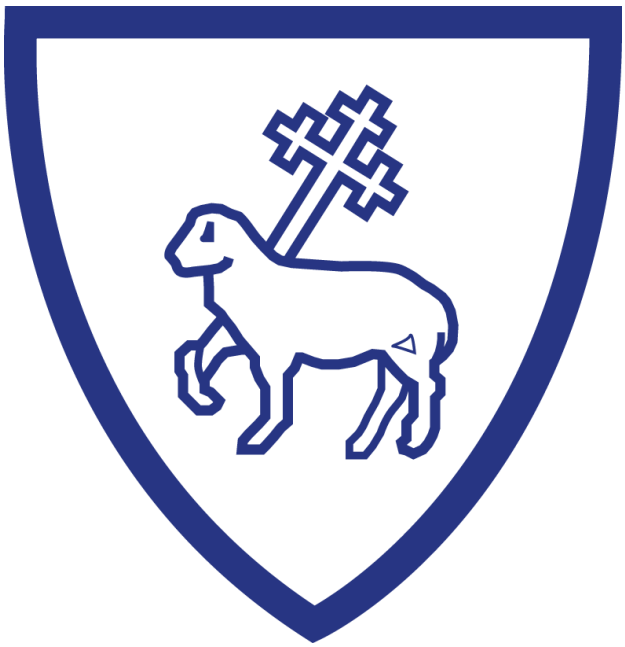
Brockington College

Curriculum Overview



Year 10

Autumn Term

Introduction

Welcome to our Year 10 curriculum overview for Autumn 2025. As students begin Key Stage 4 at Brockington, this stage marks a pivotal moment in their academic journey. Year 10 is a time of challenge and preparation, as students work towards their Key Stage 4 examinations and lay the groundwork for their future aspirations.

Following feedback from our parent focus groups, we have produced this booklet to make families more aware of the objectives, content and assessment plans for our curriculum, alongside advice about how parents/carers can help their children in this important year.

Please get in touch with your child's teacher or the relevant head of department if you have any questions or want to find out more about how you can support your child further at home.

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English Literature

Exam Board	Edexcel English Literature
Overall topic(s)	An Inspector Calls
Timeframe	Autumn (Half-term 1)

Overview of topic
Study of post 1914 Drama text for English Literature GCSE. Read and understand the plot, characters, themes, dramatic techniques and language used by J.B Priestley.

Sequence of learning
Read and understand the text; all central characters; themes, such as class, power, responsibility, dramatic techniques and the impact of what the characters say and do. Annotate the text in detail and plan and complete a range of essays on the play's central ideas.

Areas of study
Read, understand and respond to texts. Students will be assessed against **four assessment objectives (AOs)**. In this unit, students will be assessed against three and should be able to:

AO1
- maintain a critical style and develop an informed personal response to the play
- use textual references, including quotations, to support and illustrate interpretations.

AO3
- show understanding of the relationships between texts and the contexts in which they were written.

AO4
- assess their ability to use a range of vocabulary and sentence structures with accuracy in spelling and punctuation to communicate their ideas clearly and effectively.

Assessment
- ✓ Students will complete an analytical essay on the play
- ✓ There will be a mock examination on this paper in the Summer mock series

How can you help?
- ✓ Watch a version An Inspector Calls and go to see this at the theatre
- ✓ Visit the Black Country Museum and find out about life in the Edwardian era Black Country Living Museum

English Literature

Exam Board	Edexcel English Literature
Overall topic(s)	Macbeth
Timeframe	Autumn (Half-term 2)

Overview of topic
Study of a Shakespeare play, with a detailed reading of the whole text for comprehension, critical reading and analysis.

Sequence of learning
Read and understand the text; all central characters; themes such as power, gender, kinship and the supernatural and the impact of what the characters say and do. Annotate the text in detail and plan and complete a range of essays on the play's central ideas.

Areas of study
Read, understand and respond to texts. Students will be assessed against three assessment objectives (AOs) and should be able to:

AO1
- maintain a critical style and develop an informed personal response to the play
- use textual references, including quotations, to support and illustrate interpretations.

AO2
- analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3
- show understanding of the relationships between texts and the contexts in which they were written.

Assessment
- ✓ Students will complete an analytical essay based on an extract and an essay based on the whole play
- ✓ There will be a mock examination on this paper in the Summer mock series

How can you help?
- ✓ Watch a version of Macbeth. There are short, animated versions, longer plays and modern interpretations, all of which will aide understanding.
- ✓ If possible see the play in the theatre.
- ✓ Discuss or research historical information with a focus on James I, the gunpowder plot, the witch trials.
- ✓ Visit Shakespeare's birthplace and the many attractions in Stratford-upon- Avon to get a broader sense of Shakespeare's life.
- ✓ Visit The Globe theatre in London to understand the theatre experience in Shakespeare's times.

Mathematics *(Higher + tier)*

Exam Board	AQA (8300)
Overall topic(s)	Rounding, Estimation and the limits of accuracy Understanding Proportion Transformations and Vectors Expressions and Formulae Percentages Linear Graphs Understanding Products
Timeframe	Autumn (Half-terms 1 & 2)

Sequence of learning

The first module in our GCSE Higher Plus scheme is Rounding, Estimation and the Limits of Accuracy. We feel this is a suitable introduction to the higher plus course. The ability to round the solution to a problem to a given accuracy is essential in the higher tier. Whilst this is an important topic, it is also a nice introduction to the course and builds on the work done in Year 7 & 8 on place value and decimal. The limits of accuracy are a fairly new concept, but again links in well to our Year 9 work on inequalities.

Understanding Proportion follows from our work on rounding. As stated at Key Stage 3, the concept of proportion is essential in order for students to have a good understanding of mathematics in general. Here we explore inverse and direct proportionality, but whilst keeping the module conceptual rather than algebraic. This allows for more of a deeper understanding of proportional relationships. This module comes early in the course as work on proportion flows through everything that we do. This module also needs to come before our work in percentages – as concepts such as 'reverse percentages' will be taught with the idea of proportional relationships and ratio tables.

Transformations and Vectors follows next. It was studied in Year 9, so having recent experience of this will help teachers accelerate learning with this, whilst teaching it earlier in the course. Placing the module here means we can look at combined transformations as well as negative and fractional enlargements with ease.

Expressions, Formulae and Functions is the first chance for students to look at Algebra in Year 10. After a few more introductory modules, this module is placed when students are happy and settled into their course. Here we explore factorising using a variety of techniques, but not solving. All of this topic can then be revised later on in the year when it comes to Equations, Inequalities and Identities where students go one step further to solve problems using the methods taught during this topic. We find that this really helps to solidify the concepts and keeps algebra as a strength among our highest attainers.

Percentages is situated after our work on proportion, as all of percentages can be linked to the idea of a proportion out of 100. It is also important that percentages come as a prerequisite to topics such as Probability and Numerical Data as topics are interleaved here.

Linear Graphs extends on our work from Year 9, linking the idea of proportion with data representation.

Understanding Products concludes our first term in Year 10, it brings together our ideas on rational and irrational numbers and introduces fraction and negative indices, along with standard form.

Areas of study

- ✓ Round to a given accuracy in significant figures
- ✓ Round to a suitable accuracy
- ✓ Estimate roots
- ✓ Use inequalities notations to show the results of rounding
- ✓ Find and calculate with upper and lower bounds
- ✓ Understand proportional relationships as based on multiplying
- ✓ Use compound units
- ✓ Write proportions as fractions
- ✓ Write and use ratios and functions
- ✓ Understand inverse proportion
- ✓ Reflect a shape in any line and describe a reflection.
- ✓ Rotate any shape through any angle about any centre and describe a rotation in these terms.
- ✓ Enlarge a shape by any scale factor, including fraction and negative factors, using a given centre. Describe an enlargement.
- ✓ Translate a shape using a vector. Describe a translation.
- ✓ Understand the changes and invariance under the four transformations.
- ✓ Use vectors in geometric situations.
- ✓ Use vectors to prove properties of shapes.
- ✓ Expand products of binomials
- ✓ Factorise linear and quadratic expressions
- ✓ Understand an expression as a function and its link to formulae
- ✓ Find the inverse function (using the correct notation) and link to rearranging a formula
- ✓ Find and evaluate a composite function (using the correct notation)
- ✓ Complete the square for a quadratic expression
- ✓ Prove algebraic results
- ✓ Write proportions and changes as percentages
- ✓ Calculate percentage changes
- ✓ Use percentages over 100%
- ✓ Reverse a percentage change
- ✓ Solve growth and decay problems with percentages
- ✓ Use gradients and intercepts
- ✓ Find equations of parallel and perpendicular lines
- ✓ Solve simultaneous equations
- ✓ Use the laws of indices
- ✓ Evaluate values raised to different powers, particularly negative and fractional powers.
- ✓ Write numbers as products of primes in index form and understand how this form supports use of indices.
- ✓ Convert numbers between decimal and standard form
- ✓ Calculate with numbers in standard form.

Assessment

A range of in-class assessments based on the topics below:

- ✓ Rounding, Estimation and the limits of accuracy
- ✓ Understanding Proportion
- ✓ Transformations and Vectors
- ✓ Expressions and Formulae
- ✓ Percentages
- ✓ Linear Graphs
- ✓ Understanding Products

How can you help?

- ✓ Homework will be set on Sparx on a weekly basis. Please make sure that it is complete as the tasks will support the learning in class. Details will be posted on Satchel One. If you need help to get this complete, then the library is open during lunchtime.
- ✓ CorbettMathematics.com has videos and worksheets that link to topics covered in class.
- ✓ Complete past papers regularly, and in timed conditions. Past papers can be accessed here: AQA GCSE Mathematics Past Papers

Mathematics *(Higher tier)*

Exam Board	AQA (8300)
Overall topic(s)	Understanding Proportion Polygons Expressions and Formulae Understanding Products Raw Numerical Data Units, Scales and Proportions
Timeframe	Autumn (Half-terms 1 & 2)

Sequence of learning

We begin our year by looking at a key concept of Understanding Proportion. This is a key idea taken from Year 9 and is an excellent place to start Year 10, as the concept of proportionality underpins all things. We then look at Polygons before moving on to a large piece of work reinforcing our Algebra work from year 8 with 'Expressions and Formulae'. After this, we're back to number with 'Understanding Products' before using this number work in context looking at the analysis and interpretation of 'Raw Numerical Data'. We finish our first term in the higher curriculum with 'Units, Scales and Proportions'.

Areas of study

- ✓ Understand proportional relationships as based on multiplying
- ✓ Write proportions as fractions
- ✓ Solve proportion problems (inc best buy etc)
- ✓ Write and use ratio
- ✓ Write ratios and functions
- ✓ Understand inverse proportion
- ✓ Properties of quadrilaterals
- ✓ Area of shapes
- ✓ Angle properties of polygons
- ✓ Substitute into expressions
- ✓ Expand products of binomials
- ✓ Factorise linear and quadratic expressions
- ✓ Understand an expression as a function and its link to formulae
- ✓ Find the inverse function (using the correct notation) and link to rearranging a formula
- ✓ Find and evaluate a composite function (using the correct notation)
- ✓ Rearrange formulae
- ✓ Use the laws of indices
- ✓ Evaluate values raised to different powers, particularly negative and fractional powers.
- ✓ Write numbers as products of primes in index form, and understand how this form supports use of indices.
- ✓ Convert numbers between decimal and standard form
- ✓ Calculate with numbers in standard form.
- ✓ Use vertical line charts to display discrete numerical data
- ✓ Draw tables and line graphs for time series data
- ✓ Calculate mode, median, mean and range
- ✓ Compare using an average and range
- ✓ Find quartiles from raw data and draw box plots
- ✓ Draw and analyse scatter graphs, and understand their use
- ✓ Convert units
- ✓ Use compound units
- ✓ Understand scale pictures as being in proportion
- ✓ Use maps and scale diagrams

Assessment

A range of in-class assessments based on the topics below:

- ✓ Understanding Proportion
- ✓ Polygons
- ✓ Expressions and Formulae
- ✓ Understanding Products
- ✓ Raw Numerical Data
- ✓ Units, Scales and Proportions

How can you help?

- ✓ Homework will be set on Sparx on a weekly basis. Please make sure that it is complete as the tasks will support the learning in class. Details will be posted on Satchel One. If you need help to get this complete, then the library is open during lunchtime.
- ✓ CorbettMathematics.com has videos and worksheets that link to topics covered in class.
- ✓ Complete past papers regularly, and in timed conditions. Past papers can be accessed here: AQA GCSE Mathematics Past Papers

Mathematics *(Foundation)*

Exam Board	AQA (8300)
Overall topic(s)	Measures Number and Operations Expressions and Formulae Understanding Proportion Single Event Probability Categorical Data
Timeframe	Autumn (Half-terms 1 & 2)

Sequence of learning

We start Year 10 with the module Measures. The number work in this module continues from the considerable amount of number and measure work looked at in Year 7, and proportion work in Year 8. It allows students to recall some of that prior knowledge and provides a steady introduction to the GCSE course. The thought is that if students have a reasonably secure knowledge of measure already, they can build on that whilst acclimatising to the routines and style of a GCSE course – the practical element to measures can also help to settle any anxieties about the CGSE course.

We then move on to Number and Operation. Again, this module has plenty of recall of prerequisite knowledge. In part, this prior knowledge will help students to focus on the different style of questions they are being asked as well as continuing to ease transition into GCSE. In this topic students will look at things they have not seen since Year 7 as well, such as the explicit calculation of fractions, so this will help in continuing to build the foundations for future modules.

We then look at Expressions, Formulae and Functions. This module calls on all the rules of arithmetic studied in Number and Operation and its application to unknowns, rather than to integers. This module revisits key concepts from the Expressions module in Year 8 and builds on them to introduce formulae and function notation and structure. If students understand from Key Stage 3 that algebra is simply a generalisation of the number system, then the properties of integers studied in the Number and Operations topic will be very useful, hence the sequencing here.

Once these solid foundations have been laid at the start of Year 10, routines have been established and students are comfortable in the style of lessons delivered, we move onto Understanding Proportion. Understanding the multiplicative view between numbers is a key feature in our Key Stage 3 curriculum, so studying this in more depth and with a GCSE context is appropriate here. The concept of proportionality is essential for modules involving graph work and any work involving scale – so this module is appropriately placed here and comes before the need to use the applications of proportionality.

Probability of a single event comes next. Probability requires a strong knowledge of fractions and the number system, which is why this module comes after Number and Operations. Probability of more than one event features heavily in the GCSE curriculum, for example with tree diagrams, two way tables and frequency trees. So it is important a solid knowledge of probability is reinforced early on in the GCSE course, having previously been seen at the start of Year 9.

We continue on from probability into Categorical Data. In Year 9 students learn about analysing data, but this module has a focus more on presenting data before analysis. This will require prerequisite knowledge of Understanding Proportion for drawing pie charts, along with good knowledge of fractions. This module also starts to explore suitable representations for data and starts asking the students to be critical thinkers and decision makers.

Areas of study

- ✓ Measure Lines
- ✓ Choose suitable units
- ✓ Estimate measures
- ✓ Measure and draw Angles
- ✓ Measure and draw bearings
- ✓ Four operations and numbers
- ✓ Inverse operations
- ✓ Fractions as Operators
- ✓ Fractions and Terminating decimals
- ✓ Use correct algebraic notation
- ✓ Simplify expressions
- ✓ Expand and simplify single brackets
- ✓ Expand products of binomials
- ✓ Factorise linear and quadratic expressions
- ✓ Understand an expression as a function and its link to formulae
- ✓ Understand proportional relationships as based on multiplying
- ✓ Write proportions as fractions
- ✓ Solve proportion problems (inc best buy etc)
- ✓ Write and use ratio
- ✓ Understand inverse proportion
- ✓ Write probabilities
- ✓ Predict number of outcomes of an event
- ✓ Mutually exclusive events
- ✓ Exhaustive lists
- ✓ Relative Frequency vs Theoretical probability
- ✓ Represent categorical data using frequency tables, pictograms, bar charts, and pie charts.
- ✓ Choose and compare categorical data from their diagrams.

Assessment

A range of in-class assessments based on the topics below, alongside the mock examinations:

- Transformations and Vectors
- Understanding Products
- Sampling and Data Collection
- Non-linear graphs
- Polygons
- Probability of two or more events

How can you help?

- ✓ Homework will be set on Sparx on a weekly basis. Please make sure that it is complete as the tasks will support the learning in class. Details will be posted on Satchel One. If you need help to get this complete, then the library is open during lunchtime.
- ✓ CorbettMathematics.com has videos and worksheets that link to topics covered in class.
- ✓ Complete past papers regularly, and in timed conditions. Past papers can be accessed here: AQA GCSE Mathematics Past Papers

Science *(combined)*

Exam Board	AQA Combined Science: Trilogy
Overall topic(s)	GCSE: B4, B7, C5, C6, C7, P7 and P4
Timeframe	Autumn (Half-terms 1 & 2)

Overview of topics

Within the organisation topic, we revisit topics such as the digestive system, enzymes and food tests that are covered in year 8 along with the heart and blood vessels which is also covered in year 8. Students should further understand the topic of enzymes and must develop the ability to relate their knowledge of enzymes to a practical situation in the required practical. They link with the cell transport topic to discuss how diffusion surfaces are adapted to be efficient. Students deepen their knowledge from KS3 about the structure of the heart and blood vessels. This then leads onto looking at non communicable diseases such as coronary heart disease and cancer and discusses the importance of lifestyle factors and how these can affect us.

Chemical change may have been partly taught in the previous term, but it is consolidate at the beginning of year 10. Students move on to splitting compounds from rocks using electrolysis and learn about the conditions needed and rules for when to use electrolysis. Two important reactions are dealt with, the extraction of aluminum and the electrolysis of brine. The final part of the topic looks at neutralisation reactions using acids and bases to make salts. Students have to perform and understand several reactions and learn how to make a neutral salt.

Students will revisit endo and exothermic reactions and use the energy level diagrams, they learnt at KS3 to show the energy changes in a reaction. Leading on from this, each bond broken or made will be given a value and students will learn how to calculate the total amount of energy needed to break bonds in the reactants of a reaction and then do the same for bond making in the products. There are a few required practical's that can be undertaken in this topic by measuring the temperature increases or decreases in a reaction.

Students will study the structure and history of the atom; they will look at the roles and contributions of different scientists in our understanding of atomic structure. They will understand the structure of different forms of radiation, uses and dangers associated with them.

The topic of electric circuits will focus on both series and parallel circuits. Students will be given the opportunity to practically investigate current, potential difference and resistance across components. Mathematical skills will be applied to using formula, calculating missing values and re-arranging formula. Students will understand the concept of electric fields around charged objects and static current.

Sequence of learning

Topics:

How can you help?

Help them find a calm space to revise. Things to consider are noise levels, lighting, ability to store their papers tidily, not being disturbed by other family members. Different people have different needs, for some, background music is helpful to studying, for others it's a distraction. Give your child space to work out what works best for them

	Areas of study	**How can you help?**
B4: Organisation of animals and plants	✓ Blood and blood vessels ✓ The heart ✓ Heart conditions and keeping your heart healthy ✓ Breathing and gas exchange ✓ Plant tissues ✓ Transport tissues in plants ✓ Transpiration	Transport systems Heart dissection CHD Transpiration and translocation Potometer exp video
B7: Non Communicable diseases	✓ Non communicable diseases ✓ Cancer ✓ Smoking and risk of disease ✓ Diet, exercise and disease ✓ Alcohol and carcinogens	Lifestyle and disease cancer smoking and alcohol
C5: Chemical change	✓ Reactivity series ✓ Displacement reactions ✓ Extracting metals ✓ Strong and weak acids ✓ Salts from bases (RP) ✓ Salts from alkalis and carbonates ✓	Making a salt RP Reactivity series Making useful products from acids
C6: Electrolysis	✓ Electrolysis ✓ Changes that happen at the electrodes ✓ The extraction of aluminium ✓ Electrolysis of aqueous solutions	electrolysis
C7: Energy changes	✓ Exothermic and endothermic reactions ✓ Temperature changes RP ✓ Reaction profiles ✓ Bond energy calculations (higher only) ✓ Chemical cells and batteries (seps only) ✓ Fuel cells (seps only)	Types of reactions - bitesize Reaction profiles Cognito-bond energies Fuel cells
P7: Atomic Structure	✓ Atoms and radiation ✓ Discovery and changes in the nucleus ✓ Types of radiation ✓ Activity and half life ✓ Dangers and uses of radiation	Atomic structure Radioactive decay Half life Video Radioactivity whole topic summary video
P4:Electric circuits	✓ Current and charge ✓ Potential difference and resistance ✓ Resistance across components – wires, filament lamp, diode ✓ Series and parallel circuits	Electricity summary video Resistance required practical All physics required practical's

Assessment:
Your child will be assessed through:

- A small topic test after each topic
- A series of skills based tasks during the required practical activities.
- A series of weekly homework questions using their GCSE work books.

Biology *(Triple Science)*

Exam Board	AQA Biology
Overall topic(s)	GCSE: B4, B5 and B7
Timeframe	Autumn (Half-terms 1 & 2)

Overview of topics

Within the organisation topic, we revisit topics such as the digestive system, enzymes and food tests that are covered in year 8 along with the heart and blood vessels which is also covered in year 8. Students should further understand the topic of enzymes and must develop the ability to relate their knowledge of enzymes to a practical situation in the required practical. They link with the cell transport topic to discuss how diffusion surfaces are adapted to be efficient. Students deepen their knowledge from KS3 about the structure of the heart and blood vessels. This then leads to looking at non communicable diseases such as coronary heart disease and cancer and discusses the importance of lifestyle factors and how these can affect us. After learning about non communicable disease, we move onto communicable diseases and the different pathogens that we are surrounded e.g. bacteria, viruses and fungi. Some examples of diseases studied are malaria, measles and HIV in humans and rose black spot and tobacco mosaic virus in plant. The importance of vaccination programs and how these protect communities.

Sequence of learning

Topics:

How can you help?

Help them find a calm space to revise. Things to consider are noise levels, lighting, ability to store their papers tidily, not being disturbed by other family members. Different people have different needs, for some, background music is helpful to studying, for others it's a distraction. Give your child space to work out what works best for them

	Areas of study	**How can you help?**
B4: Organisation of animals and plants	✓ Blood and blood vessels ✓ The heart ✓ Heart conditions and keeping your heart healthy ✓ Breathing and gas exchange ✓ Plant tissues ✓ Transport tissues in plants ✓ Transpiration	Transport systems Heart dissection CHD Transpiration and translocation Potometer exp video
B7: Non Communicable diseases	✓ Non communicable diseases ✓ Cancer ✓ Smoking and risk of disease ✓ Diet, exercise and disease ✓ Alcohol and carcinogens	Lifestyle and disease cancer smoking and alcohol
B5: Communicable diseases	✓ Health and disease ✓ Types of pathogens such as bacteria, viruses, protists and fungi and communicable diseases ✓ Growing bacteria in the lab (seps only)	Communicable diseases Risk factors Bitesize revision

	✓ Preventing infections ✓ Human defence responses ✓ Plant diseases and responses (seps only)	Salmonella and measles Plant diseases (seps only)

Assessment:

Your child will be assessed through:

- A small topic test after each topic
- A series of skills based tasks during the required practical activities.
- A series of weekly homework questions using their GCSE work books.

Chemistry *(Triple Science)*

Exam Board	AQA Chemistry
Overall topic(s)	GCSE: C5, C6, C7, C4
Timeframe	Autumn (Half-terms 1 & 2)

Overview of topics

Chemical change may have been partly taught in the previous term, but it is consolidated at the beginning of year 10. Students move on to splitting compounds from rocks using electrolysis and learn about the conditions needed and rules for when to use electrolysis. Two important reactions are dealt with, the extraction of aluminum and the electrolysis of brine. The final part of the topic looks at neutralisation reactions using acids and bases to make salts. Students must perform and understand several reactions and learn how to make a neutral salt. They will use their knowledge of concentration in acids to perform titration experiments and calculate missing concentrations of acids

The idea of bond breaking and bond making from KS3 is explored in C7. Students will revisit endo and exothermic reactions and use the energy level diagrams, they learnt at KS3 to show the energy changes in a reaction. Leading on from this, each bond broken or made will be given a value and students will learn how to calculate the total amount of energy needed to break bonds in the reactants of a reaction and then do the same for bond making in the products. There are a few required practical's that can be undertaken in this topic by measuring the temperature increases or decreases in a reaction. After this, a chemical cell or battery is looked at in detail as to how it works and then it is compared to newer methods of using energy in a hydrogen fuel cell

The final topic in year 10 that is started is chemical calculations, Simple mass calculations will lead on to more complex calculations concerning the interpretation of a chemical reaction using moles. Students will learn more about the composition of a compound and how much product can be made in reactions. Chemical reactions will be compared in terms of their atom economy (how much useful product can be gained) and finally, more able students will be able to calculate the concentration of unknown solutions using titration. The topic ends by looking at reactions in gases and the volume that a specific amount of gas takes up.

Sequence of learning

Topics:

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	eas of study	**ow can you help?**
: Chemical change	• Reactivity series • Displacement reactions • Extracting metals • Strong and weak acids • Salts from bases (RP) • Salts from alkalis and carbonates •	aking a salt RP eactivity series aking useful products from acids
: Electrolysis	• Electrolysis • Changes that happen at the electrodes • The extraction of aluminium	ectrolysis

	• Electrolysis of aqueous solutions	
': Energy changes	• Exothermic and endothermic reactions • Temperature changes RP • Reaction profiles • Bond energy calculations (higher only) • Chemical cells and batteries (seps only) • Fuel cells (seps only)	pes of reactions - bitesize eaction profiles gnito-bond energies el cells
: Chemical calculations	• Balancing equations • Conservation of mass • Relative masses • Moles • Equations and calculations of moles (higher only) • Balance equations using masses of reactants and products (higher only) • Yields of chemical reactions (seps only) • Atom economy (seps only) • Concentrations • Titrations (seps only) • Volumes of gases (seps only)	lancing equations tesize- the mole hole of C4: combined oles and calculations om economy tration calculations tration RP

Assessment:

Your child will be assessed through:

- A small topic test after each topic
- A series of skills based tasks during the required practical activities.
- A series of weekly homework questions using their GCSE work books.

Physics *(Triple Science)*

Exam Board	AQA Physics
Overall topic(s)	GCSE: P7, P4, P5
Timeframe	Autumn (Half-terms 1 & 2)

Overview of topics

Students will study the structure and history of the atom; they will look at the roles and contributions of different scientists in our understanding of atomic structure. They will understand the structure of different forms of radiation, uses and dangers associated with them. Students will calculate the half-life of radioactive substances and understand the process of nuclear reactions (fission and fusion).

The topic of electric circuits will focus on both series and parallel circuits. Students will be given the opportunity to practically investigate current, potential difference and resistance across components. Mathematical skills will be applied to using formula, calculating missing values and re-arranging formula. Students will understand the concept of electric fields around charged objects and static current.

The topic of mains electricity fits alongside electric circuits, students will gain an understanding of types of current, how electricity is transferred through the national grid. Knowledge of a of how to wire a plug and electrical safety are explored, how the power rating and efficiency of electrical appliances is calculated.

Sequence of learning

Topics:

How can you help?

Encourage your child to practice with past papers to help them get used to the format and structure of the exams. Use visual aids: Science can be complex, and visual aids such as diagrams, videos, and models can help make the concepts easier to understand. You should also encourage your child to learn the required practical's and GCSE physics equations.

GCSE Physics Required practical's

GCSE Physics equations

	Areas of study	**How can you help?**
P7: Atomic structure	✓ Atoms and radiation ✓ Discovery and changes in the nucleus ✓ Types of radiation ✓ Activity and half life ✓ Dangers and uses of radiation ✓ Nuclear reactions (fission and fusion) (Seps only) ✓ Nuclear radiation in medicine (seps only)	Atomic structure Radioactive decay Half life Nuclear equations Video Radioactivity whole topic summary video
P4: Electric circuits	✓ Electric fields and charges (seps only) ✓ Current and charge ✓ Potential difference and resistance ✓ Resistance across components – wires,	Electric circuits Series circuits Parallel circuits Static electricity

	filament lamp, diode ✓ Series and parallel circuits	Topic revision notes Video Electricity summary video Resistance required practical All physics required practical's
P5: Electricity in the home	✓ Types of current ✓ National grid ✓ Plug and electrical safety ✓ Power and potential difference ✓ Energy transfer	Mains electricity Plug National grid and transformers Video Summary video of mains electricity

Commented [HC/B/S1]: I have changes this name as that is what it says on time line and its same for combined

Assessment:

Your child will be assessed through:

- A small topic test after each topic
- A series of skills based tasks during the required practical activities.
- A series of weekly homework questions using their GCSE work books.

Religious Studies

Exam board	AQA
Overall topic(s)	Paper 2 (GCSE) – Themes – Religion, Peace and Conflict
Timeframe	Autumn (Half-terms 1 & 2)

Overview of topics

This topic looks at religious, philosophical and ethical teachings around peace and conflict in the modern world. Students will encounter religious and non-religious arguments about war, violence and peace and are encouraged to form their own conclusions on the ethics of warfare. They will also learn about key issues affecting the modern world such as weapons of mass destruction, pacifism and peacekeeping initiatives around the world.

Sequence of learning

- Christian Practices – Paper 1 (Study of Religion)
- Religion and Life – Paper 2 (theme)

Areas of study

- **Religion, peace and conflict:**
  - The meaning and significance of: peace, justice, forgiveness, reconciliation
  - Violence and violent protest
  - Terrorism
  - Reasons for war
  - The just war theory, and the criteria for a just war
  - Holy war
  - Pacifism
  - Weapons of mass destruction and nuclear deterrence
  - Religion and peace-making in the modern world
  - Religious responses to victims of war and the work of charities working in warzones

Assessment

- ✓ Recall grids/questions and assessed practice questions in lesson time
- ✓ Assessed in Assessment Point 1 written test – 1, 4, 6 and 12 mark questions examined (recall, explain, evaluate)

How can you help?

- ✓ Discuss conflicts in the news with your child and ask them their views and whether they agree or disagree with religious teachings on warfare (e.g. pacifism). You could read/watch the news with them as a prompt – often they feature conflict zones – and discuss the nature and course of the conflict
- ✓ Encourage your child to revise using BBC Bitesize for GCSE (AQA Specification) GCSE Religious Studies - AQA - BBC Bitesize
- ✓ Encourage your child to watch revision videos like the attached: https://www.youtube.com/watch?v=AHksTolW0AM&authuser=0
- ✓ Check Satchel One for knowledge organiser updates to assist with exam revision

History

Exam Board	Edexcel
Overall topic(s)	Medicine through time c. 1250 to present
Timeframe	Autumn (Half-terms 1 & 2)

Overview of topics

Over the autumn term, your child will study the Medicine through time GCSE course which covers a history of medicine in Britain from the year 1250 to the present day.

Areas of study

- **Unit 1: c1200-c1500 Medicine in Medieval England.**
- **Unit 2: c1500-c1700 the medical Renaissance in England.**
- **Unit 3: c1700-c1900 Medicine in 18th- and 19th- century Britain.**
- **Unit 4: c1900 – Present: Medicine in modern Britain.**

A detailed description of the contents can be found here: Medicine in Britain, c.1250 to the present day

Assessment

Your child will be assessed through:

- ✓ End of unit topic tests.
- ✓ A series of history examination skills questions that will be sat sequentially in class.
- ✓ A series of homework activities focused on putting key historical skills, including recall skills, into practice.
- ✓ Mock examinations

How can you help?

There are several extra-curricular opportunities to extend learning and improve achievement on these topics, including visits to:

- ✓ **Thackray Museum of Medicine –** "Immerse yourself in our imaginative and exciting galleries, from the history of healthcare to the advances that have shaped the way we look after ourselves, and each other."
- ✓ **London Museums of Health and Medicine -** "from herbs, heart surgery and helicopter emergency services, to pharmacies, false teeth and forensic pathology, our museums provide remarkable insights into humanity's age-long campaign for good health."

There are also dozens of documentaries, books and websites that can help improve children's learning, including:

- ✓ ***BBC Teach*** **-** A series of animated films looking at the development of medicine and some of the significant individuals.
- ✓ ***BBC Bitesize*** **-** Detailed guides, videos and quizzes designed for the GCSE Edexcel History course that we teach. Medicine in Britain, c.1250 to the present day - GCSE History - BBC Bitesize
- ***Pain, Pus and Poison: The Search for Modern Medicines*** **–** A 3-part documentary on how drugs have revolutionized medicine and changed the course of human history.
- ***The Beauty of Anatomy*** **-** Series in which Dr Adam Rutherford investigates the close relationship between discoveries in anatomy and the works of art that illustrate them.

Parent advisory: We would recommend that parents view these series in advance of their children to ensure that they are happy with the content.

Geography

Exam Board	Eduqas
Overall topic(s)	International development & weather and climate
Timeframe	Autumn (Half-terms 1 & 2)

Areas of study

The concept of international development and classification of countries using the World Bank categories; social and economic indicators of development and HDI; causes of uneven development; the Sustainable Development Goals; trade and fairtrade; globalisation and the impact of multi-national corporations (MNCs); the pattern of trade between UK, Vietnam and Kenya; microcredit schemes; aid and the impacts and motivations for receivers and donors.

The nature of weather and climate; global atmospheric circulation; air pressure the impacts of weather; the nature of hurricane events; extreme weather hazards in a HIC and LIC; synoptic weather charts.

Assessment

Your child will be assessed through:

- ✓ An assessment examination containing a range of question styles such as multiple choice, data response, short answer and long answer.
- ✓ A series of exam-style questions sat in class time.
- ✓ Regular recall/knowledge tests in class.

How can you help?

Ask your child to show you the visual schema, knowledge organiser and school video (all on the GCSE Geography Revision Room) about this unit.

There are lots of websites where further information and support on these topics can be accessed. Below is a selection of units from BBC Bitesize that are recommended for study:

- Global patterns of development
- Factors influencing development and world trade
- The cycle of poverty
- The changing nature of global industry
- Positive and negative consequence of globalisation
- Fair trade in trade blocs and the European Union
- Climate and weather in the UK
- Weather in the UK
- Does location affect the UK's weather and climate?
- Causes of UK weather
- Is weather becoming more extreme?

French

Exam Board	AQA
Overall topic(s)	Theme 1 – People and Lifestyle & Theme 2 – Popular Culture
Timeframe	Autumn (Half-terms 1 & 2)

Sequence of learning

- Popular Culture
  - ✓ Identity and relationships with others and media technology and celebrity culture.
- People and Lifestyle
  - ✓ Identity and relationships with others and Healthy living and lifestyle.

Areas of study

People and lifestyle:

- Students will describe a person's nationality, character, personality and physical appearance, relationships with family and friends and partnerships.
- Students will describe how the internet is used, advantages and disadvantages, social media, mobile technology, celebrity, digital media and famous people.
- Grammar: Verbs (present and perfect tense), adjectives, possessive adjectives, questions, negatives, comparatives and conditional tense.

Assessment

- ✓ Regular recall and knowledge tests in class
- ✓ Exam-style questions set in class and for homework

How can you help?

- ✓ If you are able to speak French, speak with your child regularly in the target language to help practice.
- ✓ AQA GCSE Revision Guides (first exam in 2026)
- ✓ Even if you cannot speak French, quizzing your child on key vocabulary if very helpful - French-Creator-TD | Quizlet
- ✓ Past Paper exercises and a lot of support materials on the MFL Google Classroom French - https://classroom.google.com/c/NTAwNDk5OTY0NzA2?cjc=bsxbigk

Computer Science

Exam Board	OCR
Overall topic(s)	1.1, 1.2, 1.3, 2.2
Timeframe	Autumn (Half-terms 1 & 2)

Overview of topic

During Term 1 – Autumn, students will study units 1.1 Systems architecture and 1.2 Memory and storage. This will develop the students understanding of how computer systems function, and the systems used to represent data. Interleaved into these topics, students will study 2.2 Programming fundamentals where they will learn the fundamental programming techniques using Python language. Students will then study 1.3 Computer networks, connections and protocols. This will develop the students understanding of how computers communicate with one another on networks.

Sequence of learning

Topic	Areas of study	Useful links/videos
1.1 Systems architecture	• Architecture of the CPU • CPU performance • 1.1.3 Embedded systems	BBC Bitesize General purpose computers - Systems architecture - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize Seneca Learning: 1.1 Computer Science: OCR GCSE (senecalearning.com) Oak National Academy: 1-3, 8 Unit: Computer Systems | KS4 Computing | Oak National Academy (thenational.academy)
1.2 Memory and storage	• 1.2.1 Primary storage (memory) • 1.2.2 Secondary storage • 1.2.3 Units • 1.2.4 Data storage • 1.2.5 Compression	BBC Bitesize Primary memory - Memory and storage - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize Seneca Learning: 1.2 Computer Science: OCR GCSE (senecalearning.com) Oak National Academy: 4-7 Unit: Computer Systems | KS4 Computing | Oak National Academy (thenational.academy) Oak National Academy Unit: Data Representation | KS4 Computing | Oak National Academy (thenational.academy)
1.3 Computer networks, connections and protocols	• 1.3.1 Networks and topologies • 1.3.2 Wired and wireless networks, protocols and layers	BBC Bitesize General purpose computers - Systems architecture - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize Seneca Learning: 1.3 Computer Science: OCR GCSE (senecalearning.com) Oak National Academy Unit: Networks | KS4 Computing | Oak National Academy (thenational.academy)

2.2 Programming fundamentals	• 2.2.1 Programming fundamentals • 2.2.2 Data types	BBC Bitesize Variables and constants - Programming fundamentals - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize Seneca Learning: 2.2 Computer Science: OCR GCSE (senecalearning.com) Oak National Academy: Programming 1-4 Free KS4 Computing teaching resources | Oak National Academy (thenational.academy)

Assessment

- ✓ Students will be assessed through end of topic assessments. These are usually comprised of exam-style questions, mostly short answer with some longer answer questions also. The questions will focus on the topic they have studied.
- ✓ Students will take regular recall/retrieval quizzes in class

How can you help?

- ✓ We would encourage conversation about the learning to promote students to reflect on their learning and develop a curiosity to develop their understanding.
- ✓ There are useful website links in the table above that relate to the learning that students do in the classroom.

Business Studies

Exam Board	Edexcel
Overall topic(s)	1.1, 1.2
Timeframe	Autumn (Half-terms 1 & 2)

Overview of topic

During Term 1 – Autumn, students will study unit 1.1 Enterprise and entrepreneurship. This will develop the students understanding of the skills and qualities necessary to be an entrepreneur. Students will then study unit 1.2 Spotting a business opportunity where they will learn the approach entrepreneurs take to spotting opportunities within a busy marketplace. These two units develop an early understanding of what it feels like to start your own business and what decisions need to be made early.

Sequence of learning

Topic	Areas of study	Learning beyond the classroom
1.1 Enterprise and entrepreneur-ship	• The dynamic nature of business • Risk and reward • 1.1.3 The role of business enterprise	BBC Bitesize GCSE Business - Edexcel - BBC Bitesize Seneca Learning Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com) YouTube Bizconsesh Revision Theme 1: https://youtube.com/playlist?list=PLf6kR48ysSvM4W7bMk_XYogJasL1J_57G&si=RCnyxMkVSYx50rXY
1.2 Spotting a business opportunity	• 1.2.1 Customer needs • 1.2.2 Market research • 1.2.3 Market segmentation • 1.2.4 The competitive environment	BBC Bitesize GCSE Business - Edexcel - BBC Bitesize Seneca Learning Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com) YouTube Bizconsesh Revision Theme 1: https://youtube.com/playlist?list=PLf6kR48ysSvM4W7bMk_XYogJasL1J_57G&si=RCnyxMkVSYx50rXY

Assessment

- ✓ Students will be assessed through end of topic assessments. These are usually comprised of exam-style questions, mostly short answer with some longer answer questions also. The questions will focus on the topic they have studied.
- ✓ Students will take regular recall/retrieval quizzes in class

How can you help?

- ✓ We would encourage conversation about the learning to promote students to reflect on their learning and develop a curiosity to develop their understanding.
- ✓ There are useful website links in the table above that relate to the learning that students do in the classroom.

Media Studies

Exam Board	Eduqas
Overall topic(s)	Component 1: Analysis of print-based media
Timeframe	Autumn (Half-terms 1 & 2)

Overview of topic

The Autumn term introduces students to Media Studies and will be a new subject for learnings. As such the unit will introduce the skills of analysis for print-based media products. This will include the coverage for: magazines; marketing (film posters); newspapers; and print advertisements.

Sequence of learning

Topic:

Component 1 – Exploring the Media

The unit works as an introduction to the subject where learners will be introduced to a range of real-world media products, both contemporary and historical. The focus will be on building the skills to identify and discuss representations within the product and the intended understanding for the target audience of each product. There will be consideration of the rules and regulation of the modern media industry.

Areas of study:

- **Media Language Analysis Introduction:** camera shots; lighting; use of colour and connotation
- **Representation:** the use of stereotypes and how texts might reinforce or challenge these
- **Audience:** how are audiences categorised in modern media marketing. Learning about and applying the established theories that are used to discuss audiences and their engagement with media products.
- **Regulation of the media:** looking at the regulation of film; radio; newspapers and video games

Assessment

- ✓ A series of practice analysis activities in class and as homework developing confidence with the new subject terminology and observation and investigation skills.
- ✓ A formal assessment using past exam paper questions to familiarise students with the wording and expectations of the Component 1 exam.
- ✓ The Year 10 mock, sat in the spring/summer term will use a full exam paper to test knowledge for this entire unit of study.

How can you help?

As this is a new subject for students it is always useful for students to discuss their understanding and analysis of the media outside of class. There are areas where this can be supported at home.

- ✓ **Encourage an open discussion of different media experienced outside of class.** Encourage children to discuss what they are studying in class and to discuss and explain the subject terminology that is being taught in relation to analysis; representation and audiences.
- ✓ **Encourage the broadening of media experiences. The range of media covered in this term will be extensive and new to some learners. Look for opportunities to**

look at a newspaper or to discuss the political values of the UK and the different parties. Radio is also covered in relation to the unit with the studying of BBC Radio 4's *The Archers*. This will be unfamiliar to most students, so a good opportunity to listen to an episode at home.

- ✓ **Discussing film posters and marketing in relation to the Bond franchise.** The Bond franchise is used by the exam board as a way into discussing the film industry. Take time to talk about the franchise and how it had had to adapt its content and representations (especially of women) over time to address modern values and challenge those outdated stereotypes of the past. If opportunity arise, watch a movie from the franchise when they are regularly on television and discuss the representations of gender in it.

Drama

Exam Board	Eduqas
Overall topic(s)	Introduction to GCSE Drama
Timeframe	Autumn (Half-terms 1 & 2)

Overview of topic

During the Autumn term, your child explore a range of theatre practitioners and conventions. Through this they will learn about Stanislavski and naturalism, Brecht and non-naturalism, and Frantic Assembly and Physical Theatre. They will also be introduced to the set text*, I Love You Mum*, and explore the characters and storyline through analysis and practical workshops.

Sequence of learning

Topic: Theatre Practitioners and Conventions

Areas of study

- Understanding of Stanislavski's theatre and naturalistic theatre techniques
- Understanding Brecht's theatre and non-naturalistic theatre techniques
- Understanding Frantic Assembly and physical theatre techniques
- Using drama techniques to explore and develop characters and tell stories
- Scripted and devised performances

Topic*: I Love You Mum*

Areas of study:

- Reading *I Love You Mum*
- Exploring characters and storylines through drama techniques and scripted performance
- Scripted and devised performances
- Writing about drama text

Assessment

- ✓ Three logbooks completed in controlled conditions
- ✓ Devised performance exam

How can you help?

- ✓ Visiting the theatre to watch live productions
- ✓ Discussing films watched at home – what made them successful, or less successful; what was happed in the plot and how did it develop; how were characters created
- ✓ Access to scripts and books at home that your child can read to develop their understanding of how stories are told
- ✓ There are lots of websites where further information and support on these topics can be accessed such as:
    - GCSE Specification Template (eduqas.co.uk)
    - GCSE Drama - Eduqas - BBC Bitesize

Music

Exam Board	BTEC
Overall topic(s)	Component 1: Exploring Music Products and Styles
Timeframe	Autumn (Half-terms 1 & 2)

Overview of topic

During the Autumn term, your child explore a range of musical styles from popular music 1950s to the present day, music for media, world music and contemporary classical music. Through this they will learn about musical techniques and conventions that are typical of the styles studied. They will also create pieces of music through different realisation techniques, demonstrating their understanding of the musical styles.

Sequence of learning

Topic: Samba

Areas of study

- Reading and writing rhythms
- Understanding rhythmic techniques
- Understanding the conventions and techniques of the style
- Ensemble performance

Topic: Motown

Areas of study:

- Reading notation in both treble and bass clefs
- Using musical elements to create musical style
- Performance skills – playing to an audience
- Ensemble performance

Topic: Reggae

Areas of study:

- Reading notation in both treble and bass clefs
- Using musical elements to create musical style
- Understanding how notes and harmonies work together to create cohesive sounds
- Sequenced remix

Assessment

- ✓ Regular formative feedback
- ✓ DIRT feedback on assignment
- ✓ Submission of summative assignment

How can you help?

- ✓ Regularly listening to new music – radio, Spotify, Amazon Music, etc. and discussing with your child why they might like or dislike a song or piece of music
- ✓ Music keyboard apps on tablets or phones can enable your child to practise music at home if they do not have access to a keyboard. Virtual piano – Play piano online | Musicca is one example that can be used on a computer
- ✓ Taking your child to see live music being played
- ✓ Online play-along videos, such as those on YouTube, support children in learning to play music they like
- ✓ Access to musical instruments, such as guitar, ukulele or keyboard, so your child can explore their musical voice at home. As can encouraging your child to sing.
- ✓ There are lots of websites where further information and support on these topics can be accessed.

Engineering

Exam Board	NCFE
Overall topic(s)	Engineering Disciplines & Engineering Drawings
Timeframe	Autumn (Half-terms 1 & 2)

Topic:

Over the course of this topic, we will look at 10 different engineering disciplines, some of the examples of products and projects which have been developed within each of the engineering disciplines and how each of these disciplines has impacted the world we live in today. We will also look at the Health and Safety Legislation which covers the engineering industry.

Areas of study

- Mechanical Engineering
- Aerospace Engineering
- Software Engineering
- Electronic Engineering
- Telecommunications Engineering
- Electrical Engineering
- Civil Engineering
- Automotive Engineering
- Biomedical Engineering
- Chemical Engineering
- Health and Safety Legislation
- Drawing conventions
- British Standards (BS8888 - technical drawing)
- Freehand sketching
- Rendering
- 2D drawing - First and Third Angle Orthographic
- 3D drawing - Isometric

Assessment

- ✓ Mid topic quiz
- ✓ 9-mark exam questions
- ✓ End of topic recall test

How can you help?

Encourage your child to think about the sorts of products they use throughout the day and which engineering discipline these products might fall under. It is important that students can make connections between these disciplines' and real life situations. This will also help them to understand the impact these developments have had on their life. Have conversations with your child about which engineering disciplines they are particularly interested in and encourage them to do further research. A range of support websites is listed below:

Civil engineering explained | Institution of Civil Engineers (ICE)
Aerospace-Engineer | Explore careers | National Careers Service
Electrical-Engineer | Explore careers | National Careers Service
Mechanical-Engineer | Explore careers | National Careers Service
What is software engineering? – TechTarget Definition
Freehand sketching and rendering:
Sketching and annotation
3D freehand Rendering (youtube.com)
Orthographic drawing:
2D and 3D drawing techniques
Orthographic Drawing - Simplified (youtube.com)
Isometric drawing:
Isometric and oblique projection
Beginner Isometric Drawing Tutorial (youtube.com)

Food Preparation and Nutrition

Exam Board	AQA
Overall topic(s)	Fruit, vegetables, sugars & proteins
Timeframe	Autumn (Half-terms 1 & 2)

Sequence of learning

Topics

Topic 1, fruit and vegetables:

Students will explore the impact of vitamins and minerals on their health, understand the different methods of cooking and how they affect food and look at how to reduce the environmental impact of food. Students will put into practice the skills and knowledge they have gained through cooking a range of dishes.

Topic 2, Sugars:

Students will look at the nutrition of sugars and additives in the diet. They will understand what the impact of eating an excess of key nutrients on the body and how sugars function in baked products. Students will put into practice the skills and knowledge they have gained through cooking a range of dishes.

Topic 3, Proteins:

Students will explore why people choose to follow different diets including allergies, religions and vegetarians as well as focusing on food safety and the risks of food poisoning. Students will put into practice the skills and knowledge they have gained through cooking a range of dishes.

Areas of study

- Food processing
- Vitamins and minerals
- Cooking methods
- Sustainability
- Additives
- Health risks of a poor diet
- Proteins
- Dietary need
- The impact of religion on food
- Food poisoning bacteria
- Food safety

Assessment

- ✓ Practical skills assessment
- ✓ End of topic test

How can you help?

- ✓ Encourage your child to help in the kitchen at home, whether baking, making dinner or just helping you chop vegetables they will build confidence and skills.
- ✓ Students can also use the following websites, and YouTube channels to build their knowledge:
  - 14 - 16 Years - Food A Fact Of Life
  - Seneca - Learn 2x Faster (senecalearning.com)
  - Eight guidelines for healthy eating | Design Technology - Food Preparation and Nutrition (youtube.com)
  - AQA | GCSE | Food Preparation and Nutrition | Assessment resources

Textiles

Exam Board	OCR
Overall topic(s)	Introduction to GCSE Textiles & Aquatic Textiles
Timeframe	Autumn (Half-terms 1 & 2)

Topic

During this time, students will be introduced to the course content and assessment. They will be revisiting and developing drawing techniques and mark making. During this time, students will also be introduced to a range of techniques within Textile Design relevant to the theme "Aquatic".

Areas of study

- Safety in the workshop
- Fibres and Textile Structures
- Sewing machine training
- Drawing Development and mark making
- Primary and secondary research
- Drawing studies
- Artist studies
- A range of textile techniques from printed to surface design including machine embroidery

Assessment

Students will have individual scores on;

- Sewing machine skills
- Drawing
- Fibres and structures

They will be presented with an overall grade for this first unit which includes the summer transition project.

How can you help?

There is a wide range of online material that can support your child such as:

- ✓ Textile fibres and materials https://www.bbc.co.uk/bitesize/guides/zmbyb82/revision/1
- ✓ Threading the sewing machine - https://www.youtube.com/watch?v=WYBc3ZXwLAQ
- ✓ Line Drawing - https://www.bbc.co.uk/bitesize/guides/z3pp3k7/revision/1
- ✓ Tonal drawing - https://shorturl.at/Wfrci
- ✓ Biro drawing- https://www.bbc.co.uk/bitesize/guides/zc7sfrd/revision/4
- ✓ Pattern Drawing-
  - https://www.pinterest.co.uk/pin/21603273203435040/
  - https://www.pinterest.co.uk/pin/819795938439503624/
  - https://www.pinterest.co.uk/pin/16536723625942646/

Art

Exam Board	OCR
Overall topic(s)	Baseline Assessment
Timeframe	Autumn (Half-terms 1 & 2)

Overview of topic

This unit will test the observational skills of GCSE students. This will give them a benchmark for current strengths and areas to be improved. Students will be asked to draw a shoe from observation as an initial study. They will research artists who use shoes in their work and will create a series of pastiches using their own drawing and the style and techniques of their chosen artists.

Sequence of learning

Observational drawing is a key skill at GCSE, so it is important to assess these at the start of year 10. Observational drawing and pastiches have been taught throughout KS3 so this should link in well with their previous learning.

Areas of study

- Artist research
- Presentation
- Observational drawing skills
- Pastiches
- Experimentation of media

Assessment

- ✓ Artist research
- ✓ Observational shoe drawing
- ✓ Pastiche

How can you help?

Students are required to continue and complete work at home. Ensuring that they have equipment to be able to do this is key, and encouragement to complete work in a timely manner would be great support. You could also encourage your child to practise drawing skills at home. They can find useful tips and hints on YouTube as well as recall what has been taught in class.

- Artist research using websites such www.artchive.com
- YouTube have great demonstrations for using skills and techniques in art.

Physical Education (GCSE)
& Sports Studies (Vocational)

Exam Board	GCSE PE – OCR; Sports Studies (OCR Cambridge National)
Overall topic(s)	GCSE PE – Anatomy & Physiology, Physical training, Practical PE; Sports studies – Performance and leadership in sporting activities
Timeframe	Autumn (Half-terms 1 & 2)

There are two courses available for students who opt for examination PE at Key Stage 4. The two options are GCSE PE and Sports Studies.

Sequence of learning
Areas of study

GCSE PE	Sports Studies	Practical activities
✓ Health, Fitness & Well-being	✓ The different sources of media that cover sport	✓ Football
✓ Sports Psychology	✓ Understand positive and negative effects that the media can have on sport	✓ Badminton
✓ Engagement patterns and participation rates in sport and physical activity	✓ The relationship between sport and the media	✓ Athletics ✓ Trampolining
✓ Commercialisation of sport	✓ Know about the role of sport in promoting values	✓ Handball
✓ Ethics in sport	✓ Understand the importance of hosting major sporting events	✓ Table Tennis
Analysing and evaluating performance (Coursework)	✓ Understand the issues which affect participation in sport	✓ Netball
	✓ Know about the role of national governing bodies in sport	

Assessment

- ✓ **GCSE PE:** Your child will be assessed through end of topic tests and two mock exams Paper 1 (Year 10 topics) -November) and Paper 2 topics
- ✓ **Sports Studies**: Your child will be assessed through a series of written coursework tasks on Sport and the media and one mock exam
- ✓ **Practical assessments** will be undertaken at the end of a 5-6 week block. The curriculum sports are shown in the table above. Students can also choose to be selected on other sports (undertaken outside of school) that are on the exam boards approved list.

How can you help?

- ✓ There are lots of websites where further information and support on these topics can be accessed.
  e.g. BBC bitesize (GCSE Physical Education - OCR - BBC Bitesize) (OCR GCSE (9-1) Physical Education J587 Guide to Non-exam Assessment (NEA) - Version 4.6) (OCR Level 1/Level 2 Cambridge National in Sport Studies specification
- ✓ Encourage your child to watch a range of live sport at a game or event or on television.
- ✓ Encourage your child to attend extracurricular activities in school.
- ✓ Support your child by taking them to clubs in the community.

Core PE

Overall topic(s)	Apply existing skills and learn new skills in a range of sports. Apply knowledge of decision making and tactical understanding in a wider range of sporting situations.
Timeframe	Across the academic year

At Key Stage 4, our PE curriculum builds on the strong foundations established at Key Stage 3. It is designed to be **ambitious, inclusive, and sequenced** to ensure continued progress in both **declarative and procedural knowledge**. Students revisit and deepen their understanding of our curriculum's 'big questions' and core concepts, applying them in more advanced and varied contexts.

Throughout Years 10 and 11, students participate in a broad range of physical activities that promote **skill refinement, tactical awareness, leadership, and personal development**. Units are carefully selected to support students' **holistic development**, encompassing physical competence, cognitive challenge, and social-emotional growth.

All students receive the same curriculum offer to ensure **equality of provision**, and activities are differentiated to meet individual needs, fostering high levels of engagement and participation.

Areas of study

Year 10 & 11 .	**Unit:** Invasion Games (evaluation and analysis in competitive sport)	Basketball
	Unit: Net/Wall (Officiating)	Badminton and Table Tennis
	Unit: Sport Leadership	Football & Netball
	Unit: Teaching Games for Understanding	Handball
	Unit: Health Related Fitness	Different types of training aimed to increase lifelong participation
	Unit: Athletics	Track and Field Events
	Unit: Sport Education (through striking & fielding).	Rounders & Softball
	Unit: Enrichment Sports	Alternative sports

National Curriculum Aims for PE

The Key Stage 4 PE curriculum at Brockington College is carefully designed to meet the Department for Education's National Curriculum aims. It ensures that all students:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

Our curriculum is inclusive, ambitious and sequenced to promote high levels of engagement, physical literacy and personal development. It provides meaningful opportunities for students to refine their skills, deepen their understanding, and apply their learning in both recreational and competitive contexts.

Key Stage 4 Endpoint

By the end of Key Stage 4, students at Brockington College are inspired to succeed and excel in a variety of physical activities and competitive sports. They demonstrate increased confidence and competence in applying advanced techniques, tactics and strategies across both team and individual disciplines.
Students make sustained progress through the **Head and Hands** assessment strands—developing both **declarative knowledge** (rules, principles, tactical understanding) and **procedural knowledge** (execution of skills, decision-making under pressure, performance analysis). They learn to evaluate their own and others' performances effectively, identifying areas for improvement and demonstrating progress over time.

The curriculum supports the development of **physical literacy**, enabling students to become physically confident and aware of the importance of physical activity for both physical and mental health.
Opportunities within lessons and through enrichment activities allow students to compete, lead, and collaborate—embedding core sporting values such as **fairness, respect, resilience and teamwork**.
Our Key Stage 4 offer equips students with the knowledge, skills and character traits needed to thrive in further education, future employment and adult life. They leave Brockington College with a deep appreciation for physical activity and sport, and a strong foundation for lifelong participation.

Assessment

- ✓ Your child will not be assessed formally in this subject but will be given an attitude to learning grade at each assessment.

How can you help?

- ✓ Encourage regular, daily physical activity including walking/cycling to school; playing sport during breaks/lunches; taking part in extra-curricular clubs
- ✓ There are lots of websites where further information and support on these topics can be accessed. e.g. Skills, rules and tactics Volleyball rules: Know all regulations, the court size and players needed (olympics.com)
- ✓ Encourage your child to watch a range of live sport at a game or event or on television
- ✓ Encourage your child to attend extracurricular activities in school
- ✓ Support your child by taking them to clubs in the community or get a membership for a local leisure centre

Personal, Social, Health and Citizenship Education (PSHCE)

Overall topic(s)	Finance, RSE and Preparing for the future
Timeframe	Across the academic year

Topic

Over the course of Year 10 pupils will discuss and be informed about key issues to help them leave healthy, happy and successful lives as the grow up, with a particular focus on their success at KS4 and beyond Brockington.

Areas of study

- **Financial Awareness –** understanding the importance of budgeting, the implication of borrowing money and debt, the risks of gambling and their rights as a consumer.
- **RSE –** strengthen understanding on how to recognise healthy and unhealthy relationships, how to give, ask for and recognise consent, contraception and sexually transmitted infections. Pupils will also consider the law around issues such as upskirting, sexting and revenge porn.
- **Preparing for the future –** developing successful interview skills and the benefits of participation in work experience/volunteering**.**

During this year pupils will also participate in Children's Mental Health Week, National Parliament Week, Anti Bullying Week, Hate Crime Awareness Week, Diversity Week and National Careers Week.

Assessment

Your child will be assessed through:

Formative

- ✓ Self-Assessment using "I can statements" at the end of each area of study.
- ✓ Directed Improvement and Reflection Time (DIRT) throughout the module (including discussion skills)

Summative

- ✓ End of topic reflection task (DIRT mind map indicating knowledge gained)

How can you help?

There are lots of websites where further information and support on these topics can be accessed.

- ✓ www.brook.org.uk – information to support healthy relationships
- ✓ www.leicestersexualhealth.nhs.uk - information to support healthy relationships
- ✓ www.youngminds.org.uk - mental health and relationship support
- ✓ www.barclayslifeskills.com – money and work skills