



**Education My Life Matters 'Success for Everyone'**

**KS4 Curriculum**

**Year 10-11**

<b>Content</b>	<b>Page number</b>
Introduction	3
English	4
Maths - including Foundation Maths	5
Combined Science	6
Computing	7
Physical Education	8
Relationship, Sex, Health and Education (RSHE) as part of the Personal, Social, Health and Economics (PSHE)	9
Citizenship	10
Religious Education	11
Other: Art	12

## Introduction:

This curriculum booklet provides you with details of the curriculum which we offer our learners in KS4, from Year 10 to Year 11. During KS4 most pupils work towards national qualifications -usually GCSEs. Due to the background of some of our learners, we also offer functional skills. The core subjects offered are English, Maths and Science and foundation subjects include Computing, Physical Education and Citizenship. We also provide Relationship, Sex and Health Education (RSHE). Learners can also access short courses at <https://www.asdan.org.uk/short-courses/> across a range of topics and curriculum areas.

My Life Matters (EMLM) we believe all learners can succeed regardless of their starting points or background; by ensuring an appropriate mix of academic and life skills. We believe there is no limit on our learning, and we persist in the face of setbacks. We have thought carefully about our curriculum, and added structure and sequencing, the learning is related to our learners' experiences, and we can adapt and amend learning based on the needs of our learners.

We also offer support via:

- Learning mentors - both in school and outreach support
- Online teachers who can provide additional support out of school hours
- Linking learners with relevant work experience according to their interests

Year group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Y10	<p><b>Macbeth</b> Explore: The context behind Macbeth Focus on attitudes towards kingship Shakespearean tragedy Character evaluations Macbeth's transformation across the play before exploring how Shakespeare presents Macbeth as a tragic hero</p>	<p><b>Romeo &amp; Juliet</b> Explore the central themes within this play Discuss methods that Shakespeare uses to establish conflict Explore characterisation of Romeo and Juliet Impact of use of imagery How Shakespeare employs and manipulates staging to help us understand and interpret Romeo and Juliet's relationship Explore the soliloquy Consider social and historical ideas around patriarchy in the Elizabethan period Consider significance of the ending and consider the didactic message of the play</p>	<p><b>An Inspector Calls</b> Explore the political changes and the class changes that occurred between 1912 and 1946 We also begin to explore political and social class in the play 'An Inspector Calls' Explore the relationship dynamics that are presented in the early stages of the play and key terms, such as supremacy, hostility and patriarchy Explore role of women within early twentieth century capitalism Explore characters and their relationships Consider generational divide and collective social responsibility and class</p>	<p><b>Blood Brothers</b> Explore the context behind 'Blood Brothers' Time period of the 1980s and the challenges this decade brought to working class people Explore Russell's background and how this influenced his writing of this play Gain understanding of musical form and staging Understand and contrast different characters Concept of social class and authority Review Russell's intention in writing the play and the central message that he outlines in the play and the vision he has for society</p>	<p><b>Revisit Macbeth &amp; Romeo and Juliet</b> Explore how characters are presented and the changes in their character over the course of play Revisit the contextual Elizabethan attitudes towards fate and re-examine some of the most interesting interpretations of fate that Shakespeare presents across his narrative.</p>	<p><b>Revisit an Inspector Calls &amp; Blood Brothers</b> Explore development and transformation of characters Explore relationship between older and younger generation Explore how characters in the play challenge traditional class and gender roles.</p>
Y11	<p><b>A Christmas Carol</b> Explore what life was like living in Victorian London and how Dickens personal life and experience influenced his writing 'A Christmas Carol' Context of poverty and greed during the Industrial Revolution Explore Dickens shows the benefits of Scrooge's redemption and recap learning with respect to the literary concepts of rebirth and allegory</p>	<p><b>Jekyll and Hyde</b> Contextual factors that influenced Stevenson when he was writing 'The Strange Case of Dr. Jekyll and Mr. Hyde'. How use of language and characterisation can build tension and apprehension Consider how Stevenson explores ideas relating to repression and hypocrisy through the characters and language</p>	<p><b>Power &amp; conflict Poetry</b> Explore meaning and key ideas, language form and structure: London by W Blake Ozymandias' by P B Shelley My Last Duchess by R Browning The Charge of the Light Brigade by A L Tennyson Exposure by W Owen Poppies by Jane Weir Tissue' by Imtiaz Dharker The Emigrée' by Carol Rumens Checking Out Me History' by John Agard</p>	<p><b>Revisit A Christmas Carol</b> Consider how Dickens structures the text to show Scrooge's transformation and impact of redemption. Novella shows all Victorians that society can be improved through the Christmas message of charity and benevolence <b>Revisit Jekyll and Hyde</b> Consider the message presented that mankind has a dual nature and people should accept their inner evil The conflict between religion and scientific advancements in the Victorian era</p>	<p><b>Time &amp; Place and Relationships Poetry:</b> Explore meaning and key ideas, language form and structure: Nothing's Changed- T Africa Hurricane Hits England - G Nichols Presents From My Aunt in Pakistan -M Alvi Composed Upon Westminster Bridge-W Wordsworth My Last Duchess- R Browning Neutral Tones-T Hardy Nettles- V Scannell</p>	<p><b>Eduqas Poetry &amp; Conflict Poetry</b> Explore meaning and key ideas, language form and structure: Sonnet 43 by EB Browning Valentine - CA Duffy She Walks in Beauty- Lord Byron Autumn- J Keats A Poison Tree - W Blake What were they like? Levertov The Man He Killed -T Hardy</p>

Year group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Y10</b>	Directed Numbers Rules of indices Standard Form (Writing and converting) Standard Form 4 Operations Collecting, Indices, Expand and Simplify, Solving Equations Solving equations 2 (Simple algebraic fractions)	Adding and Subtracting Fractions Algebraic Fractions Factorise and solve a quadratic ( $a=1$ ) Substitution and Rearranging formulae Rotation and Enlargement Similarity	Pythagoras Theorem 1 & 2 Factors Multiple and Primes Venn Diagrams HCF and LCM Rounding and Estimating Simple Graphs Straight Line Graphs ( $y=mx+C$ ) Straight Line Graphs 2 (Parallel Lines)	Simultaneous Equations (Linear) Scatter diagrams and Frequency trees Averages (From a list and tables, Stem and Leaf) Higher Data 1 (CF and Box Plots) Probability 2 (Sample space, Venn diagrams and experimental)	Quadratic Graphs 1 ( $a=1$ ) Quadratic Graphs 2 ( $a>1$ ) Ratio 1 & 2 Percentage increase and decrease Repeated Percentage Change Fractions 1, 2, and Fractional Changes <b>Revision of all topics for end of Year 10 Mock Exams</b>	Parts of circles 1 (Semi and quarter circles) Parts of circles 2 (Arcs and Sectors) Cylinders Area and Perimeter Year Trigonometry 1, 2 & 3
<b>Y10 Foundation</b>	Averages and range, sampling, collecting data, analysing data Perimeter and area of rectangles, triangles, parallelograms, trapezium, compound shapes, volume of prisms, Nets	Real-life graphs, straight line graphs, gradients and equation of straight line, parallel lines, rotations, translations, reflections, enlargements	Writing and simplifying ratios, sharing in a given ratio, solve problems involving direct and inverse proportion Find missing side using Pythagoras' theorem, find missing sides and angles using basic trigonometry (sin, cos tan)	Listing outcomes, two-way table, expected numbers, probability tree diagrams Percentages, rate of change, compound measures (density, pressure, speed), compound interest, best value for money	Plans / elevations, constructions, loci / bearing, similar / congruent shapes <b>Revision of all topics for end of Year 10 Mock Exams</b>	Expanding and factorizing quadratics, solving quadratics by factorizing and graphically Area and circumference of circle, arc length and area of sector, volume of cylinder, sphere, cones
<b>Y11</b>	Revise - Angles, Polygons, Bearings, Circle Theorems 1 & 2 Simplifying Surds Adding surds	Functions Quadratic sequences; Revise - Simultaneous Equations Year Charts and Tables (Pie Chart and Two way tables) Revise - Data (Mean Table, CF Charts) Revision for Mock Exams Mock Exam 1	Probability (Tree diagrams) Higher Probability (Conditional and Further Set Notation) Histograms Cubic and Reciprocal Graphs Travel Graphs Graphs of Inequalities	Compound measures Volume and Surface Area 1 & 2 Translate and Vectors 1 & 2 Constructions Loci Mock 2 Exams Past exam papers practices	<b>Revision</b> Selected topics are taught and assessed after the question-by-question analysis Mock 2 examinations Summative assessment based on the topics covered. Non-calculator Paper Exam Calculator Paper Exam	<b>Revision</b>
<b>Y11 Foundation</b>	Perimeter, area, volume, fractions, indices, standard form Construction, loci, bearings	Revision for Mock Exams Mock Exam 1 Quadratic equations, expanding double brackets	Congruency, similarity and vectors Cubic and reciprocal graphs, simultaneous equations, rearranging formulae	Mock 2 Exams Past exam papers practices	<b>Revision</b> Selected topics are taught and assessed after the question-by-question analysis Mock 2 examinations Summative assessment based on the topics covered. Non-calculator Paper Exam Calculator Paper Exam	

**Science:** Oak Academy & <https://www.bbc.co.uk/bitesize/subjects/zrkw2hv> & <https://www.stem.org.uk/secondary/resources/collections> & <https://www.stem.org.uk/secondary/resources/collections/science/14-16-science>  
<https://www.stem.org.uk/elibrary/resource/29139>

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Y10	<p><b>Cell biology</b>  <i>Review and consolidate knowledge of cells from the cell biology unit</i></p> <p><b>Atomic structure and periodic table</b>  <i>Revision of atomic structure and the maths skills covered in the unit</i>  <i>Revision of separation techniques and the command words 'describe' and 'explain' in exam questions</i></p> <p><b>Particle Model of Matter</b>  <i>Recall definitions of key terms and use them correctly Apply knowledge of key topics to exam questions Correct key misconceptions on this topic</i></p>	<p><b>Organisation</b>  <b>Exam technique:</b> Identifying the skills needed to answer describe, explain and evaluate questions Practice answering describe, explain and evaluate questions  <b>Maths skills:</b> Describe the terms cardiac output, stroke volume and heart rate Calculate cardiac output, stroke volume and heart rate Use VESRAU to practice substitution and rearrangement (values, equation, substitute, rearrange, answer, units)</p>	<p><b>Bonding, structure and the properties of Matter</b>  Review and assess: Ionic, covalent and metallic bonding Relate properties to their bonding Relate properties to their uses</p>	<p><b>Energy</b>  Review and assess: Correct misconceptions Recall definitions of key terms and use them correctly Apply understanding of key topics to exam style questions  <b>Infection and response</b>  Review and assess: Knowledge of pathogens from the infection and response unit knowledge of drug development and treating infection from the infection and response unit</p> <p>Mock 2 Exams  Past exam papers practices</p>	<p><b>Quantitative Chemistry Electricity</b>  Review of foundation tier calculations content  <b>Electricity</b>  Review and assess: Correct any misconceptions for domestic electricity Apply understanding to exam style questions  <b>Bioenergetics</b>  Review and assess: Apply knowledge of bioenergetics to exam style questions  <b>Chemical changes</b>  Review and assess: Reactivity, acid base reactions and making salt Define endothermic and exothermic reactions and give examples of each type Learning on electrolysis, metal extraction and electrolysis of solutions</p>	<p><b>Atomic Structure Ecology</b>  Review and assess: Identify key misconceptions Apply understanding to exam questions  <b>Ecology</b>  Review and assess: Communities, biotic and abiotic factors, adaptation, and sampling Cycles, global warming, and biodiversity  <b>Energy changes</b>  Review and assess  <b>Magnetism</b>  <b>Review and assess:</b> Identify key misconceptions from the magnetism unit Apply understanding of magnetism to exam questions</p>
Y11	<p><b>Homeostasis and response</b>  Review and assess: Nervous system and homeostasis  <b>The rate and extent of chemical change</b>  Review and assess: Reversible reaction and how to represent it Explain how reversible exothermic and endothermic reactions are linked Explain what is meant by 'dynamic equilibrium'</p>	<p><b>Forces</b>  Acceleration practical 1 &amp; 2 Inheritance, variation and evolution  Review and assess</p>	<p><b>Organic Chemistry Waves</b>  Review and assess after each unit, using past exam papers</p>	<p><b>Chemical analysis</b>  Write and balance chemical equations to represent some of the reactions  <b>Chemistry of the Atmosphere</b>  Review and assess: Changes to the atmosphere and the greenhouse effect global warming and the source and problems caused by named atmospheric pollutants</p> <p>Mock 2 Exams  Past exam papers practices</p>	<p><b>Revision</b>  Selected topics are taught and assessed after the question-by-question analysis Mock 2 examinations Summative assessment based on the topics covered.</p>	<p><b>Revision</b></p>

## Computing <https://teachcomputing.org/curriculum/> (Esafety messages each half term)

Year group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Y10	<b>Programming part 1 – Sequence</b> Computer systems	<b>Programming part 2 – Selection</b> Computer systems	<b>Programming part 3 – Iteration</b> Computer systems	<b>Programming part 4 – Subroutines</b> Algorithms part 1	<b>Programming part 5 - Strings and lists</b> Data representations	<b>Algorithms part 2 - Searching and sorting (L4-12)</b> Data Representations
Y11	<b>Programming part 6 - Dictionaries and data files</b> Impact of technology	<b>Programming part 6 - Dictionaries and data files</b> Computer networks	<b>Programming part 6 - Dictionaries and data files</b> Network security	<b>Database and SQL</b>	<b>HTML</b>	

### Other pathways include:

<https://teachcomputing.org/curriculum/key-stage-4/it-and-the-world-of-work>

<https://teachcomputing.org/curriculum/key-stage-4/media>

<https://teachcomputing.org/curriculum/key-stage-4/physical-computing-project>

<https://teachcomputing.org/curriculum/key-stage-4/it-project-management>

<https://teachcomputing.org/curriculum/key-stage-4/spreadsheets>

# Physical Education <https://www.youthsporttrust.org/> <https://www.badmintonengland.co.uk/> Offsite PE lessons: Better Gym

Year group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Y10/11	<b>Invasion Games</b> Develop and include advanced skills into competitive games. Use and applying different configurations and strategies; Self-evaluation	<b>Net Games</b> Develop and include advanced skills in competitive games. Refine skills; use and applying different configurations and strategies; self and peer evaluation	<b>Health and Fitness</b>	<b>Leadership Skills</b> Developing knowledge of the principles of an effective warm up; add an element of competition to a warm up; verbal and non-verbal communication; Plan and lead an activity	<b>Fielding and Striking</b>	<b>Athletics</b> Grip and Stance – correct technique for Javelin, Relay, Shotput and Triple Jump

# Relationship, Sex, Health Education (RSHE) & Personal, Social, Health and Economics (PSHE) <https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning>

Year group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Y10	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work
Y11	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

**Citizenship** <https://teachers.thenational.academy/oaks-curricula> & <https://www.asdan.org.uk/home-learning-resources-pshe-and-citizenship/>

Year group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Y10	<p><b>How well does the media hold those in power to account?</b>                      Role of media in democracy                      Responsible journalism                      What is misinformation?                      Should media ever be censored?                      How does media hold those in power to account?</p>	<p><b>Active citizenship project</b>                      Identify what an active citizenship project is                      Skills required                      How to decide on topic and carry out research                      Plan project                      Campaigning methods which can be used                      Evaluate impact and success</p>	<p><b>Strengths and weaknesses of UK democratic system</b>                      What is democracy?                      Is direct democracy better?                      Fair elections                      Media freedom                      How can democracy be improved in UK?                      Deliberative Debate: What are the strengths and weaknesses of democracy in the UK?</p>	<p><b>Strengths and weaknesses of the legal system</b>                      How are laws made?                      Who enforces the law?                      Difference between criminal and civil law                      Purpose and types of punishment                      Does law in UK need updating?</p>	<p><b>How does the economy work?</b>                      Understanding:                      Economy                      Taxation and government spending                      Local Authority spending                      Privatisation                      Risk Management                      Role of citizens</p>	<p><b>How does the UK still play a meaningful role in the international community?</b>                      United Nations                      Commonwealth                      World Trade Organisation                      Relationships with Europe                      What is the UK's role in: global humanitarian problems?                      Global conflict resolution?</p>
Y11	<p><b>How is UK society diverse and changing?</b>                      What is identity?                      What are debates around identity in UK?                      Changes in UK population                      Diversity in UK society                      Mutual respect and understanding of diverse groups                      Can a changing and diverse society lead to unity?</p>	<p><b>What is nature of British Constitution?</b>                      Is the physical set up of House of Commons fit for purpose?                      Modernise parliamentary procedures?                      Uncodified constitution                      Bicameral system                      Separation of powers                      Role of Supreme Court</p>	<p><b>Rights to protest in democracy</b>                      Right to protest within rule of law                      Changes in protests                      Changemakers                      Should protestors break the law?                      Pressure groups  <b>Democratic and non-democratic governance</b>                      Differences and comparison                      Case study - North Korea                      Difference between Westminster parliament and US Congress                      Role of UK Prime Minister v US President and King of Saudi Arabia                      Elections in different countries</p>	<p><b>Power in the UK</b>                      Differences in local and central government                      Devolved government                      Local government structure                      Local Councils                      Elections                      What roles do NGOs, charities and civil society play in local communities?</p>	<p><b>Review and recap</b>                      Exam techniques and how to answer questions relating to citizenship</p>	

**Other pathways include:**

<https://www.asdan.org.uk/citizenship-short-course/>

## Religious Education (RE) <https://lewisham.gov.uk/myservices/education/schools/religious-education-in-schools/religious-education-syllabus-for-schools-in-the-borough>

Year group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Y10	<p><b>Philosophy and Ethics - Christian Perspective Religion, Peace and Conflict</b></p> <p>Christian understanding and responses towards violence and conflict Christian attitudes towards terrorism The idea of pacifism and peacemaking in Christianity How Christians work for peace Concepts of forgiveness and reconciliation Christian responses to social injustice, punishment, and justice</p>	<p><b>Philosophy and Ethics - Christian Perspective</b></p> <p>The Existence of God Christian responses to the question of God The different responses to the role and characteristics of God The relationship between God and Humanity The Nature of Reality How God reveals Himself</p>	<p><b>Beliefs and Teachings - Christianity</b></p> <p>Nature of God, Concept of God as a Trinity of persons Biblical accounts of Creation The problem of evil and suffering and a loving and righteous God Jesus Christ, Incarnation, Crucifixion, Resurrection, salvation Eschatological beliefs and teachings</p>	<p><b>Practices</b></p> <p>Worship, Sacraments, Prayer The role of pilgrimage and celebrations to Christians The role of the church in the local community and living practices, Mission, role of the church in the wider world</p>	<p><b>Philosophy and Ethics - Christian Perspective Relationship and Families</b></p> <p>Attitudes towards the role and purpose of the family Attitudes towards marriage, cohabitation Christian/Muslim responses to sexual relationships Role of men and women within family and community</p>	<p><b>Philosophy and Ethics - Christian Perspective Relationship and Families</b></p> <p>Equality – the influence of culture and community on equality Christian responses towards prejudice and discrimination</p>
Y11	<p><b>Beliefs and teachings - Islam</b></p> <p>The six articles of faith in Sunni Islam Belief in Allah, belief in angels, belief in holy books, belief in the Prophets, belief in the Day of Judgement, belief in Predestination Nature of Allah Prophethood (Risalah), Books (Kutub) Angels (Malaikah) Eschatological beliefs and teachings Life after death (Aakhirah)</p>	<p><b>Practices</b></p> <p>5 Pillars of Islam Ten Obligatory Acts The importance of practices, public/private acts of worship Hajj Khums and Zakat Festivals/special days, Jihad</p>	<p><b>Philosophy and Ethics - Christian Perspective Dialogue within/between religious and non-religious beliefs and attitudes</b></p> <p>Challenges faced by religion in modern British society Role of churches</p>	<p><b>Philosophy and Ethics – Christian Perspective Dialogue within/between religious and non-religious beliefs and attitudes</b></p> <p>Clashes between religious and non-religious values and developments; Interfaith dialogue Shared values and causes of religious conflict Proselytisation and Evangelism Humanism - Beliefs, teachings and value</p>	<p><b>Revision</b></p>	<p><b>Revision</b></p>

Other pathways include:

<https://www.asdan.org.uk/beliefs-and-values-short-course/>

## Other subjects:

**Art:** <https://theartteacher.net/category/art-lessons-and-activities/ks4-art-design-activities/>