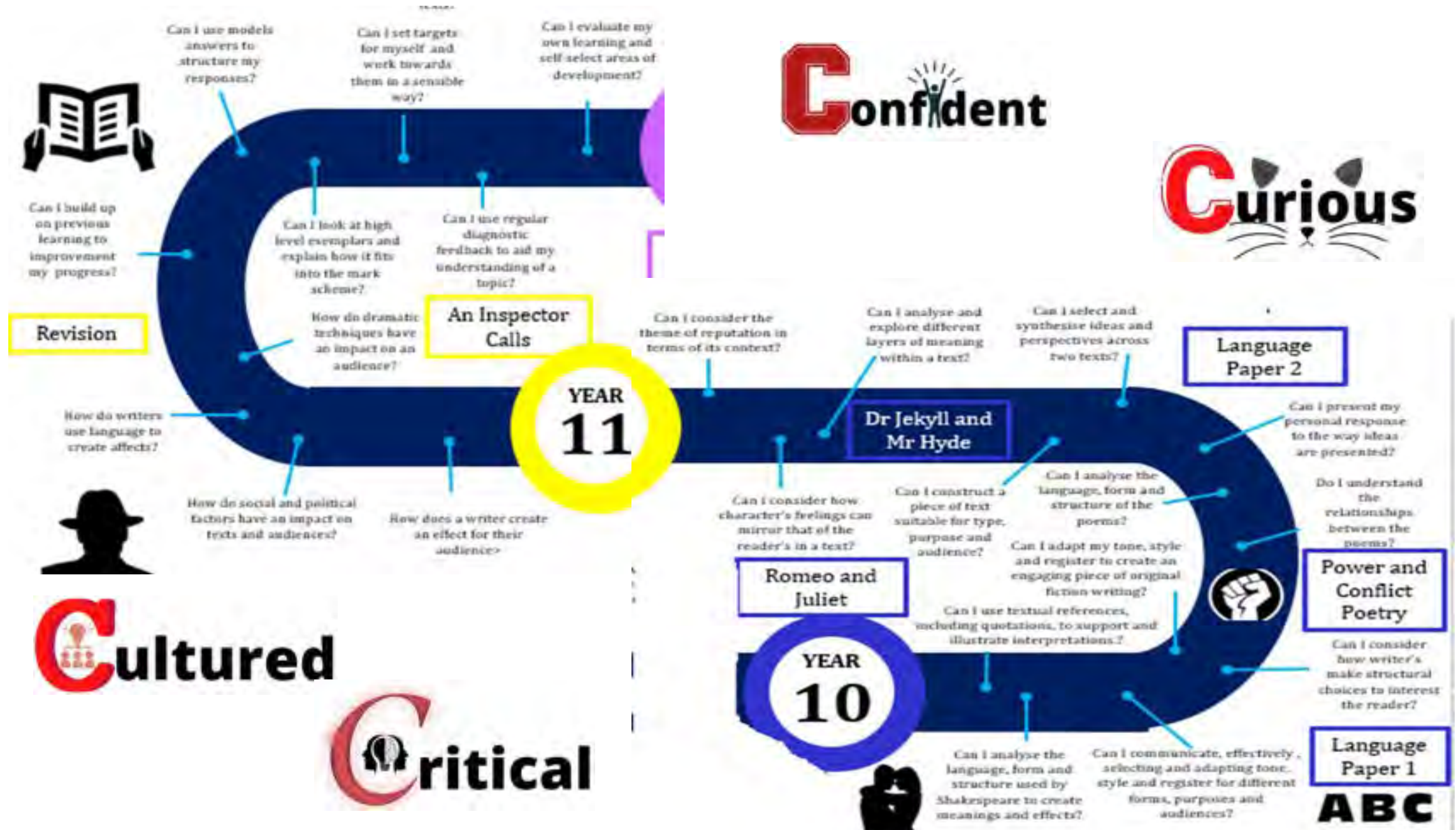
Implementation:


- Every lesson will include a starter activity which will enable critical thinking or retrieval practice or engagement of themes.
- Every lesson will always include some form of reading
- Every lesson will always include some written record of learning with a focus on extended writing.
- Every lesson will include class discussions and questioning with a mixture of group and individual discussion
- Students will be able to reflect on feedback using both self and peer assessment.

Impact:

- Students will be confident to analyse and articulate their ideas.
- Students will be able to think critically and consider alternative viewpoints and theories.
- Students will be able to make thematic links across texts.
- Students will be able to justify their ideas with evidence and evaluate their responses.

Subject: English KS4 Learning Journey



Subject: English		Autumn Spring Summer				Year 10			
						Exam Board			
	Autumn		Spring		Summer				
	1	2	1	2	1	2			
Unit Title:	Romeo and Juliet	Language Paper 1	Poetry	Language Paper 2	Dr. Jekyll and Mr Hyde				
Topics covered:	Themes of:		Themes of:		Themes of:				
	A. Love, conflict, death, religion etc	A. Analysis of language	A. conflict, power, dominion, control, authority,	A. Summative skills across non-fiction texts;	A. mystery; corruption; masculinity and the gentleman.				
	B. Close character analysis	B. Structural analysis	B. Teaching of poetic and structural devices	B. Analysis of language for purpose;	B. Close character analysis				
	C. Close character analysis	C. Forming viewpoints and backing up interpretation	C. Contextual information – historical interpretation	C. Comparing perspective of authors’ viewpoints	C. Analytical Literature structure				
	D. Analytical Literature structure	D. Descriptive/Narrative Writing.	D. Interdisciplinary perspectives	D. Transactional writing	D. Context				
	E. Context								

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Inspector Calls	Exam revision	Exam Revision	Exam Revision	Exam revision	
Topics covered:	<p>Themes of:</p> <p>A. Mystery; corruption; capitalism vs Socialism; gender; class</p> <p>B. Comparative analysis of characters as stereotypes and archetype</p> <p>C. Analytical Literature structure</p> <p>D. Context and theoretical interpretations</p>	Poetry revision	<p>A. Romeo and Juliet</p> <p>B. Language Paper 1</p> <p>C. Jekyll and Hyde</p>	<p>A. Language Paper 2</p> <p>B. An Inspector Calls</p> <p>C. Specialised revision based on feedback from mock exams</p>	Final review of all papers	

Subject: English | How to best support learning at home

1

- Read as much 'literary' non-fiction as possible e.g 'Broadsheet' newspapers, travel writing, reviews, opinion editorials

2

- Ensure you have fully revised the key events from the texts

3

- Create key quotation flashcards for each character/theme

4

- Practice questions under timed conditions and ask your teachers to give you feedback

5

- Complete wider reading and consider alternative theories/viewpoints to promote critical analysis.

Recommended Reading

[AQA | GCSE | English Language | Specification at a glance](#)

[AQA | GCSE | English Literature | Specification at a glance](#)

- ✓ No Fear Shakespeare (<https://www.sparknotes.com/nofear/shakespeare/romeojuliet>)
- ✓ Mr Bruff Literature and Language Videos on Youtube
- ✓ CGP Revision books (available on Parent Pay)
- ✓ EnglishBiz website (<http://www.englishbiz.co.uk/>)
- ✓ Gojimo app on Smartphones and iPads.

Confident

Curious

Cultured

Critical



KS4 Maths

Mr Moodley (Team Leader)

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Subject: Maths Curriculum Vision, Intent, Implementation & Impact

Give students a high-quality mathematics education which provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and the power of mathematics and a sense of enjoyment and curiosity about the world.

1. Develop fluency

Topics sequenced incrementally throughout the year and cyclically year-on-year

10 min mixed practice starter recalling previous topics and skills

Loads of fluency-building practice "tasks" in the lessons + as homework

Teachers model clearly and address misconceptions verbally

2. Problem solving

Conceptual challenges require students to "think deeply"

Real-life applications require students to "think broadly"

Groupwork enables discussion and exam-style practice enables independent thinking

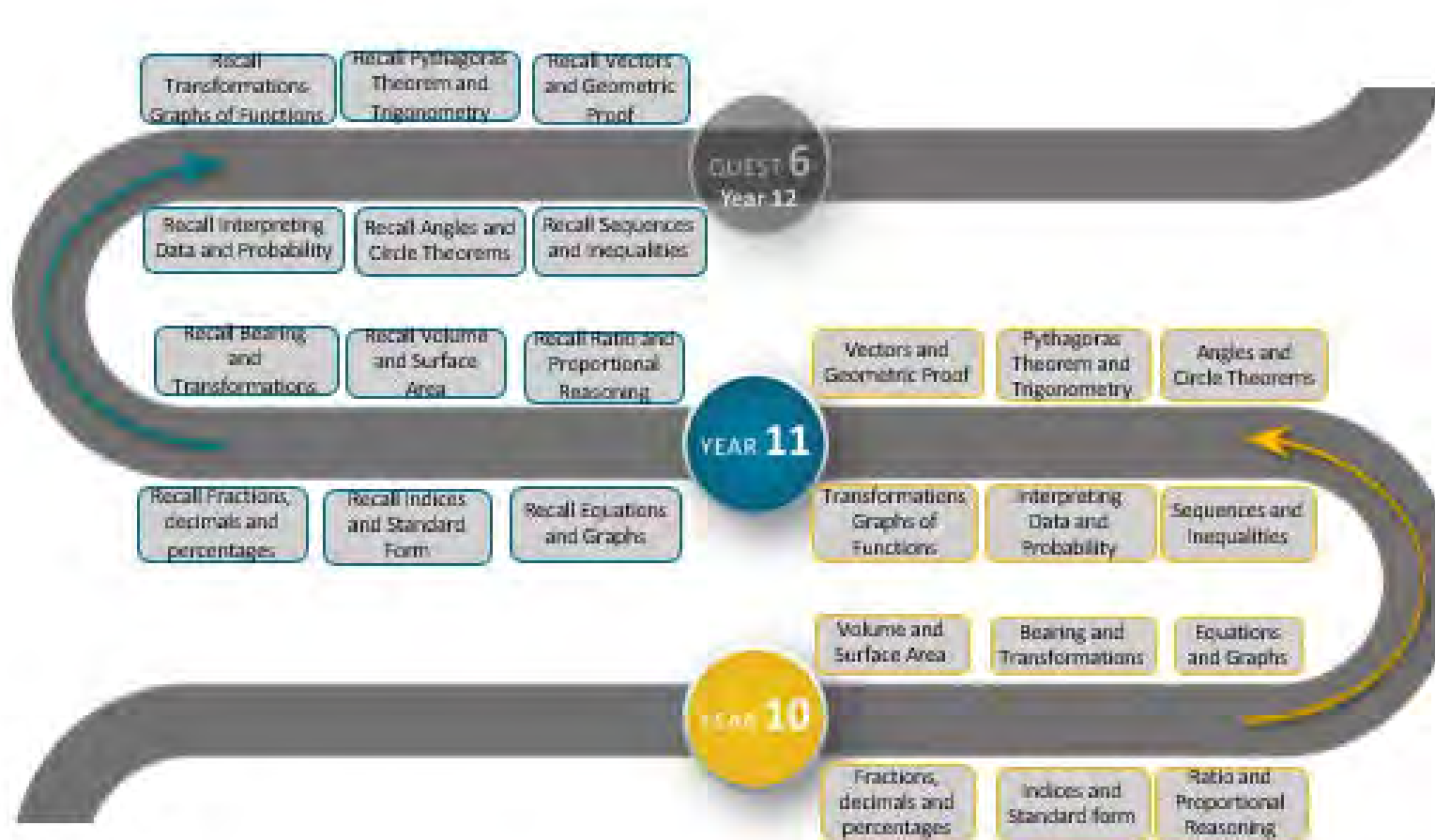
3. Purposeful assessment

End of topic tests tell students exactly what they need to improve on

Teachers adapt lessons based on students' needs

Real GCSE exams from Y7 to Y11 mean that students know their actual maths grades and progress is evident

From Y7 to Y11, we following the following sequence:
Number, Ratio, Algebra, Geometry, Statistics and Probability





Students in Sets 1 to 3 follow the Higher tier syllabus
By the end of Y10 students should have covered most topics on the GCSE exam

Year Group Mapping: Progression Plan			Subject: Maths		Year Group:10 HIGHER	
	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Number	Algebra	Algebra and Ratio	Geometry 1	Geometry 2	Probability and Statistics
Topics covered:	Unit 1. Fractions, decimals (inc. recurring) and percentages Unit 2. HCF and LCM Unit 3. Indices, surds and standard form Unit 4. Bounds	Unit 5. Product rule for counting Unit 6. Brackets and factorisation (inc. difference of two squares) Unit 7. Forming and solving equations Unit 8. Solving quadratics, inequalities and simultaneous equations	Unit 9. Equations of straight lines and non-linear graphs Unit 10. Ratio and direct and inverse proportion Unit 11. Conversions and compound measures	Unit 12. Angles and circle theorems Unit 13. Area, arcs and sectors Unit 14. Similarity and congruence Unit 15. Bearings, constructions and plans and elevations Unit 16. Surface area and volume	Unit 17. Transformations Unit 18. Pythagoras and Trigonometry (inc. 3D) Unit 19. Sine and Cosine Rules	Unit 20. Mean from frequency tables Unit 21. Probability Unit 22. Frequency polygons and scatter graphs Unit 23. Cumulative frequency and box plots Unit 24. Histograms Unit 25. Capture-recapture ** REVISION **
Keywords & phrases:	Improper fractions, mixed number recurring decimals, Highest common factor, lowest common multiple, Product of primes, Index, Fractional Indices, Irrational numbers, Rationalise, Exponent, Upper Bound, Lower Bound	Proof, Expand, Simplify, Difference of 2 squares, Factorise, Equate, Quadratics, BIDMAS, Inequality, Number line, Simultaneously, Quadratic formulae	Proportion, Simplify, Equations, Gradient, Y-intercept, Negative reciprocal, Constant, Imperial, Metric	Adjacent, Tangent, Straight line, Revolution, Pi, Arc Length, Circumference, Radius, Similar, Congruent, Right angle, Hypotenuse, Clockwise, Anticlockwise, Protractor, Cuboids, Cylinder, Pyramids	Translation, Rotation, Reflection, Enlargement, Scale factor, Hypotenuse, Sine, Cosine, Tangent,	Mean, Median Mode, Range, Frequency tables, Group data, Average, Certain, Unlikely, Impossible, Line of best fit, Upper quartile, Lower quartile, Inter-quartile range. Frequency Density.
Assessment opportunities:	Formative assessments at the end of each unit (minimum 3 'pink tests' per half term)	Formative assessments at the end of each unit (minimum 3 'pink tests' per half term) Summative Assessment	Formative assessments at the end of each unit (minimum 3 'pink tests' per half term)	Formative assessments at the end of each unit (minimum 3 'pink tests' per half term)	Formative assessments at the end of each unit (minimum 3 'pink tests' per half term)	Summative Assessment

Students in Sets 4 to 7 follow the Foundation tier syllabus
By the end of Y10 students should have covered every topic on the GCSE exam

Year Group Mapping: Progression Plan			Subject: Mathematics		Year Group: 10 Foundation	
	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Number 1	Number 2 /Algebra	Geometry 1	Geometry 2	Geometry 3	Probability and Statistics
Topics covered:	Unit 1. HCF and LCM Unit 2. Arithmetic with decimals and estimation Unit 3. Fractions Unit 4. Percentages Unit 5. Ratio	Unit 6. Indices and standard form Unit 7. Algebraic expressions Unit 8. Solving equations (inc. simultaneous and inequalities) Unit 9. Straight line, quadratic graphs and other non-linear graphs	Unit 10. Angles Unit 11. Plan and elevations and bearing Unit 12. Constructions	Unit 13. Similarity and congruence Unit 14. Transformations Unit 15. Pythagoras Theorem and Trigonometry	Unit 16. Units of measure and compound measures Unit 17. Vectors	Unit 17. Averages and range Unit 18. Probability and Venn diagrams Unit 19. Statistical diagrams (bar charts, pie charts and stem-and-leaf) Unit 20. Scatter graphs
Keywords & phrases:	Factors, multiples, estimate, error interval, mixed number, improper, multiplier, scale factor	Indices, reciprocal, coefficient, like terms, variable, inequality, simultaneous, linear, quadratic, gradient, intercept, variables	Supplementary, isosceles, clockwise, alternate, corresponding, co-interior, bisector, perpendicular	Similar, congruent, scale factor, area, volume, enlargement, translation, rotation, reflection, Hypotenuse, adjacent, Sine, Cosine, Tangent	Metric, compound, scalar, vector, Column vector, units	Mean, mode, median, class, range, correlation, outlier, proportional, relative frequency, independent, mutually exclusive, union, intersection
Assessment opportunities:	Formative assessments at the end of each unit (minimum 3 'pink tests' per half term)	Formative assessments at the end of each unit (minimum 3 'pink tests' per half term) Summative Assessment	Formative assessments at the end of each unit (minimum 3 'pink tests' per half term)	Formative assessments at the end of each unit (minimum 3 'pink tests' per half term)	Formative assessments at the end of each unit (minimum 3 'pink tests' per half term)	Summative Assessment

Subject: Maths

How to best support learning at home

1. Ensure students have a scientific calculator



2. Ensure all homework is completed, to a high standard

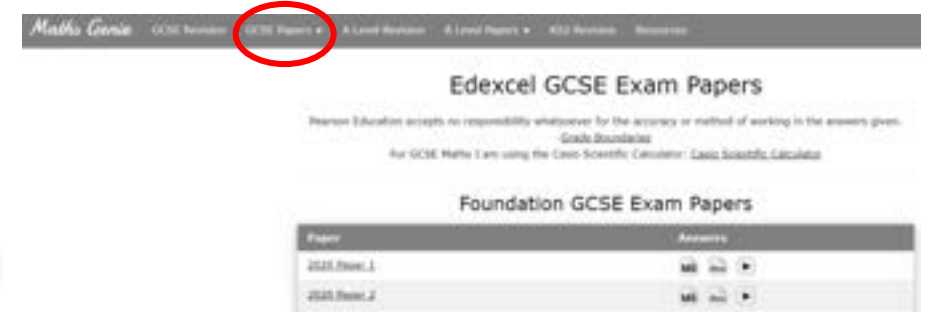


Question	Grade	Score	Time	Mark	Time	Mark	Time	Mark
270: Solve single linear inequalities 2 (negative 2)	100%	1	0:15	100%	0:15	100%	0:15	100%
271: Solve single linear inequalities 2 (positive 2)	100%	1	0:14	100%	0:14	100%	0:14	100%
272: Solve single linear inequalities 1 (positive 1)	100%	1	0:13	100%	0:13	100%	0:13	100%
273: Solve single linear inequalities 1 (negative 1)	100%	1	0:13	100%	0:13	100%	0:13	100%
274: Solve single linear inequalities 1 (positive 1)	100%	1	0:13	100%	0:13	100%	0:13	100%
275: Solve single linear inequalities 1 (negative 1)	100%	1	0:13	100%	0:13	100%	0:13	100%
276: Solve single linear inequalities 1 (positive 1)	100%	1	0:13	100%	0:13	100%	0:13	100%
277: Solve single linear inequalities 1 (negative 1)	100%	1	0:13	100%	0:13	100%	0:13	100%

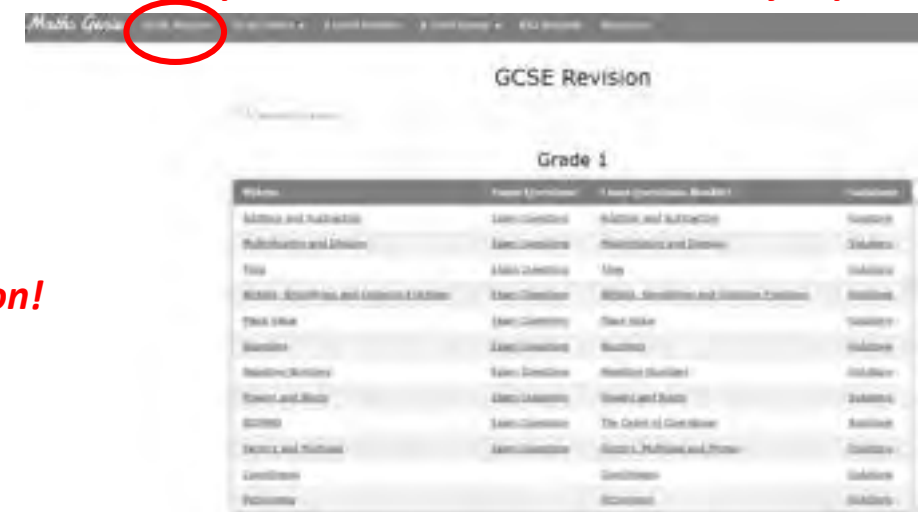
The website can also be used for independent revision!

3. Maths revision = practice, practice, practice!

Mathsgenie.co.uk for past papers + solutions



For videos, questions and solutions on every topic





KS4 Science

Ms Erengwa (Team Leader)
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Subject: Science Curriculum Vision, Intent, Implementation & Impact

KS4 Science Intent	KS4 Science Implementation	KS4 Science Impact
<ul style="list-style-type: none">•To develop, build and deepen the students’ scientific knowledge and the understanding of ideas developed in earlier key stages in biology, chemistry and physics.•Enable students to use conceptual models and theories to make sense of the observed diversity of natural phenomena.•To demonstrate investigative skills that science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review.•Developing their use of scientific vocabulary and nomenclature and the importance of scientific quantities and understanding how they are determined.	<p>In KS4 Science, students have 5 lessons a week. A typical Science lesson will have:</p> <ul style="list-style-type: none">• Retrieval: Starter activity for every lesson overlapping and interleaving topics.• Effective questioning: regular discussions and exploration of the overarching ‘enquiry questions’.• Modelling: clear modelling of extended writing and exam responses.• Explicit teaching of key vocabulary: Keywords are highlighted, and definitions kept in exercise books.• Challenge: embedded in planning and delivery of lessons; the curriculum is challenging, and all students are scaffolded to ‘aim high’.• Sampling: is used to inform the progression of teaching and determine understanding of each lesson.	<p>What success looks like in KS4 Science:</p> <p>Students should be able to:</p> <ul style="list-style-type: none">✓ Use their knowledge to explain how science is applicable to everyday life.✓ Interpret and analyse data.✓ Use key terminology appropriately.✓ Be able to write and plan an investigation.✓ Apply the knowledge learnt to careers associated with science.

Subject: Science KS4 Learning Journey

Substantive Science Knowledge:

Biology

- To understand the organisation, structure and processes from cells to organisms.
- The dependence of almost all life on Earth on the ability of photosynthetic organisms.
- The processes of inheritance, variation, adaptation, evolution and biodiversity.

Chemistry

- Linking atomic structure to particle matter and changes of state.
- The principles underpinning the development of the periodic table, periods, groups and varying physical and chemical properties.
- Earth and the atmosphere: understand the composition of the atmosphere and how the greenhouse effect is vital for organisms on Earth.

Physics

- Comparing the use of different energy sources and the impact on the environment.
- Understanding the effect of motion and forces on objects.
- Electricity: students must understand the difference in current electricity, static electricity and magnetism.

Developing the ability to summarise key knowledge and information to develop scientific investigation.





Students cover paper 1 content in Y10. Sets 1-3 are higher & sets 4-6 are foundation.
Triple students will only sit the higher tier.

Autumn term 1 (7 weeks)	Autumn term 2 (6 weeks)	Spring term 1 (6 weeks)	Spring term 2 (6 weeks)	Summer term 1 (6 weeks)	Summer term 2 (6 weeks)
B2: Organisation C2: Bonding, Structure and Properties of Matter	P2: Electricity B3: Infection & Response	C3: Quantitative Chemistry P3: Particle Model of Matter Cumulative Assessment	B4: Bioenergetics C4: Chemical Changes	P4: Atomic Structure C5: Energy Changes Paper 1 Bio Practice	Paper 1 Chem Practice Paper 1 Phy Practice Assessment Week Student Feedback & Reflection Activities Week



Students cover paper 2 content in Y11. Sets 1-3 are higher & sets 4-6 are foundation.
Triple students will only sit the higher tier.

Autumn term 1 (7 weeks)	Autumn term 2 (6 weeks)	Spring term 1 (6 weeks)	Spring term 2 (6 weeks)	Summer term 1 (6 weeks)	Summer term 2 (6 weeks)
B5: Homeostasis & Response C6: Rates of Reaction Mock Preparation (Paper 1 only)	P5: Forces Mock 1 Refinement and Feedback B6: Inheritance, Variation & Response	C7: Organic Chemistry P6: Waves C8: Chemical Changes	Mock 2 Revision (Papers 1 & 2) B7: Ecology Mock 2 Refinement & Feedback P7: Magnetism and Electromagnetism P8: Space (Triple Only)	C9: Chemistry of the Atmosphere C10: Using Resources Papers 1 & 2 Practice Student Feedback & Reflection GCSE Examinations	GCSE Examinations

Useful Websites:

FREE Samples – CHEMSHEETS.co.uk (scisheets.co.uk)

GCSE Revision | Revision Science (<https://revisionscience.com/gcse-revision>)

GCSE Science - BBC Bitesize (<https://www.bbc.co.uk/bitesize/subjects/zrkw2hv>)

Educake (students have personal logins)- www.educake.co.uk

Link to GCSE Specifications

Combined Science: [AQA | Science | GCSE | Combined Science: Trilogy](#)

Biology: <https://www.aqa.org.uk/subjects/science/gcse/biology-8461>

Chemistry: <https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

Physics: <https://www.aqa.org.uk/subjects/science/gcse/physics-8463>

QUEST

Name: _____

Combined: Year 11 Science Success!

You will be sitting 6 GCSE sciences papers. Below are the topic areas at a glance in each paper, information about the exam and the provisional date of the exam. All papers are 70 marks, 1h 15min long.

Biology

Paper 1	Paper 2
Tuesday 16 th May 2023, morning	Friday 9 th June 2023, afternoon
Topic 1: Cell structure and transport	Topic 5: Homeostasis and Response
Topic 2: Organisation	Topic 6: Inheritance, Variation and Evolution
Topic 3: Infection and response	Topic 7: Ecology
Topic 4: Bioenergetics	Key Ideas

Chemistry

Paper 1	Paper 2
Tuesday 23 rd May 2023, morning	Tuesday 13 th June 2023, morning
Topic 1: Atomic structure and the Periodic table	Topic 6: Rates of reaction
Topic 2: Bonding, structures and properties of matter	Topic 7: Organic Chemistry
Topic 3: Quantitative chemistry	Topic 8: Chemical analysis
Topic 4: Chemical changes	Topic 9: Chemistry of the Atmosphere
Topic 5: Energy changes	Topic 10: Using Resources
Key Ideas	Key Ideas

Physics

Paper 1	Paper 2
Thursday 25 th May 2023, morning	Friday 16 th June 2023, morning
Topic 1: Energy	Topic 5: Forces
Topic 2: Electricity	Topic 6: Waves
Topic 3: Particle model	Topic 7: Magnetism and Electromagnetism
Topic 4: Atomic structure	Key Ideas

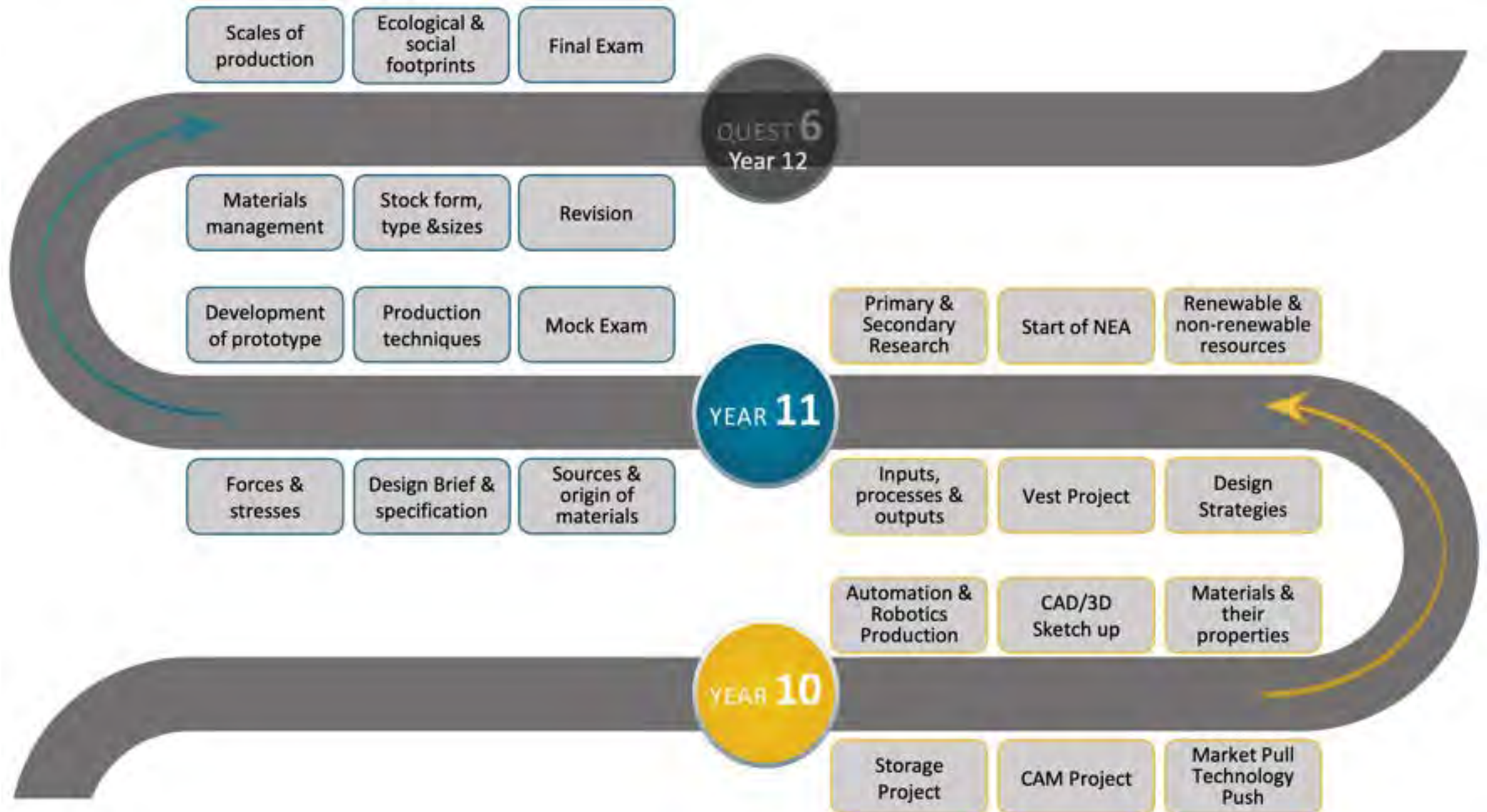




KS4
Design & Technology
Food, Preparation and Nutrition

Mr Henry
Secondary Director of Design & Technology
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Design & Technology KS4 Learning Journey



Year 10

Students in Year 10 will have the opportunity to explore a wide range of material categories and enhance their practical ability.

Prior to completing GCSE coursework students' complete projects which enable them to design and make quality products, focusing on the need to consider sustainability and the environmental impact of their designs and meeting the needs of different social groups.

In June, students are then given their contextual challenge for the NEA task and will begin this leading up to the summer break.

Year 11 NEA (50%)

Section A – Identifying and investigating design possibilities
(10 Marks)

Section B – Producing a design brief and specification
(10 Marks)

Section C – Generating design ideas
(20 Marks)

Section D – Developing design ideas
(20 Marks)

Section E – Realising design ideas
(20 Marks)

Section F – Analysing & evaluating
(20 Marks)

Total: 100 Marks Available

Year 11 Examination (50%)

Questions

Section A – Core technical principles
(20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

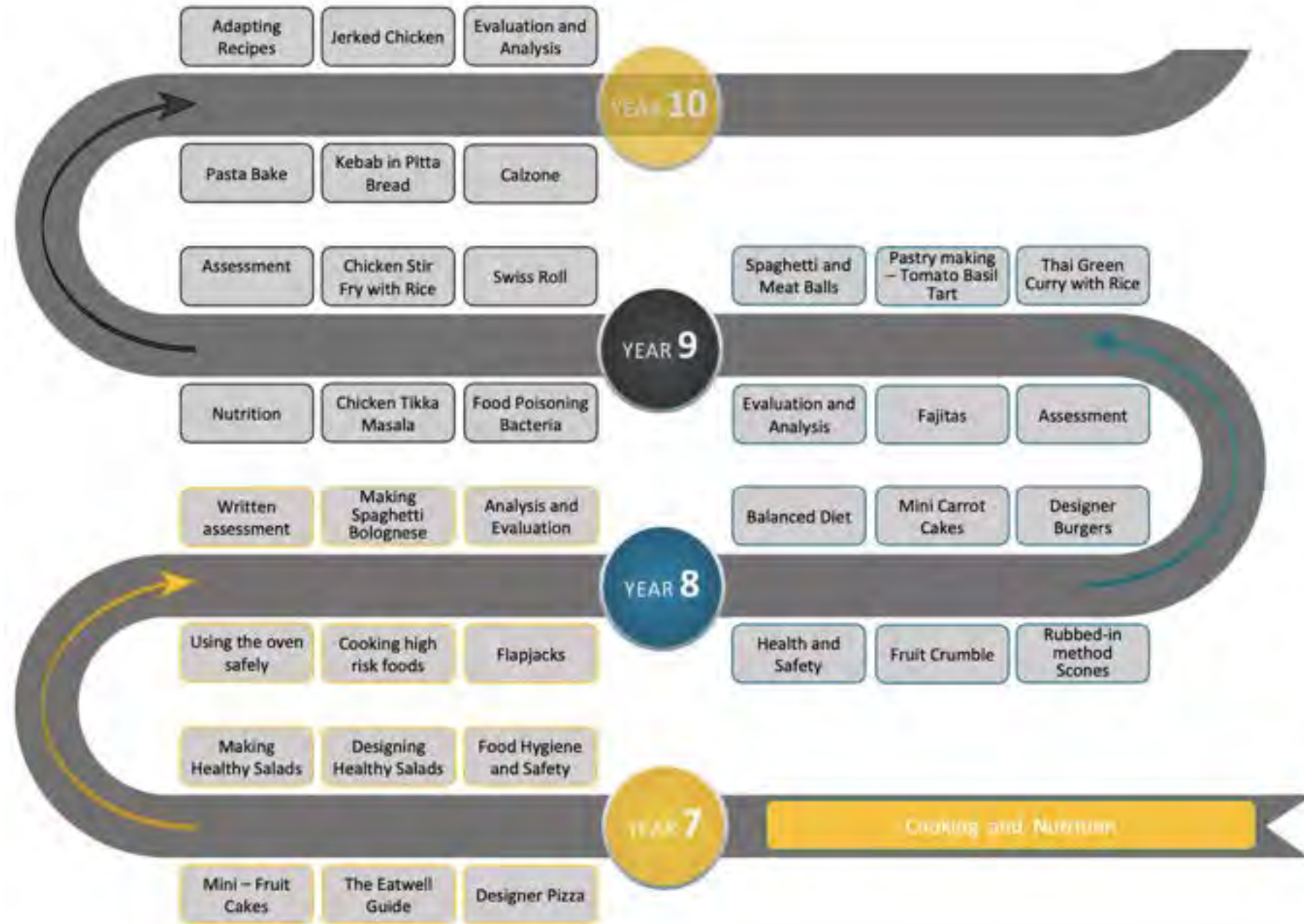
Section B – Specialist technical principles
(30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles
(50 marks)

A mixture of short answer and extended response questions.

Food, Preparation & Nutrition KS4 Learning Journey



Year 10

Through our Food Curriculum, students will **develop knowledge** and understanding of the functional and chemical properties of ingredients as well as nutritional content of recipes. Students will also develop an understanding of diet, nutrition and health and the **effects of poor eating habits** on one's health. In addition, students will develop an **awareness of food from different cultures** and show appreciation for multi-cultural foods. The knowledge gained will inspire students to develop new and exciting recipes or improve existing ones. Through the application of knowledge students will demonstrate safe and effective ways of planning, storing, preparing, cooking and serving a wide variety of food commodities using different methods of cooking and a range of equipment.

Year 11 NEA (60%)

Assessment 1: The Food Investigation Assessment **20%** of total qualification

A Food Investigation will be set that will require each learner to:

- (a) Research and investigate the task
- (b) Investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the investigation findings to achieve a particular result with respect to the preparation and cooking of food
- (c) Analyse and evaluate the task

Assessment 2: The Food Preparation Assessment **40%** of total qualification

This assessment is synoptic and assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking/skills techniques and the execution of practical skills.

Year 11 Exam (40%)

Areas of content:

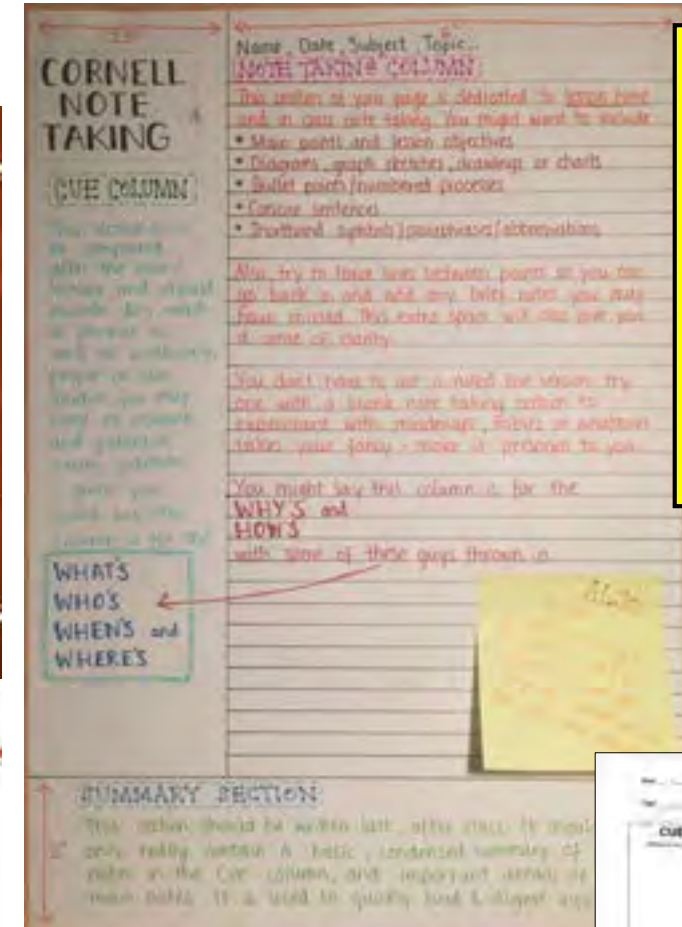
1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

Subject: D&T / Food | How to best support learning at home

Top tips:

- ✓ Use the **Seneca Learning** website to consolidate understanding of key topics.
- ✓ Practise answering **exam questions** in timed conditions
- ✓ Revisit past topics and **make connections** with your current learning. Use your **Cornell Notes** to support you in doing this.
- ✓ Create **Flash Cards** after your Theory lessons for retrieval purposes. Less notes the better!
- ✓ Look at **exemplar scripts** that have been provided for you. These have been marked and moderated by AQA.

Students have been provided the below Revision Guides and Workbooks



In every Theory lesson for both D&T and Food, students will use the Cornell Note Taking system. Please support them by ensuring they complete the summary and are able to read you through the lesson which took place that day.

Online Resources:

- BBC Bitesize
- Technology Student
- Seneca Learning
- YouTube (Exam Scripts)
- D&T Google Drive
- Google Classroom





KS4 Computer Science

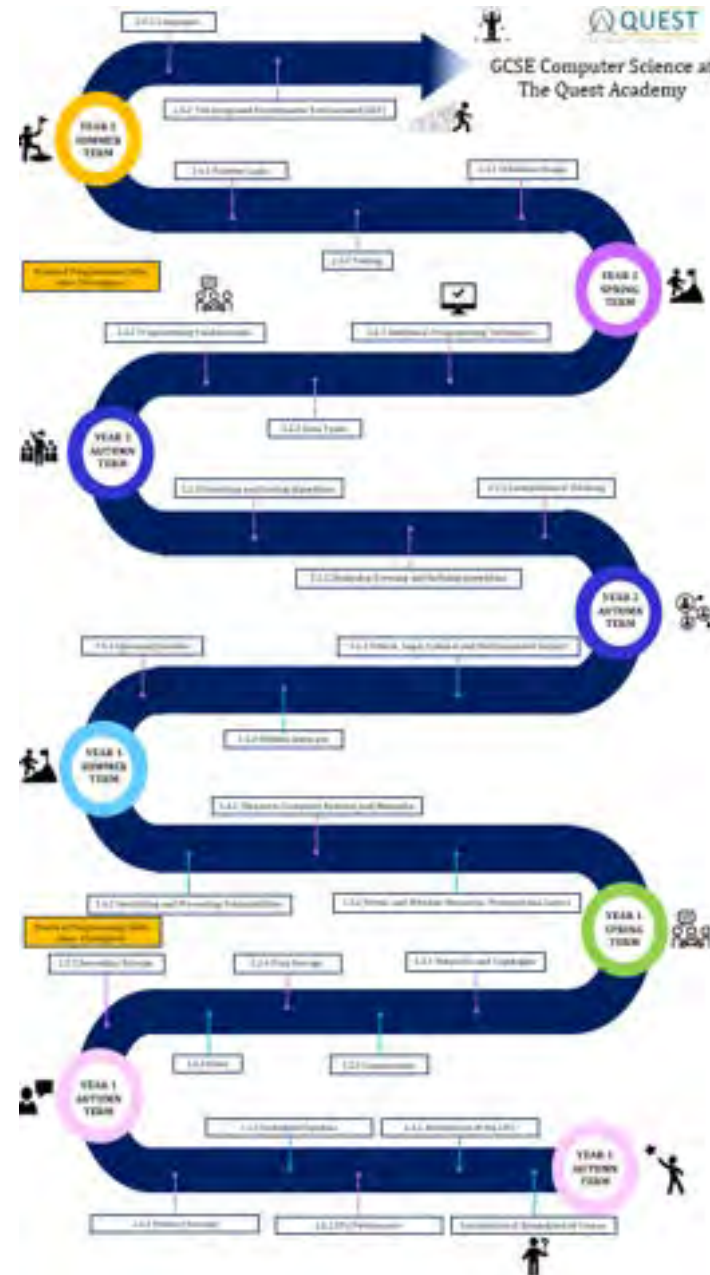
Mr N Rahman
Business and IT Coordinator
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Subject: Computer Science

Curriculum Vision, Intent, Implementation & Impact

KS4 CS & Business Intent	KS4 CS & Business Implementation	KS4 CS & BS Impact
<ul style="list-style-type: none">• Develop the capability, creativity and knowledge in computer science, digital media and information technology.• Develop and apply analytic, problem-solving, design, and computational thinking skills.	<p>In KS4 Computer Science students have 3 lesson a week. A typical lesson will have:</p> <ul style="list-style-type: none">• Retrieval: Starter activity for every lesson overlapping, recalling and introducing new topics. A typical lesson will include retrieval practice of how the previous concepts learned can be linked to the current lesson and future lessons.✓ Effective questioning: regular discussions and exploration of topics and subject matters.✓ Modelling: clear modelling of work with writing and communication responses.✓ Explicit teaching of key vocabulary: Keywords are highlighted, and definitions kept in exercise books.✓ Challenge All topics create critical thinking and fit together in the bigger picture in completion of the year.✓ Sampling: is used to inform the progression of teaching and determine understanding of each lesson.	<p>What success looks like in KS4 Computer Science:</p> <p>Students should be able to:</p> <ul style="list-style-type: none">✓ Use their knowledge to explain how Computer Science is applicable to everyday life.

Subject: Computer Science KS4 Learning Journey



Year	Autumn Term 1		Autumn Term 2		Spring Term 1		Spring Term 2		Summer Term 1		Summer Term 2	
	7 weeks		6 weeks		6 weeks		6 weeks		6 weeks		6 weeks	
10	1.1.1	Architecture of the CPU	1.2.2	Secondary storage	1.2.5	Compression	1.4.1	Threats to computer system and networks	1.5.1	Operating systems	1.6.1	Ethical, legal, cultural and environmental impact
	1.1.2	CPU performance	1.2.3	Units	1.3.1	Networks and topologies	1.4.2	Identifying and preventing vulnerabilities	1.5.2	Utility software		
	1.1.3	Embedded systems	1.2.4	Data storage	1.3.2	Wired and wireless networks, protocols and layers						
	1.2.1	Primary storage (memory)										
	11	2.1.1	Computational thinking, algorithms and programming	2.1.3	Designing, creating and refining algorithms	2.2.1	Programming fundamentals	2.2.3	Additional programming techniques	2.3.2		
2.1.2		Computational thinking	2.1.4	Searching and sorting algorithms	2.2.2	Data types	2.3.1	Defensive design	2.4.1	Boolean logic	2.5.2	The Integrated Development Environment (IDE)



Computer Science Top Tips

- Critically evaluate technology.
- Learn how to problem solve.
- Revise work done especially before assessments - for retrieval
- Using new terminology and ideas to encourage curiosity.
- Practice skills by using applications.

What makes it good?

- It is fun, structured and enjoyable.
- It's challenging and lots of knowledge.
- Subject passion and appreciation.
- Understanding of concepts – like how things work.
- Create links to real life examples.

Useful Websites:

Seneca: [senecalearning.com](https://www.senecalearning.com)



KS4 Business Studies

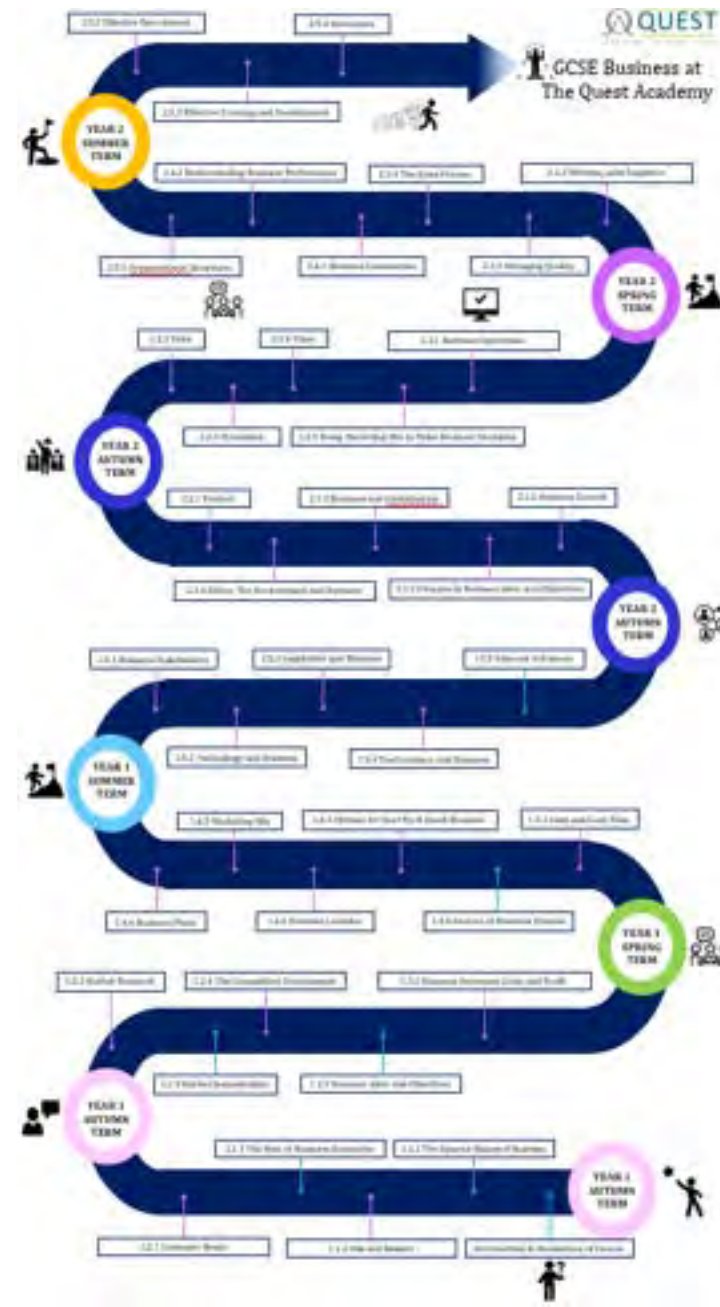
Mr N Rahman
Business and IT Coordinator
nrahman@thequestacademy.org.uk

Subject: Business Studies

Curriculum Vision, Intent, Implementation & Impact

KS4 CS & Business Intent	KS4 CS & Business Implementation	KS4 CS & BS Impact
<ul style="list-style-type: none">• To know and understand the concepts, terminology, objectives and business activity of business on individuals and wider society.• Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems	<p>In KS4 Business students have 3 lesson a week. A typical lesson will have:</p> <ul style="list-style-type: none">• Retrieval: Starter activity for every lesson overlapping, recalling and introducing new topics. A typical lesson will include retrieval practice of how the previous concepts learned can be linked to the current lesson and future lessons.✓ Effective questioning: regular discussions and exploration of topics and subject matters.✓ Modelling: clear modelling of work with writing and communication responses.✓ Explicit teaching of key vocabulary: Keywords are highlighted, and definitions kept in exercise books.✓ Challenge All topics create critical thinking and fit together in the bigger picture in completion of the year.✓ Sampling: is used to inform the progression of teaching and determine understanding of each lesson.	<p>What success looks like in KS4 Business Studies:</p> <p>Students should be able to:</p> <ul style="list-style-type: none">✓ Interpret and analyse data.✓ Use key terminology appropriately.✓ Be able to understand, write and plan concepts.✓ Students can make links between key themes and concepts across the course, using real life examples through practical case studies.✓ Have an appreciation, passion and love for the subject.

Subject: Business KS4 Learning Journey



Year	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	7 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks
10	1.1.1 The dynamic nature of business	1.2.3 Market segmentation	1.3.3 Cash and cash-flow	1.4.2 Business location	1.5.1 Business stakeholders	1.5.4 The economy and business
	1.1.2 Risk and reward	1.2.4 The competitive environment	1.3.4 Sources of business finance	1.4.3 The marketing mix	1.5.2 Technology and business	1.5.5 External influences
	1.1.3 The role of business enterprise	1.3.1 Business aims and objectives	1.4.1 The options for start-up and small businesses	1.4.4 Business plans	1.5.3 Legislation and business	
	1.2.1 Customer needs	1.3.2 Business revenues, costs and profits				
	1.2.2 Market research					
11	2.1.1 Business growth	2.1.4 Ethics, the environment and business	2.2.3 Promotion	2.3.1 Business operations	2.3.4 The sales process	2.5.1 Organisational structures
	2.1.2 Changes in business aims and objectives	2.2.1 Product	2.2.4 Place	2.3.2 Working with suppliers	2.4.1 Business calculations	2.5.2 Effective recruitment
	2.1.3 Business and globalisation	2.2.2 Price	2.2.5 Using Marketing Mixture to Make Business Decisions	2.3.3 Managing quality	2.4.2 Understanding business performance	2.5.3 Effective training and development
						2.5.4 Motivation



Business Studies Top Tips

- Learn the definitions and formulae
- Apply business knowledge and terminology to real-life contexts
- Understand the exam criteria for longer answers (6-markers and 9-markers)

How do I do this?

1. Make flashcards and start revising early
2. Watch and read the business news, and try to apply what you learn in lessons to real-life situations
3. Practise using past papers and check the mark scheme to understand exactly how to get the marks for longer answers especially

Useful Websites:

Seneca: <https://www.bbc.co.uk/bitesize/>



KS4 Art

Mr Russell

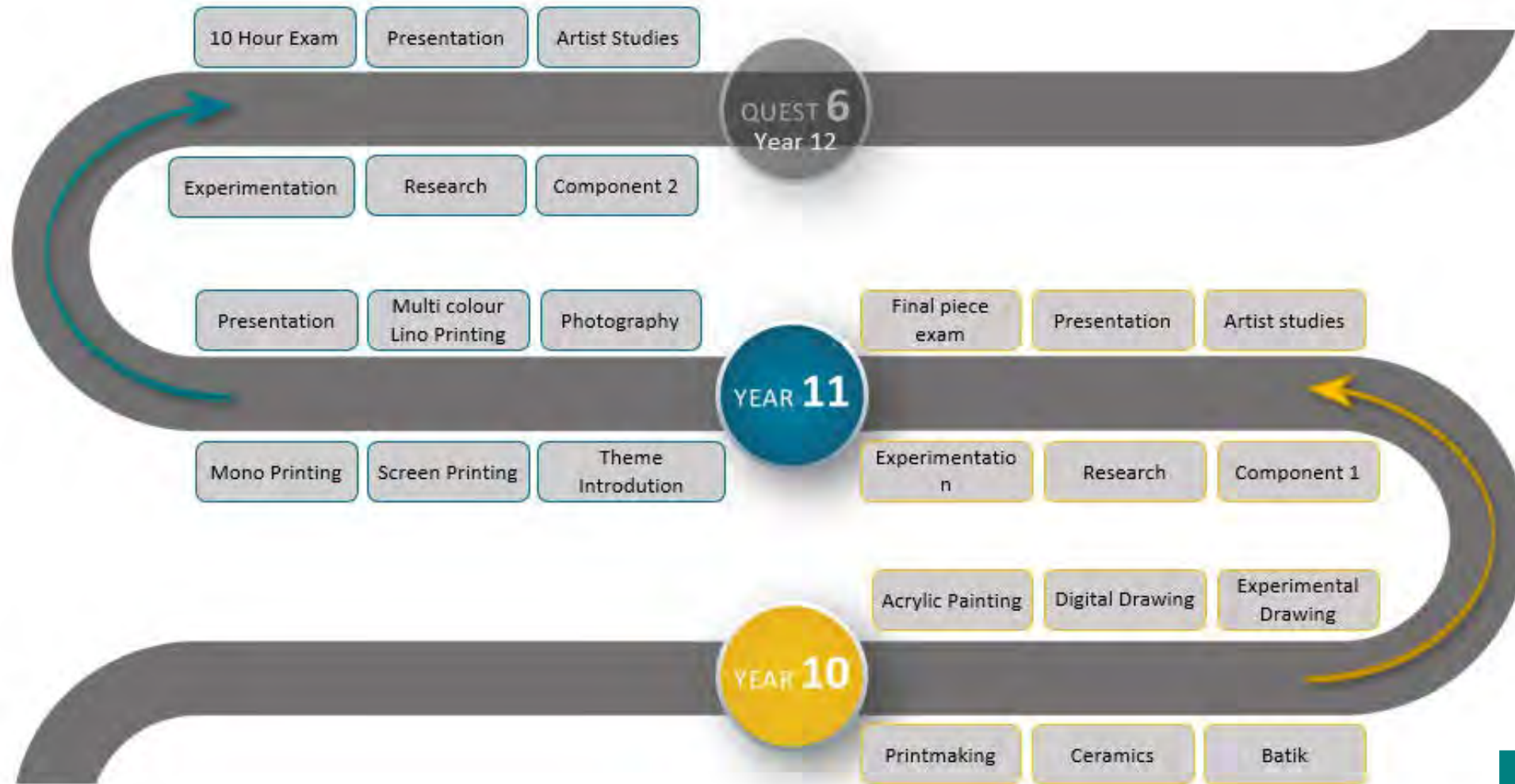
Team Leader for Creative Arts

jrussell@thequestacademy.org.uk

Our vision for Art is to **engage**, **empower** and **inspire** students develop their own creative choices to confidently address the world around them through the medium of Art.

Intent	Implementation	Success in our subject is:
<ul style="list-style-type: none">•Creative & critical thinking: exploring the context behind and issues informing art and visual culture, using knowledge and developing emotional intelligence to be critical and thoughtful in productive and creative ways.•Confidence in practical skill – drawing, painting, sculpture, mixed media, photography•Independence – using skills and knowledge to develop own creative ideas•Experimentation – students building the foundational skills in order to develop the confidence to take risks	<ul style="list-style-type: none">•Starter – art analysis or re-call/ retrieval quiz on prior learning/ Skill practice/ intro to new skill•Part one – Teacher introduces key vocab and demonstrates the practical application of it . Practice is then facilitated•Part two – – Students practice new skill/vocabulary through teacher differentiation.•Part four – Students reflect on learning/ own practice	<ul style="list-style-type: none">✓ Re-call subject specific vocabulary in the right context✓ Create drawings using proportion and the formal elements✓ Take ownership of ideas/ develop intentions✓ Confidence – in using dry and wet materials to develop ideas✓ Independence – to conduct research✓ To create their own & original work✓ To critically analyse and evaluate own work & the work of others

Subject: Art | KS4 Learning Journey



Exam Board

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Introduction to GCSE Art	Life and Death	Life and Death	Identity	Identity	Final Idea
Topics covered:	<ul style="list-style-type: none">How to present a portfolio in art and design – what are the assessment objectives?Observational drawingsWhat is Vanitas?How do we create a research page?	<ul style="list-style-type: none">Artist research – how do we analyse a work of art?How do we create imaginative practical responses to artists?	<ul style="list-style-type: none">Research, responses and experimentationsUsing a variety of materials in response to selected artistsInvestigation into cabinets of curiosity	<ul style="list-style-type: none">Initial ideas – how do I create a mind map and thumbnail sketches?How do I develop my ideas?How do I create a final idea?How do I realise my intentions?	<ul style="list-style-type: none">Recap of course specWhat does a good portfolio look like?What is identity? Title page, mood board, mind mapStudents given a range of artists to discuss and to choose their focus for the topic	<ul style="list-style-type: none">Observations – portraits, hands, objects relating to themeArtist studies – Marlene Dumas, Jenny Saville, Faith Ringgold, Frank Auerbach

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Final Project	Final Project	Exam	Exam	Exam	
Topics covered:	<ul style="list-style-type: none">• Responses to artists and experimentation• Ink• Chiaroscuro• Watercolour• Acrylic - impasto	<ul style="list-style-type: none">• Initial ideas – mind map/ thumbnail sketches• Experimentation• Final ideas	<ul style="list-style-type: none">• Title page• Mood page• Mind map• Observations• Select artist to research	<ul style="list-style-type: none">• Artist research and responses – creative responses to artists using a variety of materials:• Drawing• Ink• Watercolour• Acrylic• Clay – dependant on specialism	<ul style="list-style-type: none">• Initial ideas – thumbnail sketches• Experimentation• Final idea design• Exam: 10 hours	

Useful Contacts:

Mr Aleksander Basic – abasic@thequestacademy.org.uk

Miss Jade Weatherill – jweatherill@thequestacademy.org.uk

1

- Go to Art Galleries

2

- All work to be completed and in the Sketchbook

3

- Put the work in outside of the lesson

4

- Be organised

5

- Read about Art and Artists



KS4 Music

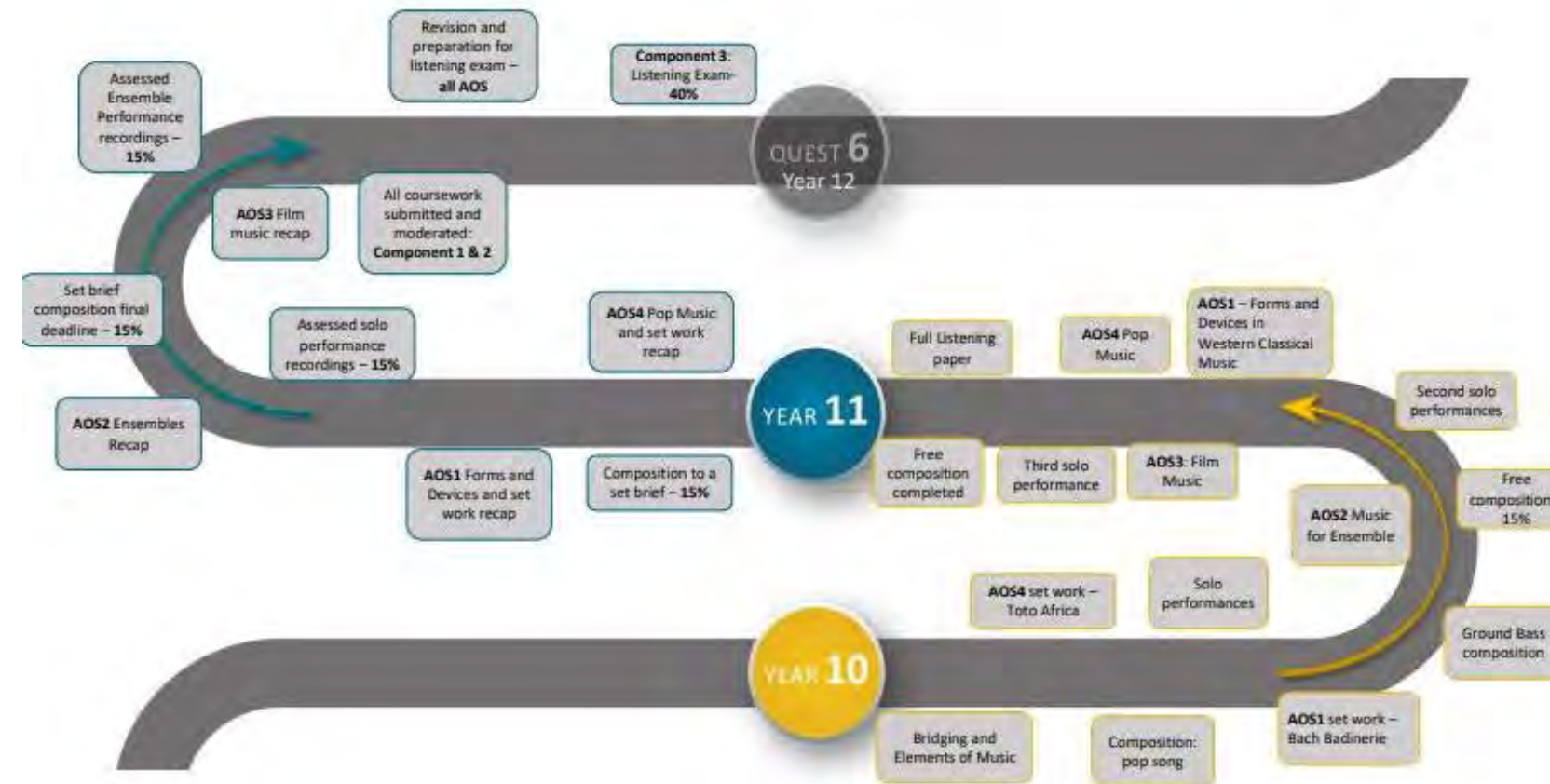
Mr Russell
Team Leader for Creative Arts
jrussell@thequestacademy.org.uk

Subject: Music| Curriculum Vision, Intent, Implementation & Impact

Our vision for Music is to **engage**, **empower** and **inspire** our students to be the next generation of musicians.

Intent	Implementation	Success in our subject is:
<p>Appraising: Develop critical listening and analysis of different musical periods and genres: exploring the context of different pieces of music through Areas of Study.</p> <p>Creative composition skills: developing skills for composing both free and to a brief.</p> <p>Developing Performance skills: to perform solo and ensemble performances in front of an audience.</p>	<p>Part one –Understanding the elements of music</p> <p>Part two – Listening to and analysing set works</p> <p>Part three – Students develop skills to create and compose their own music</p> <p>Part four – Use musical language to comment on and write about different musical performances.</p>	<ul style="list-style-type: none">•Re-call & use subject specific vocabulary in the right context and include it in their verbal and written answers.•To compose their own compositions.•To analyse different pieces of work and recognize different elements of music.•Students learning and practicing in their own time to build towards assessed solo and ensemble performances.

Subject: Music | KS4 Learning Journey



Component 1: Performing

Total duration of performances: 4-6 minutes

Non-exam assessment: internally assessed, externally moderated

30% of qualification

A minimum of two pieces, one of which must be an **ensemble** performance of **at least one minute** duration. The other piece(s) may be **either solo and/or ensemble**. **One** of the pieces performed must link to an area of study of the learner's choice.

Component 2: Composing

Total duration of compositions: 3-6 minutes

Non-exam assessment: internally assessed, externally moderated

30% of qualification

Two compositions, **one** of which must be in response to a **brief set by WJEC**. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The **second** composition is a free composition for which learners set their **own brief**.

Component 3: Appraising

Written examination: 1 hour 15 minutes (approximately)
40% of qualification

This component is assessed via a listening examination.

Eight questions in total, **two** on each of the four areas of study.

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

Two of the eight questions are based on extracts set by WJEC.

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Bridging Unit & AOS4 set work	AOS1 set work Badinerie Classical style composition	AOS2 Ensemble Music Composition 1	AOS1 Forms and Devices Composition 1	AOS3 Film Music Composition 1	AOS4 Pop Music Composition 1
Topics covered:	<ul style="list-style-type: none">MAD T SHIRT musical elements• Music Theory• Reading notation and improvising within a structure• Solo and group performing• Pop composition• AOS4 Set work: Toto Africa	<ul style="list-style-type: none">• Analysing Bach’s Badinerie.• Composing conventions of classical music: composing in a classical structure: binary; theme and variations; ternary; strophic forms and ground bass.• Performing, composing and appraising within the style.	<ul style="list-style-type: none">• Performing, composing and appraising within the style.• What is ensemble music: analysing musical theatre; chamber music and Jazz and the Blues through a diverse range of case studies.• Texture and sonority• Ensemble performance skills• Relationship between performers and audience.• Starting free composition	<ul style="list-style-type: none">• Western classical forms and devices• A chronological understanding of Western classical music from the Baroque, Classical and Romantic periods.• Understanding compositional conventions of the different classical music periods.• Free composition	<ul style="list-style-type: none">• How is music for film created, developed and performed?• Analysing dramatic underscoring and thematic music alongside popular songwriting• Impact of film music on the audience• Composing and performing film music using music technology to create mood and atmosphere through engaging with narrative.• Free composition	<ul style="list-style-type: none">• Conventions of pop through analysing case studies in wide-ranging and diverse genres: soul, bhangra, RnB, Rap, fusion music etc.• The popular music industry considering the role of composers, performers, producers, arrangers and songwriters and impact of music technology• Performing, composing and appraising within the style.• Finishing, refining and recording free composition – 15%

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	AOS4 Pop Music recap Set brief composition	AOS1 Forms and Devices recap Set brief composition Solo performance	AOS2 Music for Ensemble recap Set brief composition Ensemble performance	AOS3 Film Music recap Set work recap Coursework submissions	Listening exam preparation	
Topics covered:	<ul style="list-style-type: none"> Pop Music recap and AOS4 set work recap. Starting set brief composition – 15% 	<ul style="list-style-type: none"> Forms and Devices recap and AOS1 set work recap. Solo performance practice and recordings Set brief composition 	<ul style="list-style-type: none"> AOS2 Music for Ensemble recap Set brief composition deadline Ensemble performance recordings – 15% 	<ul style="list-style-type: none"> AOS3 Film Music recap Set work – AOS1 and AOS4 recap All coursework submitted to exam board for moderation: - 60% composition and performances. 	<ul style="list-style-type: none"> Exam Technique for appraising exam - 40% 10 mark essay question technique. Revision of all Areas of Study (1-4) 	

Useful Links and contact details:

GCSE Bitesize

[GCSE Music - Eduqas - BBC Bitesize](#)

Music Theory

musictheory.net

edunn@thequestacademy.org.uk

dbest@thequestacademy.org.uk

1

- Watch and listen to as much music as possible (Live and Recorded).

2

- Listen critically and analytically to many different styles of music.

3

- Record your ideas for compositions and learn from others.

4

- Spend time regularly learning and practising music.

5

- Take part in musical performances inside and outside school.



KS4 Drama

Mr Russell

Team Leader for Creative Arts

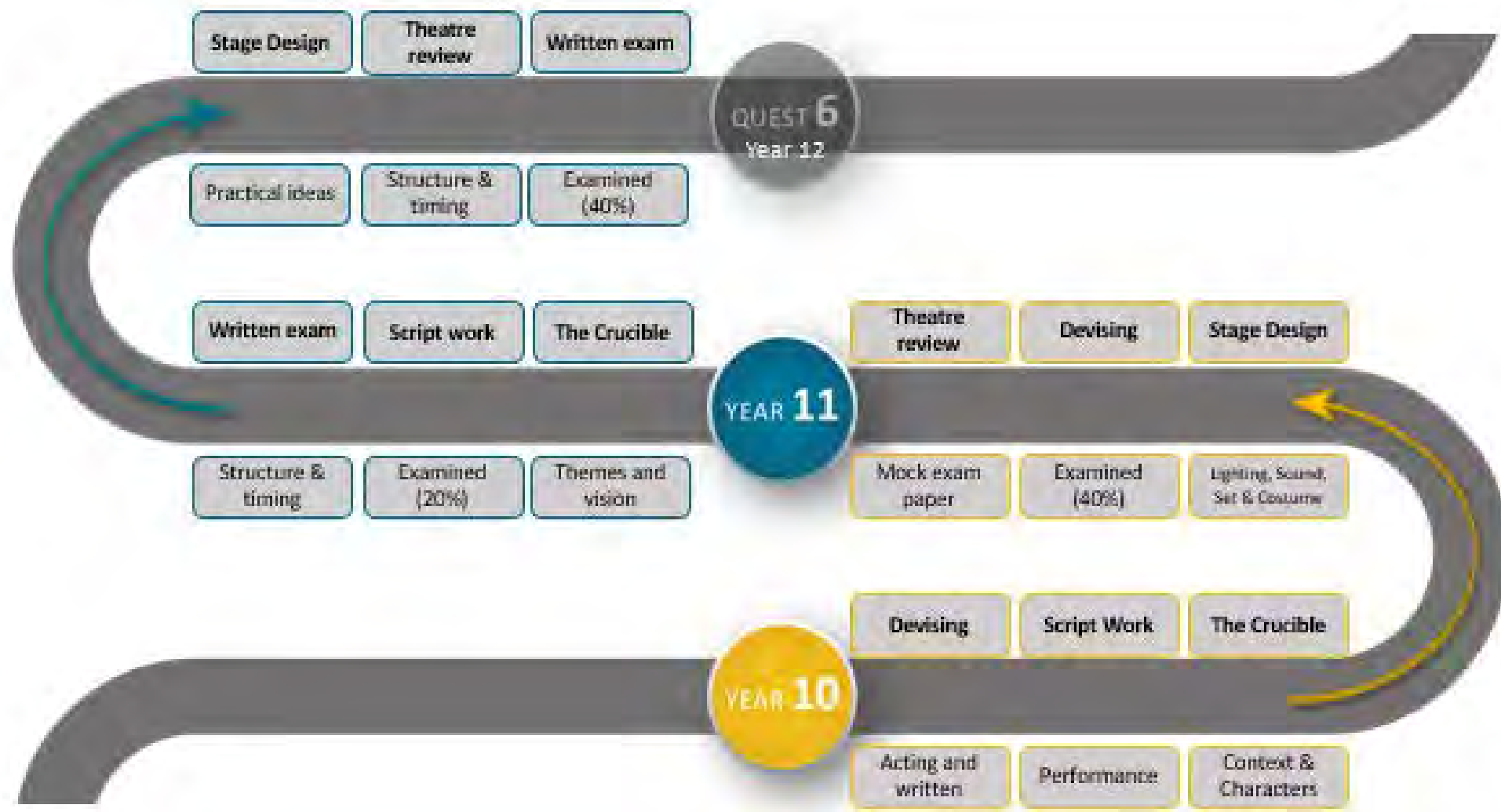
jrussell@thequestacademy.org.uk

Subject: Drama | Curriculum Vision, Intent, Implementation & Impact

Our vision for Drama is to **engage**, **empower** and **inspire** our students to be the next generation of Theatre Makers

Intent	Implementation	Success in our subject is:
<ul style="list-style-type: none">•Develop deep & critical thinking: exploring the ‘why’, ‘how’ & value of ‘Drama’•Creative thinking: exploring levels of imagination, curiosity & creativity•Increased perception (CC): understanding community, history and society around the students.	<ul style="list-style-type: none">•Part one – Skill Practice / Recall / Introduction to new skill•Part two – New skill/Vocabulary is taught through teacher practical modelling. Practice is then facilitated.•Part three – Students practice new skill/vocabulary through teacher differentiation.•Part four – Opportunity for student Performance/Feedback/Reflection time.	<ul style="list-style-type: none">•Re-call & use subject specific vocabulary in the right context•To create their own & original work•To critically analyse and evaluate own work & the work of others.•Students taking ownership of own ideas and develop intentions of a performance

Subject: Drama | KS4 Learning Journey



	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	<ul style="list-style-type: none">Skills Development and Introduction to GCSE	<ul style="list-style-type: none">Component 1 MockIntroduction to The Crucible	<ul style="list-style-type: none">Component 2 Mock	<ul style="list-style-type: none">Component 1		
Topics covered:	<ul style="list-style-type: none">Understanding the SpecificationGreek TheatreElizabethan TheatreRestoration TheatrePost Modern TheatreAnalysis and Evaluation	<ul style="list-style-type: none">Styles of TheatreResponding to a StimulusWriting about the development and performance of theatreThe Crucible Whole PlaySCHP ContextUnderstanding the Characters	<ul style="list-style-type: none">Approaching TextCreating a characterUnderstanding Intention	<ul style="list-style-type: none">Styles of TheatreResponding to a StimulusWriting about the development, process and analysis and evaluation of process and performance.		

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Component 1 Mop Up	Component 3	Component 2	Component 3		
Topics covered:	Portfolio Redraft	Section A: The Crucible Section B: Live Theatre Review	Approaching Text Creating a character Understanding Intention	Section A: The Crucible Section B: Live Theatre Review		

Useful Links:

The Quest Academy Drama Website

<https://sites.google.com/thequestacademy.org.uk/creative-arts/creative-arts-home>

GCSE Bitesize

[GCSE Drama - Edexcel - BBC Bitesize](#)

1

- Watch as much theatre as possible (Live and Recorded)

2

- Be curious and question the choices of Creatives in the Industry

3

- Steal Ideas from others

4

- Do 1 task on The Crucible a week (Big or Small)

5

- Read plays, read about theatre



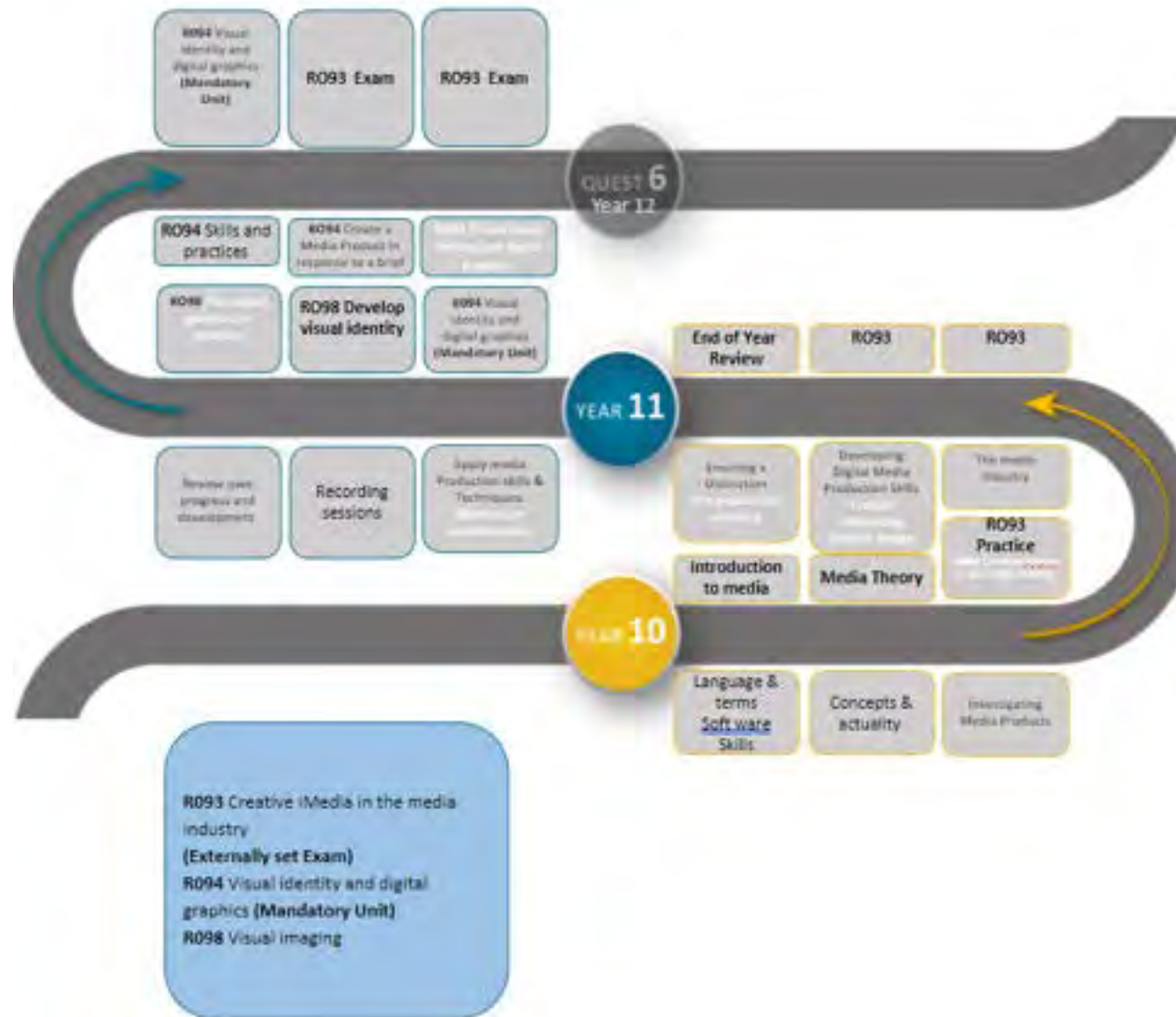
KS4 GCSE iMedia

Mr Russell

Team Leader for Creative Arts

jrussell@thequestacademy.org.uk

Subject: Media | KS4 Learning Journey



Subject: Curriculum Vision, Intent, Implementation & Impact

Our Vision:

To engage, empower and inspire students to develop as media practitioners, to respond creatively to the world around them through the use of a dynamic skill set.

Develop deep & critical thinking: exploring the 'why', 'how' & value of 'Media'
Creative thinking: exploring levels of imagination, curiosity & creativity
Increased perception (CC): understanding community, history and society around the students.

Logic: How are lessons structured?
4-part lesson:
Part one – Skill Practice / Recall / Introduction to new skill
Part two – New skill/Vocabulary is taught through teacher practical modelling. Practice is then facilitated.
Part three – Students practice new skill/vocabulary through teacher differentiation.
Part four – Opportunity for student Performance/Feedback/Reflection time.

- Re-call & use subject specific vocabulary in the right context
- To create their own & original work
- To critically analyse and evaluate own work & the work of others.
 - Students taking ownership of own ideas and develop intentions of a performance
- Grade/performance data

OCR Level 1/Level 2 Cambridge
National in Creative iMedia

Exam Board



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R094: Visual identity and digital graphics				R093: Creative iMedia in the media industry	R098: Visual imaging
<ul style="list-style-type: none">• Intro to design skills• Micro briefs- stop motion & poster design	<ul style="list-style-type: none">• Contextual understanding• Elements of design• Codes and conventions	<ul style="list-style-type: none">• Graphic formats and software skills (raster & vector graphics)	<ul style="list-style-type: none">• Design promo graphics for client• Digital and printed advertisements and company branding	MOCK <ul style="list-style-type: none">• 1.1 Media industry sectors and products• 1.2 Job roles in the media industry	MOCK <ul style="list-style-type: none">• Studio photography &• Digital editing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R098: Visual imaging				Creative iMedia in the media industry	
<ul style="list-style-type: none">• Intro to the photographic studio• Micro briefs- stop low key/ high key lighting	<ul style="list-style-type: none">• Contextual understanding• Elements of design• Codes and conventions- composition por traiture, product photography & advertising	<ul style="list-style-type: none">• Digital editing and software skills<ul style="list-style-type: none">✓ Exposure✓ Levels✓ Composition✓ Cropping	<ul style="list-style-type: none">• Digital editing and software skills• Graphic layout and digital photography	EXAM	EXAM

Enhance your **communication skills** – regular wider reading around the subject that aids literacy and comprehension.

Network with others, forging good working relationships with people who could help or open doors to future projects

Demonstrate **good organisation & file management skills**.

Keep abreast of **current affairs**

Keep a **portfolio of creative ideas** or projects

Useful links

- ✓ [Careers, jobs and skills training in film, TV, VFX, animation and games - ScreenSkills](#)
- ✓ [GCSE Media Studies - BBC Bitesize](#)
- ✓ [Digital Media Sectors and Audiences \(slideshare.net\)](#)
- ✓ [Specification - Pearson BTEC Level 3 National Diplomas in Creative Digital Media Production \(Tech Level\)](#)
- ✓ [Cambridge Nationals - Creative iMedia Level 1/Level 2 - J834 - OCR](#)



KS4 History

Mr Boundy

History Coordinator
Aboundy@thequestacademy.org.uk

Subject: History Curriculum Vision, Intent, Implementation & Impact

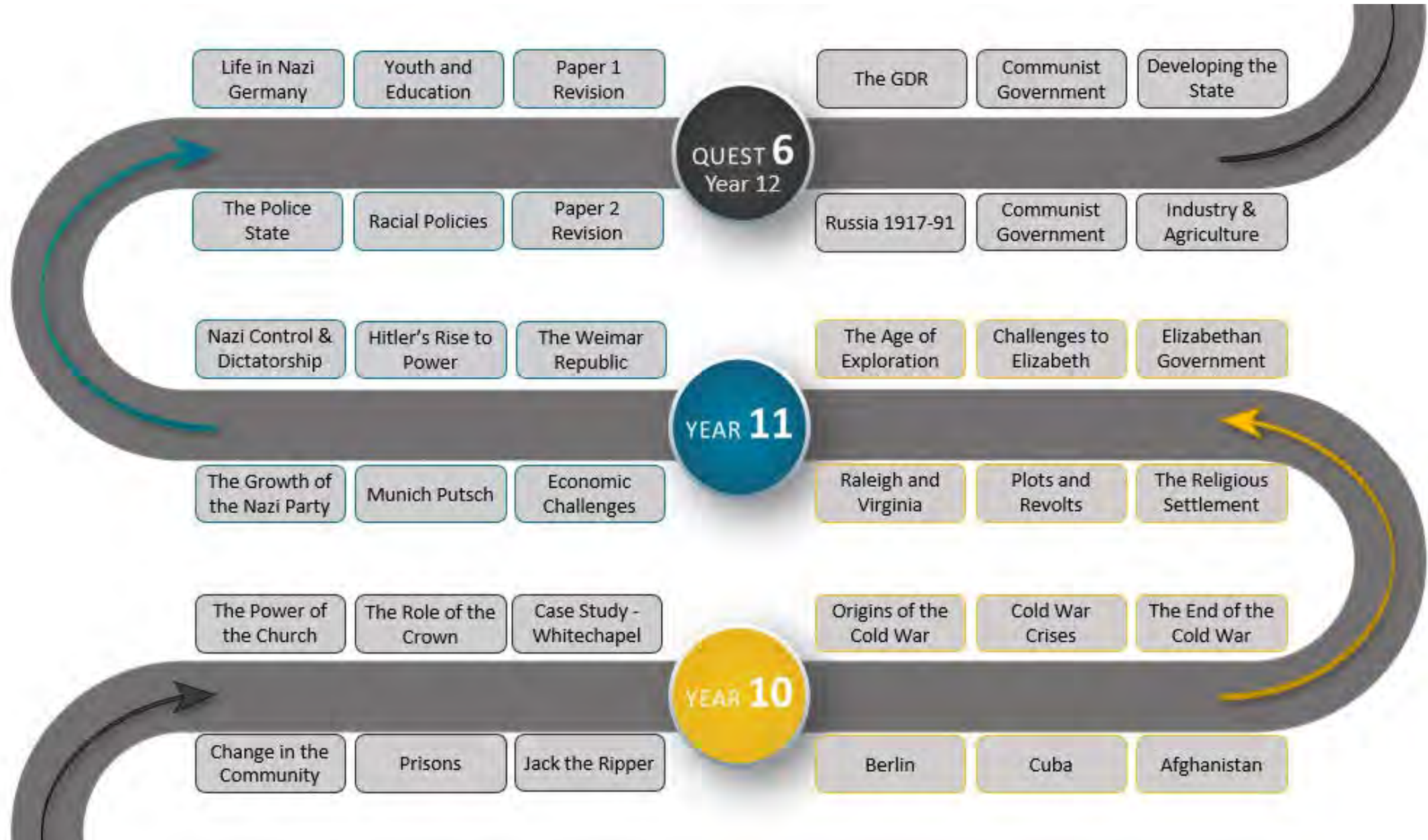


It also has a History Vision:


- Engaging students with the **relevance** of their learning and **understanding the past**.
- **Good historical understanding** : think, speak, write & critique like a historian.
- **Demonstrating a breath & depth of knowledge of the different periods of history**.
- Inspiring a **love of the subject**.
- **Lenses**: Bring an understanding of the contemporary through a critical engagement with the past.

Intent	Implementation	Success in our subject is:
<ul style="list-style-type: none">✓ Understand key historical concepts, namely: change, continuity, similarity, difference, cause, consequence and significance.✓ Allow students to reach evaluative judgement related to key historical concepts.✓ Read critically through the ability to make inferences and question the provenance of documents.✓ Know that History is predicated on interpretations based on a number of sources and authors preferences.✓ Write evaluatively, to construct considered and balanced pieces of extended writing.✓ Develop a lifelong love of History- of investigating and discovering the past.	<ul style="list-style-type: none">• Enquiry based learning – asking the small questions to answer the big ones.• Conceptually driven lessons and units that revisit and develop over time, linking students learning whilst also developing their skills.• Key learning strategies are:<ul style="list-style-type: none">• Flipped learning• Blended learning• ERIC and retrieval starters• Evaluation• Keywords• Oracy• Scaffolding• Learning Journeys	<p>Fulfilling our intent:</p> <ul style="list-style-type: none">• A chronological understanding of events, similarity and difference, significance, change and continuity, cause and consequence.• A critical thinker.• Able to argue and evaluate.• Understand different perspectives and competing interpretations.• Students can understand the utility of sources.• Students develop transferable skills.• Students understand historiography.

Subject: GCSE History | Learning Journey



	Autumn		Spring		Summer	
	1	2	1	2	1	2
Teacher 1	Paper 2: Superpower relations and the Cold War, 1941-91 Key Topic 1: Early tension between East and West		Whitechapel Revision (Paper 1)	Paper 2: Superpower relations and the Cold War, 1941-91 Key Topic 2: Cold War Crises		Whitechapel Revision (Paper 1)
Topics Covered:	Early tension between East and West The development of the Cold War The Cold War intensifies			Increased tension between East and West Cold War Crises Reaction to crisis Attempts to reduce tension between East and West		
Teacher 2	Paper 2 (40%): Early Elizabethan England Queen, government and religion, 1558-69, 58-69		Crime & Punishment 1000-1700 (Paper 1)	Paper 2 (40%): Early Elizabethan England Challenges to Elizabeth at home and abroad, 1569-88		Crime & Punishment 1700 - Present (Paper 1)
Topics Covered	The situation on Elizabeth's accession. The 'settlement' of religion. Challenge to the religious settlement. The problem of Mary Queen of Scots.			Plots and revolts at home. Relations with Spain. Outbreak of war with Spain, 1585-88. The Armada.		
Teacher 3	Paper 3 – Weimar and Nazi Germany Key topic 1: The Weimar Republic 1918–29		Key topic 2: Hitler's rise to power, 1919–33		Key topic 3: Nazi control and dictatorship, 1933–39	
Topics Covered	The legacy of the First World War. The setting up of the Weimar Republic. Reasons for the early unpopularity of the Republic. The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr. Reasons for economic recovery, the impact on domestic policies of Stresemann's achievements abroad. Changes in the standard of living and cultural changes.		Hitler's early career, the early growth and features of the Party. The reasons for, events and consequences of the Munich Putsch. Reasons for limited support for the Nazi Party. Reasons for the growth in support for the Nazi Party, Political developments in 1932. The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.		The Reichstag Fire. The Enabling Act. Threat from Röhm and the SA. Hitler becomes Führer, The role of the Gestapo, the SS, the SD and concentration camps. Nazi control of the legal system. Nazi policies towards Churches. Propaganda & censorship. The extent of support for the Nazi regime. Opposition.	
Assessment	Throughout every unit we introduce, develop, model, test, feedback and improve exam style questions to embed the demands of the different question types into students.					

Subject: History		Autumn Spring Summer				Year 11			
						Exam Board			
	Autumn		Spring		Summer				
	1	2	1	2	1	2			
Teacher 1	Paper 2: Superpower relations and the Cold War, 1941-91 Key Topic 3: The collapse of Soviet control of Eastern Europe		Whitechapel Revision (Paper 1)	Cold War Revision		Summer Exams 15 th May – Paper 1 4 th June – Paper 2 11 th June – Paper 3			
	Soviet invasion of Afghanistan Second Cold War Gorbachev The collapse of Soviet control of Eastern Europe			As previously listed.					
Teacher 2	Paper 2 Early Elizabethan England – Elizabethan society in the Age of Exploration, 1558-88		Crime and Punishment (Paper 1) Revision		Elizabethan England Revision (Paper 2)				
	Education and leisure. The problem of the poor. Exploration and voyages of discovery. Raleigh and Virginia.				As previously listed.				
Teacher 3	Key topic 4: Life in Nazi Germany, 1933–39		Paper 3 – Weimar and Nazi Germany Revision						
	Nazi views on women and the family. The Hitler Youth and the League of German Maidens. Nazi control of the young. Policies to reduce unemployment. Changes in the standard of living, especially of German workers Nazi racial beliefs and policies and the treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities. The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.		As previously listed.						

Seneca is your child's friend!

Online questioning and revision strategies.

Ask your child questions on how to structure a response.

Understand the specification:

[Edexcel GCSE and GCE 2014 \(pearson.com\)](https://www.pearson.com/UKHigherEducation/catalogue/titles/9780273744491/edexcel-gcse-history-2014)

Tips and Tricks



How to overcome obstacles in History.

Promote 'finger-tip' knowledge. Ask about a key fact or detail, get it explained.

The Quest History website is a friend!

Everything in terms of knowledge, skills and useful links.

All subjects:

<https://sites.google.com/thequestacademy.org.uk/year11revision/home>

History specific:

<https://sites.google.com/thequestacademy.org.uk/year11history/home>

Be proactive in supporting little and often.

5 minutes a day is a phenomenal thing.

If a student writes a revision card a day on school days in Year 10, they'll have 190 revision cards and just under a year to learn them!



KS4 Geography

Miss Berry - Geography Coordinator

cberry@thequestacademy.org.uk

Subject: Curriculum Vision, Intent, Implementation & Impact

Intent:

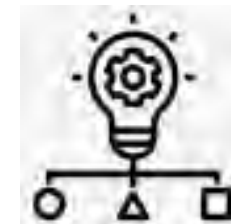
- Students can recognise their role as a **global citizen**
- Students will develop a passion for Geography through **ore and wonder**
- Students can be **inquisitive and critical** thinkers
- Students will **master skills** relating to **numeracy, graphicacy, cartography and statistics**
- Students develop wider **understanding and empathy of global issues**
- **'Think geographically'**- enabling students to have an increased and broader understanding of key concepts within different aspects of Geography

Implementation:

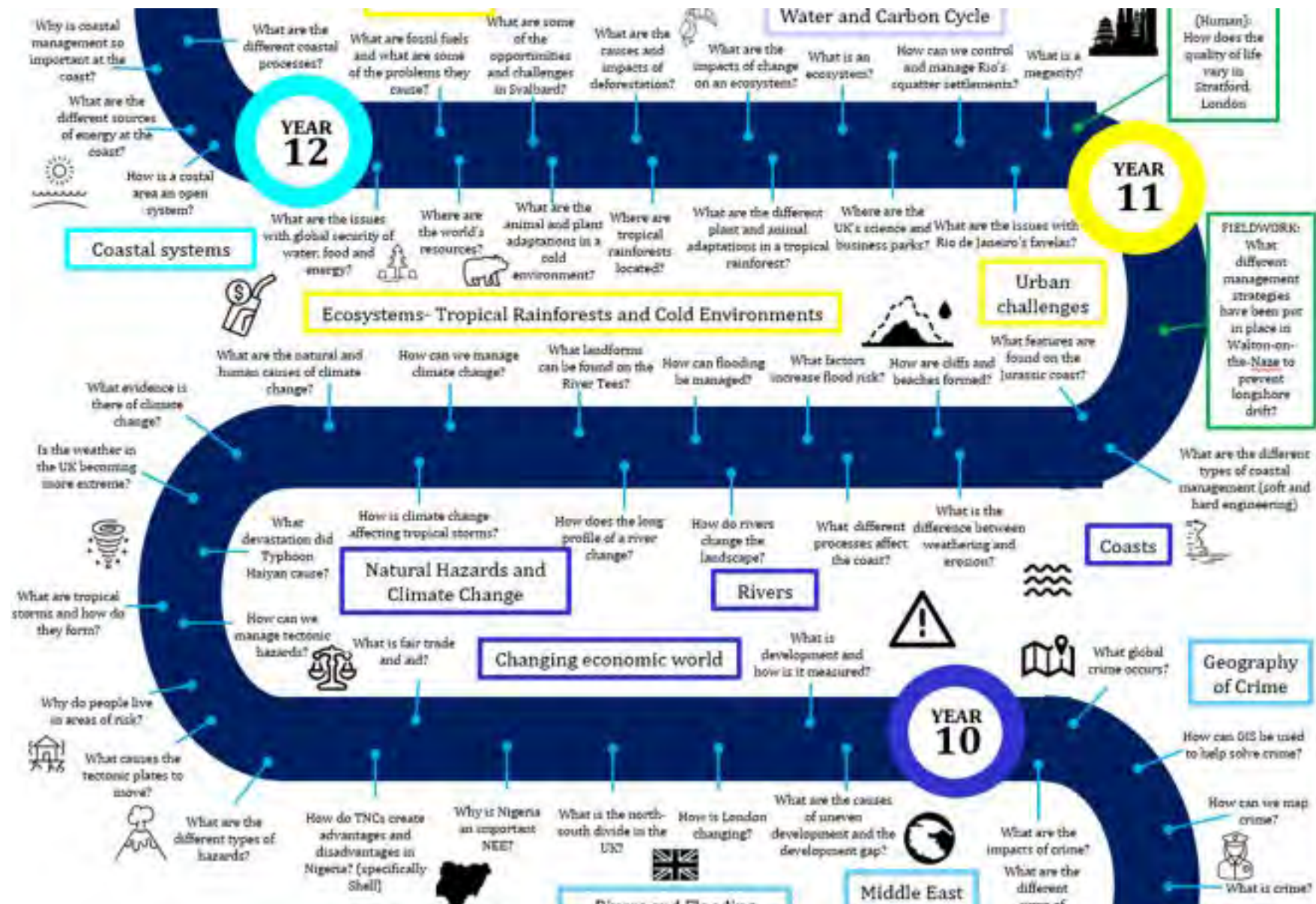
- Each topic is an overarching **enquiry** question to create critical thinking
- **Each lesson is a more 'narrowed' enquiry question** which links to the bigger picture of the topic
- A typical lesson will include **retrieval practice**
- Students are assessed and challenged each lesson in how they link geographical thinking and developing their language through **speaking like a geographer**
- A range of images, maps, graphs and data are used to develop students' skills

Impact:

- Students are more likely to be **inquisitive** and question the world as it is by asking 'why' and 'how' as they begin to think like a geographer.
- **Students can make links between key themes and concepts** across the course, using real life examples through case studies they have learnt
- Students can **identify and correct common geographical misconceptions** such as 'Africa is a county' or 'deserts are always hot'
- Students have developed a passion for Geography and **enjoy learning about new places**



Subject: KS4 Learning Journey



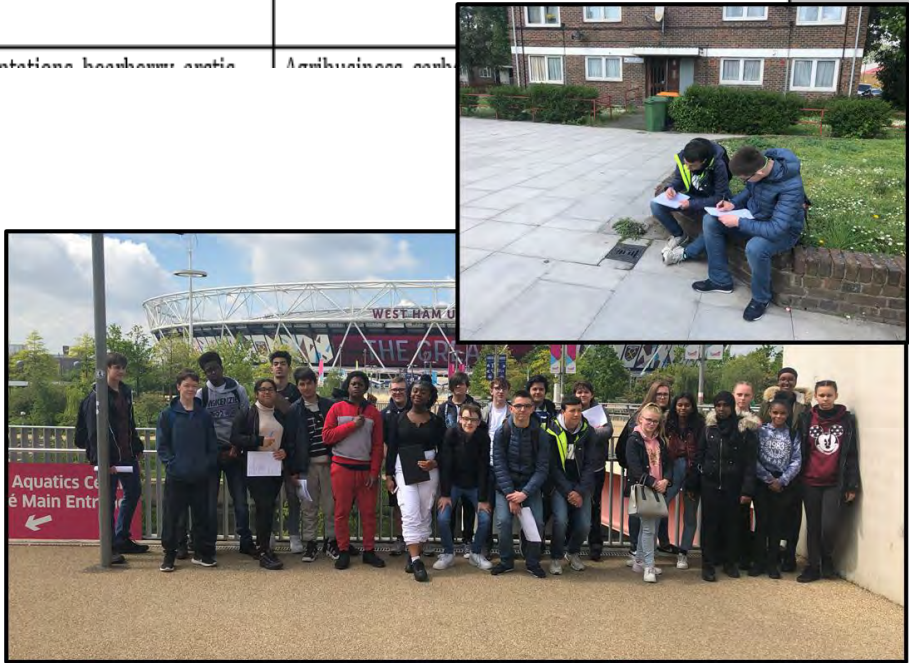
Year Group Mapping: Progression Plan			Subject:		Year Group: 10	
	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	<u>Paper 2-Section B</u> The Changing Economic World-	<u>Paper 2- Section B</u> Changing Economic World-Nigeria and UK	<u>Paper 1- Section A</u> Natural Hazards, Weather Hazards	<u>Paper 1- Section A</u> Weather Hazards ,Climate change	<u>Paper 1- Section C</u> Rivers	<u>Paper 1- Section C</u> Physical landscapes in the UK Coasts
Topics	Economic development and quality of life, DTM, fair trade, tourism, industrial development, TNCs, International aid, political relationships, major changes of the UK's economy, economic structure	Economic development and quality of life, DTM, fair trade, tourism, industrial development, TNCs, International aid, political relationships, major changes of the UK's economy, economic structure, science and business parks, changing rural landscapes, transport, infrastructure, the north-south divide.	Natural hazards, earthquakes, volcanoes, distribution, effects and responses and management GAC, Tropical storms- distribution and location, effects and responses	UK extreme weather hazards, managing flooding in the UK Natural and human causes of climate change, managing the impacts of climate change through mitigation and adaptation Impact of extreme weather events in the UK and how this differs from 'normal weather'.	Fluvial processes (erosion, transportation, deposition), erosional and depositional landforms, factors increasing flood risk, managing flooding through hard and soft engineering.	Upland and lowland areas, coast is shaped by a number of physical processes (erosion, weathering, mass movement), landforms at the coast, hard and soft engineering management strategies at the coast

Fieldtrip 1- Walton-on-the-Naze- PHYSICAL GEOGRAPHY
Enquiry question: 'How effective are the hard engineering strategies at Walton-on-the-Naze at protecting against coastal erosion'



Year Group Mapping: Progression Plan			Subject:		Year Group: 11	
	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Paper 2- Section A Urban Issues and Challenges- Rio	Paper 2: Section A Urban issues and challenges- UK (12)	Paper 1- Section B Ecosystems Tropical Rainforests	Paper 1- Section B Cold Environments	Paper 2- Section C The Challenge of Resource Management	
Topics covered:	Pattern of urban change, LICs and HICs, megacities, challenges of growth for cities managing the growth of squatter settlements, positives for social, economic and environmental with growth, urban sustainability	Pattern of urban change, LICs and HICs, megacities, challenges of growth for cities managing the growth of squatter settlements, positives for social, economic and environmental with growth, urban sustainability	Small scale ecosystems, how ecosystems operate, food chains, humans affecting the balance, distribution of ecosystems Biodiversity in the rainforest, characteristics, causes of deforestation and impacts, how can rainforests be sustainably managed?	Physical characteristics of a cold environment, opportunities and challenges in cold environments, managing cold environments.	Food, water and energy as important to human development, UK's resources, demand for all. Main focus on energy- energy insecurity, demand for energy, conflict for energy, sustainable energy use.	
Keywords & phrases:	Urbanization, megacity, urban change	Urbanization, LIC, LIC MEE, rural	Biotic, abiotic, tropical rainforests, biome	Polar, tundra, adaptations, biomes, arctic	Agriculture, energy	

Fieldtrip 2- Stratford- Carpenters Estate and the Olympic Village
Enquiry question: 'How does the quality of life vary between two contrasting areas in Stratford'



5 top tips:

1. Geography is tested not only on knowledge but also application of knowledge (how you use what you know to answer questions and give your opinion in different scenarios), therefore consider practicing writing answers to exam questions as well as noting down the key concepts and examples you learned in class.
2. Do you know the **links** between the physical and human aspects of the course?
3. Know your **case studies**!
4. Use **key geographical terminology- speak like a geographer!**
5. Do you know how you revise best? Past papers, flash cards, quizzes, mind maps, re-writing notes?



Useful websites:

- Internet Geography
- Cool Geography
- BBC Bitesize (AQA Geography)
- Oak National Academy
- [AQA | GCSE | Geography | Specification at a glance](#)

 internet geography  BITESIZE





KS4 Sociology

Miss Berry

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Subject: Curriculum Vision, Intent, Implementation & Impact

Intent:

- Students develop a love of **sociological study** – students can talk, think and enquire like Sociologists
- Students see themselves as **global citizens**, seeing our interconnected world with understand and humanity
- Students can think and write **evaluatively**, constructing balanced arguments with clear **judgements**
- Students will understand how **culture shapes identity** and that much of what shapes them is a social construction

Implementation:

- Each lesson is predicated on an **enquiry question**, that through the course of the lesson leads to a **clear end point** in terms of students resolving to answer this enquiry.
- Each unit is assessed formally with a **skills-based assessment** that replicates the language and structure of the AQA exam.
- Each unit is followed by feedback designed to ensure students **develop** and **reflect** upon the previous unit of learning.
- Students are encouraged to think of themselves as **global citizens** and develop their **cultural capital** – to speak, think and enquire like sociologists.

This includes students undertaking their own **research project**.

Impact:

- Students are more likely to be **inquisitive** and question the world as it is by asking 'why' and 'how' as they begin to think like a social scientist.
- **Students can make links between key themes and concepts** across the course, using real life examples through key studies and contemporary examples they have learnt



Subject: KS4 Learning Journey



Independent



Reader



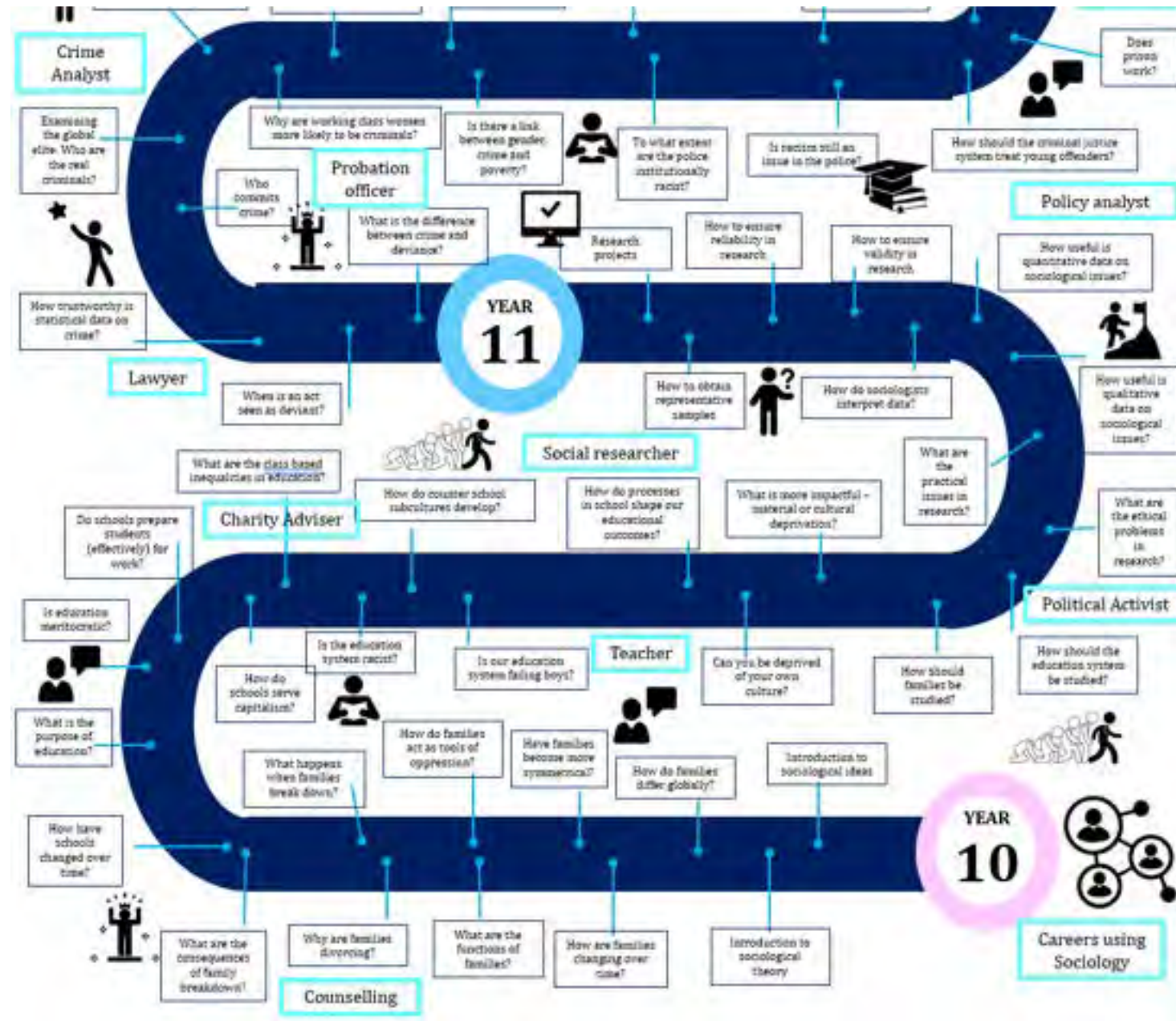
Creative



Articulate



Organised



Global citizen



Team player



Aspirational



Reflective



Evaluative

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Families and Households	Research Methods	Families and Households	Education	Education	Research Methods
Topics covered:	Family diversity debate Theories of the family Relationships and gender roles within the family	Sampling Various methods and evaluation (strengths and weaknesses)	Conjugal role relationships Marriage Divorce	Schools as agencies of socialisation, theories of education Social policy	External and internal factors affecting achievement by class, gender and ethnicity	Strengths and weaknesses of: Self report studies Interviews Participant observation Official statistics Documents
Keywords & phrases:	Nuclear family, extended family, reconstituted family, lone parent families, primary socialisation, stabilisation of adult personalities, unit of consumption, pester power, haven in a heartless world, patriarchy.	Pilot study, independent variable, dependent variable, social surveys, observations, ethical, practical, case studies, ethnography, experiments, case studies, reliability, validity, representative.	Joint and segregated conjugal roles, symmetrical families, boomerang children, secularisation, stigma, serial monogamy.	Marketisation, grammar schools, comprehensives, academies, role allocation, correspondence principle, social solidarity, secondary socialisation	Institutional racism, gender domain, gender role socialisation, symbolic capital, cultural capital, social capital, economic capital, cultural deprivation, material deprivation	Pilot study, independent variable, dependent variable, social surveys, observations, ethical, practical, case studies, ethnography, experiments, case studies, reliability, validity, representative.
Assessment opportunities:	Topic assessment	Design and complete your own research project	Topic assessment	Topic assessment	Topic assessment	Full Paper 1 sat
[1] Career link opportunities	Counselling, teacher, charity adviser	Statistician, policy analyst, working with data (many office roles)	Social researcher, policy analyst, social worker	Teacher, lecturer, policy analyst	Lecturer, HR	Statistician, policy analyst, working with data (many office roles)
[2] Literacy & wider reading opportunities	Key studies: Rapoport + Rapoport, Delphy + Leonard, Oakley, Parsons, Willmott + Young, Zaretsky	JSTOR methods article	Key studies: Rapoport + Rapoport, Delphy + Leonard, Oakley, Parsons, Willmott + Young, Zaretsky	Key studies: Ball, Ball + Gerwitz, Bowles + Gintis, Durkheim, Parsons, Willis, Halsey	Key studies: Ball, Ball + Gerwitz, Bowles + Gintis, Durkheim, Parsons, Willis, Halsey	JSTOR methods article

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title	Crime	Crime	Social Stratification	Social Stratification	Revision and GCSE exams	GCSE exams
Topics covered:	Measuring crime Social construction of crime Reasons for criminality Social class and crime	Ethnicity and crime (links to institutional racism and racist policing) The prison system+ treatment of young offenders Media and crime	Class (definitions) – status values and lifestyle Factors affecting life chances, social mobility Poverty Are well-off members of the working class becoming more like the middle class (link to life chances)?	Globalisation Power relationships (including patriarchy) Politics and the welfare state Relative deprivation and the underclass	Revision + exams	Revision + exams
Keywords & phrases:	Social construction, dark figure of crime, strain theory, subcultural theory, American dream, legitimate and illegitimate means	institutional racism, racist policing, moral panics, folk devils, deviance amplification spiral	cycle of deprivation, life chances, social mobility, absolute poverty, relative poverty	patriarchy, welfare state, relative deprivation, welfare dependency, the underclass, relative deprivation	GCSE exams – Paper 1	GCSE exams – Paper 2
Assessment opportunities:	Topic assessment	First set of mock exams (Paper 1 and Paper 2)	Topic assessment	Second set of mock exams (Paper 1 and Paper 2)	Topic assessment	GCSE exams
[1] Career link opportunities:	Probation officer, police	Crime analyst, social worker	HR, PR, social policy analyst	MP/working in politics, charity worker	GCSE exams	GCSE exams
[2] Literacy & wider reading opportunities:	Key studies: Becker, Carlen, Heidensohn, Cohen, Merton.	Key studies: Becker, Carlen, Heidensohn, Cohen, Merton.	Key studies: Davis + Moore, Devine, Marx, Murray, Walby.	Key studies: Davis + Moore, Devine, Marx, Murray, Walby.	Key studies: overview and revision	Key studies: overview and revision

5 top tips:

- Students have **25 key studies to learn**. These can be used in 4-mark Item questions or used as evidence in 12 markers. **Make flash cards of each study.**
- **Create a key vocabulary/key concept glossary.** This could be flash cards or a big display for your bedroom wall
- **Practice exam questions – write as many 12 markers as possible (Miss Minns' will mark them for you)**
- **Students are provided with key study packs** – answer the questions and complete the tasks to aid retrieval of key words and concepts.
- Write concept word maps. **Concept word maps...**

For each concept –

1. Define it
2. Identify the sociologist/sociological perspective
3. Provide some detail – what does it mean?
4. Identify any weaknesses with it
5. Link back to the 4 key topics

Example: Concept word map

Cultural deprivation

1. The W/C have inferior norms, values and skills that lead to educational underachievement
2. The **New Right** argue this is the main reason for W/C underachievement.

Sugarman = working class subculture

Bernstein = speech codes.

3. It involves lack of parental influence/involvement, speech codes (restricted vs elaborated) and w/c values such as fatalism and immediate gratification
 4. Keddie see's it as victim blaming – how can you be deprived of your own culture?
 5. Education – w/c underachievement
- Crime – w/c inadequately socialised into norms, will become deviant/criminal
- Social stratification – w/c values
- Families – link to the underclass



KS4 Religious Studies

Mr Wilson
Teacher of Religious Studies

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Subject: RS - Curriculum Vision, Intent, Implementation & Impact

Intent:

- Develop religious literacy: students can reflect, communicate and act in an informed, intelligent and sensitive manner towards religion and other worldviews
- Engage, inspire and encourage dialogue between pupils about the views held by individuals and groups, and how these shape the wider world
- Develop students' cultural awareness
- Explore religious, philosophical and social themes in the light of personal and institutional worldviews

Implementation:

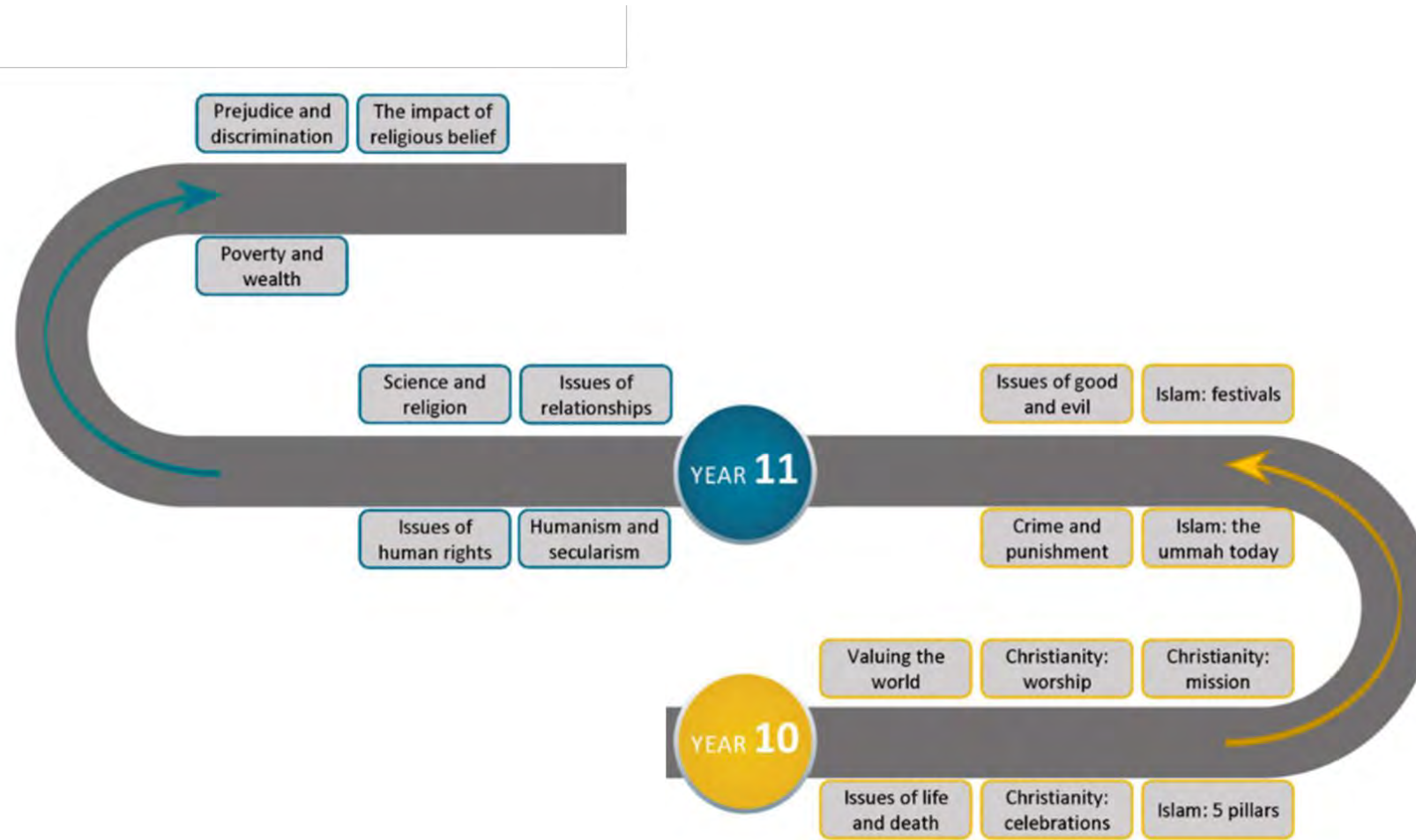
- Short units (6-12 lessons) forming an overarching enquiry
- Each lesson built around a smaller enquiry question – success in the lesson entails being able to answer this
- Lesson level enquiry Qs build towards answering overarching enquiry
- Diverse methodology based on different disciplinary lenses
- Systematic use of retrieval practice to make learning 'sticky'
- Synopticity – links between units are made explicit

Impact:

- Religious literacy: students can speak / write with maturity and sensitivity about diverse religions and worldviews
- Evidence of critical thinking
- Students can explain different disciplinary lenses used in the subject
- Students have coherent, accurate schemas which they draw upon in discussions and writing



Subject: RS - KS4 Learning Journey



Subject: RS - KS4 Subject Content

Component 1:

Philosophical, Ethical and Religious Issues in the Modern World

- **Issues of Relationships** - families, sexual relationships, marriage, divorce, roles of men and women
- **Issues of Life and Death** – origins of the world, environmental sustainability, attitudes to abortion and euthanasia, beliefs about death and the afterlife, funeral practices
- **Issues of Good and Evil** - what makes an action right or wrong, causes of crime, aims of punishment, attitudes to capital punishment
- **Issues of Human Rights** - concept of human rights, prejudice and discrimination, attitudes to wealth and poverty, conflicts between personal conviction and the law, censorship

Component 2:

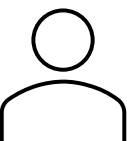
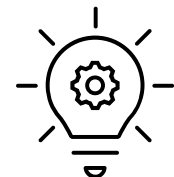
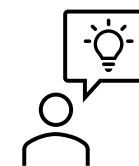
Study of Christianity

- **Beliefs and Teachings** - the nature of God, the Trinity, creation, Incarnation of Jesus, sin and salvation, afterlife
- **Practices** - types of worship, prayer, sacraments – baptism and eucharist, celebrations of Christmas and Easter, pilgrimage – Taize and Walsingham, the church in the local community, the worldwide church including the ecumenical movement

Component 3:

Study of Islam

- **Beliefs and Teachings** – foundations of faith – six articles of faith and five roots of usul ad-din, Allah, Tawhid, prophethood, holy books, angels, akhirah, al-Qadr, imamate in Shi'a Islam
- **Practices** - five pillars – shahadah, salah, zakah, sawm, Hajj, ten obligatory acts, festivals and commemorations – Id-ul-Adha, Id-ul-Fitr, Ashura, greater and lesser jihad



5 top tips:

- ✓ Use the **Seneca Learning** website to consolidate understanding of key topics.
- ✓ Practise answering **exam questions** in timed conditions
- ✓ **Little and often** – a few minutes a day reviewing key RS content will build your confidence – [Here](#) are key words that students need to know
- ✓ **Teach someone else** – try to explain what you have learned in class to someone at home. [Here](#) is the specification
- ✓ Revisit past topics and **make connections** with your current learning

How to revise for GCSE RS:

Three common revision techniques that are **LEAST** effective in helping you revise are:

- Highlighting text
- Re-reading
- Summarising text

Whilst these methods may feel like you are revising, there are many better methods to help you revise.

Flashcards

Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others. Post its can be also useful for key words and timelines.

Using Flashcards

Using the Leitner Method, using the video below <https://youtu.be/07201y5101ed>

You can also create excellent flashcards online or on your phone using Quizlet which also had an app.

How to use in RS

There are a variety of ways to use flashcards in revision for the skills you need

Key Terms	Quotation	Judgments	Influence
Create for key words and terms	Explaining key quotes and their meanings	Create agree/disagree argument against statement	Looking at the influence this may have

Retrieval Practice

Testing what you know is a powerful tool in revision, the effort to remember something really strengthens your memory. Apps such as Memrise and Quizlet allow you to use or create your own quizzes based on topics.

Create them, test yourself or get someone to test you, it's worth it!

Types

There are a number of types you can create:

- Multiple Choice Questions
- True or False
- Short Explanation Questions
- Grid One Out
- If this is the answer, then what is the question?

How to use in RS

Interleaving	Knowledge Organisers	Quotation	Examples
Test on old and new topics mixed up	Use to create 'must know' quizzes for a topic	To identify influences of a belief e.g. 'Be fruitful and multiply' means...	'Give two examples of...'

Transform It

Graphic organisers are a great way of 'transforming' your notes/information into visual revision topics.

They can be used to create links, show a narrative, identify the causes/consequences and importance of something.

How to use in RS

1. **Beliefs and Practices** – Create a visual flow diagram of beliefs and link to practices e.g. how could the belief in Salvation lead to the Eucharist.
2. **Similarities and Differences** – Create a Venn diagram to show similarities and differences between the religions.
3. **Concept Mapping** – At the end of a week, mind map all you can remember about a topic and test yourself.

Dual Coding

Dual coding is the method of putting your knowledge into visual form alongside words. It increases the chances of you remembering it.

How to:

1. Use simple drawings with matching simple descriptions
2. The drawing should represent your understanding of the topic
3. Try to draw links between images

Podcasts:

- The Religious Studies Project

Websites:

www.religiousstudiesproject.com

Revision Websites:

www.senecalearning.co.uk

www.revisionworld.com

www.bbcbitessize.co.uk

Videos:

Crash Course Philosophy – YouTube

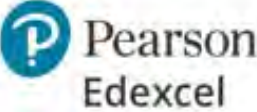



KS4
GCSE Physical Education and
CNAT Sport Studies

Mr Bevan - Team Leader of PE

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Subject: GCSE/CNAT PE | Curriculum Vision, Intent, Implementation & Impact

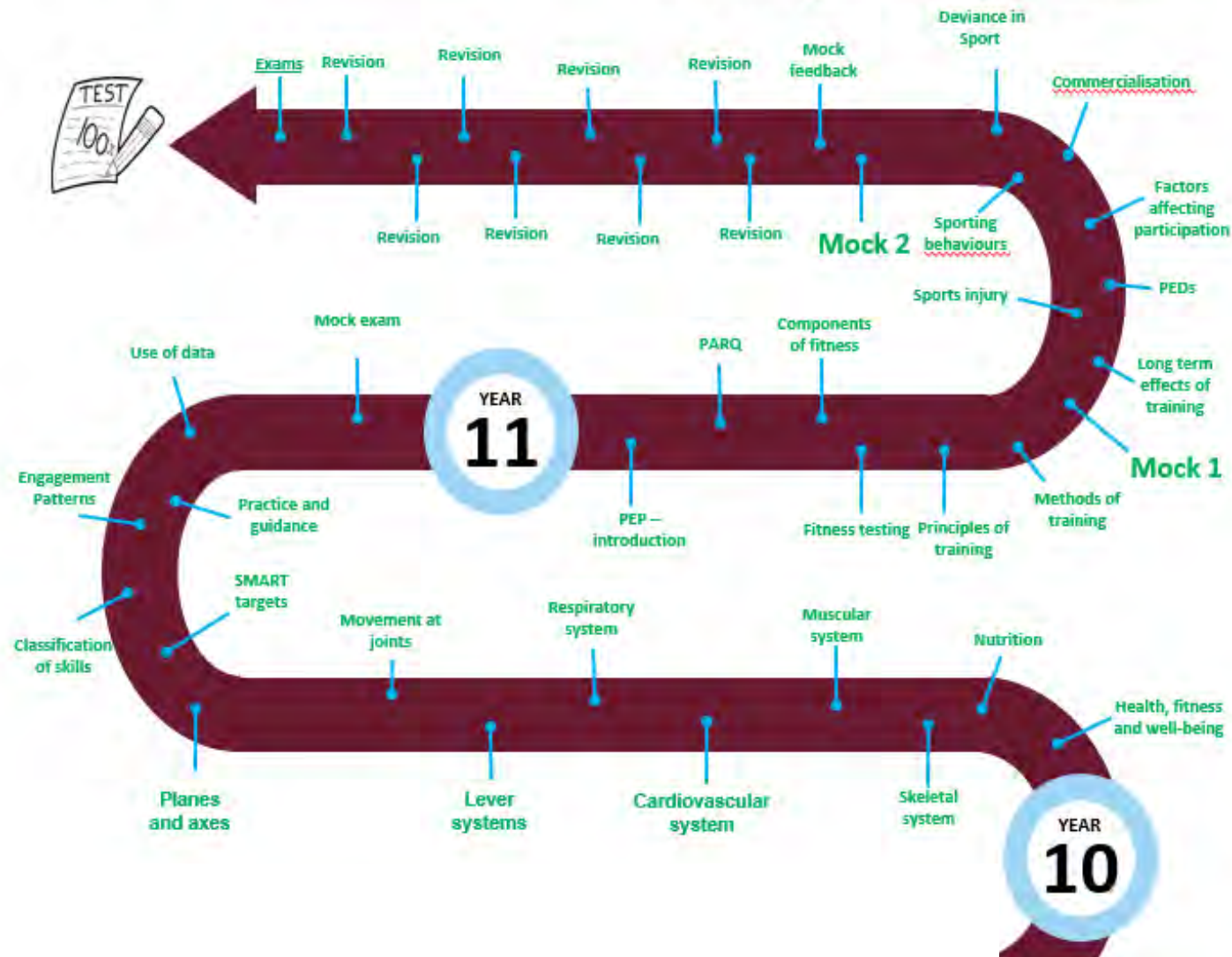
GCSE PE	Intent	Implementation	Success in our subject is:
	<p>GCSE PE aims to develop knowledge and understanding of the value of regular safe exercise, how the human body functions and its response to physical activity.</p> <p>We also aim to develop an understanding of the factors that may affect performance and a healthy active lifestyle, while promoting knowledge, skills and understanding in a range of practical activities.</p>	<ul style="list-style-type: none"> ✓ Practical and theory lessons ✓ 60% theory ✓ 30% practical ✓ 10% written coursework ✓ Students must play sport outside of school in at least one sport 	<ul style="list-style-type: none"> ✓ Recall & use subject specific vocabulary in the right context ✓ Evaluate their own performance and progress ✓ Possess a good level of physical literacy ✓ Competent and confident practical performers

CNAT Sport Studies	Intent	Implementation	Success in our subject is:
	<p>Sport is a key theme in most areas of both education and health policy.</p> <p>The need for people to lead healthy and active rather than sedentary lifestyles is increasingly prominent in respect of government initiatives, and this is reflected in the school curriculum, where physical education and sport remains core; these qualifications seek to build upon this provision at key stages 3 and 4.</p>	<p>CNAT offers learners the chance to develop different types of skills through largely practical means; communication, problem solving, team working, evaluation and analysis, performing under pressure, and formulating written findings from practical investigation are all transferable skills which can be learned and assessed in the CNAT.</p> <p>CNAT Sport Studies has been designed with practical and engaging ways of teaching in mind and enable learners to:</p> <ul style="list-style-type: none"> • develop a range of skills through involvement in sport and physical activity in different contexts and roles • develop their ability to apply theoretical knowledge to practical situations • gain a better understanding of the complexity of different areas of sport and the sports industry • increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport. 	<ul style="list-style-type: none"> ✓ Inquisitive learners ✓ Students develop their analytical and evaluative thinking ✓ Students appreciate the importance of healthy and active lifestyles ✓ Gain the knowledge and skills to pursue a career in the sport and leisure industry

Subject: GCSE PE Learning Journey


The Quest Academy Physical Education Department

Learning Journey



	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Health, Fitness and Well-being (Paper 2: Health and Performance)	Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems) Health, Fitness and Well-being (Paper 2: Health and Performance)	Movement Analysis (Paper 1: Fitness and Body Systems) Socio-cultural Influences (Paper 2: Health and Performance)	Sport Psychology (Paper 2: Health and Performance) Revision	Mental preparation for performance; Types of feedback Exam	Revision of Year One content
Topics covered:	<ul style="list-style-type: none">Physical, emotional and social health. Lifestyle choices. Impact of lifestyle choices. Sedentary lifestyles and consequences.Balanced diet and the role of nutrients.Dietary manipulation for sport. Optimum weightPARQs; warm ups and cool downs. Components of fitness. Fitness tests – theory and practice. Principles of training.Application of principles of training to a PEP.Methods of training.Application of methods of training to a PEP.	<ul style="list-style-type: none">Functions of the skeletal system. Classification of bones. Structure of the skeletal system. Classification and roles of muscles. Location and roles of key voluntary muscles. Antagonistic muscles. Fast and slow twitch muscle fibres. Structure and function of the cardiovascular system.Long term effects of training on the musculo-skeletal system. Long term effects of training on the cardio-respiratory system. Identification and treatment of injury. Injury prevention in physical activity. Performance enhancing drug	<ul style="list-style-type: none">Lever system – first, second and third class levers.Mechanical advantage in sport and physical activity.Movement possibilities at joints; utilisation of movement in physical activity. Joint classification and impact on movement axes. Planes and axes – generalised movement patterns.Factors affecting participation in physical activity. Participation rate trends. Commercialisation and the media. Advantages and disadvantages of commercialisation.Sporting behaviours. Deviance in sport	<ul style="list-style-type: none">Goal setting – SMART targets. Classification of skills. Forms of practice – theory and practical application. Types of guidance – theory and practical applicationComponent 1 & 2 revision topics.	Types of feedback. Sports psychology – use of data Component 1 & 2 revision topics.	

Subject: GCSE PE		Autumn Spring Summer				Year 11
	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Health, Fitness and Well-being (Paper 2: Health and Performance)	Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems) Health, Fitness and Well-being (Paper 2: Health and Performance)	Movement Analysis (Paper 1: Fitness and Body Systems)	Component 3 Practical assessment Revision and examination prep	Revision and examination prep Exam	Examinations
Topics covered:	<ul style="list-style-type: none"> Coursework – PAR Q, warm and cool down. Components of fitness Fitness tests Principles of training Methods of training Effects of training Treatment of injury Performance enhancing drugs 	<ul style="list-style-type: none"> Factors affecting participation in physical activity Participation trends Commercialisation Sporting behaviours and deviance 	<ul style="list-style-type: none"> Key concepts across both component 1 and 2 revisited 	<ul style="list-style-type: none"> Assessment of practical performance across all 3 sports 	<ul style="list-style-type: none"> All course content 	

Subject: CNAT Sport Studies			Autumn Spring Summer				Year 10/11	
	Autumn		Spring		Summer			
	1	2	1	2	1	2		
Unit Title: 	R185 Performance and leadership in sports activities		R185 Performance and leadership in sports activities	R184 Contemporary issues in sport	R184 Contemporary issues in sport	R184 Contemporary issues in sport		
Topics covered:	1.1 Performance in Two Selected Activities 1.2 Participating in Your Activities 1.3 Decision-Making During Performance 1.4 Managing & Maintaining Performance in Individual Activities 1.5 Your Role & Contribution to Team Activities	2.1 Strengths & Weaknesses of Sports Performance 2.2 Methods to Improve Performance 2.3 Measuring Improvement in Performance	3.1 Organisation of a Sports Activity Session 3.2 Safety Considerations When Planning a Sports Activity Session 3.3 Objectives to Meet the Needs of the Group 5.1 Review Your Leadership of a Sports Activity Session	1.1 User Groups 1.2 Possible Barriers 1.3 Possible Barrier Solutions 1.4 Factors Which Can Positively & Negatively Impact Upon the Popularity of Sport in the UK 1.5 Emerging/New Sports in the UK 2.1 Sport Values 2.2 The Olympic & Paralympic Movement 2.3 Sporting Values Initiative & Campaigns 2.4 The Importance of Etiquette & Sporting Behaviour 2.5 The Use of Performance Enhancing Drugs in Sport	3.1 The Features of a Major Sporting Event 3.2 Positive & Negative Pre-Event Aspects of Hosting a Major Sporting Event 3.3 Potential Positive & Negative Aspects of Hosting a Major Sporting Event	L4.1 National Governing Bodies (NGBs)		
	Autumn		4.1 Organisation of a Sports Activity Session 4.2 Leading a Sports Activity Session					
	1	2		2	1			
Unit Title:	R186: Sport and the media		R186: Sport and the media		Examination			
Topics covered:	1.1 Distinguish Between Different Media Sources & How They Cover Sport 1.1.1 Digital & Social Media 1.1.2 Broadcast Media 1.1.3 Print Media	2.1 The Positive Relationship Between the Media & Sport 2.1.1 Participation 2.1.2 Raising Profile of Sport 2.2 Positive Impacts of the Media in Sport 2.2.1 Education 2.2.2 Revenue	3.1 A Range of Negative Effects of the Media on Sport in Relation to Spectators & Live Sport 3.1.1 External Factors Affecting Decline in Live Spectatorship 3.1.2 Ethical Appropriateness of Sponsors 3.1.3 Widening Wealth Divide 3.1.4 Wider Global Issues 3.1.5 Sport Fixture Scheduling	3.2 Negative Impacts of the Media on Sports & Sports Performers 3.2.1 Coverage of Inappropriate Behaviour 3.2.2 Rejection of Sporting Heroes 3.2.3 Scrutiny & Criticism of Participants 3.2.4 Pressure & Mental Health				



- [GCSE Physical Education 2016: Specification \(pearson.com\)](https://www.pearson.com/UKHigherEducation/catalogue/physical-education/9780273752881)
- [OCR Level 1/Level 2 Cambridge National in Sport Studies specification](https://www.ocr.org.uk/qualifications/cambridge-national/sport-studies/specification/)



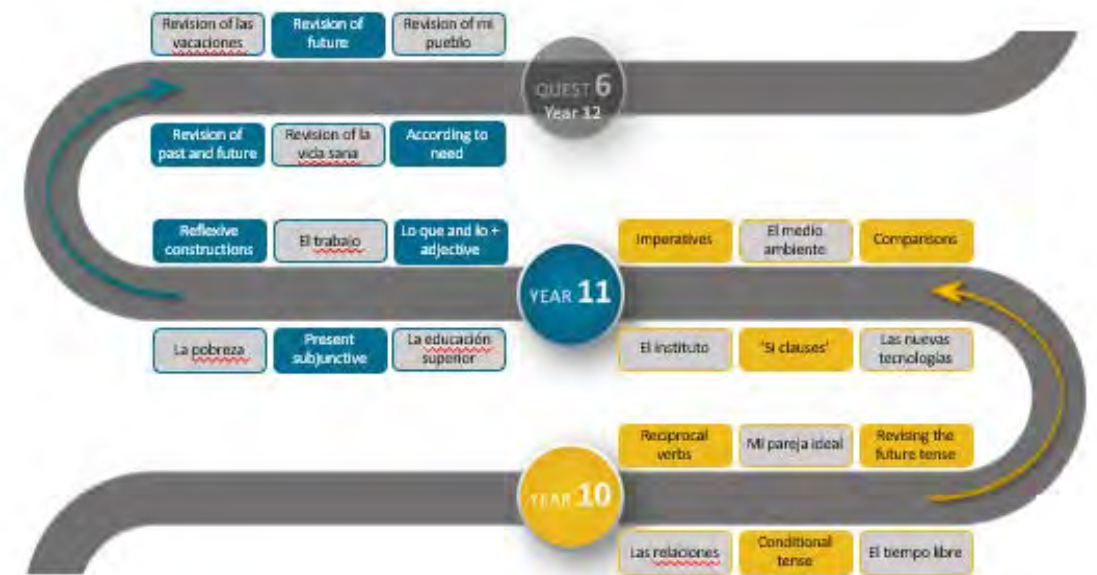
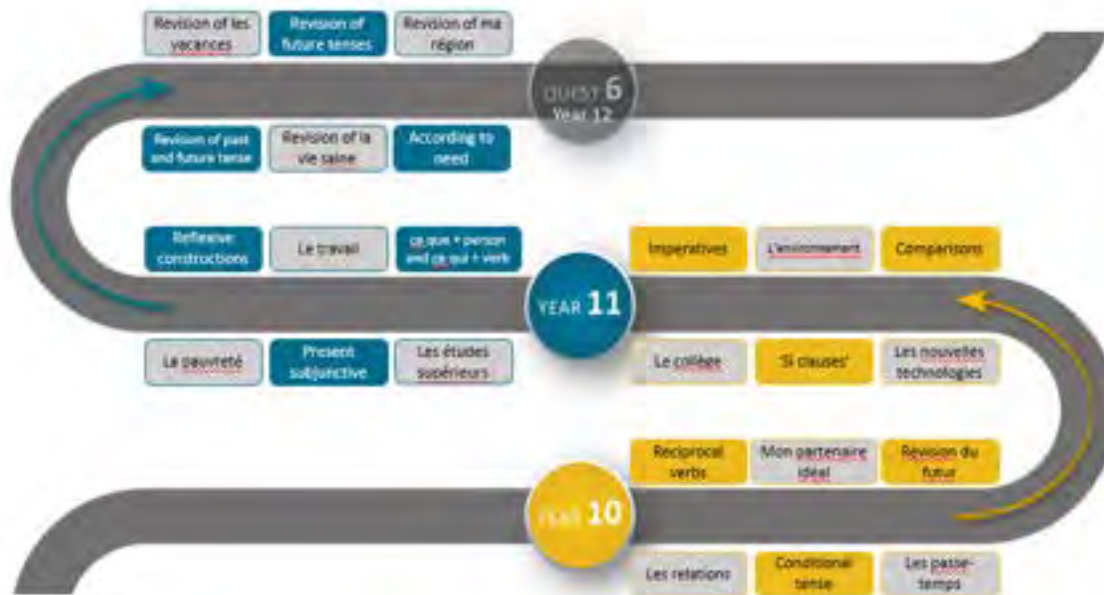
KS4 MFL

Ms Makiza Team Leader of MFL
gmakiza@thequestacademy.org.uk

Subject: MFL | Curriculum Vision, Intent, Implementation & Impact

Intent	Implementation	Impact
<ul style="list-style-type: none">• Our curriculum sets out to develop students' knowledge and communication skills.• We want to equip them with the needed skills to be successful in their learning journey. We aim to achieve this by having well-thought out and planned schemes of work that are regularly reviewed and improved.• We want our students to be confident and effective communicators that have a good understanding of how the language works and how they can manipulate it to suit their needs.	<p>A typical MFL lesson will have:</p> <ul style="list-style-type: none">• silent starter– previous learning or essential vocabulary/grammar that will help support the rest of the lesson• challenge tasks to ensure every student can be pushed• lots of modelling• mix of skills (reading / writing / listening / speaking) – not every skill features in all lessons but it is important to cycle through all of them during the week• regular exam practice and peer-assessment opportunities	<p>What success looks like in MFL; students are:</p> <ul style="list-style-type: none">• engaged and on task• confident and independent – know where to look when they need help• completing challenging tasks head-on• not afraid to participate or to make a mistake• understand what they need to do to be successful in the subject but also their GCSE exam

Subject: MFL | Learning Journey





	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	My family and my friends	My ideal partner	Hobbies	Environment	Revision	School
Topics covered:	Family members Physical and personality description Relationships Family dynamics Qualities / weaknesses of a friend	What an ideal partner looks like What is the personality of an ideal partner Different steps in a romantic relationship Marriage / Divorce	Sports they like to do and why What would they do in the future for their hobbies Online hobbies Instruments Music	Environmental problems Reasons and consequences What I can do to help What the government can do help	Where I live What can you do in town What I did in town Countryside vs Town Comparing city in the past vs now What I do online	Subjects What I will study next year School building Daily routine Talking about teachers Rules / problems at school
Keywords & phrases:	possessive pronouns Imperfect vs passé composé D.O.P.	Conditional Comparative / superlative Si clause Near future	depuis + present Past tense Future tense Que vs qui + revision of D.O.P.	si clause	si clause Imperfect Ce que / ce qui comparative	Present / past / future Conditional Si clause Comparative / Superlative
Assessment opportunities:	Writing – 90-word question	Speaking – photocard Writing – 90-word question	Reading Listening	Listening Reading Writing	Listening Reading	Full papers – all 4 skills

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Further education	Work	Inequalities	Revision	Revision	
Topics covered:	Subjects Complex opinions School in France vs School in England Emotions Uni vs apprenticeship	Jobs Ideal job Qualities and weaknesses Small jobs How to spend <u>your</u> money Job ads, cover letter, C.V. What job you can do with a language	Types of inequalities and reasons Homelessness How to help Charities Social issues	Hobbies and when/how often they do it Types of music and books Speaking practice	Describing your house In town Global and social issues How to help Festivals Online life and technology	
Keywords & phrases:	D.O.P., comparative, conditional, <u>si</u> clauses, simple future	D.O.P., modal verbs, formal language, conditional, present tense	Translation skills, <u>si</u> clause, pour + infinitive, past tense, comparative and superlative	depuis + present tense, all 3 tenses,	CROISSANT, comparative, <u>superlative</u> , modal verbs, pour/il faut/afin de/ on doit + infinitive, all tenses	

Make flashcards/post-it notes of key vocabulary and test yourself on a daily basis

Listen to French/Spanish music to expose yourself to new words/pronunciation



Ask family members/friends to test you on new phrases/key vocabulary. Doing a little bit a day makes a big difference!



Download 'Duolingo' and complete daily tasks on your phone.

When watching a TV show or movie put French/Spanish subtitles on, or even better watch the film in the target language with English subtitles on Youtube or Netflix

Change the language of your phone into French/Spanish to immerse yourself in the language more

Useful websites

[Language Gym - Home \(language-gym.com\)](https://www.language-gym.com/)

[French AQA GCSE Vocabulary - by TheQuestMFL - Memrise](#)

[Spanish GCSE vocabulary - by TheQuestMFL - Memrise](#)

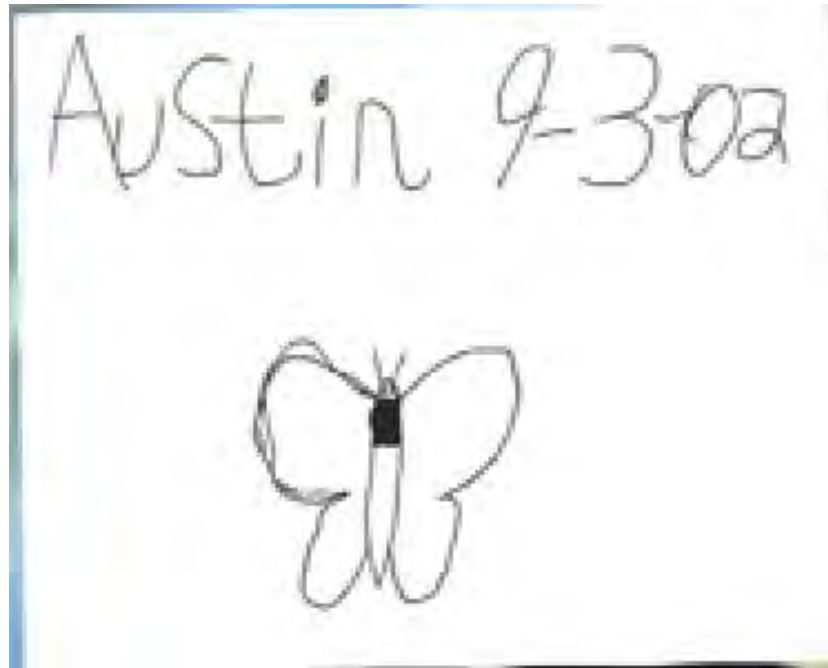
[GCSE French - AQA - BBC Bitesize](#)

[GCSE Spanish - AQA - BBC Bitesize](#)

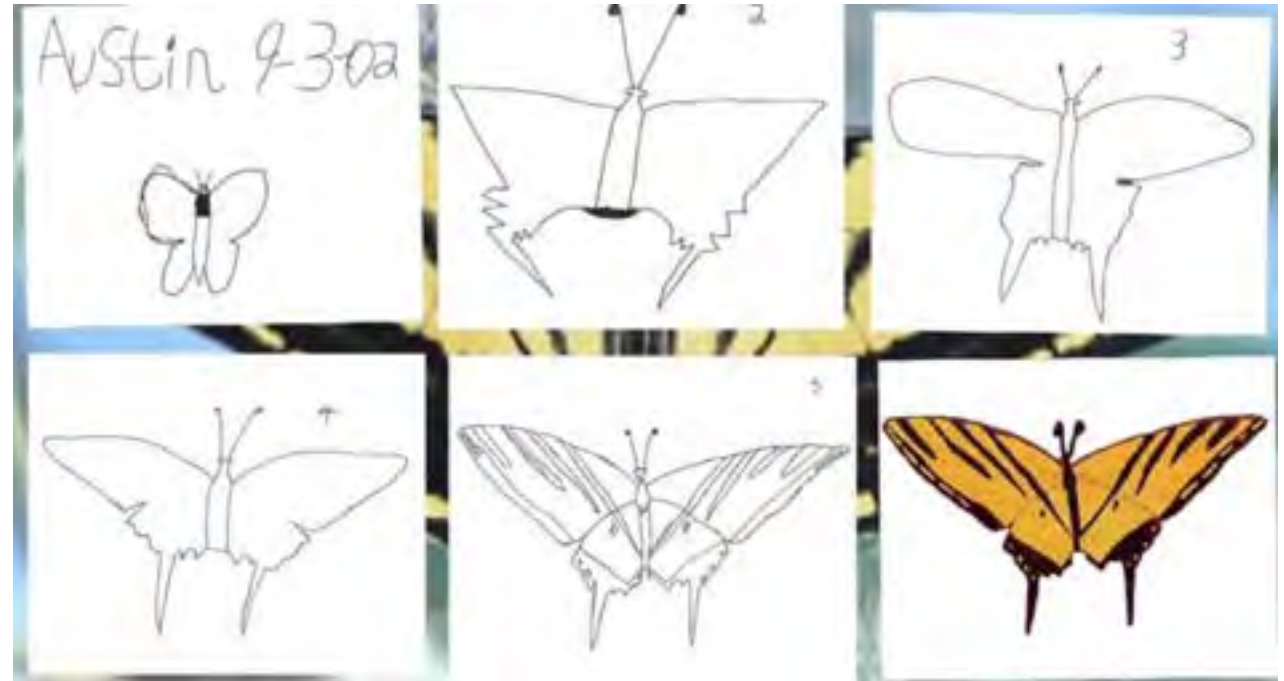
[Learn Languages with Music Videos, Lyrics and Karaoke! \(lyricstraining.com\)](#)

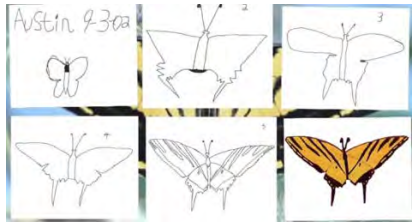
Proper Preparation: Revision!





If you listen to advice, if you stay motivated, if you work hard, if your preparation is deliberate, you will improve and you will achieve...





Subject	Mock 1	Mock 2	Final Grade
ELit	4	4	7
Maths	4	5	6
Geo	5	7	7
French	4	4	4
Art	4	5	6
DT	4	5	8
ELang	3	6	7
Sc	UU	4 4	7 6

Top Tips

- 1) Reduce stress as much as possible, as this prevents any action.**
- 2) Balance: share across the subjects, and across topics**
- 3) What do they actually need to know?**
- 4) Plan: start small, consolidate and grow**

Ineffective Revision

1. Reading notes
2. Highlighting
3. Summarising content (without further actions)

Effective Revision



Retrieval Practice
[Practice Testing]

1

Step 1 – Make a list of all the important information you would need to know if you were being tested.

2

Step 2 – Now put the photocopy away and create a series of quiz questions that you would be able to answer if you had learnt the information.

3

Step 3 – You would then leave it for a period of time and then try and answer the questions.

4

Step 4 – Go back and check your answers and make a list of any of the questions you got wrong or didn't know so you can return to them later.

Strategy 1: Being Deliberate

Week	Date	Revision Focus Area	Suggested Task?
Summer	Aug-22	Paper Structures & Transition Pack	Flashcards for Paper Structures - Questions
1	9/5/2022	1000–c1500: Crime and punishment in medieval England	Seneca & Mindmap
2	9/12/2022	1500–c1700: Crime and punishment in early modern England	Seneca & Mindmap
3	9/19/2022	Key topic 1: The origins of the Cold War, 1941–58	Seneca & Flashcards
4	9/26/2022	Key topic 1: Queen, government and religion, 1558–69	Seneca & Flashcards
5	10/3/2022	1700–c1900: Crime and punishment in eighteenth- and nineteenth century Britain	Seneca & Mindmap
6	10/10/2022	c1900–present: Crime and punishment in modern Britain	Seneca & Mindmap
7	10/17/2022	Key topic 2: Cold War crises, 1958–70	Seneca & Flashcards

Subject: History

Time	Revision task (specifically state the subject, topic and activity completed).	Completed?
Hour 1 (P&P)	Create a colour-coded timeline for Power and the People. Key categories to include – Economic Events, Religious Events, Power Events and Foreign Affairs events.	
Hour 2 (Cold War)	Answer past exam question "Write an account of how the shooting down of a U2 spy plane in 1960 became an international crisis" (8 marks) Review mark scheme and examiners report to review my answer.	
Hour 3	Create 10 quizzing flashcards – questions and answers, about religion in Elizabethan England.	
Hour 4	Create a profile of each of the USA/USSR leaders during the Cold War – each with three key achievements/moments listed. Rank them in order of significance in the context of the Cold War.	
Hour 5	Create a mind map about the U2 Crisis – causes, events and consequences.	

Strategy 1: Being Deliberate

Question Level Analysis

Question	Topic	Mark	Out of
1	Equation of a perpendicular line through a point	3	3
2	Solving simultaneous equations	4	4
3	Rules of indices	1	5
4	Changing the subject	1	3

Focus on the areas where we haven't achieved full marks

Sparx Maths



Topic	Example(s)
Compound Interest and Depreciation	Revision
Indices	Revision



Indices

Revision Notes



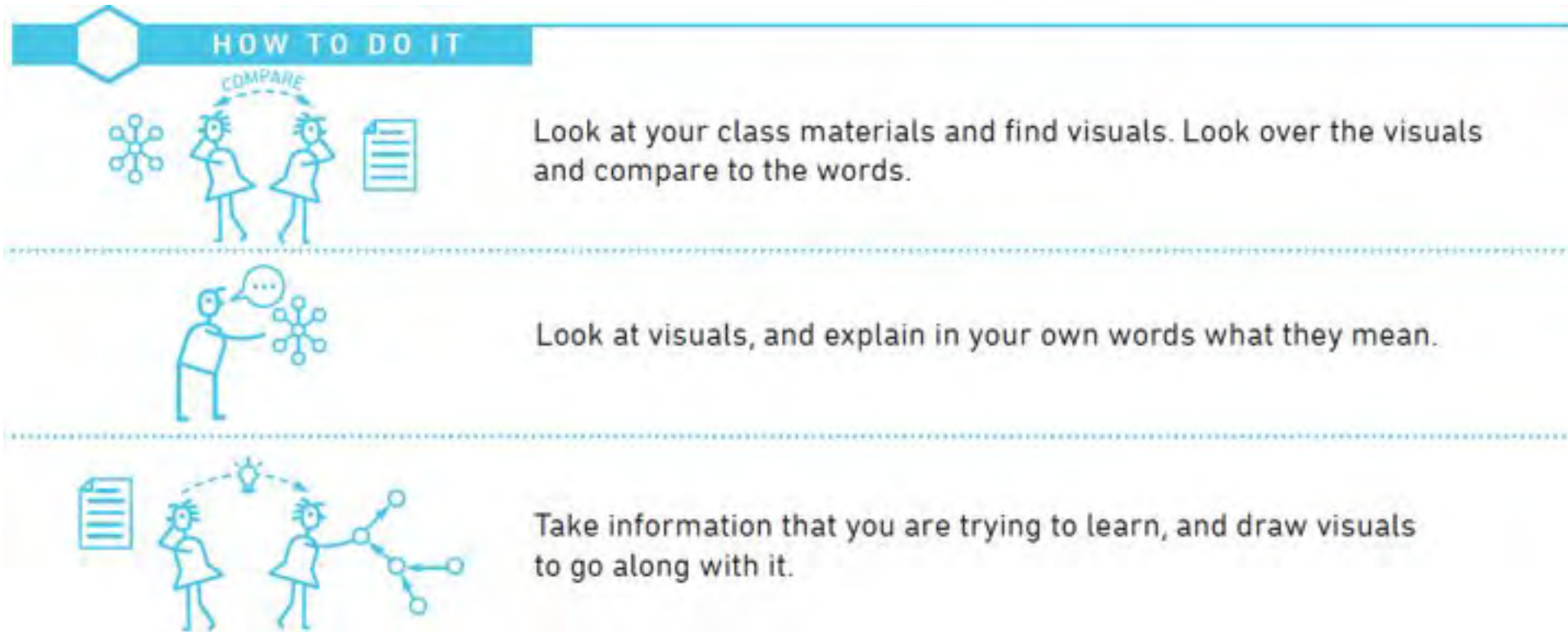
Take notes, summarise the content and method. Follow the example and use it as a model answer on a flashcard. You need to complete the next two steps for this method to be effective

Strategy 2: Dual Coding

Using Science Long Answer Questions

Simply means combining words and visuals

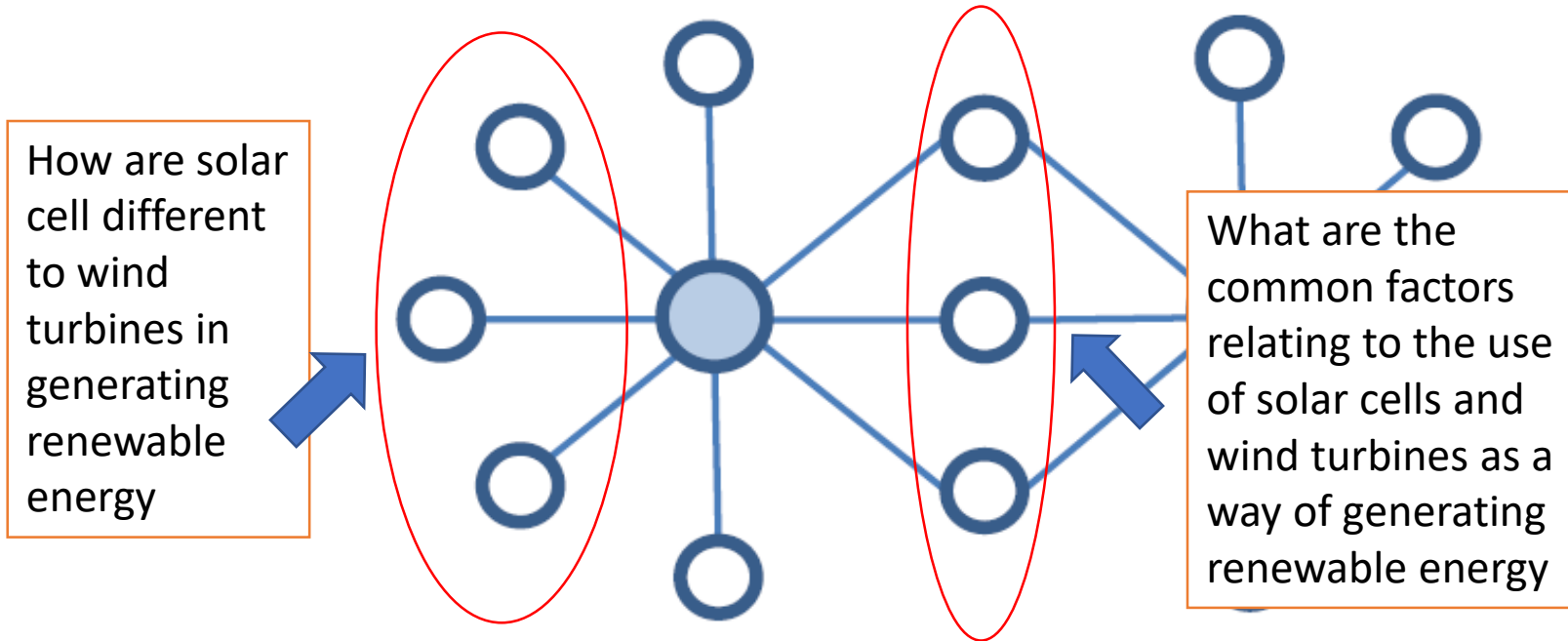
- Graphs, pictures, diagrams, maps



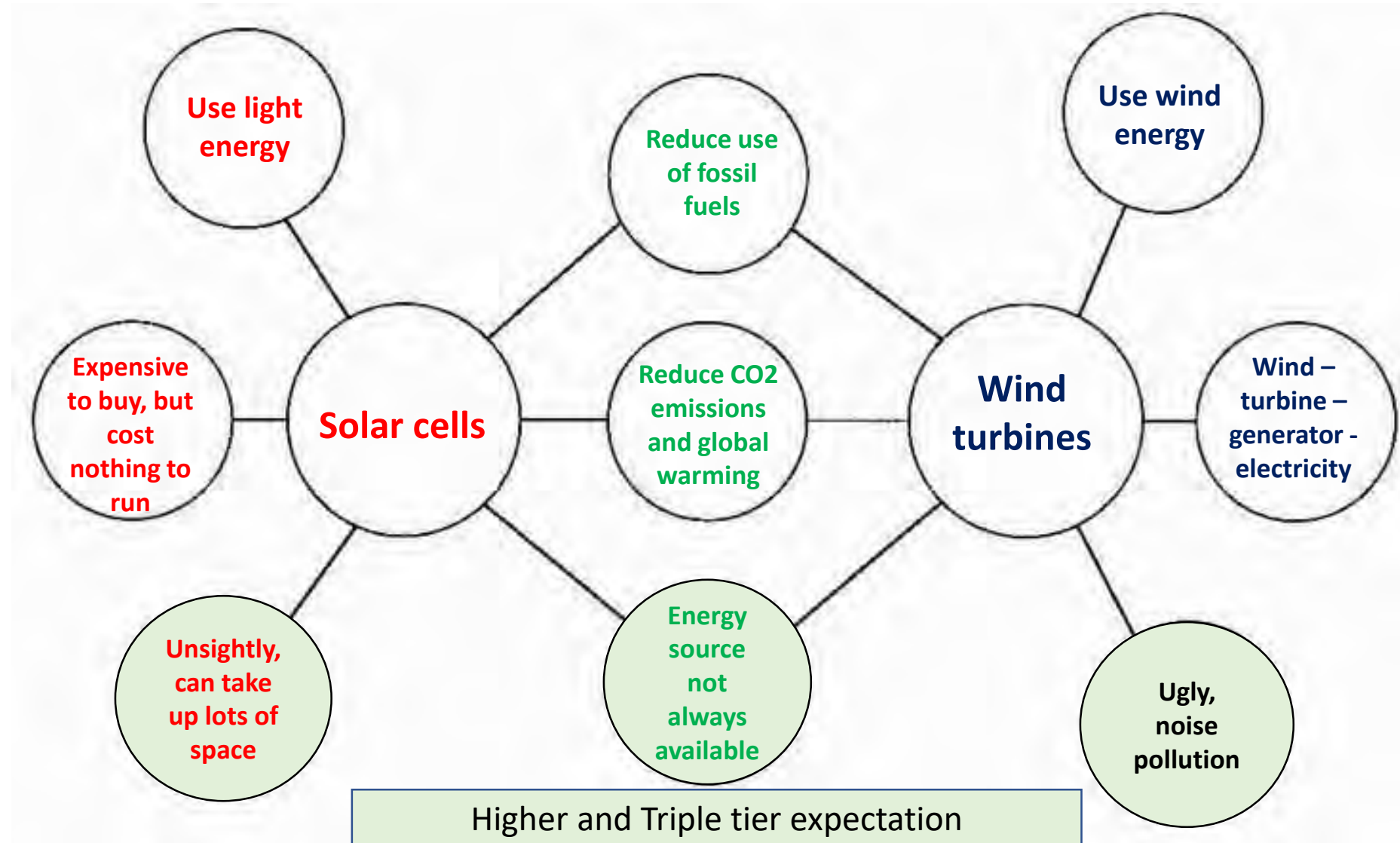
Strategy 2: Dual Coding

Using the thinking map below to plan an answer for the following question:

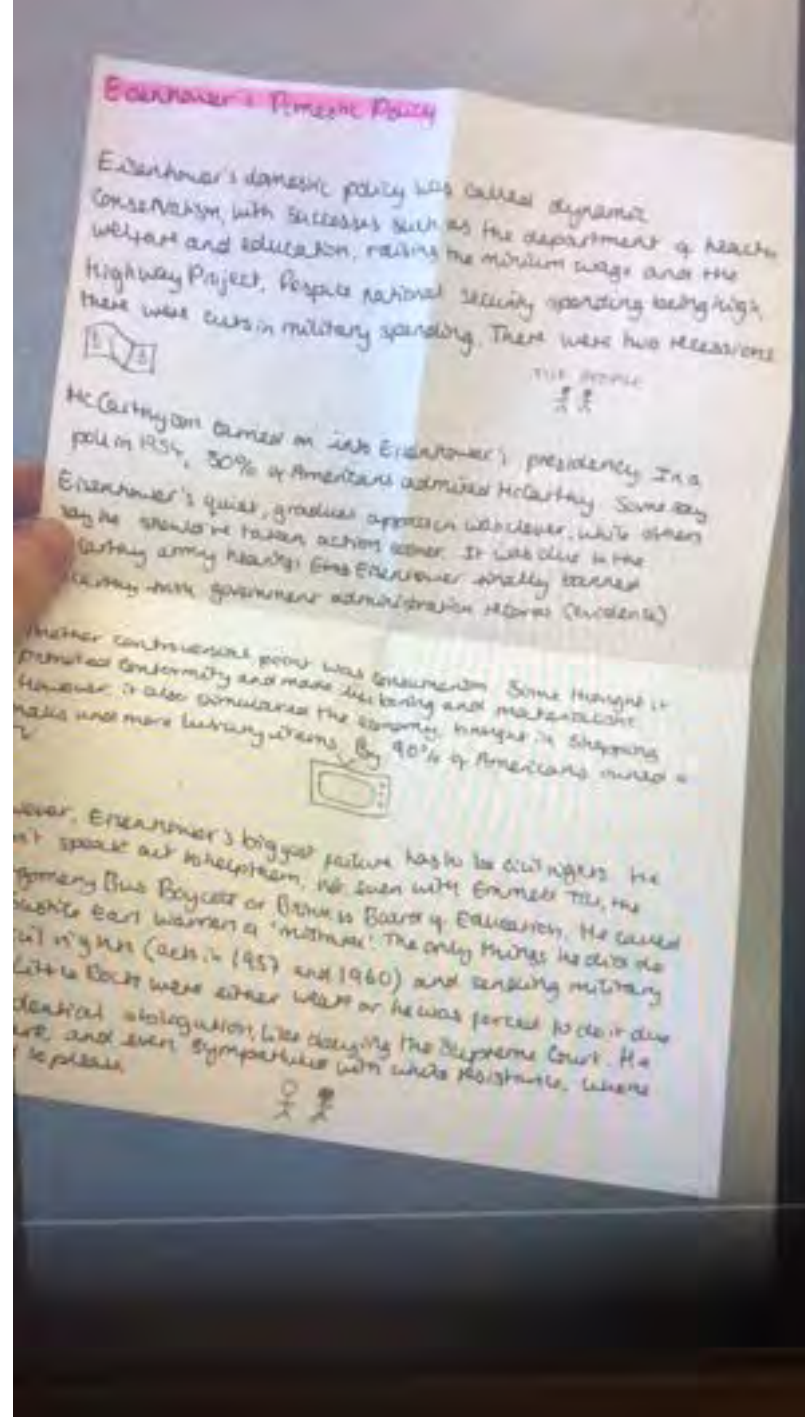
Compare the use of solar cells and wind turbines as ways of generating electricity using renewable energy sources



Compare the use of solar cells and wind turbines as ways of generating electricity using renewable energy sources



Using dual coding as part of reduction technique



In addition, or instead of the keywords section, you could have linked past exam questions.