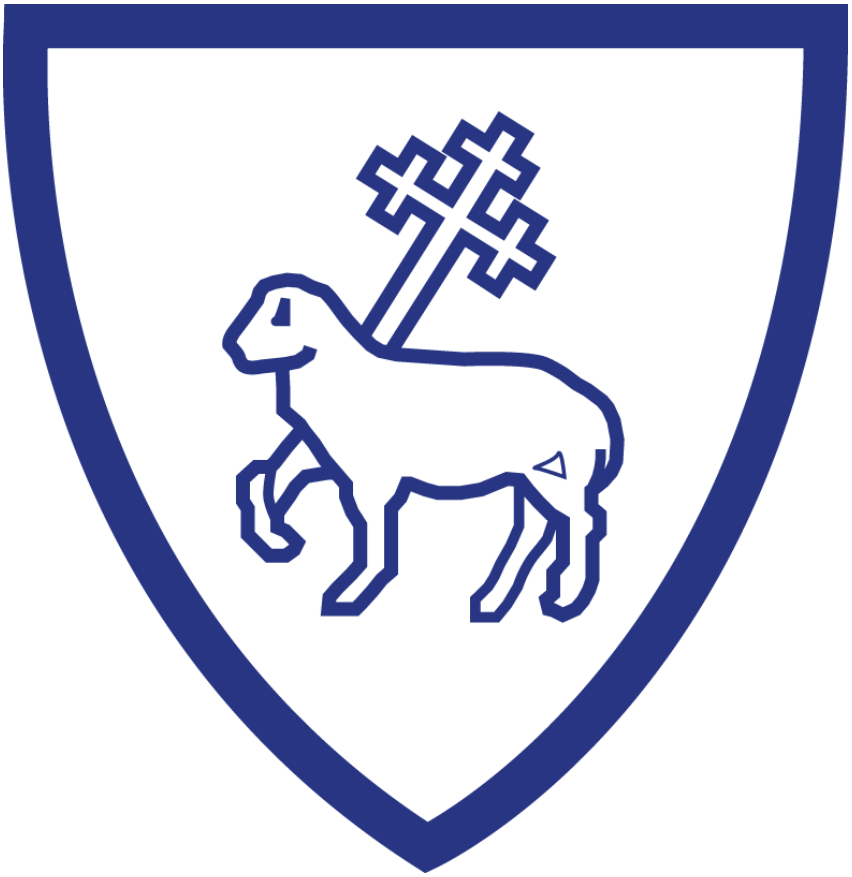
Brockington College

Curriculum Overview



Year 10

Spring Term

Introduction

Welcome to our Year 10 curriculum overview for Spring 2026. 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.

Contents

English Language

Exam Board	Edexcel 2.0 Paper 1 Fiction and creative writing
Overall topic(s)	Non-Fiction Texts and NEA
Timeframe	Spring (Half-term 1)

Overview of topic

A study of non-fiction, trannsactional writing. Developing reading skills: identifying implicit and explicit ideas; analysing language and structure; evaluating a writer's ideas. Writing a range of text types for different audiences.

Sequence of learning

Covers all assessment objectives for reading as well as structuring engaging narratives and developing vocabulary and applying literary techniques.

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

- 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

- ✓ Transactional Writing
- ✓ NEA – spoken language controlled assessment: Give a presentation on a subject of your choice.
- ✓ There will be a mock examination on this paper in the Summer mock series

How can you help?

- ✓ Encourage your child to read Best Young Adult Books (13098 books) (goodreads.com).
- ✓ Help with their presentation. Talk about issues they find, or have found, interesting and watch documentaries about these issues to further their knowledge.

English Literature

Exam Board	Eduqas English Literature
Overall topic(s)	Poetry Anthology and Unseen
Timeframe	Spring (Half-term 2)

Overview of topic

Study of selection of poetry since 1789, including representative Romantic poetry. A detailed reading of the poems, understanding language, form and structure and the context of the poem (component 1). Study of a range of unseen poems (component 2).

Sequence of learning

Read and understand the poems in the anthology; themes such as identity, war and conflict, love, power and nature. Annotate the poems in detail and plan and complete a range of analytical essays which also develop comparative analysis.

Areas of study

Read, understand and respond to texts. Students 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

How can you help?

- ✓ Read a poem a day with your child
- ✓ Create a family poetry anthology of your favourite poems and song lyrics

Mathematics *(Higher + tier)*

Exam Board	AQA (8300)
Overall topic(s)	Right-angled Pythagoras and Trigonometry Numerical Data Sequences Mensuration
Timeframe	Spring (Half-terms 1 & 2)

Sequence of learning

We begin term 2 with Right angled trigonometry and Pythagoras. This is placed in term 2 due to the amount of prerequisite learning needed from term 1 to fully access the content, this topic requires a strong knowledge of proportion. Following this we go back into a data topic, reminding students of ways to display and interpret data learnt in year 9. Following this, we build on our algebra work in term 1 and link this to the idea of sequences, particularly looking at non-linear sequences. Finally, mensuration calls on our proportion work and knowledge of shape to then look at areas and volumes of shapes, as well as the links between them.

Areas of study

- ✓ Use Pythagoras Theorem in 2D and 3D
- ✓ Understand and use trigonometric ratios in right-triangles
- ✓ Solve problems involving lengths and angles in right triangles (inc right-angled triangles that can be formed from isosceles and equilateral triangles)
- ✓ Know the exact trig ratios for 0, 30, 45, 60, 90 degrees
- ✓ Create a suitable sample from a given population
- ✓ Draw and analyse scatter graphs, and understand their use
- ✓ Group discrete and continuous data
- ✓ Find averages from tables
- ✓ Draw and analyse cumulative frequency diagrams and link box plots
- ✓ Draw histograms for data with unequal class widths.
- ✓ Carry out analysis of histograms.
- ✓ Recognise square, cube, triangular, Fibonacci type, quadratic and geometric sequences
- ✓ Use position to term rules of any sequence (including geometric sequences with irrational values of r)
- ✓ Find and use nth terms of linear and quadratic sequences
- ✓ Area, Surface Area and Volume of shapes
- ✓ Length, Area and Volumes of similar shapes

Assessment

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

- ✓ Right-angled Pythagoras and Trigonometry cumulative assessment
- ✓ Numerical Data cumulative assessment
- ✓ Sequences cumulative assessment
- ✓ Mensuration cumulative assessment

How can you help?

- ✓ Make sure your child completes their homework booklet weekly. The questions assess the work of the term, therefore not all the questions may be accessible at first, however, we encourage students to attempt all work and would expect their score to improve over the course of the term.
- ✓ Corbettmaths.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 Maths Past Papers

Mathematics *(Higher tier)*

Exam Board	AQA (8300)
Overall topic(s)	Rounding, Estimation and the limits of accuracy Sequences Percentages Linear Graphs Transformations and Vectors
Timeframe	Spring (Half-terms 1 & 2)

Sequence of learning

Our second term begins with a reminder of the different methods of rounding needed for our GCSE in Mathematics with 'Rounding, Estimation and the limits of accuracy'. Following this a module on sequences, including finding the nth term of quadratic sequences. Moving forward, we use our knowledge of proportional representation to work on 'Percentages'. Following this we finish our term with two modules that are more visual, firstly looking at our algebra in Linear Graphs before finally finishing the term with Transformations and Vectors'.

Areas of study

- ✓ Round to a given accuracy
- ✓ Round to a suitable accuracy
- ✓ Estimate roots
- ✓ Use inequalities notations to show the results of rounding
- ✓ Find and calculate with upper and lower bounds
- ✓ Recognise square, cube, triangular, Fibonacci type, quadratic and geometric sequences
- ✓ Use position to term rules of any sequence (including geometric sequences with irrational values of r
- ✓ Find and use nth terms of linear sequences.
- ✓ Find nth term of a quadratics with coefficient of n squared bigger than 1.
- ✓ Understand percentages as how many in 100 parts
- ✓ Calculate percentages
- ✓ Write proportions and changes as percentages
- ✓ Calculate percentage changes
- ✓ Use percentages over 100%
- ✓ Reverse a percentage change
- ✓ Use gradients and intercepts
- ✓ Find equations of parallel and perpendicular lines
- ✓ Solve simultaneous equations
- ✓ 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.

Assessment

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

- ✓ Rounding, Estimation and the limits of accuracy cumulative assessment
- ✓ Sequences cumulative assessment
- ✓ Percentages cumulative assessment

- ✓ Linear Graphs cumulative assessment
- ✓ Transformations and Vectors cumulative assessment

How can you help?

- ✓ Make sure your child completes their homework booklet weekly. The questions assess the work of the term, therefore not all the questions may be accessible at first, however, we encourage students to attempt all work and would expect their score to improve over the course of the term.
- ✓ Corbettmaths.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 Maths Past Papers

Mathematics *(Foundation)*

Exam Board	AQA (8300)
Overall topic(s)	Units, Scales and Proportions Accurate and Inaccurate Diagrams Financial Calculations Equations, Inequalities and Identities
Timeframe	Spring (Half-terms 1 & 2)

Sequence of learning

Units, Scales and Proportions is placed next. All the compound units in this module such as speed, density, time, length are simply proportional relationships. With our huge focus on proportion at key stage 3, along with the Understanding Proportion module that has already been studied in Year 10, students should be able to successfully work on each of these compound measures with ease and without the need for explicit recall of formulae. Students should be able to fluently work between these different measures using their vast knowledge of the concept of proportionality.

During this 'phase' of Year 10 study, where we have seen a few geometry and measures topics, we introduce Accurate and Inaccurate Diagrams. The start of this module is a very quick reinforcement of our angle rules studied in both Year 7 and 8, before moving on to Loci and Constructions. After our introductory modules and securing the key knowledge of number, proportion and algebra, it is appropriate to introduce new skills, such as these drawing skills.

Financial Calculations is next, as part of our holistic school vision of 'Learning to live life to the full', it is important to give students the opportunity to apply their mathematics to real world situations. In this module we explore wages, pay slips, energy bills, VAT and a real-life element is required. Although the specification will test the knowledge of money in context, we go further to make sure that along with satisfying the aims of the curriculum, our Year 10 foundation students get a good idea of where Mathematics will be relevant to them in the real world. A good understanding of proportion is essential here, hence the placement after the Understanding Proportion topic, and revisiting percentages work from the start of Year 9.

Earlier on in our sequence of learning we looked at Expressions and Formulae. We revisit the skills learnt here and extend them to start thinking about solving Equations, Inequalities and Identities. We build on the knowledge of equations last seen at the end of Year 8, along with looking at representations and definitions of inequalities and identities.

Areas of study

- ✓ Convert units
- ✓ Use compound units
- ✓ Understand scale pictures as being in proportion
- ✓ Use maps and scale diagrams
- ✓ Measure and draw bearings
- ✓ Symmetries
- ✓ Basic Angle Properties
- ✓ Scale drawings and bearings
- ✓ Solve any linear equation (including those with fractions, unknowns on both sides etc)
- ✓ Solve linear inequalities and represent on a number line
- ✓ Solve quadratics by factorising.

- ✓ Factorise linear and quadratic expressions
- ✓ Understand an expression as a function and its link to formulae
- ✓ Constructions and Loci
- ✓ Similarity and Congruence
- ✓ Calculate with bills
- ✓ Work with debits and credits
- ✓ Calculate wages
- ✓ Write probabilities
- ✓ Calculate income tax, VAT etc

Assessment

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

- Units, Scales and Proportions cumulative assessment
- Accurate and Inaccurate Diagrams cumulative assessment
- Financial Calculations cumulative assessment
- Equations, Inequalities and Identities cumulative assessment

How can you help?

- ✓ Make sure your child completes their homework booklet weekly. The questions assess the work of the term, therefore not all the questions may be accessible at first, however, we encourage students to attempt all work and would expect their score to improve over the course of the term.
- ✓ Corbettmaths.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 Maths Past Papers

Science *(combined)*

Exam Board	AQA Combined Science: Trilogy
Overall topic(s)	GCSE: B5, P5, B6, C4, B8 and B9
Timeframe	Spring (Half-terms 1 & 2)

Overview of topics

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 plants. The importance of vaccination programs and how these protect communities. Students link the ideas of communicable diseases studied in Term 1 and how we can protect ourselves further from these via vaccination programmes. They will understand why it may be necessary to take a painkiller and how this is different from an antibiotic. Discussions are held on how drugs come to market and the long process of developing these is tested.

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.

The biology topic bioenergetics, covers both photosynthesis and respiration, these 2 chemical reactions surround the world we live it. The plants growing in the summer and how we can use glasshouses to enhance photosynthesis is studied. Students will test for the products produced and look at what happens to these within the plant. Students will consolidate that respiration is different from breathing and the importance of this chemical reaction in releasing energy to sustain life. They begin to explain the demands put on our bodies during exercise are needed and how our bodies can adapt to these conditions.

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.

Sequence of learning

Topic	Areas of study	Useful links/videos
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) ✓ Preventing infections ✓ Human defence responses	✓ Communicable diseases ✓ Risk factors ✓ Bitesize revision ✓ Salmonella and measles ✓ Plant diseases (seps only)

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
B6: Preventing and treating disease	✓ Vaccination ✓ Antibiotics and painkillers ✓ Developing drugs	✓ NHS vaccinations ✓ GCSE Bitesize- vaccinations ✓ Treating disease
B8: Photosynthesis	✓ Factors affecting Photosynthesis ✓ Limiting factors ✓ Measuring the rate of photosynthesis (RP) ✓ Products of photosynthesis ✓ Evaluate processes that can enhance photosynthesis	✓ Oak academy- Photosynthesis ✓ Required practical
B9: Respiration	✓ Aerobic respiration ✓ Anaerobic respiration ✓ Effects of exercise ✓ Metabolism and the liver	✓ Respiration ✓ Exercise and oxygen debt ✓ Metabolism
C4: 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) ✓ Concentrations	✓ Balancing equations ✓ Bitesize- the mole ✓ Whole of C4: combined ✓ Moles and calculations ✓ Atom economy

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.

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.

Biology *(Triple Science)*

Exam Board	AQA Biology
Overall topic(s)	GCSE: B6, B8 and B9
Timeframe	Spring (Half-terms 1 & 2)

Overview of topics

Students link the ideas of communicable diseases studied in Term 1 and how we can protect ourselves further from these via vaccination programmes. They will understand why it may be necessary to take a painkiller and how this is different from an antibiotic. Discussions are held on how drugs come to market and the long process of developing these is tested.

The topic of bioenergetics covers both photosynthesis and respiration; these 2 chemical reactions surround the world we live it. The plants growing in the summer and how we can use glasshouses to enhance photosynthesis is studied. Students will test for the products produced and look at what happens to these within the plant. Students will consolidate that respiration is different from breathing and the importance of this chemical reaction in releasing energy to sustain life. They begin to explain the demands put on our bodies during exercise are needed and how our bodies can adapt to these conditions.

Sequence of learning

Topic	Areas of study	Useful links/videos
B6: Preventing and treating disease	✓ Vaccination ✓ Antibiotics and painkillers ✓ Developing drugs ✓ Monoclonal antibodies (seps only)	✓ NHS vaccinations ✓ GCSE Bitesize-vaccinations ✓ Treating disease ✓ Monoclonal Ab (seps only)
B8: Photosynthesis	✓ Factors affecting Photosynthesis ✓ Limiting factors ✓ Measuring the rate of photosynthesis (RP) ✓ Products of photosynthesis ✓ Evaluate processes that can enhance photosynthesis	✓ Oak academy-Photosynthesis ✓ Required practical
B9: Respiration	✓ Aerobic respiration ✓ Anaerobic respiration ✓ Effects of exercise ✓ Metabolism and the liver	✓ Respiration ✓ Exercise and oxygen debt ✓ Metabolism

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.

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.

Chemistry *(Triple Science)*

Exam Board	AQA Chemistry
Overall topic(s)	GCSE: C4 (cont), C8 and C9
Timeframe	Spring (Half-terms 1 & 2)

Overview of topics

Students will be finishing off the topic of chemical calculation in the spring term.
C8, introduces the idea of collision theory, which is also used in Physics and the particle model, as described in a previous topic. The rate of reaction will be described as the frequency of collision of reacting particles, and this depends on 5 factors. Students will use a practical approach to investigate these factors and try to explain the results in terms of collision. Students will be able to plot graphs of their results and use mathematical skills to interpret and analyse the results. More able students will be able to find rates of reaction from their graphical representations using tangents. Reversible reactions are again introduced from topic 5 and factors which may encourage each side of the reversible reaction are investigated. Higher students are introduced to Le Chateliers principle to help them understand problems with regards to the conditions used in a reversible reaction. This is later used when describing the Haber process.

Within C9 students will learn about the products that come from the extraction of crude oil. The products are all hydrocarbons and they will learn about different groups of hydrocarbons and their properties. This topic will be one of the fundamental areas of chemistry that contributes to global warming. Each family of hydrocarbons is studied in terms of their properties and how they react, including their important uses in everyday life. This area will be further studied going into the summer term.

Sequence of learning

Topic	Areas of study	Useful links/videos
C4: 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)	• Balancing equations • Bitesize- the mole • Whole of C4: combined • Moles and calculations • Atom economy • Titration calculations • Titration RP

C8: Rates of reaction	• Calculating rates of reaction • Effect of surface area on rates of reaction • The effect of temperature on rates of reaction (RP) • The effect of concentration of rates of reaction (RP) • The effect of catalysts on rates of reaction • Reversible reactions • Dynamic equilibrium	• Measuring the rate of a reaction • Sodium thiosulphate RP • Rates of reaction RP5 • Bitesize- measuring the production of a gas • concentration and reversible reactions
C9: Organic Chemistry	• Hydrocarbons • Alkanes and alkenes • Fraction distillation • Burning fuels • Cracking	• Crude oil- Bitesize • Fractional distillation video • Alkanes and alkenes • Cracking and alkenes

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.

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.

Physics *(Triple Science)*

Exam Board	AQA Physics
Overall topic(s)	GCSE: P12, P13
Timeframe	Spring (Half-terms 1 & 2)

Overview of topics

The topic of waves allows students to gain an in depth understanding of the properties of different waves. Students will understand how different methods can be applied to measure the speed of sound in air and practically investigate the speed of water waves and standing waves. The topic covers the use of ultrasound and how waves travel through the Earth. Principles of waves such a reflection and refraction will also be explored. Mathematical application of re-arranging formula and the use of standard form will also be covered when calculating wave speed.

The topic of electromagnetic waves covers uses properties of electromagnetic waves, their uses and dangers. The emission and absorption of infrared radiation using a Leslie Cube and infrared thermometers will be explored.

Sequence of learning

Topic	Areas of study	Useful links/videos
P12: Wave properties	• Properties of waves • Water waves and standing waves • Reflection and refraction • Measuring the speed of sound waves • Sound waves (seps only) • Ultrasound waves (seps only) • Seismic waves (seps only)	• Properties of waves • Waves • Waves required practical – ripple tank • Waves required practical – solid Video • Properties of waves summary video
P13: Electromagnetic waves	• The electromagnetic spectrum • Radio waves, microwave waves and light waves and communication • Infrared radiation and ultraviolet rays • Uses of x-rays and gamma rays in medicine	• Electromagnetic spectrum • Uses of long wavelengths electromagnetic waves • Uses of short wavelengths electromagnetic waves Video • Electromagnetic spectrum 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.

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.
- ✓ Encourage your child to learn the required practicals and GCSE physics equations:
    - GCSE Physics Required practicals
    - GCSE Physics equations

Religious Studies

Exam board	AQA
Overall topic(s)	Paper 1 – Buddhist Practices
Timeframe	Spring (Half-terms 1 & 2)

Overview of topics

The purpose of this topic is to build on the knowledge gained during Year 9's Buddhist Beliefs and Teachings module. Students will be able to see and explain how Buddhist ideas they have learnt are applied and utilised in everyday life for Buddhists. They will be aware of variances in practice, particularly the difference between the two major schools of Theravada and Mahayana, their ultimate aims and how these influence everyday practice (with actions such as meditation).

Sequence of learning

- Buddhist Practices

Areas of study

- Buddhist places of worship – temples, shrines, monasteries (viharas), gompas. Key features of a shrine – Buddha rupa, artefacts, offerings
- Puja – Home/temple worship, chanting, mantra, mala beads
- Meditation – Its aims and methods including Samatha, Vipassana, Visualisation, Zazen
- Death ceremonies and rituals
- Festivals and retreats

Assessment

- ✓ Recall grids/questions and assessed practice questions in lesson time
- ✓ Assessed in Assessment Point 1 written test – 1, 2, 4, 5 and 12 mark questions examined (Recall, explain, evaluate)

How can you help?

- ✓ This is a particularly thorough topic, and often great success in written answers can be attained through knowledge of the diversity of Buddhist practice. Ask your child to explain any of the key words listed above, to encourage familiarity and ask about the different aims of the 4 main meditation techniques.
- ✓ 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: GCSE RS A-Z of Buddhist Beliefs (revision)

History

Exam Board	Edexcel
Overall topic(s)	Historic Environment study and Weimar and Nazi Germany depth study
Timeframe	Spring and Summer Terms 2026

Overview of topics

Over the spring and summer terms, your child will study the historical environment of the trenches and then move on to the Weimar and Nazi Germany depth study, which they will complete in the summer term.

Sequence of learning

Topics: The British sector of the Western Front, 1914–18: injuries, treatment and the trenches and Weimar and Nazi Germany, 1918-1939.

Areas of study

- **The British sector of the Western Front, 1914–18: injuries, treatment and the trenches**
- **Chapter 1 The Weimar Republic 1918-29**
- **Chapter 2 Hitler's rise to power, 1919-33**
- **Chapter 3 Nazi control and dictatorship, 1933-39**
- **Chapter 4 Life in Nazi Germany, 1933-39**

A detailed description of the contents can be found here:

- The British on the Western Front - Medicine on the British sector of the Western Front, 1914-1918 - GCSE History Revision - Edexcel - BBC Bitesize
- Germany - GCSE History - BBC Bitesize

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:

- ✓ **Imperial War Museums London and Manchester -** Imperial War Museums is the world's leading museum of war and conflict. it gives voice to the extraordinary experiences of ordinary people forced to live their lives in a world torn apart by conflict.
- ✓ **Museum of Military Medicine Surrey** - Admission is free to the museum but all donations are greatly received. They have a range of activities to make children's visits fun and engaging.

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 key aspects of World War One, the rise of Hitler and World War Two.
- ✓ ***BBC Bitesize -***Detailed guides, videos and quizzes designed for the GCSE Edexcel History course that we teach. The British on the Western Front - Medicine on the British sector of the Western Front, 1914-1918 - GCSE History Revision - Edexcel - BBC Bitesize

  Germany - GCSE History - BBC Bitesize

  Parent advisory: We would recommend that parents view these online sources in advance of their children to ensure that they are happy with the content, as they include themes that include violence.

- ✓ ***WW1 Uncut: Dan Snow on YouTube.***
- ✓ ***BBC World War One on YouTube.***
- ✓ ***BBC iPlayer – Rise of the Nazis.***

Geography

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

Areas of study

Population pyramids; the processes of urbanisation (urbanisation, counter urbanisation, suburbanisation, gentrification, etc); the challenges posed to rural communities as a result of increased urbanisation and the potential solutions to these; the challenges posed to urban communities as a result of urbanisation and the potential solutions to these; the UK housing crisis; urban regeneration strategies

Patterns and global water supply and demand; water security and insecurity; the impacts of over-abstraction in a NIC; methods to manage water supply; the potential for international dispute over water resources

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 distribution of water - Water insecurity - the demand for water - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize
- ✓ Factors affecting water availability - Water insecurity - the demand for water - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize
- ✓ Strategies to increase water supply - Water insecurity - the demand for water - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize
- ✓ Case study - Kielder reservoir - Water insecurity - the demand for water - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize
- ✓ Sustainable water projects - minimising insecurity - Water insecurity - the demand for water - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize

Modern Foreign Languages

** The curriculum for MFL is being fully redeveloped due to the introduction of a new languages syllabus **

Computer Science

Exam Board	OCR
Overall topic(s)	1.3, 1.4, 1.5, 1.6, 2.2
Timeframe	Spring (Term 2)

Overview of topic

During Term 2 – Spring, students will continue to study unit 1.3 Computer networks, connections and protocols, followed by unit 1.4 Network security, which will develop the students understanding of network threats and vulnerabilities, along with methods of prevention. Students then study unit 1.5 Systems software, where they learn about the function of the operating system and utility software. The final unit of Component 01 Computer Systems is unit 1.6 Ethical, legal, cultural and environmental impacts of digital technology. During this unit students develop their ability to consider the wider impacts of technology and they will learn how to tackle the essay question in the exam paper. The curriculum then moves to continue studying 2.2 Programming fundamentals where they will develop their learning of the fundamental and more advanced programming techniques using Python language.

Sequence of learning

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 below that relate to the learning that students do in the classroom.

Topic	Areas of study	Useful links/videos
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 Networks - Computer networks and topologies - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize Wireless and wired networks - Wired and wireless networks - 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)

1.4 Network security	• 1.4.1 Threats to computer systems and networks • 1.4.2 Identifying and preventing vulnerabilities	BBC Bitesize Forms of attack - Network security - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize Seneca Learning: 1.4 Computer Science: OCR GCSE (senecalearning.com) Oak National Academy Unit: Security | KS4 Computing | Oak National Academy (thenational.academy)
1.5 Systems software	• 1.5.1 Operating systems • 1.5.2 Utility software	BBC Bitesize Systems software - Systems software - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize Seneca Learning: 1.5 Computer Science: OCR GCSE (senecalearning.com) Oak National Academy: 1 Unit: Computer Systems | KS4 Computing | Oak National Academy (thenational.academy)
1.6 Ethical, legal, cultural and environmental impacts of digital technology	• 1.6.1 Ethical, legal, cultural and environmental impact	BBC Bitesize General purpose computers - Systems architecture - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize Seneca Learning: 1.6 Computer Science: OCR GCSE (senecalearning.com) Oak National Academy Unit: Impacts on society | 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 Data types - Data types and programming techniques - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize Seneca Learning: 2.2, 2.3 Computer Science: OCR GCSE (senecalearning.com) Oak National Academy: Programming 1-6 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, with some occasional questions focusing on recall and retrieval of learning in previous topics.

Business Studies

Exam Board	Edexcel
Overall topic(s)	1.3, 1.4
Timeframe	Spring (Term 2)

Overview of topic

During Term 2 – Spring, students will study unit 1.3 Putting a business idea into practice. This will develop the students understanding of how aims and objectives affect the strategic direction of a business and subsequent approach to the marketplace. Students will then study unit 1.4 Making the business effective where they will learn about ownership structures and for the first time, the marketing mix. This is a key unit for the course as the marketing mix features so heavily throughout.

Sequence of learning

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 below that relate to the learning that students do in the classroom.

Topic	Areas of study	Learning beyond the classroom
1.3 Putting a business idea into practice	• 1.3.1 Business aims and objectives • 1.3.2 Business revenues, costs and profits • 1.3.3 Cash and cash-flow • 1.3.4 Sources of business finance	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
1.4 Making the business effective	• 1.4.1 The options for start-up and small businesses • 1.4.2 Business location • 1.4.3 The marketing mix • 1.4.4 Business plans	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, with some occasional questions focusing on recall and retrieval of learning in previous topics.

Media Studies

Exam Board	Eduqas
Overall topic(s)	EA (Coursework) 30% of final GCSE grade
Timeframe	Spring (Half-terms 1 & 2)

Overview of topic

The term will start with an introduction to the required practical coursework (NEA) unit. Here your child will produce their own practical media product. To ensure that learners understand the requirements and demands of the work; a short practice piece will be used to help learners familiarise themselves with the design software and working to a specified brief. Starting on the 1st March, your child will complete a 12-week independent practical coursework project. This component draws together knowledge and understanding of the media theoretical framework gained throughout their Year 10 course by requiring learners to apply their knowledge and understanding of film marketing and magazine design and content.

Sequence of learning

Topic:

Component 3 – GCSE Media Studies coursework project

The set production briefs will change every year, and follows briefs supplied by the exam board. The coursework requires learners to create a production in a different genre/style and/or for a different intended audience. There will be a choice of focus for learners to choose from each year in the college, between either ***magazine production*** *or* ***film marketing****.*

Areas of study:

- **Modern media design and layout for magazine pages; film posters and DVD covers.**
- **Research and planning skills**
- **Photography and camera shots; lighting and editing**
- **Use of Photopea (a free online graphic design package)**
- **Film genres and conventions**
- **Film regulation**
- **Magazine content and writing for an audience**

Assessment

- A 275 word Statement of Aims that details the research and planning that has taken place and the intended design and content for the production piece; detailing how it meets the brief chosen by the student.
- A practical unit assessment with a completed production piece using an exam board specified brief. All work will be produced in the lessons and will be submitted at the end of the **12-week unit**. This production will include photographs taken by students to meet the criteria of the brief; these can be taken outside of lesson time.
- A series of exam-style questions that will be sat sequentially in class
- A series of homework questions focused on putting key historical skills into practice

How can you help?

The unit builds on the work completed in class from the study of both magazines and film marketing in the Autumn term; however there are many opportunities to support learners outside of the classroom for this assessment. **Please be aware – there is no need to buy equipment or software for the completion of the coursework production.** We will be using a free software package in school and ICT facilities in lessons.

- **Encourage reading magazines in the chosen genre of the brief (if the magazine brief is chosen)**. If students choose to produce magazine pages for their production the production needs to match the conventions (expectations) in terms of design and written content for the production. Any exposure to real media products will help with research and planning and the final piece.
- **Watch films in the chosen genre at home (if the film marketing brief is chosen).** Looking at typical characters and narratives within the particular genre will help in terms of general understanding and will form a key area of research necessary for the planning and completion of the marketing campaign.
- **Discussing film posters and marketing when seen in the real world.** Where you see film marketing on buses; around the city centre or at cinemas, take time to discuss who the intended audience for that film might be or how the materials convey the narrative to a prospective audience. How are stars or an established franchise used to sell the film?
- **Participate in the production.** Lots of parents and carers over the years have featured in the student photography of the production pieces as characters in the film marketing or magazine content. Photographs are encouraged to be taken outside of school and a mobile phone can be used for this. Students can not feature in their own photographs, so any support from family and friends outside of lessons to complete this is essential.

Music

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

Overview of topic

During the Spring term, your child will continue with Component 1 and complete their first BTEC assignment. This assignment is internally assessed, and externally moderated, and makes up 30% of their final grade. Completed as a controlled assessment, all work is completed during lesson time with optional additional time after school. The assignment is in two parts. In Part 1, through appraising music pupils present a portfolio of four musical styles covered in the Autumn term. In Part 2 pupils present three music products, practical evidence of their learning. These products can be in any musical styles and cover composition, performance and music technology.

Sequence of learning

Topic: Component 1 Assignment

Areas of study:

- **Understanding the conventions and techniques of a range of musical styles**
- **Presenting a portfolio of selected styles – explaining compositional and sonic features**
- **Presenting music in a range of musical styles using composition, performance and Music Technology**

Assessment

- Regular formative feedback
- DIRT feedback on Parts 1 and 2
- Formative assignment assessment, resubmission opportunity follows this
- Summative assignment assessment, work is then submitted to the exam board for moderation

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.

Drama

Year group	10
Subject	Eduqas GCSE Drama
Overall topic(s)	Scripted performance and live theatre
Timeframe	Spring Term

Overview of topic

During the Spring term, your child will explore a range of theatre practitioners and conventions through scripted performance. They develop an understanding of how to interpret scripts and explore the characters and stories being told. With this they will consider realism and the forth wall, further developing their understanding of Stanislavski. Alongside this, pupils will be introduced to the live theatre review in preparation for Component 3. In this they will consider how professional performances portray stories to an audience.

Topic: Scripted performance

Our purpose is to develop your child understanding of performing from a script

Areas of study:

- ✓ Exploring script and staging extracts
- ✓ Artistic intentions and understanding the meaning behind the character
- ✓ Directing scenes and responding to direction
- ✓ Learning lines and the art of playing a role for scripted performance
- ✓ Recap on Stanislavski and Realism on stage
- ✓ Observing performance online to enhance scripted acting

Assessment:

- ✓ Regular formative feedback
- ✓ DIRT feedback on written and performance work
- ✓ Summative scripted performances

Topic: Live Theatre Review

Our purpose is to develop your child's ability to interpret a script and understand the characters, story and context in professional performances.

Areas of study:

- ✓ Introduction to live theatre
- ✓ Exploring context of theatre and performance on stage
- ✓ Understanding the importance of presentation of skills in performance
- ✓ Exploration of writing about drama performance AVI and observing performance

Assessment:

- ✓ Regular formative feedback
- ✓ DIRT feedback on written work
- ✓ Summative written assessment

Engineering

Year Group	10
Subject	DT - Engineering
Overall topic(s)	CAD / CAM and Material Properties (Ceramics)
Timeframe	Spring (Half-terms 1 & 2)

Topic:
Students will learn how to use 2D and 3D CAD packages in order to create drawings and designs. Students will understand the advantages and disadvantages of using CAD/CAM to design and manufacture products, and will also develop an understanding of plastics before completing a clock design using the laser cutter. Students will practise conducting effective research and writing an effective evaluation in preparation for their Mock NEA.

Students will learn about the different properties of ceramics and applications. Students will understand the properties of composites and the applications. Students will also develop an understanding of tools used for forming and shaping ceramics after completing a coaster design. Students will practise conducting effective research and writing an effective evaluation in preparation for their Mock NEA

Areas of study

- Working to a brief
- Conducting effective research
- Polymers (thermoplastic, thermoset and elastomer)
- Ceramics(glass,cement,brick,diamond,pottery)
- CAM (laser cutting, CNC lathe, CNC milling)
- CAD - 2D and 3D
- Writing an effective evaluation
- Forming and Shaping tools and macinery

Assessment

✓ Assessment of research and evaluation using NEA criteria

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:

✓ Design and technology - Manufacturing - computer aided manufacture (CAM) - BBC Bitesize

✓ TheSketchUpEssentials - YouTube

✓ CAD - Communication of ideas - Edexcel - GCSE Design and Technology Revision - Edexcel - BBC Bitesize

✓ Tools and processes - BBC Bitesize

Food Preparation and Nutrition

Year Group	10
Subject	Food Preparation and Nutrition
Overall topic(s)	Carbohydrates and Mock NEA 2
Timeframe	Spring (Half-terms 1 & 2)

Sequence of learning

Topics

Topic 4, Carbohydrates:

Students will study how carbohydrates impact both our diets and the foods we cook, exploring how they thicken sauces and create the texture in bread. During this topic students will explore what is required in the NEA2 assessment. Students will put into practice the skills and knowledge they have gained through cooking a range of dishes.

Mock NEA 2:

Students will carry out a mock NEA (none examined assessment) to practice all areas of the assessment and receive feedback to develop their understanding of the requirements of this assessment.

Areas of study

- Carbohydrates
- Gluten formation
- Sauce making
- Gelatinisation
- NEA 2 Assessment requirements

Assessment

- ✓ Mock Examination

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

Year Group	10
Subject	GCSE Textile Design
Overall topic(s)	Structures
Timeframe	Spring (Half-terms 1 & 2)

Topic

During this time, students will be introduced to a range of techniques within Textile Design relevant to the theme "Structures"

Areas of study

- Primary and secondary research
- Drawing studies
- Designer study
- A range of Textile manipulation Techniques including paper and fabric manipulation including CAD design.
- CAD repeat designs - Using Powerpoint and Photopea.com

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

How can you help?

- Students can be directed towards Google classroom for resources and uploads from teacher on classroom content
- Students should familiarise themselves to Photopea.com
  https://www.youtube.com/watch?v=4pfdGEnFtUU
  Microsoft teams- students shared area> Hidden channels> D&T> Textiles > Year 9

Examples and short videos on the following techniques can be found on Pinterest and google classroom as we go through in class

- Origami pleating techniques Learn Origami 01 | Basic Paper Fold Patterns | How To Make Basic Folds By Deepali Karanjavkar
- Textiles tucks
- Textiles smocking
- Textiles slashing
- Textiles paper and fabric weaving
- Textiles paper and fabric pleating

Art

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

Overview of topic

The aim of this unit is to introduce GCSE art students to a variety of skills, tools, and techniques, using a diverse range of media such as pencil, pen, ink, Modroc, collage, and printmaking. Students will be encouraged to explore and experiment freely, pushing their own boundaries and will document these in a sketchbook to be referred to throughout the course.

Sequence of learning

Experimentation is one of the four assessment objectives at GCSE. The aim of this unit is to open their eyes to possibilities and to allow them the freedom to explore, create and evaluate.

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)

Year Group	10
Subject	GCSE PE and Sports studies (3 Lesson per week)
Overall topic(s)	GCSE PE – Anatomy & Physiology, Physical training, Practical PE; Sports studies – Performance and leadership in sporting activities
Timeframe	Spring (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. The exam board is OCR.

Sequence of learning

Areas of study

GCSE PE	Sports Studies	Practical activities
✓ Structure and function of the skeletal, muscular systems	Key components of performance	✓ Football
✓ Movement Analysis, Planes of movemen, Axis of Rotation and Lever Systems	Applying practice methods to support improvement in a sporting activity	✓ Badminton ✓ Table Tennis
✓ Fitness testing & components of fitness	Organising and planning a sports activity session	✓ Handball
✓ Principles & methods of training	Leading a sports activity session	✓ Netball
✓ Injury prevention	Reviewing your own performance in a sports activity session	✓ Trampolining

Assessment

- ✓ **GCSE PE:** Your child will be assessed through end of topic tests and a mock exam on the topics shown in the table above
- ✓ **Sports Studies**: Your child will be assessed through a series of written coursework tasks and on their ability to plan, deliver and evaluate a sports activity session
- ✓ **Practical assessments** will be undertaken at the end of a 5-6week 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 board 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
- ✓ Educake online learning, revision and homework tool

Core PE

Year Group	10
Subject	Core PE (1 lesson per week)
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	Spring Term 2026

Overview of topic

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

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

- ✓ There are lots of websites where further information and support on these topics can be accessed.
  e.g. Skills, rules and tactics Rules of Ultimate — UK Ultimate
- ✓ 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, online transactions, safe online banking and password privacy, fraud and financial scams
- **RSE –** strengthen understanding on how to recognise healthy and unhealthy relationships, how to give, ask for and recognise consent, contraception and sexually transmitted infections. The impact and influence on relationships of explicit online material, online misogyny, extremism, laws, deep fakes, the online safety act; age verifications and their purpose, teenage pregnancy Pupils will also consider the law around issues such as upskirting, sexting, revenge porn and sextortion
- **Preparing for the future –** developing successful interview skills and the benefits of participation in work experience/volunteering**.** Managing stress, mental health and exams.

Pupils will also participate in Anti-bullying week, Uk Parliament Week, Children's Mental Health Week and Hate Crime Awareness 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