Brockington College

Curriculum Overview

Year 11

Autumn Term

Introduction

Welcome to our Year 11 curriculum overview for Autumn 2025. As students take on their final year at Brockington, this stage marks a pivotal moment in their academic journey. Year 11 is a time of consolidation, 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 crucial 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.

Contents

English Literature

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

Overview of topic

Study of a Shakespeare play: Macbeth. A detailed reading of the play, understanding plot, character, themes, language, structure and form.

Sequence of learning

Read and understand the text; all central characters; themes such as power, gender, ambition 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 **four 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.

AO4

- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Assessment

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

How can you help?

- ✓ Watch a version of Macbeth together, and go to see this at the theatre if possible. Versions including "Macbeth" (2015) directed by Justin Kerzel and "Macbeth" directed by Rupert Goold are often available on streaming services
- ✓ Many cinemas also play "live" versions of Shakespeare, so keep an eye on local listings
- ✓ Visit The Globe Theatre in London or Stratford-upon-Avon

English Language

Exam Board	Edexcel English Language
Overall topic(s)	Edexcel 2.0
Timeframe	Autumn (Half-term 2)

Overview of topic

This unit covers a study of fiction and literary non-fiction texts and imaginative writing and a study of literary non-fiction texts and transactional writing. Students will develop reading skills throughout this unit including, identifying implicit and explicit ideas; analysing language and structure; evaluating a writer's ideas; comparing text. Students will also develop writing skills by writing imaginative narratives, and writing for a range of audiences, purposes and text types.

Sequence of learning

This unit covers all assessment objectives (AOs) for reading as well as structuring engaging narratives and developing vocabulary and applying literary techniques.

Areas of study

Students will be assessed against **six assessment objectives (AOs)** and should be able to:

AO1

- ✓ Identify and interpret explicit and implicit information and ideas
- ✓ Select and synthesise evidence from different texts

AO2

- ✓ Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3

- ✓ Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4

- ✓ Evaluate texts critically and support this with appropriate textual references

AO5

- ✓ Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- ✓ Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6

- ✓ Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Assessment

- ✓ Students will complete narrative writing work in class and for homework; year 10 mock reading section only; spring mock full paper 2

How can you help?

- ✓ Encourage your child to read a wide range of texts including fiction and non-fiction. For examples, visit: Best Young Adult Books (13098 books) (goodreads.com)
- ✓ Encourage your child to use SENECA Learning and BBC Bitesize to revise the key ideas
- ✓ Practice using past papers regularly

Mathematics *(Higher + tier)*

Exam Board	AQA (8300)
Overall topic(s)	Probability Algebraic Proportion Iterative Methods Accurate and Inaccurate Diagrams Proportion and Graphs Non-right-angled trigonometry
Timeframe	Autumn (Half-terms 1 & 2)

Sequence of learning

We start the term with *Probability*, which stands alone in terms of conceptual understanding, but still requires students to be able to work with numbers well. We then move on to *Algebraic Proportion,* this is strongly linked to our year 10 module in *Proportion* but formalises the relationship with a constant of proportionality. Then comes *Iterative Methods* which again formalises our work on iterations so far and develops a process undertaken with our calculators. Following this, *accurate and Inaccurate Diagrams* introduces circle theorems to students. This is placed here as prerequisite knowledge of circles, along with some angle's calculations are essential here. Next, *Proportion and Graphs* builds on our algebraic proportion work, before finally developing our trigonometry further by expanding into *non-right-angled trigonometry*.

Areas of study

- ✓ Possibility spaces, Venn Diagrams, Tree Diagrams
- ✓ Find probability of independent and dependent events
- ✓ Set up algebraic proportional relationships
- ✓ Find constants of proportionality
- ✓ Solve problems involving quantities that are in direct or inverse proportions.
- ✓ Apply iterative methods to provide approximate solutions to equations or solve other problems.
- ✓ Constructions and Loci
- ✓ Bearings
- ✓ Similarity and Congruence
- ✓ Circle Theorems
- ✓ Understand the shape of a graph of two quantities that are in direct or inverse proportion.
- ✓ Find the gradient of a straight-line graph and interpret that as a rate of change.
- ✓ Understand the gradient of a curve as the instantaneous rate of change.
- ✓ Work with average and instantaneous rates of change and the links to chords and tangents of graphs
- ✓ Use Sine rule to find lengths and angles in non-right triangles.
- ✓ Use Cosine rule to find lengths and angles in non-right triangles.
- ✓ Use Sine rule and Cosine rule to find lengths and angles in non-right triangles.
- ✓ Find the area of any triangle.

Assessment

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

- ✓ Probability
- ✓ Algebraic Proportion
- ✓ Iterative Methods
- ✓ Accurate and Inaccurate Diagrams
- ✓ Proportion and Graphs
- ✓ Non-right-angled trigonometry

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.
- ✓ Review the "Question-Level Analysis" provided to your child in the summer.
- ✓ 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)	Number Problems Iterative Methods Curved Shapes Sampling and Data Collection Forming Equations Pythagoras and Trigonometry
Timeframe	Autumn (Half-terms 1 & 2)

Sequence of learning

Number Problems starts the Year 11 curriculum by reviewing some of the key topics of year 10. We are going over aspects of proportion, percentages and rounding within the contexts of growth, decay, and calculations involving formulae. This is so that students can strengthen the links between these interconnected areas.

Iterative methods is a module designed to build on the recursion work seen in the sequences module in Year 10. This is by viewing recursion as a method of trial and improvement to approximate solutions to equations with irrational roots.

Curved Shapes makes a return to material first seen in the Circle Measure module from Year 9 and extends further. Students should have a secure understanding of calculating circumference and area of circles and parts of circles. This is reviewed before moving into 3D curved shapes, allowing students to consider how pi will interact with the 2D faces that make up shapes such as cones, spheres, cylinders and frustums.

Sampling and Data Collection follows the module on data representation. Students should have a secure understanding of how to represent data before learning methods of collection. We also briefly discuss methods of sampling here, to give students a broader understanding of the value of good data. This also has lots of real-life applications, the ability to critically analyse data is incredibly important in the current climate.

Forming Equations is perfectly placed here as it is both a recap and consolidation of the work done in our expressions and equations topics and shows manipulating and solving equations but in different contexts.

Pythagoras and Trigonometry introduces several key formulae and concepts that can be used to powerfully interact with right-angled triangles. Students have previously worked on angle calculations and shape calculations modules involving triangles, but this module builds on students' algebraic and proportional understanding as well. Students will be able to find missing sides and angles of both right-angled triangles and 3D shapes built using triangles.

Areas of study

- ✓ Set up growth and decay problems using multipliers and powers.
- ✓ Solve problems with values in direct proportion.
- ✓ Solve problems with values that are inversely proportional.
- ✓ Solve problems that involve percentage calculations.
- ✓ Use approximations in practical situations to estimate calculations.
- ✓ Judge suitable accuracy of a calculation.

- ✓ Understand bracketing (trial and improvement) as an iterative process.
- ✓ Understand how an iterative formula works, and apply an iterative formula
- ✓ Rearrange an equation to produce an iterative formula.
- ✓ Use an iterative formula as a flowchart.
- ✓ Understand and use the terminology associated with circles.
- ✓ Calculate the circumference and area of circles.
- ✓ Calculate the arc length and sector area of part circles.
- ✓ Calculate volume of cylinders, cones and spheres.
- ✓ Calculate surface area of cylinders, cones and spheres.
- ✓ Calculate with circles and curved shapes, leaving answers in terms of pi.
- ✓ Understand the difference between a sample and a population and generate a random sample.
- ✓ Find patterns in data and draw conclusions.
- ✓ Understand ways of introducing bias in samples, and comment on sample suitability.
- ✓ Understand why questionnaires are important in assuring a fair sample.
- ✓ Understand situations which may call for stratifying a sample, and how we decide how many people from the sample will be in each stratum based on the relative proportions of the population.
- ✓ Form and solve algebraic equations from length, perimeter, area and volume.
- ✓ Form and solve algebraic equations from angle properties.
- ✓ Form and solve equations from real-life situations and formulae.
- ✓ Form and solve equations from other mathematical contexts.
- ✓ Review Pythagoras Theorem in the context of solving real-world problems.
- ✓ Find distances in 3D shapes using Pythagoras.
- ✓ Understand the three trigonometric ratios and find the ratio to use with any triangle.
- ✓ Use trigonometry to find missing sides and angles in right triangles.
- ✓ Apply right-angled trigonometry to a wide array of trigonometric problems.
- ✓ Understand and use the exact trig ratios for 0, 30, 45 and 60 degrees (also 90 degrees for sine and cosine, and why this doesn't exist for tangent).
- ✓ Apply combinations of Pythagoras and Trigonometry, recognising where they are applied.

Assessment

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

- ✓ Number Problems
- ✓ Iterative Methods
- ✓ Curved Shapes
- ✓ Sampling and Data Collection
- ✓ Forming Equations
- ✓ Pythagoras and Trigonometry

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.
- ✓ Review the "Question-Level Analysis" provided to your child in the summer.
- ✓ 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)	Transformations and Vectors Understanding Products Sampling and Data Collection Non-linear graphs Polygons Probability of two or more events
Timeframe	Autumn (Half-terms 1 & 2)

Sequence of learning

Transformations and Vectors is revisited at the start of year 11. We cover transformation in year 9, though we don't explicitly cover vectors in year 9 (other than whilst learning about translations). Students should have a reasonably firm understanding of this topic from year 9, so it is placed at the start of Year 11 for a recap.

Understanding Products is a module designed to extend the knowledge that students have acquired through their detailed number work, mainly done in Year 7 – but extended to satisfy the needs of the GCSE curriculum. As well as recapping the laws of indices (which have been used in prior number modules), we also look at standard form and calculating with standard form. However, as standard form is taught in other subject areas, by teaching this module in Year 11, there is significant prior knowledge so again, we have less of a distance to deepen the understanding of calculating with standard form within Mathematics.

Sampling and Data Collection follows the module on data representation. Students should have a secure understanding of how to represent data before learning methods of collection. We also briefly discuss methods of sampling here, to give students a broader understanding of the value of good data. This also has lots of real-life applications, the ability to critically analyse data is incredibly important in the current climate.

Graphical Problem Solving starts a series of modules designed to bring together previous skills and apply them in problem solving contexts, to secure the problem solving (AO3) skills of the students. Graphical problem solving is placed here as it requires prerequisite knowledge of compound units, gradients and proportionality. Whilst this unit serves its own purpose in fulfilling the requirements of the curriculum, it is also an excellent opportunity to reinforce ideas from earlier in the course, which may need revisiting.

Polygons recaps area of shape and shape properties studied in Key Stage 3. Due to the more specific nature of the skills involved, it is appropriate that this topic 'stands alone' towards the end of the order of teaching. Although prerequisite skills here will be used well to calculate angles in Polygons, there is nothing before this topic which requires this knowledge, therefore it is appropriately placed.

Probability of Two or more events is the module which uses the concepts taught in *Probability of a single event* and uses the theory behind 'and/or' to calculate probabilities of more than one event. This module has obviously been placed here as it needs to be visited after a base knowledge of probability has been secured and also after modules which involve fraction,

decimal and percentage work – as a secure knowledge of these and their equivalences are needed to be successful here.

Areas of study

- ✓ 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 fractional, using a given centre. Describe an enlargement.
- ✓ Translate a shape using a vector. Describe a translation.
- ✓ Find HCF and LCM of two or more numbers
- ✓ Write numbers as products of primes in index form, and understand the link between this representation with HCF and LCM.
- ✓ Use the laws of indices
- ✓ Calculate with powers and roots
- ✓ 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, 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.
- ✓ Review the "Question-Level Analysis" provided to your child in the summer.
- ✓ Complete past papers regularly, and in timed conditions. Past papers can be accessed here: AQA GCSE Mathematics Past Papers

Science *(combined)*

Year group	11
Subject	Combined science
Overall topic(s)	GCSE: B18, P8, P9, B10, B11, P10
Timeframe	Autunm Term

Overview of topics

The topic of ecology is finished off in year 11 looking at biodiversity and what we do to try and maintain a high biodiversity on the planet.

In the first of these physics areas students will learn about forces in balance. During this topic they develop knowledge gained at KS3 about forces. Students learn that when forces act a resultant force is created and how this affects the object.

The next forces topic area looks at forces in motion. Pupils learn about how speed and velocity are different before learning how to analysis and interpret distance-time and velocity time graphs.

Continuing into year 11 students are working through the topic of homeostasis, focusing on the nervous system and endocrine system. Students look at how we control things such as glucose levels, and the importance of controlling these things. The menstrual cycle in females in studied and different methods of contraception and fertility treatments evaluated.

Sequence of learning

Topics:

Practice exams and past papers:

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.

	Areas of study	**How can you help?**
B18: Biodiversity	✓ Biodiversity and human effects on ecosystems (global warming, acid rain) ✓ Maintaining diversity	Maintaining diversity- cognito
P8: Forces in balance	✓ Scalars and vectors ✓ Forces between objects ✓ Resultant forces ✓ Centre of mass ✓ Parallelogram of forces (Higher only) ✓ Resolving forces (Higher only)	BBC Bitesize: Scalar and vector Contact and non-contact forces BBC Bitesize moments, levers and gears Scalar and vector video

		Resultant force video Vector diagrams video Moments, levers and gears video
P9: Motion	✓ Speed and distance time graphs ✓ Velocity and acceleration ✓ Velocity time graphs ✓ Analysing motion graphs	BBC Bitesize: Describing motion Distance time graph video Velocity time graphs video
B10: Nervous system	✓ Homeostasis ✓ Nervous system ✓ Reaction time RP ✓ Reflex action	homeostasis bitesize revision Reaction time RP Reflex arc
B11: Hormones	✓ The endocrine system ✓ Controlling blood glucose ✓ Diabetes ✓ Negative feedback ✓ Reproduction and the menstrual cycle ✓ Contraception ✓ Infertility treatments ✓ Plant hormones (seps only)	Hormones and nerves Type 1 and Type 2 diabetes Negative feedback contraception plant hormones-uses plant hormones RP
P10: Acceleration	✓ Forces and acceleration ✓ Weight and terminal velocity ✓ Stopping distance, braking and thinking distance	Terminal velocity Forces and acceleration – Newton's law Summary of topic notes Forces and

	✓ Momentum ✓ Forces and elasticity	elasticity Video Forces and acceleration required practical Summary video

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)*

Year group	11
Subject	Triple Biology
Overall topic(s)	GCSE: B11, B12 and B13
Timeframe	Autunm Term

Overview of topics

Continuing into year 11 students are working through the topic of homeostasis, focusing on the endocrine system. Students look at how we control things such as glucose levels, water levels and body temperature and the importance of controlling these things. The menstrual cycle in females in studied and different methods of contraception and fertility treatments evaluated. Triple students also look at hormones within plants such as auxins and how these control cell development in plants, but also how industry can use these hormones to manipulate plant processes at different times of year. They will also look at how we control water levels and what happens when the kidneys do work and accessible treatments to these patients. The final topic in biology that is studied is inheritance and evolution, within the Autunm term year 11 students will begin the first part, reproduction. This topic compares sexual and asexual reproduction. The importance of Meiosis and how this differs from Mitosis in paper 1. DNA is studied further and how we can use the human genome in scientific studies. Inherited diseases such as cystic fibrosis and polydactyl are investigated and student begin to predict how these can be inherited based on parental genotypes.

Sequence of learning

Topics:

How can you help?

Practice exams and past papers: 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.

	Areas of study	**How can you help?**
B11: Hormones	✓ The endocrine system ✓ Controlling blood glucose ✓ Diabetes ✓ Negative feedback ✓ Reproduction and the menstrual cycle ✓ Contraception ✓ Infertility treatments ✓ Plant hormones (seps only)	Hormones and nerves Type 1 and Type 2 diabetes Negative feedback contraception plant hormones-uses plant hormones RP

B12: Homeostasis in action (seps only)	✓ Controlling body temperature ✓ Removing waste products ✓ Kidneys and dialysis ✓ Kidney transplants	Controlling body temp Kidney part 1 The kidney and ADH
B13: Reproduction	✓ Types of reproduction ✓ Meisosis ✓ DNA and the genome ✓ DNA structure and protein synthesis (seps only) ✓ Mutations ✓ Inheritance and genetic diseases	Reproduction revision Protein synthesis Alleles mutations inheritance revision- bitesize Polydactyly

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)*

Year group	11
Subject	Triple Chemistry
Overall topic(s)	GCSE: C12, C13 and C14
Timeframe	Autunm Term

Overview of topics

Students will return from the summer holidays having studied part of chemistry of the atmosphere as home learning, this will briefly be consolidated with their teacher before moving onto the chemical analysis topic. Students will explore the differences between pure and impure substances and will be able to describe what simple formulations are. Then they will be reminded of the tests for gases that they looked at in KS3, now including chlorine as a 4th gas. Students will learn how to calculate Rf values from simple paper chromatography and will be able to interpret the results of a chromatograph. Finally, students will learn how to perform simple laboratory tests to identify metal and non metal ions that are present in many ionic compounds like salt. They will be able to describe and analyses the tests for each part and process their results to identify the ions.

Students look at the difference between finite and renewable resources found in the atmosphere, the crust and the oceans of the Earth. They will link these materials to their uses and will justify their re-use or recycling over time. Man-made and natural products will be looked at and some advances in materials will be studied, like composites, ceramics and alloys. Students will complete a life cycle assessment that covers all the environmental impacts of a resource as it's extracted, made into something and then used. They will compare the life cycle assessments of everyday products like paper bags and plastic bottles and be able to discuss the ways in which each can be disposed of. In the second part of this topic, students will learn about how potable water is made in the UK, from ground water and waste water and compare this to other countries.

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?**
C13: Chemistry of the atmosphere (home learning seps)	✓ History of the atmosphere ✓ How are atmosphere has evolved ✓ Greenhouse gases ✓ Global climate change ✓ Atmospheric pollutants	Evolution of the atmosphere Global warming Air pollution
C12: Chemical analysis	✓ Pure substances and mixtures ✓ Analysis chromatograms ✓ Testing for gases ✓ Testing for positive ions (seps only) ✓ Testing for negative ions (seps only) ✓ Unknown ions RP (seps only) ✓ Instrumental analysis (seps only)	Purity and formulations Testing for ions Positive ions part 1 Instrumental analysis
C14: Earths resources	✓ Finite and renewable resources	Using earths resources

	✓ Potable water ✓ Testing waste water ✓ Extracting metals from ores ✓ Life cycle assessments ✓ Reduce, reuse and recycle	Water purification RP Life cycle assessment Reuse and recycle

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)*

Year group	11
Subject	Triple Physics
Overall topic(s)	GCSE: P15, P16, P8 and P9
Timeframe	Autumn Term

Overview of topics

Continuing into year 11 students are working through the topic of electromagnetism. In this topic your child will recap learning from KS3 about what a magnet is, magnetic field and electromagnets. This knowledge is then developed as pupils learn about the motor effect, alternating and direct current generators. In the finial part of the topic, they will look at magnetic induction is used in step up and step-down transformers. This builds on knowledge they learnt in year 10 about the national grid.

In the next physics topic, we will cover space. Over the summer your child will have completed a booklet about stars and the solar system for their summer homework. During this topic we will revisit the stars booklet covering the life cycle of stars and recapping nuclear fusion from year 10. Your child will then learn how stars created our solar system and why objects remain in orbit around other celestial objects in the solar system.

In the final part of this topic, they will learn how the universe began and scientific evidence that supports the universe is expanding.

After space students will start their last topic which is all about forces. This topic is split into four smaller topic areas. In the first of these areas' students will learn about forces in balance. During this topic they develop knowledge gained at KS3 about forces. Students learn that when forces act a resultant force is created and how this affects the object. Triple pupils then look at levers and how we use them as force multipliers to make work easier. In the final section pupils learn how to resolve resultant forces using parallelograms, scale diagrams and trigonometry.

The next forces topic area looks at forces in motion. Pupils learn about how speed and velocity are different before learning how to analysis and interpret distance-time and velocity time graphs.

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?
P15: Electromagnetism	✓ Magnets and magnetic fields ✓ Magnetic fields around a wire ✓ Electromagnetism ✓ The motor effect (Higher only) ✓ The generator effect (Sep)	BBC Bitesize: Magnetic fields BBC Bitesize: Electromagnets

	✓ AC Generators (Sep) ✓ Transformers (Sep) ✓ Transformers in action (Sep)	BBC Bitesize electromagnetic induction BBC Bitesize: Transformers Motor effect video How an electric motor works The generator effect How transformers work
P16: Space (Sep only)	✓ Life cycle of a star ✓ Planets and orbits ✓ The expanding universe ✓ The beginning and future of the universe.	BBC Bitesize: Solar system BBC Bitesize: Life cycle of a star BBC Bitesize Expanding universe Life cycle of a star video Structure of the universe video What is an orbit video What is red shift video
P8: Forces in balance	✓ Scalars and vectors ✓ Forces between objects ✓ Resultant forces ✓ Moments at work (Sep) ✓ Levers and gears (Sep) ✓ Centre of mass ✓ Parallelogram of forces (Higher only) ✓ Resolving forces (Higher only)	BBC Bitesize: Scalar and vector Contact and non-contact forces BBC Bitesize moments, levers and gears Scalar and vector video Resultant force video

		Vector diagrams video Moments, levers and gears video
P9: Motion	✓ Speed and distance time graphs ✓ Velocity and acceleration ✓ Velocity time graphs ✓ Analysing motion graphs	BBC Bitesize: Describing motion Distance time graph video Velocity time graphs video

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)	Christian Practices + Religion and Life
Timeframe	Autumn (Half-terms 1 & 2)

Overview of topics

This is the final taught topic of the RS GCSE (AQA, Specification A). In summary, Religion and Life deals with the ultimate questions of why the universe exists and how should people respond to importance life/death situations. Students will encounter religious and scientific arguments around the origins of the universe and test their compatibility. They will then learn about the use and abuse of the natural world and evaluate the sanctity of life.

Sequence of learning

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

Areas of study

- **Christian Practices**:
  - Pilgrimage mission/evangelism, the work of the Church in reconciliation, how the Church responds to persecution, the Church's response to world poverty
- **Religion and Life:**
  - The origins and value of the universe – including the relationship between scientific views such as the Big Bang Theory and religious views
  - The value of the world and whether humans have a duty to protect it
  - The use and abuse of animals
  - The origins of human life – comparing and contrasting both religious teachings and scientific theories
  - Ethical arguments related to abortion in modern society
  - Euthanasia
  - Beliefs about death and the afterlife, and their impact on beliefs about the value of human life

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 these 'ultimate questions' with your child and ask them their views and whether they agree or disagree with religious teachings. You could read the news with them as a prompt – often they feature 'big questions' of life and death
- ✓ Encourage your child to access the Year 11 RS Revision Google Classroom – custom-built for students with key word lists, practice questions, topic breakdowns and question breakdowns
- ✓ 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 this: https://www.youtube.com/watch?v=ejQpsQn2XKI&authuser=0

History

Exam Board	Edexcel
Overall topic(s)	Superpower relations and the Cold War, 1941-91
Timeframe	Autumn (Half-terms 1 & 2)

Over the autumn term, your child will study the Superpower relations GCSE course, which covers key aspects of the Cold War between 1941 and 1991.

Sequence of learning

Topic: Edexcel GCSE History: Superpower relations and the Cold War, 1941-91

Areas of study:

- ✓ **Chapter 1: The origins of the Cold War, 1941-58**
- ✓ **Chapter 2: Cold War crises, 1958-70**
- ✓ **Chapter 3: The end of the Cold War 1970-91**

A detailed description of the contents can be found here:

The Cold War and Vietnam - GCSE History - BBC Bitesize

Please note that all the topics on the link above are covered in the Edexcel GCSE course apart from the Vietnam War.

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.

How can you help?

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

- ✓ **The National Cold War Exhibition at RAF Cosford**

  This exhibition aims to inform and educate present and future generations about the immense threat posed to world peace and security during the Cold War.
- ✓ **The Brentwaters Cold War Museum** The museum is based in the former USAF hardened command post in Suffolk

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

- ✓ **Strange Days: Cold War Britain –** BBC documentary on the Cold War
- ✓ **Cold War –** first aired in 1998 on the BBC - It features interviews and footage of the events that shaped the tense relationships between the Soviet Union and the United States.

Geography

Exam Board	Eduqas
Overall topic(s)	Global cities: Sydney, Australia; Rivers and flooding
Timeframe	Autumn (Half-terms 1 & 2)

Areas of study

The location and reasons for the growth of Sydney; Sydney as a global city; how Sydney differs from the rest of Australia; inequality in Sydney (the "latte line"); transport issues and improvements to transport infrastructure in Sydney (focus on pedestrianisation and light rail)

The water cycle; the long profile of a river; features of a drainage basin; erosional, transportation and depositional processes; the impacts of flooding; flood management strategies; flood hydrographs

Assessment

Your child will be assessed through:

- ✓ A mock 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:

- Different processes of erosion
- Different methods of transportation
- Factors leading to deposition
- Drainage basins
- River profiles - cross profiles and long profiles
- Flood risk - the causes of flooding
- Hydrographs - River flooding
- Flood prevention strategies - hard engineering
- Flood prevention strategies - soft engineering
- Flooding case study - Cumbria, 2021

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

- https://youtu.be/MmnNJalLdhI (Most Powerful Forces on Earth – Floods)

Modern Foreign Languages

Exam Board	AQA
Overall topic(s)	People and Lifestyle; Studies at school and life at school
Timeframe	Autumn (Half-terms 1 & 2)

Sequence of learning

- People and Lifestyle
  - ✓ Identity and relationships with others and media technology and celebrity culture.
- Studies at school and life at school
  - ✓ Talking about your school, lessons and timetable. We compare French/Spanish and English schools. Talk about our ideal school. We look at describing school rules and what we'd like to change.

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.

Studies at school and life at school:

- Revising school subjects
- Talking about your school
- Comparing school in the UK and French/Spanish speaking countries
- Discussing school rules
- Discussing healthy living
- Talking about a school exchange
- Grammar: Past, present, future, imperfect and conditional tenses. Modal verbs, impersonal verbs. Comparative and superlatives and negative structures.

Assessment

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

How can you help?

- ✓ If you are able to speak French or Spanish, speak with your child regularly in the target language to help practice.
- ✓ Even if you cannot speak French or Spanish, quizzing your child on key vocabulary if very helpful - French-Creator-TD | Quizlet or Spanish AQA GCSE Spanish Revision | Quizlet
- ✓ Past Paper exercises and a lot of support materials on the MFL Google Classroom French - https://classroom.google.com/c/NTAwNDk5OTY0NzA2?cjc=bsxbigk
- ✓ Past Paper exercises and a lot of support materials on the MFL Google Classroom Spanish – https://classroom.google.com/c/NDlzMzEzNjY4NDQy?cjc=zxizyfi

Computer Science

Exam Board	OCR
Overall topic(s)	2.1, 2.2, 2.3, 2.4, 2.5
Timeframe	Autumn (Half-terms 1 & 2)

Overview of topic

During Term 1 – Autumn, students will study all units from Component 02. This will begin with 2.1 Algorithms and 2.2 Programming fundamentals. These two units are often taught together as algorithms are turned into programs, so consequently students learn content and skills relevant to both units. Students will develop an understanding of computational thinking, structuring algorithms and turning them into programs. Unit 2.3 Producing robust programs is then taught to develop students understanding defensive design and testing programs. Following this, students will then learn units 2.4 Boolean logic and 2.5 Programming languages and integrated development environments. This is where students learn how to apply Boolean logic to previous learning relating to the CPU and Boolean operators in programming. It is also where students learn about high- and low-level languages along with features of IDE software.

Sequence of learning

Topic	Areas of study	Useful links/videos
2.1 Algorithms	• 2.1.1 Computational thinking • 2.2.2 Designing, creating and refining algorithms • 2.1.3 Searching and sorting algorithms	BBC Bitesize Computational thinking - Computational thinking - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize Algorithm production - Designing, creating and refining algorithms - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize Standard algorithms - Searching and sorting algorithms - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize Seneca Learning: 2.1 Computer Science: OCR GCSE (senecalearning.com) Oak National Academy Unit: Algorithms | KS4 Computing | Oak National Academy (thenational.academy)
2.2 Programming fundamentals	• 2.2.1 Programming fundamentals • 2.2.2 Data types • 2.2.3 Additional programming techniques	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) Oak National Academy Unit: Databases and SQL | KS4 Computing | Oak National Academy (thenational.academy)

2.3 Producing robust programs	• 2.3.1 Defensive design • 2.3.2 Testing	BBC Bitesize Defensive design considerations - Producing robust programs - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize Seneca Learning: 2.3 Computer Science: OCR GCSE (senecalearning.com) Oak National Academy: Programming 1-6 Free KS4 Computing teaching resources | Oak National Academy (thenational.academy)
2.4 Boolean logic	• 2.4.1 Boolean logic	BBC Bitesize Why data is represented in binary form - Boolean logic - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize Seneca Learning: 2.4 Computer Science: OCR GCSE (senecalearning.com) Oak National Academy: 9-10 Unit: Computer Systems | KS4 Computing | Oak National Academy (thenational.academy)
2.5 Programming languages and integrated development environments	• 2.5.1 Languages • 2.5.2 The Integrated Development Environment (IDE)	BBC Bitesize High level languages - Programming languages and Integrated Development Environments - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize Seneca Learning: 2.5 Computer Science: OCR GCSE (senecalearning.com) Oak National Academy: 11-12 Unit: Computer Systems | KS4 Computing | 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
- ✓ A mock examination

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)	2.2, 2.3
Timeframe	Autumn (Half-terms 1 & 2)

Overview of topic

During Term 1 – Autumn, students will study unit 2.2 Making marketing decisions. This will develop the students understanding of the marketing mix in much more detail than when the topic was covered in theme 1, providing students with the opportunity to get a real appreciation for how the elements of the marketing mix are intimately linked. Students will then study unit 2.3 Making operational decisions where they will learn how businesses manage stock, quality and the sales process.

Sequence of learning

Topic	Areas of study	Learning beyond the classroom
2.2 Making marketing decisions	• 2.2.1 Product • 2.2.2 Price • 2.2.3 Promotion • 2.2.4 Place • 2.2.5 Using the marketing mix to make business decisions	BBC Bitesize GCSE Business - Edexcel - BBC Bitesize Seneca Learning Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com) YouTube Bizconsesh Revision Theme 2: https://youtube.com/playlist?list=PLf6kR48ysSvMQQ3cyKdRMUyecFqpDR5Nl&si=Is7tIXyOzwtF2smY
2.3 Making operational decisions	• 2.3.1 Business operations • 2.3.2 Working with suppliers • 2.3.3 Managing quality • 2.3.4 The sales process	BBC Bitesize GCSE Business - Edexcel - BBC Bitesize Seneca Learning Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com) YouTube Bizconsesh Revision Theme 2: https://youtube.com/playlist?list=PLf6kR48ysSvMQQ3cyKdRMUyecFqpDR5Nl&si=Is7tIXyOzwtF2smY

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
- ✓ A mock examination

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 2: Understanding Media Forms - TV Crime Drama & The Music Industry
Timeframe	Autumn (Half-terms 1 & 2)

Overview of topic

The Autumn term introduces students to moving image products. In Component 2, learners will gain a deeper knowledge and understanding of media language and representation, as well as extending their appreciation of these areas through the study of media industries and audiences. This term will introduce learners to the requirements of analysing moving image in the form of television crime drama and the music industry. This will be with the view of exam board dictated episodes from the genre and the promotion of specified music artists through their music videos and online sources, such as social media and the official websites. This work will cover all aspects required for the Component 2 exam paper.

Sequence of learning

Topic:

Component 2 – Understanding Media Forms – TV Crime Drama

The unit involves a detailed study of the television crime drama genre and the distinct social and cultural significance of particular representations of the world. This is done through a detailed study of the first episode of the BBC crime drama, Luther. There will also be a study of how the genre has changed over time with viewing of the first episode of 70s crime drama, The Sweeney.

Areas of study

- How the complete episode and the chosen extracts reflect the society and culture of the time in which they were made
- What the complete episode and extract suggest about the representations of gender, ethnicity and age
- Key aspects of the broadcasting industry
- Key audience issues

Topic

Component 2 – Understanding Media Forms – Music Video and Online Media

The unit studies how the contemporary music industries is increasingly dependent on other media industry areas for their production, distribution and circulation of products. This is particularly evident in the music industry, where forms such as the music video have developed both as products popular with audiences and as marketing. Students will also explore how the music industry uses conventional online forms such as websites as well as social media. This will enable learners to explore a range of industry and audience issues.

Areas of study

- A detailed study of music focusing on two, exam board dictated, contemporary music videos and the online, social media surrounding these artists.
- A study of one exam board specified music video from the past to enable learners to develop their understanding of media language and of how representations reflect, and are influenced by, relevant contexts.

Assessment

For both units of work this term, your child will be assessed through:

- ✓ A series of practice analysis activities in class and as homework developing confidence with the subject terminology relating to the topics and aimed to develop student observation and analytical skills. These are needed for commenting on character representations and genre conventions whilst watching an extract of TV drama.
- ✓ The Year 11 mock, sat in the Spring term, will use a full exam paper to test knowledge for this entire unit of study, including an extract of the dedicated Luther episode, where learners will have to answer questions whilst observing the clip.

How can you help?

There are areas where this unit of study can be supported at home.

- ✓ **Watch and discuss TV crime dramas at home.** Encourage children to sit and view a range of different television crime dramas with you. It is particularly useful in this unit to have a understanding of how the genre has developed over time, so any insight and experience of different programmes will help in this regard. Work together to solve the crime and mysteries of the programmes using the clues presented in the programme.
- ✓ **Listen to and discuss a range of popular music artists.** The unit focussing on the music industry requires learners to have a good foundation of understanding when it comes to the promotion of music through videos. Discuss music videos (past and present) that are of interest or hold personal significance. This will help to deepen the interest in music promotion and broaden the experience of children. Discuss with children what music they like and what you have enjoyed in the past.

Drama

Exam Board	Eduqas
Overall topic(s)	Component 1: Devised Performance
Timeframe	Autumn (Half-terms 1 & 2)

Overview of topic

During the Autumn term, your child will continue to develop devised performances that they began in the summer term of Year 10. When developing their performances they will use a range of drama techniques and conventions to create characters and tell their story. They will perform their devised pieces to an audience is a performance exam which will be formally assessed. They will present research, track development and evaluate their performances through three logbooks that are also formally assessed.

Sequence of learning

Topic: Devised Performance

Our purpose is to develop your child's devised performance skills through the creation, development and performance of original theatre

Areas of study

- Applying theatre conventions and techniques in the development of original theatre
- Planning, developing and evaluating original theatre
- Performing original theatre

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 2: Music Skills Development
Timeframe	Autumn (Half-terms 1 & 2)

Overview of topic

During the Autumn term, your child will develop their musical skills in composition and either performance or sequencing. They will learn how to audit skills, set targets and plan for development, enabling them to meet develop skills within specific timeframes. In their assignment, they will document their progress and present two musical outcomes.

Sequence of learning

Topic: Applying professional and musical skills in response to a brief

Our purpose is to develop your child's music skills in composition and their selected discipline – performance or sequencing

Areas of study

- Professional skills in the music industry
- Planning and communicating music skills development
- Development of technical music skills and techniques
- Development of music skills and techniques

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

Year group	11
Subject	DT - Engineering
Overall topic(s)	NEA Prep
Timeframe	Autumn Term 1

Topic:
Students will look at their feedback from their Mock NEA and use this to help them complete a range of practice tasks in order to prepare them for starting their NEA.

Areas of study:
- Material research and justification
- Hand drawings
- CAD drawings
- Production planning
- Practical techniques
- Evaluation

Assessment:
- ✓ Formative assessment and feedback throughout allowing students to recognise their strengths and areas for improvement.

How can you help?
Encourage students to work on their hand drawing and CAD drawing skills at home. You can find a range of tutorials on youtube:
The SketchUp Essentials YouTube Channel Trailer
Isometric Drawing - The Basics (youtube.com)
Encourage students to complete practical tasks at home where appropriate e.g. small wood working projects, assembling furniture, household DIY etc. Exposure to a range of hand tools will help students feel more confident in using them. Alternatively students could have a go at making scale models of vehicles, bridges, structures etc using modelling materials such as cardboard or even k'nex or lego.

Food Preparation and Nutrition

Exam Board	AQA
Overall topic(s)	NEA 1
Timeframe	Autumn (Half-terms 1 & 2)

Sequence of learning

Topics

Students will recap and develop their understanding of non-examined assessment (NEA) 1 before completing the exam board set task as part of their assessment. Students will be given guidance to support them in the completion of this work.

Assessment

- ✓ The NEA will act as the assessment for this element of the course.

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)	Unit 1 continued
Timeframe	Autumn (Half-terms 1 & 2)

Topic

During this time, students will begin their own independent research on the theme "Environment". They will be encouraged to draw from primary references, choose a minimum of four artists/designers and present a wide range of development samples and final outcome.

Areas of study

- Primary and secondary research
- Artist study
- Sample development
- Merged sample development
- Final outcome

Assessment

Students will have individual scores on the four assessment objectives;

- ✓ A01 - Understanding and interpretation of Artist Study
- ✓ A02 - Refinements and development
- ✓ A03 - Drawing
- ✓ A04 - Journey through the project and outcome

Students will be presented with an overall grade for their work

How can you help?

- ✓ Students can be directed towards Google classroom for resources and uploads from teacher on classroom content using the year 10 sketchbook as a reference point
- ✓ A checklist will be available on Satchel One and Google Classroom to support students with key milestones
- ✓ Exemplar work is available to view and photograph in class
- ✓ Any questions regarding the subtheme and coursework can be directed to Mrs Chauhan

Art

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

Overview of topic

The aim of this unit is for students to work towards the portfolio unit of their GCSE. Students are given a selection of themes from which they choose one to explore more thoroughly. They will be required to research Artists, record images and subject matter from observation and photography, and to begin to experiment with a variety of different media. They will also work towards a final response which will be completed towards the end of the term and should reflect the journey students have taken with their chosen theme.

Sequence of learning

This unit is worth 60% of the overall Art GCSE. Students will use the techniques they have explored in the foundation unit as well as the observational drawing skills they have built over KS3 and KS4.

Areas of study

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

Assessment

- ✓ Artist research and pastiche
- ✓ Presentation
- ✓ Mark making
- ✓ Printmaking
- ✓ Continued verbal assessment throughout

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.

Area 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

Our purpose is to provide students with strategies to help develop and maintain healthy relationships and make safe choices. Over the course of Year 11 pupils will discuss and be informed about key issues to help them leave health, happy and successful lives as the grow up, with a particular focus on their KS5 (Post-16) options.

Areas of study

- ✓ **Financial Awareness –** understanding and tackling issues with payslips and bank statements. How to save for the future.
- ✓ **First Aid –** How to respond to emergency situations including being able to give CPR and place a victim into the recovery position.
- ✓ **RSE** – strengthen understanding on how to recognise healthy and unhealthy relationships, how to give, ask for and recognise consent, contraception and sexually transmitted infections.
- ✓ **Managing Risk –** Drink Driving, Recognising risks of alcohol (including signs of spiking), Drug awareness (including risks of energy drinks
- ✓ **Preparing for the future –** post-16 pathways and the impact of their digital footprint.

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**