



What will be happening in our classrooms for Key Stage 4 during the Autumn term 2026?

Our aim at Bungay High School is to provide an exceptional curriculum for all students; a curriculum which brings out the very best in them and prepares them for success in all areas of life.

We want a curriculum that is ambitious and engaging where our students experience aspiration, opportunity and excellence for all.

KS4 Curriculum (Years 10 & 11): Mastery is a key focus at this point of their curriculum journey.

MATHS:

Year 10 will see their first full GCSE paper as a formal assessment. They will sit questions relevant to the topics they have studied in class, including topics on surds, volume and surface area of 3D shapes and inequalities. There will also be a selection of recap and recall questions from year 9. All students will be given a list of topics that will come up in the assessments beforehand to support their revision.

Year 11 are very close to completing the GCSE course! this half term they will be studying 3D shapes, sampling, index rules and circles.

Next half term year 11 will be taking their mock examinations. Staff will analyse the results and set up key topics to revise with their classes. Students will also be entering into finance fortnight where they will look at the salary for their chosen career and work out how much tax they will pay, the costs of different mortgage options, budgeting for running a car and how the rest of their money fits into a monthly budget.

ENGLISH:

Year 10 Students will be introduced to the key skills of GCSE English Language through exploring fiction extracts from the 20th and 21st century. They will put their own imagination to the test through narrative and descriptive writing. They will also begin to read and explore their first GCSE Literature text: *A Christmas Carol* and complete writing tasks. The in-class mock will be on Language Paper 1 and homework will focus on this unit. Students continue to study the world of Dickens, through *A Christmas Carol*. They will consider the presentation of characters, themes, and the use of context to support interpretations. Exam approaches will lead to the in-class mock at the end of term. They will also embark on the study of the poetry anthology for Literature P2, developing skills for the analysis of poetry, use of context and comparison. Homework will focus on *A Christmas Carol*.

Year 11 will build on the knowledge gained through their introduction to Language Paper 1 in year 10, this exam paper will be revisited. They will also begin to focus on approaches to the unseen poetry exam for Literature Paper 2, having started developing their skills at the end of year 10. These two units will make up their official November mock. They will also begin their revision of texts by studying *A Christmas Carol* at home. Students will begin to study their Shakespeare text after completing their November mock exams. Developing knowledge of the plot, characters, context and language will begin. They will also continue to revise *A Christmas Carol* at home, with approaches to exams being covered in class.

HISTORY:

Year 10:

Year 10 are starting off their KS4 journey with our brand new topic, migration through time 790-modern day. We will be looking at the reasons for the growth, development and fall of empire alongside why people migrated. Students will start with the Viking and Norman invasions, before looking at Britain's expansion into France and then the wider world in the Tudor and Stuart periods. We are looking at a residential in the summer term to Ireland to explore Viking and modern migration there.

Year 11:

Year 11 are currently looking at the stagnation of medical advancements in the medieval period and the strong religious society in which they lived. We are going to compare British medieval medicine with that in the Islamic world, which was more advanced at the time, before going on to look at the Black Death. We are currently looking into a trip in the Spring Term for students to visit the Old Operating Theatre and Tower of London to support their units in Y11.

KS4 homework will continue to revolve on a three week policy, with a focus on:

Week 1: recapping content covered in class with a 20 question quiz

Week 2: revising the content, ready for a 10 question in-class test

Week 3: Applying the knowledge from the past two weeks to an exam-style question

For GCSE students, the history department is currently offering:

- Homework club with Mrs Brownlie-Collyer on a Wednesday lunchtime in H9.
- AQA revision guides, which are also available to buy on Amazon.

SCIENCE:

Physics:

Physicists in Year 10 are currently learning about energy and energy transfer with Year 11 finishing work on forces and motion, before starting to look at Waves. Year 11 will also be preparing for their November mock examinations.

Biology:

Year 10 students will continue their GCSE Biology studies by exploring how plants are organised and how they make their own food through the process of photosynthesis. As part of this topic, students will complete a required practical investigation using pondweed to examine how light intensity affects the rate of photosynthesis, developing both their scientific knowledge and practical skills. Later in the term, students will move on to the study of communicable diseases, investigating how pathogens spread, how the body defends itself against infection and the ways scientists work to prevent and treat disease.

Year 11 students will continue their GCSE Biology studies by working through the Paper 2 content of the course. Students studying Separate Science will begin by exploring homeostasis, learning how the body maintains stable internal conditions, including the regulation of body temperature and blood glucose levels. Both Combined and Separate Science students will then move on to inheritance, variation and evolution, investigating how characteristics are passed from one generation to the next and how species change over time through natural selection. These topics build on students' previous learning and prepare them for the demands of their GCSE examinations.

Chemistry:

In year 10, students have begun to discover how compounds are formed from elements in ionic and covalent bonding. Students will be explaining the properties of ionic, covalent, and metallic substances by looking at their structures.

In year 11, we have been reviewing equilibria with triple science students and this has been applied to explain the conditions for the Haber Process. Combined science students are learning about chemical reactions of metals, acids and alkalis.

FINE ART / PHOTOGRAPHY / ART TEXTILES:

Year 10 students in Art will be starting their GCSE based on the theme of 'Surfaces' as we lead workshops developing their skills and use of media and introducing assessment objectives. They will be using the formal elements to record ideas and insights personal to them. Our Year 11 will be completing their current coursework project where they had a choice of seven different themes. The theme included Recycle reinvent and use They will be developing ideas towards an outcome for their project which will begin with their Mock in November.

In Photography Year 10 students will be starting their GCSE on the theme of 'Reflections' as we lead workshops developing their knowledge of how to use a camera and introducing assessment objectives. They will be building their knowledge of the formal elements and editing techniques using manual editing and also Photoshop. Our Year 11 Photographers will be completing their current coursework project titled 'Our World'. They will be developing their ideas towards ideas for a final piece that they will create in November. This will complete their coursework unit (60% of their overall GCSE grade).

DRAMA:

Year 10 will be starting GCSE Drama by looking at the play 'Variations'. The story follows thirteen-year-old Alice who wishes her life was completely different. She wakes up one morning to find that her life is different. In fact, it's so different that all she wants to do is get back to normality. But how does she do that? We will be using this text to introduce students to all the different ways they will be working for their different GCSE components. Assessment will include full performance of an extract of the text, as well as exam-style questions on how to approach the play as a performer.

Year 11 will be starting the year by completing their Component 1 performance and written work. The performance element is a group devised piece based on given stimuli. Students will work collaboratively to research and experiment with different elements, before bringing their ideas together in a performance piece developed for a specific audience. As they develop this performance, they will keep a written record of how their ideas developed. These notes will then form the basis for a written portfolio that will also form part of their assessment for this component. Both the performance and portfolio will be assessed formally as part of the GCSE.

GEOGRAPHY:

Year 10 Geographers have entered the first steps of GCSE Geography and will start the year by exploring ecosystems on different scales. Students will begin by travelling to the Amazon and will explore the diverse world of the Tropical Rainforests. Students will create their own eco-tourism resort alongside exploring plant and animal adaptations. Students will then compare this to the Tundra Biome of Svalbard and explore both the opportunities and challenges of living and working in cold environments.

Year 11 Geography students have entered the world of coastal processes and landforms. Students will be learning why our coastlines are important and the best strategies to protect these. Ahead of mocks, students will have the opportunity to attend a trip to Southwold to explore and assess their own fieldwork data

MUSIC:

Year 10 begin their GCSE course by learning the fundamental theoretical knowledge needed to study the set works. During this term, students are introduced to the instrumental music set works by Bach and Beethoven and vocal music by Purcell and Queen.

Year 11 begin their set brief composition tasks. One composition is a free choice; the other is set by the exam board and published at the beginning of term – students may select one option. Students also maintain their practice on their chosen instrument and start to prepare options for their solo and ensemble pieces. Both the performance and composition coursework will be due at the end of the Spring term. During this term, they will also be looking at the set works in further detail and revising content from Year 10; they will practice recalling information and develop their essay writing skills for Section B of the written paper.

RE:

This term, Year 10 students will begin their GCSE Religious Studies course by studying Families and Relationships. This unit explores how religious beliefs and teachings influence family life in the modern world. Students will consider a range of topics, including family structures, the roles of men and women within families and society, and different types of relationships. As part of this topic, students will also learn about marriage and divorce, as well as contraception, examining a variety of religious perspectives and considering how these beliefs relate to contemporary issues.

Year 11 students will begin the academic year studying Christian Practices, building on their knowledge of Christian Beliefs from Year 10. This unit focuses on how Christians express their beliefs through worship and community life. Students will explore different forms of worship and prayer, as well as the significance of Baptism and Holy Communion. They will also study the importance of pilgrimage and religious festivals, along with the role of the Church in supporting local communities and responding to global issues such as poverty. Alongside their studies, students will complete a range of exam practice activities to strengthen their knowledge and examination technique.

PSHE:

During the autumn term, Year 10 students will focus on mental health and wellbeing, work experience preparation and gambling awareness. Lessons will cover managing new challenges, reframing negative thoughts, recognising signs of mental ill-health, understanding change, loss and grief, promoting emotional wellbeing and resilience, preparing for work experience, and understanding the risks associated with gambling. Students will also explore the factors that influence gambling behaviour, strategies for managing impulses, and ways to access support for gambling-related concerns.

Year 11 students will focus on wellbeing, careers education and fraud prevention. Lessons will examine the importance of sleep and healthy lifestyles, factors that influence lifestyle choices, reflecting on work experience placements, and exploring post-16 education, training and career pathways. Students will also develop their understanding of the careers landscape, learn how to make a positive impression in professional settings, and gain valuable knowledge about identifying and preventing fraud.

MODERN FOREIGN LANGUAGES:

Year 10 start off with the themes of My Personal World and Media and Technology. Within these themes we look at the topics of family, friends, relationships, equality, free-time activities, celebrations and role models. The course explores events in the francophone world.

Year 11 begin the year studying the theme of My Neighbourhood. There is focus on My Planet: the environment and new green technologies. There will be practice on the 80 / 90 and 130-word written tasks and translation into French in preparation for the mock writing exam, as well role plays, photo cards and general conversation topics ready for the mock speaking exam.

Year 10 and 11 students should make full use of our GCSE digital support online platform: activehub.pearson.com when consolidating their work at home and to strengthen their listening and reading skills.

DESIGN TECHNOLOGY:

Product Design

Year 10

Students are consolidating drawing skills including technical and artistic visual communication techniques, they will use both hand drawn and computer aided techniques throughout the course so lots of practice forms a strong foundation for success. Students will also learn about timbers and then use this knowledge to make a toy boat using reclaimed wood. Maths skills are also practiced such as calculation of materials required with lots of example exam questions.

Year 11

Students are now under way with their Non-Examined Assessment, the deadline is 27th March 2027, so they have to use the key employability skills of time management and self-motivation in order to complete quality outcomes that make up 50% of their final grade. After school sessions are available to keep to interim deadlines, they just need to ask Mr Gillett what evenings are most appropriate. Theory work continues with completing all material science areas and embarking on the mechanism and motion topic areas

Construction

Year 10

Students have started going through some of the theory for unit 1 which is their exam content (40%). They have started with an overview of the construction sector, exploring building and structure types and are now moving on to looking at infrastructure and energy generation and usage. They are set regular 20-question Multiple Choice Quizzes, the results of which are recorded and analysed, with the results leading into a follow-up revision task, so students are already creating revision resources. Later on in this term students will begin their practical tasks, focusing on skills required for carpentry & joinery.

Year 11

Students are well under way with their Non-Examined Assessment (NEA) which is worth 60%. They have almost completed their carpentry task and supporting paperwork and are now beginning the painting element

Textiles

Year 10

Students are focussing on the Specialist Knowledge of the exam board specification, learning the range of neatening, joining, and shaping construction techniques of fabric. They will understand which products and fabric properties directs the technique required to make a product function and be fit for purpose. They will be using the knowledge of seams, hems and neatening to create a pair of PJ shorts as their first make. This will build on their KS3 knowledge of dye techniques; they will be creating a printed pattern repeat on the product. Students are researching an individual theme for the image they will print onto the garment. They will also be developing their Specialist Knowledge this term on Fabric Construction Techniques and developing how to use the knowledge to answer exam style questions.

Food & Nutrition

Year 10

GCSE students have started the course and are cooking dishes that support their theoretical lessons. Having cooked Lasagne and Chicken Fajitas, students have been focusing on the role of carbohydrates and proteins, as well as gaining an understanding for how too little or too much can impact an individual's health and well-being.

Year 11

Students have begun their first piece of coursework. The coursework consists of a food investigation around pizza bases, focusing on the functional and chemical properties in a pizza. Students are researching the different ingredients and how it affects the taste, texture, appearance and aroma of a pizza base.

PHYSICAL EDUCATION:

In year 10 GCSE PE lessons, students study the 'Physical Training' unit of study. In this unit they will learn the components of fitness, undertake the various fitness tests for these components, learn the types of training to develop these components, and understand the principles of training. This is more of a practical scheme of learning which will teach the students through practice. They will then move onto their anatomy and physiology scheme of learning.

Year 11 students will continue with learning sports psychology, followed by health, fitness and well-being upon their return to year 11. They will then continue to develop their skills in their team and individual sports as they approach their final practical assessments.

HEALTH & SOCIAL CARE:

Year 10 students in health and social care, have started studying for the R035 health promotion campaign. Students have been learning about current public health challenges faced by the UK and factors influencing public health. Students are completing their research on tackling the public health challenges of obesity/sexual health and will be presenting their final coursework piece.

Year 11 students started their R033 unit in June 2026 on supporting individuals through life events. Students are focussing on exploring childhood, for ages 4-10 years. Students have been learning about life stages and the impact of specific life events. Students have been completing their personal research and will soon complete interviews on their selected individual.

CHILD DEVELOPMENT:

Year 10 students are studying for the R058 unit on creating a safe environment and understanding the nutritional needs of children from birth to five years. Students have been learning about different types of equipment that are required in different rooms at nurseries and child minders. They will also be studying accidents that can occur in different childcare settings and strategies that can prevent these accidents from happening. They will be applying this knowledge into the coursework tasks. Students are looking forward to visiting a local child minder, a Forest school and also getting to take the simulation babies home for the weekend.

Year 11 students are studying the R059 unit on understanding the development of a child from one to five years. They are focussing on the physical, intellectual and social milestones children achieve. They will be developing knowledge of research methods and visiting a local nursery next month to observe, comparing a child aged 2-3 years in relation to the developmental milestones.

CREATIVE iMEDIA:

This term, our Year 10 and 11 students will be working on their new brief: Driving School Promotion. As part of this project, students will create a digital graphic and develop a visual identity, including a logo and promotional poster. They will learn how to interpret client briefs, research target audiences, and apply design principles such as colour theory, typography, and layout. This R094 project will count towards 1/3 of their final iMedia grade.

Students will also be completing work for their R094 unit, where they will develop skills in planning, creating, and reviewing digital graphics. This includes producing planning documentation such as mood boards and visualisation diagrams, creating graphics using industry-standard software, and evaluating their work against the original brief. This unit helps students build a strong understanding of the creative design process and prepares them for coursework assessment.

For more information on our Curriculum and Subject Information, visit our website:

[Bungay High School Curriculum](#)