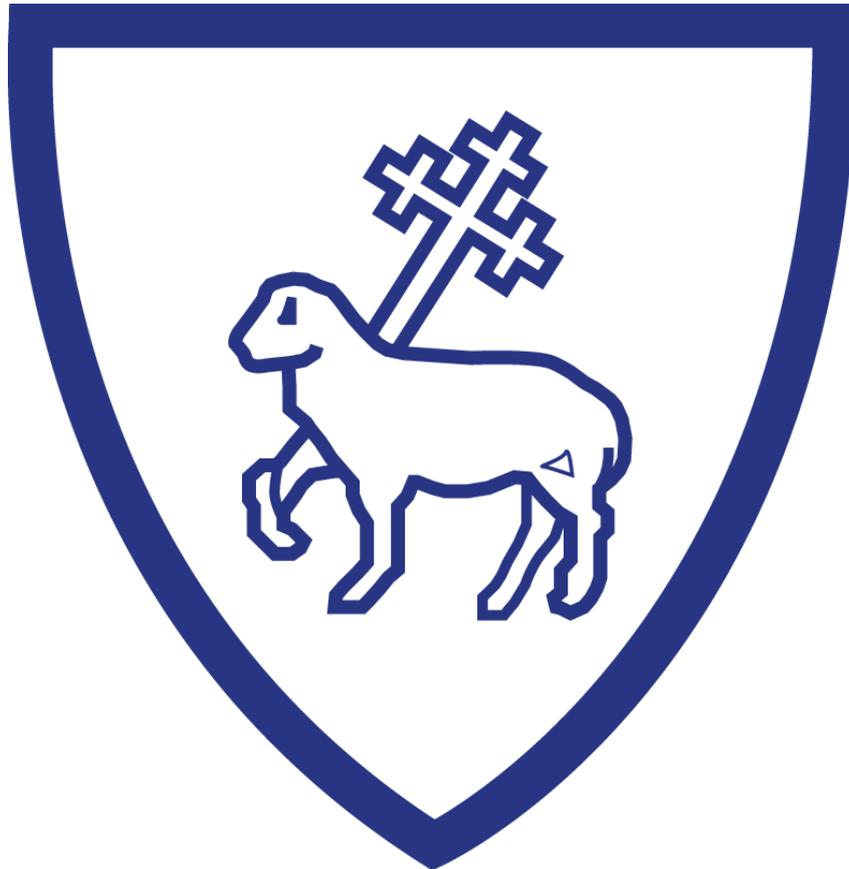


Brockington College

Curriculum Overview



Year 11
Spring Term



Introduction

Welcome to our Year 11 curriculum overview for Spring 2026. As students continue through their final year at Brockington, this stage marks a pivotal moment in their academic journey. Year 11 is a time of challenge and preparation, as students work towards their Key Stage 4 examinations and lay the groundwork for their future aspirations.

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

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

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English Language

Year Group	11
Subject	English Language
Overall topic(s)	Paper 1 and Paper 2 Revision
Timeframe	Spring Term

Having completed the content for both GCSE Literature and Language, students will now revise each Language paper, developing exam skills, such as decoding the question, answering in timed conditions and revising subject terminology.

English Literature

Year Group	11
Subject	English Literature
Overall topic(s)	Component 2
Timeframe	Spring Term

Overview of topic

Revise A Christmas Carol and An Inspector Calls.

Sequence of learning

Topic:

Read and understand the text; all central characters; themes and the impact of what they characters say and do. Annotate the text in detail and plan and complete a range of essays on the novel/play's central ideas.

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

Analytical essay; year 11 spring mock, summer GCSE exam

How can you help?

- ✓ Watch a version A Christmas Carol together and go to see this at the theatre
- ✓ Visit the Black Country Museum and find out about life in the Victorian era [Home - Black Country Living Museum \(bclm.com\)](#)

Mathematics (*Higher + tier*)

Year Group	11
Subject	Mathematics – Higher Plus
Overall topic(s)	Algebraic Problems Graphical Problem Solving Iterative Processes Coordinate Geometry
Timeframe	Spring Term

Sequence of learning

As we draw near to a close of brand-new content, we focus on how we can apply this content to solve problems. *Algebraic Problems* and *Graphical Problem Solving* introduce new applications of existing concepts, algebraic fractions call on the knowledge of fractions, graphical problem solving introduces linear programming and travel graphs. After this, we look at iteration in more detail before bringing a lot of prerequisite knowledge together in coordinate geometry – solving equations on coordinate grids often involving circles.

Areas of study

- ✓ Add, Subtract, Multiply, Divide and Simplify fractions defined using Algebra
- ✓ Set up and solve problems involving simultaneous equations
- ✓ Set up and solve simple linear programming problems
- ✓ Use graphs of speed, distance, time, velocity etc
- ✓ Find and interpret the gradient of distance-time graphs.
- ✓ Find and interpret the gradient of other piecewise linear graphs and the area under velocity-time graphs.
- ✓ Solve problems with exponential graphs

Assessment

- ✓ Algebraic Problems cumulative assessment
- ✓ Graphical Problem-Solving cumulative assessment
- ✓ Iterative Processes cumulative assessment
- ✓ Coordinate Geometry cumulative assessment
- ✓ **February Mock examinations**

How can you help?

- ✓ Help facilitate the completion of the homework booklet during this term. The Year 11 homework booklet is like the one used in Year 10. It has some exam questions each week (which follow the curriculum outlined above) and 20 questions. I'd like to stress that the priority should be on the exam questions. It will be due in weekly – the day will be specified by the teacher and posted on 'Satchel One.' It is worth noting that the questions assess the work of the term, therefore not all the questions will be accessible at first. However, we expect the score to improve over the course of the term.
- ✓ If there are specific objectives listed above which are providing a challenge, the website www.corbettmaths.com has a plethora of videos and worksheets which can reinforce the learning in the classroom.

- ✓ Along with the videos and worksheets on corbettmaths, students should continue exploring GCSE papers following their second set of mock examinations. This website has lots of past papers and worked solutions:

[AQA GCSE Maths Past Papers | Mark Schemes \(mmerevise.co.uk\)](https://www.mmerevise.co.uk)

It is worth noting that we study the AQA qualification, which has code '8300'.

- ✓ Furthermore, following the Year 11 autumn mock examinations, you will have received a breakdown of the mock performance called a 'QLA'. This is a question-by-question breakdown on everything students need to work on as individuals. I've attached a video guide to this, but again would welcome any questions on using it, by contacting the relevant class teacher.
- ✓ You are also always welcome to communicate with us here at the college and we would all be more than happy to help answer any Mathematics specific questions and work with you to help every student achieve to the best of their ability.

Mathematics (*Higher tier*)

Year Group	11
Subject	Mathematics – Higher
Overall topic(s)	Rational and Irrational Numbers Non-Linear Graphs Proportion and Graphs Grouped Numerical Data Graphical Problem Solving
Timeframe	Spring Term

Sequence of learning

Rational and Irrational Numbers builds on areas of irrationality previously seen in trigonometry and curved shapes. The module starts by reminding students of the recurring decimals seen in year 8 and builds beyond previously seen work by introducing surds. Students will find that their work on algebraic manipulation through their students will help them manipulate surds.

Non-Linear Graphs allows students the opportunity to look more closely at some algebraic relationships previously encountered in the Formulae and Graphs module of Year 8, as well as the Equations, Inequalities and Identities module from Year 10. Students will be familiar with quadratic equations but will focus here on graphing them and seeing the links between the key points on the graph and solutions to the equation. The module also explores the turning point of quadratics, as well as the understanding of why the general shape of the cubic, reciprocal and exponential graphs exist.

Proportion and Graphs follows on well from Non-Linear Graphs, linking reciprocal graphs to inverse proportion. This is also a great time to revisit proportional relationships and substitution into formulae.

Grouped Numerical Data revisits the world of statistics, with a particular focus on grouped data. This was not the main focus of the data representation module of Year 7, or the Raw Numerical Data module of Year 10. By considering how to represent grouped data graphically, students will utilise both histograms and cumulative frequency graphs.

Graphical Problem Solving is one of our problem-solving modules which returns to a variety of topics linked by a common concept. Students will be familiar with finding the gradient of a line but will now be exploring this in the context of both distance-time and speed-time graphs. These and other real-life graphs are considered, with students applying previously learned methods to new contexts. Exponential graphs are also revisited here, due to their links to earlier proportion and nonlinear graph topics.

Areas of study

- ✓ Convert between fractions and recurring decimals.
- ✓ Review fraction calculations.
- ✓ Understand the need for surds and perform simplification of surds.
- ✓ Add, subtract and multiply surds.
- ✓ Use surds with real-life and mathematical contexts.
- ✓ To perform calculations involving π , leaving answers with π intact.
- ✓ Draw any graph given its equation.
- ✓ Recognise a graph from its shape and intercepts.

- ✓ Find roots, intercepts and turning points of quadratics.
- ✓ Recognise and use the graph of a direct proportion relationship.
- ✓ Recognise and use the graph of an inverse proportion relationship
- ✓ Understand the gradient of a line as the rate of change of two variables and calculate rates of changes.
- ✓ Understand the gradient of a curve as the rate of change of two variables at an instant, and use chords and tangents to calculate rates of change.
- ✓ Understand the difference between discrete and continuous data, and grouping both types.
- ✓ Find averages from frequency tables.
- ✓ Find averages from grouped frequency tables.
- ✓ Draw a cumulative frequency graph, find medians; understand and find quartiles and the inter-quartile range.
- ✓ Draw boxplots from a cumulative frequency graph.
- ✓ Understand the need for tables with unequal class sizes, the use of frequency density in their analysis, and using frequency density to draw histograms.
- ✓ Find frequency values from a histogram, and hence find medians.
- ✓ Interpret real life situations and their graphical representations.
- ✓ Draw and interpret distance time graphs.
- ✓ Find the gradient of straight line segments of real-life graphs, and interpret the answer in terms of the context.
- ✓ Draw and interpret speed time graphs.
- ✓ Calculate areas under speed-time graphs and link to distance travelled.
- ✓ Solve problems with exponential graphs

Assessment

- | | |
|---|---|
| ✓ Rational and Irrational Numbers cumulative assessment | ✓ Grouped Numerical Data cumulative assessment |
| ✓ Non-Linear Graphs cumulative assessment | ✓ Graphical Problem Solving cumulative assessment |
| ✓ Proportion and Graphs cumulative assessment | |

How can you help?

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- ✓ Along with the videos and worksheets on corbettmaths, students should continue exploring GCSE papers following their first set of mock examinations. This website has lots of past papers and worked solutions:

[AQA GCSE Maths Past Papers | Mark Schemes \(mmerevise.co.uk\)](http://www.mmerevise.co.uk)

It is worth noting that we study the AQA qualification, which has code '8300'.

- ✓ Furthermore, following the Year 11 autumn mock examinations, you will have received a breakdown of the mock performance called a 'QLA'. This is a question-by-question breakdown on everything students need to work on as individuals. I've attached a video guide to this, but again would welcome any questions on using it, by contacting the relevant class teacher.
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Mathematics (*Foundation*)

Year Group	11
Subject	Mathematics – Foundation
Overall topic(s)	Forming Equations Polyhedra Number Problems Graphical Problem Solving Numerical Data
Timeframe	Spring Term

Sequence of learning

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. As the contexts can be varied, using triangles, compound shapes etc., this module is only successfully completed near to the end of the foundation GCSE study.

Polyhedra looks at three dimensional shapes and calculations with surface area and volume. This is another problem-solving unit and is well placed just before examinations. Students can recall their knowledge of both their shape work from polygons, along with knowledge of algebraic substitution and their work with circles to calculate area and volume of three-dimensional shapes.

Number Problems is another problem-solving unit where students focus on more in-depth questions using a mix of knowledge. They will recall growth and decay calculations, their inverse and direct proportion work along with their work on percentages. This module aims to simply consolidate learning, therefore is appropriately placed at the end of the course.

Numerical Data is essentially work on averages, but with context or with some further extension. We look in depth at the different averages and the range in Year 9, so this module is sequenced later on in the scheme. Averages from tables and focusing on exam style questions could feature heavily here, hence it's position after all other work on data.

Areas of study

- ✓ Equations from shapes (perimeters, angles etc)
- ✓ Equations from other situations
- ✓ Faces, Edges and Vertices
- ✓ Plans and Elevations
- ✓ Surface Area and Volume of Cuboids
- ✓ Prisms and Pyramids
- ✓ Set up and solve growth and decay problems (compound percentages)
- ✓ Compare proportions as percentage, fraction and decimal
- ✓ Direct and inverse proportion problems
- ✓ Percentage problems
- ✓ Use graphs of speed, distance, time, velocity etc
- ✓ Find and interpret the gradient of distance-time graphs.
- ✓ Find and interpret the gradient of other piecewise linear graphs.
- ✓ Understand graphs of quantities that are in proportion.
- ✓ Use vertical line charts to display discrete numerical data

- ✓ Draw tables and line graphs for time series data
- ✓ Calculate mode, median, mean and range
- ✓ Compare using an average and range
- ✓ Group discrete and continuous data
- ✓ Find averages from tables
- ✓ Draw and analyse scatter graphs, and understand their use

Assessment

- | | |
|--|---|
| <ul style="list-style-type: none"> ✓ Forming Equations cumulative assessment ✓ Polyhedra cumulative assessment ✓ Number Problems cumulative assessment ✓ Graphical Problem-Solving cumulative assessment | <ul style="list-style-type: none"> ✓ Numerical Data cumulative assessment ✓ Year 11 February Mock Examinations |
|--|---|

How can you help?

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[AQA GCSE Maths Past Papers | Mark Schemes \(mmerevise.co.uk\)](http://www.aqa.org.uk/gcse-maths-past-papers)

It is worth noting that we study the AQA qualification, which has code '8300'.

- ✓ Furthermore, following the Year 10 mock examinations, you will have received a breakdown of the mock performance called a 'QLA'. This is a question-by-question breakdown on everything students need to work on as individuals. I've attached a video guide to this, but again would welcome any questions on using it, by contacting the relevant class teacher.
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Science (combined)

Year Group	11
Subject	Combined Science
Overall topic(s)	GCSE: B13, B14, B15, C13 and C14
Timeframe	Spring Term

Overview of topics

Entering the final term before exam in year 11, students will finish off the topic of inheritance and evolution. Causes of variation, natural selection and the theory of natural selection by Charles Darwin is explored. Selective breeding and genetic engineering are studied and evidence of evolution is looked at, including the importance of the fossil records and how this is evidence of animals that are extinct. The final area studied in biology is classification. The remainder of year 11 is devoted to exam practise and revision in preparation for students external exams which commence in May.

Within Chemistry 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:

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.

<u>Topic</u>	<u>Areas of study</u>	<u>Useful links/videos</u>
B13: Reproduction	<ul style="list-style-type: none"> ✓ Types of reproduction ✓ Meiosis ✓ DNA and the genome ✓ Mutations ✓ Inheritance and genetic diseases 	<ul style="list-style-type: none"> ✓ Reproduction revision ✓ Alleles ✓ mutations ✓ inheritance revision- bitesize ✓ Polydactyly
B14: Variation and Evolution	<ul style="list-style-type: none"> ✓ Variation ✓ Natural selection ✓ mutations ✓ Selective breeding ✓ Genetic engineering 	<ul style="list-style-type: none"> ✓ Variation ✓ Genetic engineering ✓ Natural selection

B15: Genetics and Evolution	<ul style="list-style-type: none"> ✓ Evidence of evolution- fossils ✓ Extinction ✓ Antibiotic resistance ✓ Classification 	<ul style="list-style-type: none"> ✓ Evolution ✓ Antibiotic resistance ✓ classification ✓ classification-bitesize
C13: Chemistry of the atmosphere	<ul style="list-style-type: none"> ✓ History of the atmosphere ✓ How are atmosphere has evolved ✓ Greenhouse gases ✓ Global climate change ✓ Atmospheric pollutants 	<ul style="list-style-type: none"> ✓ Evolution of the atmosphere ✓ Global warming ✓ Air pollution
C14: Earths resources	<ul style="list-style-type: none"> ✓ Finite and renewable resources ✓ Potable water ✓ Testing waste water ✓ Extracting metals from ores ✓ Life cycle assessments ✓ Reduce, reuse and recycle 	<ul style="list-style-type: none"> ✓ Using earths resources ✓ 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.

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*)

Year group	11
Subject	Triple Biology
Overall topic(s)	GCSE: B14 and B15
Timeframe	Spring Term

Overview of topics

Entering the final term before exam in year 11, students will finish off the topic of inheritance and evolution. Causes of variation, natural selection and the theories between Lamarck and Charles Darwin are evaluated in triple biology. Selective breeding and genetic engineering are explored and cloning in animals and plants within triple biology only. Speciation and evidence of evolution is looked at, including the importance of the fossil record and how this is evidence of animals that are extinct. The final area studied in biology is classification. The remainder of year 11 is devoted to exam practise and revision in preparation for student's external exams which commence in May.

Sequence of learning

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.

Topic	Areas of study	Useful links/videos
B14: Variation and Evolution	<ul style="list-style-type: none"> ✓ Variation ✓ Natural selection ✓ mutations ✓ Selective breeding ✓ Genetic engineering ✓ Cloning (seps only) 	<ul style="list-style-type: none"> ✓ Variation ✓ Cloning in animals ✓ Cloning in plants ✓ Genetic engineering
B15: Genetics and Evolution	<ul style="list-style-type: none"> ✓ Importance of Mendel (seps only) ✓ Darwin and Larmark theory's of evolution (seps only) ✓ Speciation (seps only) ✓ Evidence of evolution- fossils ✓ extinction ✓ Antiobiotic resistance ✓ Classification 	<ul style="list-style-type: none"> ✓ Gregor Mendel ✓ Darwin and Lamark ✓ speciation ✓ Antibiotic resistance ✓ classification

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: C15
Timeframe	Spring Term

Overview of topics

In this topic, you will learn how humans use the Earth's resources and how chemistry helps us use these resources more efficiently and sustainably. You'll look at *water, materials, recycling, corrosion, fertilisers*, and more.

You will learn how iron rusts and ways to prevent rusting and the difference between rusting and corrosion. You will look at the differences between: Ceramics (clay ceramics, glass) Polymers (plastics) and Composites (fibreglass, carbon fibre). You will study why alloys are stronger than metals. The haber process and making fertilisers

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

Topic	Areas of study	Useful links/videos
C15: Using resources (seps only)	<ul style="list-style-type: none"> ✓ Rusting ✓ Alloys ✓ Polymers ✓ Ceramics and composites ✓ Haber process ✓ fertilisers 	<ul style="list-style-type: none"> ✓ Corrosion ✓ Alloys ✓ Fertilisers and the haber process ✓ Ceramics and composites ✓ Revision questions

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: P10, P11
Timeframe	Spring Term

Overview of topics

Continuing into the spring term students will continue to the next topic within forces based on the how forces affect the acceleration of objects. Students will explore factors such as how an object reaches terminal velocity and how factors can affect the overall stopping distance of moving objects. Students will practically investigate how mass and force affect the acceleration of objects and apply these to different calculations. Students will also study the impact of forces as objects interact and how elasticity affects the force applied to various objects. Higher level students will explore the concept of momentum and those studying triple physics GCSE will focus on how momentum can be conserved.

Students will then move onto to studying the final section of the force's topic based on pressure. Students will gain an in depth understanding of surface pressure and use mathematical formula to calculate surface pressure. Students will also explore liquid pressure and how pressure changes with an increase in depth. The final aspect of this topic will focus on atmospheric pressure, and this is linked to the density of objects students previously studied as part of their GCSE physics.

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		
Topic	Areas of study	Useful links/videos
P10: Acceleration	<ul style="list-style-type: none"> ✓ Forces and acceleration ✓ Weight and terminal velocity ✓ Stopping distance, braking and thinking distance ✓ Momentum ✓ Conservation of momentum and impact forces (Seps only) ✓ Forces and elasticity 	<ul style="list-style-type: none"> ✓ Terminal velocity ✓ Forces and acceleration – Newton's law ✓ Summary of topic notes ✓ Forces and elasticity Video ✓ Forces and acceleration required practical ✓ Summary video

P11: Forces and pressure (Seps ony)	<ul style="list-style-type: none"> ✓ Surface pressure ✓ Pressure in liquids ✓ Upthrust and floating ✓ Atmospheric pressure 	<ul style="list-style-type: none"> ✓ Surface pressure and calculating pressure ✓ Liquid pressure ✓ Pressure in fluids <p>Video</p> <ul style="list-style-type: none"> ✓ Pressure in fluids ✓ Pressure in gases ✓ Summary of topic
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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

Year group	11
Subject	RS
Overall topic(s)	Revision of AQA GCSE RS (9 – 1) Specification A
Timeframe	Spring Terms

Overview of topics

The department finishes teaching course content in this term and attention should now turn to revision and addressing misconceptions that have arisen over the course of study. Both mock exam series are studied for common errors and a revision plan is put in place to address these. The department also reminds students of key words and philosophies from the whole course, and the entirety of Papers 1 and 2 are reviewed. Additionally, exam skills are tested through practice every lesson to encourage routine and familiarity with answering questions.

Sequence of learning

Topics:

- Revision – All topics are covered:

Paper 1:

Christian Beliefs and Practices

Buddhist Beliefs and Practices

Paper 2:

Relationships and Families

Religion and Life

Peace and Conflict

Crime and Punishment

Assessment

- ✓ In-lesson – Recall grids, assessed practice questions
Assessed in Assessment Point 2 mock exams

How can you help?

- ✓ **Encourage your child to access the Year 11 revision Google Classroom.**
Ask them if they have joined – if not, they can use this code to join the classroom:
i6czfkg

This classroom is an **essential**. It contains:

- An overview of the entire course with one-page reminders
- Key words for every topic
- Revision videos for every topic
- Key quotes
- Practice papers
- A question grid of every question asked in this exam series
- SENECA learning links
- BBC Bitesize learning links

Encourage your child to revise using BBC Bitesize for GCSE (AQA Specification)

[GCSE Religious Studies - AQA - BBC Bitesize](#)

- ✓ Encourage your child to watch revision videos like the attached:

<https://www.youtube.com/watch?v=ejQpsQn2XKI&authuser=0>

History

Year group	11
Subject	History
Overall topic(s)	Superpower relations and the Cold War, 1941-91
Timeframe	Spring Term 2025

Overview of topics

Over the spring 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

Year group	11
Subject	Geography
Overall topic(s)	Ecosystems and Climate Change/International development
Timeframe	Spring Term

Areas of study

The location of biomes and causes of this; food webs and biodiversity; Gersmehl diagrams; the characteristics, climate, cycles, value and services, structure, flora and fauna adaptations, causes of deforestation, impacts of deforestation and sustainable uses of the TRF.

The evidence for climate change; historical and current climate change; the natural and human causes of climate change; the impacts of climate change (including those experienced by LICs); the potential solutions to climate change; reasons for divergent opinions on climate change

The characteristics, climate, cycles, adaptation, value and services, human use (and impacts of) and sustainable use of the semi-arid tropical grassland ('Savannah') ecosystem; the causes, impacts and solutions to desertification in the Sahel

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.

How can you help?

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

- ✓ [What is an ecosystem? - Characteristics and changes within ecosystems - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)
- ✓ [Causes of desertification - Hot deserts and desertification - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)
- ✓ [Strategies to reduce desertification - Hot deserts and desertification - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)
- ✓ [The work of NGOs and international bodies - Hot deserts and desertification - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)
- ✓ [Explaining climate change and global warming - Climate change - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)
- ✓ [Evidence of global warming - Climate change - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)
- ✓ [Human and natural factors of climate change - Climate change - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)
- ✓ [Global cooling - volcanic eruptions - Climate change - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)
- ✓ [Impacts of climate change - Climate change - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)
- ✓ [Managing the impact of climate change - Climate change - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)

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

- ✓ [Planet Earth - 8. Jungles - BBC iPlayer](#)
- ✓ [Planet Earth - 7. Great Plains - BBC iPlayer](#)
- ✓ The Boy Who Harnessed the Wind (movie)
- ✓ [See what three degrees of global warming looks like \(youtube.com\)](#)

Modern Foreign Languages

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

Computer Science

Year group	11
Subject	Computer Science
Overall topic(s)	2.1, 2.2, 2.3, 2.4, 2.5
Timeframe	Spring Term

Overview of topic

During Term 2 – Spring, students will complete the study of units from Component 02. This will begin with recapping elements of 2.1 Algorithms and 2.2 Programming fundamentals. It will then move to Unit 2.3 Producing robust programs where 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

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
2.1 Algorithms	<ul style="list-style-type: none"> ✓ 2.1.1 Computational thinking ✓ 2.2.2 Designing, creating and refining algorithms ✓ 2.1.3 Searching and sorting algorithms 	<p>BBC Bitesize</p> <ul style="list-style-type: none"> ✓ 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 <p>Seneca Learning: 2.1</p> <ul style="list-style-type: none"> ✓ Computer Science: OCR GCSE (senecalearning.com) <p>Oak National Academy</p> <ul style="list-style-type: none"> ✓ Unit: Algorithms KS4 Computing Oak National Academy (thenational.academy)

<p>2.2 Programming fundamentals</p>	<ul style="list-style-type: none"> ✓ 2.2.1 Programming fundamentals ✓ 2.2.2 Data types ✓ 2.2.3 Additional programming techniques 	<p>BBC Bitesize</p> <ul style="list-style-type: none"> ✓ Variables and constants - Programming fundamentals - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize <p>Seneca Learning: 2.2</p> <ul style="list-style-type: none"> ✓ Computer Science: OCR GCSE (senecalearning.com) <p>Oak National Academy: Programming 1-4</p> <ul style="list-style-type: none"> ✓ Free KS4 Computing teaching resources Oak National Academy (thenational.academy) <p>Oak National Academy</p> <ul style="list-style-type: none"> ✓ Unit: Databases and SQL KS4 Computing Oak National Academy (thenational.academy)
<p>2.3 Producing robust programs</p>	<ul style="list-style-type: none"> ✓ 2.3.1 Defensive design ✓ 2.3.2 Testing 	<p>BBC Bitesize</p> <ul style="list-style-type: none"> ✓ Defensive design considerations - Producing robust programs - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize <p>Seneca Learning: 2.3</p> <ul style="list-style-type: none"> ✓ Computer Science: OCR GCSE (senecalearning.com) <p>Oak National Academy: Programming 1-6</p> <ul style="list-style-type: none"> ✓ Free KS4 Computing teaching resources Oak National Academy (thenational.academy)
<p>2.4 Boolean logic</p>	<ul style="list-style-type: none"> ✓ 2.4.1 Boolean logic 	<p>BBC Bitesize</p> <ul style="list-style-type: none"> ✓ Why data is represented in binary form - Boolean logic - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize <p>Seneca Learning: 2.4</p> <ul style="list-style-type: none"> ✓ Computer Science: OCR GCSE (senecalearning.com) <p>Oak National Academy: 9-10</p> <ul style="list-style-type: none"> ✓ Unit: Computer Systems KS4 Computing Oak National Academy (thenational.academy)

<p>2.5 Programming languages and integrated development environments</p>	<ul style="list-style-type: none"> ✓ 2.5.1 Languages ✓ 2.5.2 The Integrated Development Environment (IDE) 	<p>BBC Bitesize</p> <ul style="list-style-type: none"> ✓ High level languages - Programming languages and Integrated Development Environments - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize <p>Seneca Learning: 2.5</p> <ul style="list-style-type: none"> ✓ Computer Science: OCR GCSE (senecalearning.com) <p>Oak National Academy: 11-12</p> <ul style="list-style-type: none"> ✓ Unit: Computer Systems KS4 Computing Oak National Academy (thenational.academy)
<p>All topics from Component 01 and Component 02</p>	<ul style="list-style-type: none"> ✓ Revision of all topics 	

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

Year Group	11
Subject	Business Studies
Overall topic(s)	2.4, 2.5
Timeframe	Spring Term

Overview of topic

During Term 2 – Spring, students will study unit 2.4 Making financial decisions. This will develop the students understanding of how businesses use accounts to track performance in terms of gross and net profit, but also how that data can be used alongside basic ratio analysis to judge relative performance of businesses or potential investments. Students will then study unit 2.5 Making human resource decisions where they will learn how business structure affects communication and decision making, how recruitment and training is managed and the effect of motivation on the likely success of a business.

Sequence of learning

How can you help?		
<p>We would encourage conversation about the learning to promote students to reflect on their learning and develop a curiosity to develop their understanding.</p> <p>There are useful website links below that relate to the learning that students do in the classroom.</p>		
Topic	Areas of study	Learning beyond the classroom
2.4 Making financial decisions	<ul style="list-style-type: none"> • 2.4.1 Business calculations • 2.4.2 Understanding business performance 	<p>BBC Bitesize GCSE Business - Edexcel - BBC Bitesize</p> <p>Seneca Learning Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)</p> <p>YouTube Bizconsesh Revision Theme 2: https://youtube.com/playlist?list=PLf6kR48ysSvMQQ3cyKdRMUyecFqpDR5NI&si=Is7tIXyOzwtF2smY</p>
2.5 Making human resource decisions	<ul style="list-style-type: none"> • 2.5.1 Organisational structures • 2.5.2 Effective recruitment • 2.5.3 Effective training and development • 2.5.4 Motivation 	<p>BBC Bitesize GCSE Business - Edexcel - BBC Bitesize</p> <p>Seneca Learning Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)</p> <p>YouTube Bizconsesh Revision Theme 2: https://youtube.com/playlist?list=PLf6kR48ysSvMQQ3cyKdRMUyecFqpDR5NI&si=Is7tIXyOzwtF2smY</p>

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

Year Group	11
Subject	Media Studies
Overall topic(s)	Component 1& 2 General Revision
Timeframe	Spring Term

Overview of topic

By the start of the Spring term of Year 11, delivery of the course and any new subject material is complete. The Spring and start of the Summer Term offer the possibility to revise the exam content covered in Year 10 and the Autumn term of Year 11. There is a focus on using past exam papers and regular question stems to ensure that all learners are ready for both the final mock exam and the two final GCSE papers sat in the Summer Term.

Sequence of learning

Topic:

Component 1 revision of the topics covered in Year 10 alongside a revisiting of the Component 2 materials

The unit involves a comprehensive revision of the exam board specified set products used for questions in the Component 1 exam, alongside revision of analysis, representation, audience theory and industry. Component 2 is a revision of the work from the Autumn ter.

Areas of study:

- ✓ **Analysis skills and subject terminology needed for the Component 1 set texts using past papers to support revision and timings.**
- ✓ **Revision of representation, industry regulation and audience theory**
- ✓ **Revision of television crime drama – *Luther* and *The Sweeney***
- ✓ **Revision of the music industry**

Assessment

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

- ✓ A series of practice analysis activities using both print and moving image in class and as homework to assist in revising the full subject content for the course.
- ✓ The Year 11 mock, sat in the Spring term, will use a full Component 2 exam paper to test knowledge for that entire unit of study. This will include an extract of the dedicated Luther episode, where learners will have to answer questions whilst observing the clip. This is to help support learners for the real experience in the summer.

How can you help?

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

- ✓ **Encourage your child to use the Media Studies Google Classroom page for revision.** The Media Studies Google Classroom as a key revision tool. There are revision sheets for all subject areas and set texts covered on the page and these are invaluable in developing confidence in the materials and addressing and gaps in knowledge at this stage.
- ✓ **Help in developing a subject revision schedule at home.** You and your child will find it useful to discuss and develop a revision schedule that allows for full revisiting of the subject content outside of the classroom. Being involved in this will enable you to

understand the range of materials that have been covered and you will be in a better position to help and support your child in maintaining focus in the lead up to the exams. Discuss with your child what they are revising and any areas that they are finding difficult.

- ✓ **Contact the class teacher.** If your child is finding revision or subject content challenging - encourage them to speak to the teacher and raise their concerns, ask questions or seek support. If you are aware of problems or concerns regarding your child's revision, or maybe you have any questions about exams or course content and delivery then please feel free to contact the class teacher, Mr Campbell. He is always available and willing to help.

Music

Year group	11
Subject	BTEC Music
Overall topic(s)	Component 3: Responding to a Music Brief
Timeframe	Spring Term

Overview of topic

During the Spring term, your child will complete the final assignment, drawing on skills developed through Components 1 and 2. Pupils will spend six weeks, divided across the end of the Autumn and start of the Spring term, preparing for the assignment. In this, they will explore creating reimagined versions of songs in a range of musical styles. They will take part in research and planning tasks before creating a shortened arrangement of a given song in a new style and evaluating their work.

Once preparation work is completed, pupils will complete their final BTEC Music assignment responding to the exam board set brief. Unlike previous assignments, this work is submitted to the exam board for assessment.

Sequence of learning

Topic:

Responding to a Music Brief

Our purpose is to develop your child's music skills in relation to music industry style assignment brief.

Areas of study:

- ✓ Research and planning for development
- ✓ Creation of music products
- ✓ Evaluating music products

Assessment:

- ✓ Regular formative feedback
- ✓ Work is submitted to the exam board for summative assessment

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.
- ✓ Pupils complete the BTEC Tech Award in Music Practice. Information on BBC Bitesize all exam boards is relevant in relation to styles of music taught [GCSE Music - BBC Bitesize](#).

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

Drama

Year group	11
Subject	Eduqas GCSE Drama
Overall topic(s)	Component 2: Scripted Performance
Timeframe	Spring Term

Overview of topic

During the Spring term, your child will develop a drama performance from a script. Pupils will work in pairs or small groups to stage extracts from a play, demonstrating artistic intentions of the playwright and their selected theatre practitioner and conventions. Before they break for Easter, they will perform their scripted pieces to a visiting examiner. This contributes 20% towards their final grade. Alongside this they will continue to prepare for their Component 3 written exam.

Topic:

Scripted performance

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

Areas of study:

- ✓ Applying theatre conventions and techniques in the development of a scripted piece
- ✓ Planning, developing and evaluating performance skills
- ✓ Performing scripted material

Assessment:

- ✓ Scripted 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 happened 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
- ✓ [GCSE Specification Template \(eduqas.co.uk\)](#)
- ✓ [GCSE Drama - Eduqas - BBC Bitesize](#)

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)	Non-Exam Assessment / Mock Exam & Feedback
Timeframe	Spring Term

Topic:

Students will complete their Non-Exam Assessment.

Students will sit their final mock exam and will begin preparations for their final exam worth 40% of their final grade.

Areas of study:

- Task 5: Practical Prototype Manufacture
- Task 6: Summative Evaluation
- Mock Exam Revision
- Mock Exam
- Mock Exam feedback
- Revision for final exam
 - CA1: Engineering disciplines and Health and Safety Legislation
 - CA2: Maths and Science in engineering
 - CA3: Engineering Drawings
 - CA4: Materials and their properties
 - CA5: Tools and Equipment

Assessment:

- ✓ Once completed the NEA will be internally marked and moderated before a sample is moderated by the exam board. The marks for the NEA will make up 60% of the student's grade.
- ✓ Mock exam will be assessed using past exam papers, mark scheme and grade boundaries.

How can you help?

Before each engineering lesson ensure that you child knows what they will be doing and has looked back at the feedback from their Mock NEA so that they are making the most of their time in the lessons as this is a time controlled assessment.

Help your child create revision flashcards and help test them on the content: [Why you might be using flashcards wrong - BBC Bitesize](#)

All revision materials will be posted on google classroom: [Y10 Engineering 24-25 \(google.com\)](#)

Food Preparation and Nutrition

Year Group	11
Subject	Food Preparation and Nutrition
Overall topic(s)	Revision and Mock NEA 2
Timeframe	Spring Term

Sequence of learning

Topics

NEA 2 - Students will complete their NEA 2 assessment

Students will be completing targeted lessons revising all content covered in year 10 and practicing exam techniques

Areas of study:

- ✓ NEA 2 assessment
- ✓ The functions and sources of Nutrition
- ✓ Healthy eating and a balanced diet
- ✓ The effect of age on diet
- ✓ Health risks of a poor diet
- ✓ Cooking methods and heat transfer
- ✓ The impact of ingredients on cooking

Assessment:

- ✓ NEA 2
- ✓ Mock exam
- ✓ Exam question practice

How can you help?

- ✓ Support them to practice their assessment dishes at home before the exam date
- ✓ 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 you tube 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	11
Subject	GCSE Textile Design
Overall topic(s)	Unit 2 - External task 40%
Timeframe	Spring Term

Topic

Students will start their independent research on the external task assigned by the exam board, which accounts for 40% of their GCSE grade. They will be encouraged to use primary references, select at least three artists/designers, and present a diverse range of development samples leading up to the 10-hour practical exam.

Areas of study

- ✓ Primary and secondary research
- ✓ Artist study and pastiches
- ✓ A range of Textile surface pattern and/or constructed textiles should be presented
- ✓ Merged sample development
- ✓ Final outcome- completed in the 10 hour exam

Assessment

Students will have individual scores on the four Assessment objectives;

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

Students will be presented with an overall Grade

How can you help?

- ✓ Students must continue their work at home or attend after-school sessions. Having access to equipment is essential for their development, and providing encouragement to complete their work promptly would be greatly supportive as this unit will have shorter timeframe.
- ✓ Students should be encouraged to continue sample development/drawing at home as per teacher feedback. They can find useful tips on technique development on YouTube and Pinterest.
- ✓ Students can be directed towards Google classroom for resources and uploads from teacher on classroom content
- ✓ The year 10 sketchbook can be used as a reference point.
- ✓ Checklist will be available on satchel and google classroom
- ✓ Exemplar work is available to view and photograph in class
- ✓ Any questions regarding the subtheme and coursework can be directed to Mrs Chauhan lc@brockington.embracemat.org

Art

Year group	11
Subject	Art
Overall topic(s)	External Exam – unit 2
Timeframe	Spring and Summer Term

Overview of topic

The aim of this unit is for students to work towards the External unit of their GCSE. Students will be 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 over a period of 10 hours and should reflect the journey students have taken with their chosen theme.

Sequence of learning

Topic:

Portfolio unit

This unit is worth 40% 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
- ✓ Pastiche
- ✓ 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	11
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 Term

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
✓ Health, Fitness & Well-being	Topic Area 1: Provision for different types of outdoor and adventurous activities in the UK	✓ Football
✓ Cardiovascular and respiratory systems	Topic Area 2: Equipment, clothing and safety aspects of participating in outdoor and adventurous activities	✓ Netball
✓ Engagement patterns and participation rates in sport and physical activity	Topic Area 3: Plan for and be able to participate in an outdoor and adventurous activity	✓ Athletics
✓ Commercialisation of sport	Topic Area 4: Evaluate participation in an outdoor and adventurous activity	✓ Handball
✓ Ethics in sport	Topic Area 1: Issues which affect participation in sport	✓ Table tennis
✓ Short- and long-term effects of exercise	Topic Area 2: The role of sport in promoting values	✓ Badminton
✓ Revision	Topic Area 3: The implications of hosting a major sporting event for a city or country	✓ Trampolining

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 (March)
- ✓ **Sports Studies:** Your child will be assessed through a series of written coursework tasks on Sport and the media and one mock exam (Contemporary issues in Sport– March)
- ✓ **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

Core PE

Year Group	11
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

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

<ul style="list-style-type: none"> • Invasion Games (evaluation and analysis in competitive sport) 	<ul style="list-style-type: none"> • Basketball
<ul style="list-style-type: none"> • Net/Wall (Officiating) 	<ul style="list-style-type: none"> • Badminton and Table Tennis
<ul style="list-style-type: none"> • Sport Leadership 	<ul style="list-style-type: none"> • Football & Netball
<ul style="list-style-type: none"> • Teaching Games for Understanding 	<ul style="list-style-type: none"> • Handball
<ul style="list-style-type: none"> • Health Related Fitness 	<ul style="list-style-type: none"> • Different types of training aimed to increase lifelong participation
<ul style="list-style-type: none"> • Athletics 	<ul style="list-style-type: none"> • Track and Field Events
<ul style="list-style-type: none"> • Sport Education (through striking & fielding). 	<ul style="list-style-type: none"> • Rounders & Softball
<ul style="list-style-type: none"> • Enrichment Sports 	<ul style="list-style-type: none"> • 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)

Year group	11
Subject	PSHCE
Overall topic(s)	Finance, RSE and Preparing for the future
Timeframe	Year 11

Topic

Over the course of Year 11 pupils will discuss and be informed about key issues to help them live healthy, happy and successful lives as they grow up, with a particular focus on their KS5 (Post-16) options.

Sequence of learning

Topic: Year 11

Our purpose is to provide students with strategies to help develop and maintain healthy relationships and make safe choices.

Areas of study:

- ✓ **Financial Awareness** – understanding payslips: tax codes, National Insurance and Pensions. Opening bank accounts and bank statements. Ways and methods of saving for the future. Safe online banking and financial scams
- ✓ **First Aid** – How to respond to emergency situations including being able to give CPR, the recovery position, use of a defibrillator, the fourteen allergens and how to apply a compress and bandage.
- ✓ **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, drink and needle spiking. Drug awareness, including risks of energy drinks
- ✓ **Preparing for the future** – post-16 pathways and the impact of their digital footprint. Online activities/presence/interactions and what shapes an online reputation; Action plan creation; signpost to careers advisor interviews. Revision and stress management skills to protect mental health

During this year pupils will also participate in Hate Crime Awareness Week, UK Parliament Week, Children’s Mental Health 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.
- ✓ DIRT self reflection throughout 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