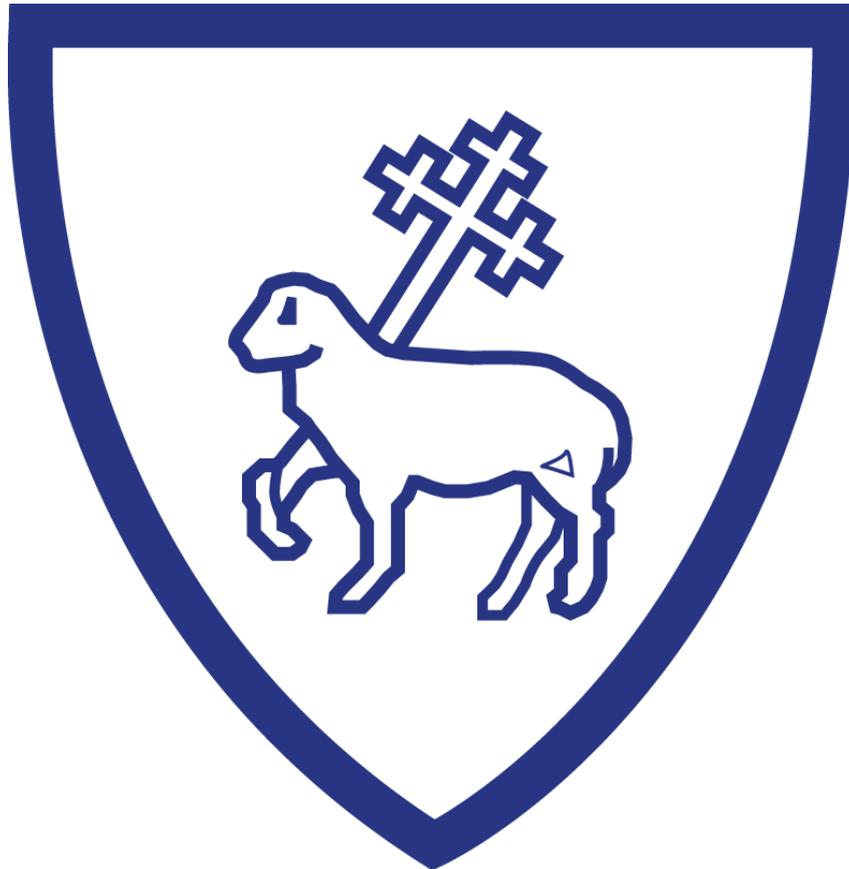


Brockington College

Curriculum Overview



Year 9
Spring Term



Introduction

Welcome to the Year 9 curriculum booklet. As students look the end of their Key Stage 3 journey and look ahead to Key Stage 4 options, Year 9 marks an exciting and transformative time filled with new opportunities, challenges, and discoveries.

Our Year 9 curriculum is designed to provide a broad and balanced education, introducing students to a wide range of subjects and learning experiences. From core subjects like English, mathematics, and science to humanities, languages, arts, and technology, our curriculum encourages curiosity, creativity, and a love of learning.

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

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

We look forward to guiding your child through Year 9, ensuring that their first year at Brockington is both enjoyable and enriching, setting the stage for a fulfilling and successful journey ahead.

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English

Overall topic(s)	Non-Fiction and Conflict Poetry
Timeframe	Spring

Overview of topic

1. Read Touching the Void by Joe Simpson develop an understanding of dramatic devices and oracy for a speaking and listening task. and use language to shape a viewpoint.
2. Study of poetry of conflict including a range of war poetry. Develop analytical skills and a deeper understanding of why a poem has been written.

Sequence of learning

Topic:

Topic 1: Read easily, fluently and with good understanding. Develop the habit of reading widely and often (non-fiction). Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences (writing to inform, advise, argue and persuade). Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

Topic 2: To read easily, fluently and with good understanding and to develop the habit of reading poetry. To appreciate our rich and varied literary heritage and to write about poetry clearly, accurately and coherently when analysing poems. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas"

Areas of study:

- Can read and understand a non-fiction text and shape an opinion,
- Use DAFOREST to develop a convincing viewpoint
- Structure an argument, using a topic sentences and a counter argument
- Use rhetoric to convey a viewpoint in a structured speech
- Independently read and comment on a range of poetry exploring ideas and techniques
- Independently analyse and evaluate language choices in poetry
- Independently analyse and evaluate the use of structural devices in poetry
- Compare themes and key ideas across poem

Assessment:

- Transactional writing
- Analytical writing

How can you help?

- Read war poetry, understand social and historical context of war poetry.
- Talk about challenges: Joe Simpson climbs a mountain. Take a long walk and write about it.

Mathematics

Overall topic(s)	Analysing Data Inequalities Circle Measure
Timeframe	Spring

Sequence of learning

Analysing data continues the important real-life applications of Mathematics. It requires a good knowledge of the number system and how things are grouped – this is also a chance to introduce the signs to represent unequal quantities.

Inequalities. We follow up with use of the inequality sign more generally. We have studied in depth about equal relationships, now we are focussing on unequal. We know the knowledge of equality is secure enough to explore inequality at this stage, as ‘equations’, ‘formulae and graphs’ and ‘sequences’ all focus on what is equal.

Circular measure is an extension of shape properties and calculations. It calls on algebraic substitution, it starts to think about irrationality and why an irrational number is important. Calls on area knowledge but with a unique shape which is vital for future study.

Areas of study:

- Understand mode as the most frequent element of a set and identify modes for different sets.
- Understand the language bi-modal, tri-modal etc, and identify where sets have multiple modes, or no mode.
- Understand median as the centre value of a numerically ordered list and find medians for lists with an odd number of values.
- Understand that the median of a list with an even number of values is halfway between the two centre values and find this by dividing the sum of the values by 2.
- Understand mean as “smoothing out” of irregularities in a set of numbers and find the mean.
- Understand mean as the “balance point” when values are placed on a number line, and that the total of the spacing of values above and below the mean is equal.
- Understand range as the size of the space that a list of values is spread over and find the range of a list.
- Understand the idea of “average” as a measure of a central or typical value for a set of data and suggest averages for different data sets.
- Understand that mode, median and mean can be used as a measure of average, and why range cannot be used.
- Understand the advantages and disadvantages of mode, median and mean as an average measure, and choose suitable measures for different situations.
- Compare performance using an average measure and the range.
- Find missing values when given information about mode, median, mean and range.
- Solve problems involving averages and other mathematics areas.
- Represent inequalities on a number line.
- Represent inequalities symbolically.
- Transfer between inequalities represented in words, symbolically and on a number line.
- Understand why multiplication or division of by a negative value reverses the inequality sign.

- Solve linear inequalities where a constant is added to or subtracted from a variable.
- Solve linear inequalities where a variable is subtracted from a constant.
- Solve linear inequalities where a variable is multiplied or divided by a constant.
- Solve linear inequalities involving multiple operations.
- Solve linear inequalities where the variable appears on both sides.
- Learn the names of the major circle parts.
- Understand and use the relationship between the diameter and radius of a circle.
- Understand and use the relationship between the diameter and the circumference of a circle.
- Find circumference given radius.
- Understand and use the relationship between the radius and the area of a circle.
- Find area given diameter.
- Find lengths of arcs.
- Find areas of sectors.
- Solve problems involving circles.

Assessment:

- Analysing data mid unit assessment and end of unit assessment.
- Inequalities mid unit assessment and end of unit assessment.
- Circle measure mid unit assessment and end of unit assessment.

How can you help?

- ✓ Help facilitate the completion of the Sparx Maths programme at home.
- ✓ If your child needs some further assistance with their numeracy and arithmetic, please use 'Times Table Rock Stars' at home. This is an online educational game that we subscribe to. All logins will be given out in mathematics lessons – please ask if you need it.
- ✓ 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.
- ✓ As we approach the GCSE course in Year 10, it is also helpful to have conversations about this, along with conversations around targets and aspirations for GCSE and beyond.
- ✓ 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.

Science

Overall topic(s)	B1, C1, C2, C3, P1 and P6
Timeframe	Spring

Overview of topics

The big focus on topic B1, is on the difference between plant cells and animal cells. Students further develop their microscope skills and should be able to describe how to prepare a slide for the microscope. They will already understand from year 7 why we need microscopes, but they will now understand the difference between light and electron microscopes. They revisit specialized cells and learn how these are involved in transport processes such as diffusion, osmosis, and active transport. This allows time to cover in more detail cell transport.

Topics C1- C3 build on the students' knowledge from year 8 and 9 to look further into how atoms were discovered and how they can react together to form bonds. They carry out practical procedures of separating mixtures and understand why this is possible and how mixtures differ from elements and compounds. They study the periodic table in more detail and can articulate trends within the different groups and why they are placed in those groups. They will be able to tell you the difference between ionic and covalent bonds and using illustrations to support their work.

Within the first GCSE Physics topic of P6, Particle model, students will build on ks3 topics C1 and P6. They will investigate how to calculate the density of different materials. The three states of matter are studied further and the concept of internal energy and calculating the energy required to change a substances state. They will end the topic looking at gas pressure and how this is affected by volume linking this with Boyles law.

Sequence of learning

Topics:

How can you help?		
You don't have to be an expert in science! One of the most supportive things you can do is to be a partner in your child's investigations and thinking. Think out loud or describe what you are doing as you do it, whether it is cooking, fixing something, taking care of pets, or other housework. Ask questions, even when you do not know the answer!		
	Areas of study	How can you help?
B1: cell structure and transport	<ul style="list-style-type: none"> • Microscopes and magnification • Animal and plant cells • RP: Using a light microscope to observe, draw and label an animal and plant cell. • Eukaryotic and prokaryotic cells • Specialised cells • Diffusion, osmosis and active transport. • Exchanging materials 	<ul style="list-style-type: none"> • Required practical: microscopes • Cells revision • Cell transport • Required practical: osmosis
C1: Atomic structure	<ul style="list-style-type: none"> • Structure of the atoms • History of the atom • Ions, atoms and isotopes • Electronic structure • Separating mixtures • Distillation and chromatography 	<ul style="list-style-type: none"> • Elements, compounds and mixtures • Isotopes • Separating mixtures

C2: periodic table	<ul style="list-style-type: none"> • Development of the periodic table • Electron configuration • Trends of groups 1, 7 and 0 • Transition metals 	<ul style="list-style-type: none"> • Bitesize: development of PT • Trends in the periodic table
C3: structure and bonding	<ul style="list-style-type: none"> • Atoms into ions • Ionic bonding • Covalent bonding • Giant ionic and covalent structures • Fullerenes and graphene • Metallic bonding • Nano particles (seps only) 	<ul style="list-style-type: none"> • Ionic bonding • Covalent bonding • Metallic bonding
P6: Particle model	<ul style="list-style-type: none"> • Density • Changing state • Melting and boiling points • Evaporation • Internal energy • Specific latent heat • Gas pressure and volume (seps only) 	<ul style="list-style-type: none"> • Hooke's law video • GCSE Physics - Liquid Pressure GCSE • Physics - How Moments Work • P9: Seneca
P1: Conservation of energy	<ul style="list-style-type: none"> • Changes in energy stores • Conservation of energy • Energy and work • Gravitational and potential energy stores • Kinetic and elastic energy stores • Energy and efficiency • Energy and power 	<ul style="list-style-type: none"> • Changes in energy stores • Kinetic energy • Power and work done • Efficiency

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 homework booklets.

Religious Studies

Overall topic(s)	Paper 1 (GCSE) – Christian Beliefs and Teachings
Timeframe	Spring

Overview of topic

This topic looks at the core beliefs and teachings of Christianity. They develop an understanding that Christianity is a diverse tradition and has many traditions associated with it. To summarise, students should understand the influence of Christian beliefs, teachings and practices on individuals, communities and societies. Students will look at different interpretations that denominations use and recognise how this influences their everyday life.

Sequence of learning

Topic: Christian Beliefs and Teachings – Paper 1

Areas of study:

- **The nature of God**
Omnipotent, benevolent, just
The problem of evil and suffering
The Trinity and monotheism
- **Different Christian beliefs on creation**
- **Different Christian beliefs about the afterlife**
Resurrection, life after death, heaven and hell
- **Jesus**
Incarnation
Crucifixion, resurrection, ascension
Sin and Original Sin
Salvation
Atonement

Assessment:

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

How can you help?

- ✓ 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:
[Nature of God \(AQA GCSE Religious Studies - Christian Beliefs\) REVISION](#)
- ✓ Check Satchel One for knowledge organiser updates to assist with exam revision

History

Overall topic(s)	The era of WWII
Timeframe	Spring

Over the course of the spring term, your child will study the era of the Second World War. This unit of work also includes a study of the Holocaust: this is a sensitive topic and includes material that may upset students such as the use of archaic language. As a department, we treat the study of the Holocaust incredibly sensitively and encourage students to consider how such horrors still impact the world we live in today.

Sequence of learning

Topic: the era of the Second World War

This topic dovetails with work students completed in the autumn term on the First World War. Our purpose is to chart the course of the Second World War and how it links to events both before and after 1939.

Areas of study:

- **Reasons for the outbreak of the Second World War, including the impact of WWI; the state of Germany in the 1930s; and appeasement**
- **The Phoney War**
- **The Retreat from Dunkirk**
- **The Battle of Britain**
- **The Blitz, including a local study on the Coventry Blitz of November 1940**
- **The Home Front, including rationing and evacuation**
- **Operation Barbarossa**
- **D-Day and the end of the war in Europe**
- **The War in the East, including the dropping of the atomic bomb and its justification**
- **The Holocaust**

Assessment:

Your child will be assessed through:

- ✓ A unit assessment based on chronology and writing skills.
- ✓ A series of history 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 many extra-curricular opportunities to extend learning and improve achievement on these topics, including visits to:

- **The Imperial War Museum, London (free entry), and includes a powerful Holocaust exhibition**
- **Coventry Cathedral and Herbert Art Gallery and Museum to further extend knowledge and understanding of our local history study**
- **Bletchley Park to look at the work of codebreakers in ending the Second World War**

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

- ***The World at War*** – a wonderful, and thorough, series about WWII narrated by Laurence Olivier
- ***The Bomb and the Cold War*** – a recent Netflix documentary linking the events of WWII and the Cold War

- ***Auschwitz: the Nazis and the Final Solution*** – a powerful BBC documentary focused on how the policies of the Nazis led to the horrors of the Holocaust
- **BBC Teach** – A YouTube channel with extensive video resources on history.
- **BBC History Bitesize** – Key Stage 2 and Key Stage 3 games, learner guides, video clips and quizzes.
- **Imperial War Museum Website** - This includes specific learner guides on the Second World War along with supporting videos.
- **History Hit YouTube Channel** - Discover the past on History Hit with ad-free exclusive podcasts and documentaries released weekly presented by world renowned historians Dan Snow, Suzannah Lipscomb, Lucy Worsley, Mary Beard and more.

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

History Learning Journey Guide

Please click on the link below to our History Learning Journey guide, which we provide all children with at the start of each academic year. The guide includes specific details on why we study specific topics and explains why we teach them in the order that we do. It also includes the core learning questions that our studies will answer.

Link: [History Learning Journey](#)

Geography

Overall topic(s)	Synoptic study of the Middle East; Endangered Species
Timeframe	Spring

Areas of study:

1. The political and physical geography of the Middle East, the management of the Rivers Tigris and Euphrates and the impacts of this on Iraq; levels of economic development in the region; climate, biomes and population distribution in the region; the development of Dubai, its' diversification and its impacts on coastal processes; ethnic and religious diversity and proxy wars; the background and solutions to the Israel-Palestine conflict; Why isn't Kurdistan a country?
2. Categories of endangerment and extinction; cause of endangerment including traditional Chinese medicine, climate change, deforestation and habitat destruction (focus on palm oil in Indonesia); plastic pollution in marine environments; invasive species, the impact of falling bee populations in the UK
3. The political and physical geography of Africa; the Ethiopian Grand Renaissance Dam project; the historical causes of inequality in Africa; the impact of corruption on African development; solutions to the conflict in South Sudan; how technology can increase rates of development in Africa; the pattern of climate and biomes in Africa; the causes, impacts and solutions to desertification in the Sahel region; the challenge of population change in Africa

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.

- [Desertification guide for KS3 geography students - BBC Bitesize](#)

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

- [Africa - BBC iPlayer](#)

Modern Foreign Languages

Overall topic(s)	4. What I do to help at home 5. Food Part 1 6. Food Part 2
Timeframe	Spring

Overview of topic

- Using modal (infinitive verbs) and past tense verbs to describe what I do at home to help.
- Food 1 looks at using the conditional tense to describe what I want to eat and using passive sentence structures to create a good variety of expression
- Food 2 is a mash up of verbs in the past, present and future with lots of language we have already seen but with lots of exposure to 3 tenses used together.
- This term is a great prep for the style of French that pupils aim to produce at GCSE

Sequence of learning

Topic:

Using the MARS EARS cycle to unpack the words and grammar in the topics, we saturate pupils with the structures and syntax so that they are comfortable listening, reading, writing and speaking about the topics of what they do at home to help and talking about food to a good level of complexity.

Areas of study:

- Using the structure “have to” with I and others
- Look at a variety of time phrases
- Learn lots of new vocabulary linked to verbs “do” “look after” “tidy”
- Revisit perfect tense construction
- What you did in the past and how it was
- Retrieval of previous 3 units
- Perfect tense with regular and irregular verbs
- Couldn’t and didn’t want to
- Giving excuses for not doing things
- Describing where it hurts
- Practice with negative structures
- Conditional tense structure with would like
- Review food vocabulary from year 8. Nouns, adverbs and adjectives
- A variety of passive structures to show variety when giving opinions
- Favourite (a word at GCSE that the examiner uses to try and confuse pupils)
- Time phrases and verbs in the future tense
- Mixing tenses up in the same paragraph
- Spotting verb patterns and being confident about their structures
- Being able to reproduce 4 tenses
- Recall from year 8 and units 1,2 & 3 of year 9

Assessment:

- ✓ There will be an assessment after each unit with a range of tasks including reading, writing, grammar, dictation, translation, speaking and listening.

How can you help?

- ✓ Encourage pupils to complete homework.
- ✓ To learn phrases from the Sentence Builder
- ✓ Practice vocabulary on Quizlet.com
- ✓ Start regular use of Duolingo French

ICT and Computing

Overall topic(s)	9.4 and 9.5
Timeframe	Spring

Overview of topic

During Term 2 – Spring, students will study units that initially focus on giving them insight into GCSE options by studying GCSE Computer Science – Python Programming. This unit will provide invaluable experience of the level of programming required for the GCSE Computer Science course. Students will make their GCSE options choices towards the end of this topic. After this, students will study Digital Media – Pre-Production Skills where they will learn about the creation of digital media products and focus on the creative planning involved.

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
9.4 Computer Science – Python Programming with sequences of data	<ul style="list-style-type: none"> • Calculations and input • Data types and annotation • Selection • Lists and iteration • Validating and verification 	<p>BBC Bitesize Variables and constants - Programming fundamentals - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize</p> <p>Data types - Data types and programming techniques - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize</p> <p>Seneca Learning: 2.2 Fundamentals - Computer Science: OCR GCSE (senecalearning.com)</p> <p>Oak National Academy Unit: Programming 1: Sequence KS4 Computing Oak National Academy (thenational.academy)</p> <p>Unit: Programming 2: Selection KS4 Computing Oak National Academy (thenational.academy)</p> <p>Unit: Programming 3: Iteration KS4 Computing Oak National Academy (thenational.academy)</p>
9.5 Digital Media – Pre-Production Skills	<ul style="list-style-type: none"> • Mood boards • Mind maps • Visualisation diagrams • Cameras and lighting 	<p>BBC Bitesize Graphics software - Graphics software - KS3 ICT Revision - BBC Bitesize</p>

	<ul style="list-style-type: none"> • Storyboards • Scripts • File formats 	Recording and sharing video - Recording, sharing and editing video and audio - KS3 ICT Revision - BBC Bitesize Other Microsoft PowerPoint - R081 creative iMedia KO (holyfamilycarlton.org)
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Assessment:

- ✓ Students will be assessed through end of topic assessments. These are usually comprised of multiple-choice questions with some short answer questions focusing the topic they have studied, with some occasional questions focusing on recall and retrieval of learning in previous topics.

Drama

Overall topic(s)	<i>Trestle Masks and Verbatim theatre</i>
Timeframe	Spring

Overview of topic

During the Spring term, your child your child will complete two drama projects, one per half term. In Trestle masks, they will explore character and physical theatre as they develop their understanding of physical theatre. In Verbatim Theatre, they will create a non-naturalistic piece of theatre from a stimulus, which incorporates key Brechtian techniques. Both projects are designed to build on skills and prepare pupils for KS4.

Sequence of learning

Topic: Trestle masks

Our purpose is to develop your child's understanding of telling stories through physical theatre techniques

Areas of study:

- Understanding of non- naturalistic and physical theatre techniques
- Using drama techniques to explore and develop characters further and tell stories
- Non-naturalistic and physical theatre conventions in devised performance
- Performing to an audience

Topic: Verbatim theatre

Our purpose is to develop your child's understanding of Verbatim theatre

Areas of study:

- Understanding of Verbatim theatre
- Using non-naturalistic drama techniques to explore and develop characters further and tell stories
- Non-naturalistic conventions in scripted performance
- Performing to an audience

Assessment:

- ✓ Regular formative feedback
- ✓ Directed improvement and reflection time (DIRT) feedback on character letter
- ✓ Homework related to drama skills and keywords
- ✓ Summative scripted performance in a non-naturalistic style

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
- ✓ There are lots of websites where further information and support on these topics can be accessed such as
 - [Writing in first or third person guide for KS3 English students](#)
 - [How to investigate structure in fiction texts for KS3 English students](#)

Music

Overall topic(s)	Song Writing
Timeframe	Spring

Overview of topic

During the Spring term, your child will have the opportunity to develop performance and Music Technology skills through a song writing project. Based on the theme of 'Protest' pupils will learn about how songs have been used in history to give messages. Pupils will write their own lyrics, setting them to melodies and composing accompaniments. The final pieces will be created using either instruments or DAW Music Technology software. Through this pupils will develop their listening skills and understanding of what makes pieces successful.

Sequence of learning

Topic: Song Writing

Our purpose is to introduce to song writing skills and compose their own piece working as either a soloist, duet or small ensemble.

Areas of study:

- Reading notation in both treble and bass clef
- Understanding how notes and harmonies work together to create cohesive sounds
- Solo and duet performance with a consideration for musical style
- Understanding how notes and rhythms are organised to create melodies and accompaniments
- Performance of composition
- Performance Skills playing to an audience

Assessment:

- ✓ Regular formative feedback
- ✓ DIRT feedback on music technology project
- ✓ Homework related to listening skills and keywords
- ✓ Summative music technology piece - Remix

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 such as
 - [Playing together - KS3 Music - BBC Bitesize](#)

Design and Technology: Food

Overall topic(s)	Plan, prepare and cook
Timeframe	12 weeks across the academic year

Sequence of learning

Topic:

During this topic, we will look at the food from different cultures, how to meet a brief and ways to cost and analyse the nutrition of dishes. Your child will put everything they have learned into practice through completing a range of practical cooking activities.

Areas of study:

- Research skills
- Food from different cultures
- The process of gluten formation
- Costing of dishes
- Nutritional analysis of dishes
- Justifying their food choices

Assessment:

- ✓ Mid-topic multiple choice quiz
- ✓ Project marked against BC grade descriptors
- ✓ End of topic recall test

How can you help?

- ✓ Encourage your child to help in the kitchen at home, whether baking, making dinner or just helping you chop vegetables they will build confidence and skills.
- ✓ Students can also use the following websites and YouTube channels to build their knowledge:
 - [11 - 14 Years - Food A Fact Of Life](#)
 - [Unit: Catering for needs | KS3 Design and technology | Oak National Academy \(thenational.academy\)](#)
 - [Unit: Future food and the application of science | KS3 Design and technology | Oak National Academy \(thenational.academy\)](#)
 - [Gastro Lab - BBC Teach](#)
 - [Videos - Food A Fact Of Life](#)

Design and Technology: Engineering

Overall topic(s)	Timbers
Timeframe	12 weeks across the academic year

Sequence of learning

Topic:

Over the course of this topic, we will look at the properties and characteristics of different timbers and why they are chosen for the production of different products. Students will then build on their existing knowledge and understanding of health and safety in a workshop environment. Student will develop a range of practical skills in order to produce a timber product.

Areas of study:

- Timbers – hardwoods, softwoods and manufactured board
- Exam style questions
- Orthographic drawing
- Health and safety in an engineering environment
- The correct use of marking out, cutting and finishing tools to manufacture a timber product.

Assessment:

- ✓ Mid-topic multiple choice quiz
- ✓ Project marked against BC grade descriptors
- ✓ End of topic recall test

How can you help?

- ✓ Encourage your child to help out with DIY around the home whether that is putting together flat pack furniture, putting up a shelf or maintaining their bike. This will help your child develop confidence around a range of tools and equipment.
- ✓ Students can revise the topics covered in this topic by following these links:
 - Timbers: <https://www.bbc.co.uk/bitesize/guides/zjgyb82/revision/3>
 - Orthographic drawing: <https://www.bbc.co.uk/bitesize/guides/z6jkw6f/revision/6>
- ✓ You can find lots of tutorials on YouTube which will help your child practice sketching and rendering skills.
 - https://www.youtube.com/results?search_query=beginner+orthographic+drawing

Design and Technology: Textiles

Overall topic(s)	Icon project
Timeframe	12 weeks across the academic year

Sequence of learning

Topic:

During this topic, students will continue their development of skills in textile design by researching and exploring culturally diverse designers. There will be opportunities to learn of new CAD manipulation techniques and to promote the recall of basic hand stitching and develop these stitches further. Students will be encouraged to develop portrait drawing to lead into their final outcome

Areas of study:

- Developing portraiture drawing
- Researching artists/designers relevant to the project
- Exploration of relevant techniques
- CAD manipulation
- Continue to develop hand stitching

Assessment:

- ✓ Mid topic multiple choice quiz
- ✓ Project marked against BC grade descriptors
- ✓ End of topic recall test

How can you help?

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

Recall the 6 R's

- <https://senecalearning.com/en-GB/revision-notes/gcse/design-and-technology/aqa/6-4-4-the-six-rs>

Delitia Martin

- <https://blackboxpressstudio.com/about-delita>

Victoria Villasana Website

- <https://victoriavillasana.com/>

Basic hand embroidery stitches

- [Hand Embroidery for Beginners || 14 basic embroidery stitches by Let's Explore \(youtube.com\)](https://www.youtube.com/watch?v=14basicembroiderystitches)

Art

Overall topic(s)	Issues in society
Timeframe	Spring Term

Overview of topic

This unit is designed to stretch students thinking around current issues in society. Students explore a chosen issue, research imagery, and form a deeper understanding of that issue. They research and analyse artists who deal with issues through their work. Using relevant subject matter, students will develop their observational drawing techniques, experimenting with a variety of drawing media, to create realistic studies, and produce a final piece based around their chosen issue.

Sequence of learning

Topic:

This unit is run to reflect the GCSE units of work, giving students the opportunity to work more independently by choose the direction of their work and themes. Using skills learned in previous units combined with new techniques and experimentation, this connects the KS3 learning towards the KS4 style of learning very well.

Areas of study:

- Artist research
- Drawing the human figure
- Understanding proportions and movement
- Creating an entire human figure
- Shading and tonal value

Assessment:

- Artist research and copy
- Pastiche
- Drawing from observation
- Final response

How can you help?

- Encourage your child to practise what they have learned at home.
- There are some excellent resources on YouTube which demonstrate some of the drawing techniques shown in class. Students can use these to recap and practise.

Physical Education

Overall topic(s)	Learning and developing core skills in a wide range of sporting situations
Timeframe	Throughout the academic year

At Brockington College, our Key Stage 3 PE curriculum provides a broad, balanced and inclusive experience that supports the holistic development of every student. Through a carefully sequenced and progressive model, students engage in a diverse range of physical activities that build knowledge, refine skills and promote character development.

All students receive the same curriculum offer to ensure **equality of provision**, regardless of background or ability. This inclusive approach reflects our commitment to high expectations for all and ensures every learner has access to the full breadth of opportunity.

Each unit is structured around a 'big question' that encourages deeper thinking and purposeful learning. These big questions are progressed across the key stage and are linked to a core concept, which is revisited and developed year on year. This approach ensures students build on prior learning, deepen their understanding, and make sustained progress across all areas of the curriculum.

The overview below outlines the units and concepts delivered to each year group at Key Stage 3, ensuring all students are supported to achieve their full potential and are well-prepared for future study in physical education.

These key themes which run throughout the key stage curriculum are vital in allowing us to achieve our aim:

At Brockington College, our PE curriculum is designed to develop students holistically supporting their physical, social, emotional, and mental well-being. Through a broad, inclusive and ambitious offer, we aim to foster high levels of engagement, resilience, and a lifelong commitment to physical activity and healthy living

 <h2 style="text-align: center;">A Curriculum</h2> <p style="text-align: center;">(which combines traditional with concepts)</p> 						
Net/Wall	Invasion	Dance & Gymnastics	Striking and Fielding	OAA	Athletics	Fitness
Physical <ul style="list-style-type: none"> • Technique • Consistency • Skill selection • Pressured situations • Competitive conditions 	Cognitive <ul style="list-style-type: none"> • Decision making • Knowledge of rules • Tactical awareness • Outwitting opponents • Spatial awareness 	Creative <ul style="list-style-type: none"> • Imagination • Choreography • Aesthetics • Feedback • Routine development 	Social <ul style="list-style-type: none"> • Communication • Teamwork • Leadership • Active Listening • Problem Solving 	Personal Skills <ul style="list-style-type: none"> • Enthusiasm • Confidence • Positive mindset • Resilience • Overcoming hardship 	Personal Attributes <ul style="list-style-type: none"> • Cardiovascular endurance • Muscular Strength • Speed • Power • Flexibility 	Health and Wellbeing <ul style="list-style-type: none"> • Warm up importance • Fitness • Heart Rate • Calories • Mental Health

Sports & Activities - Areas of Study:

Football, Netball, Basketball, Rugby Badminton, Handball, Gymnastics, Dance, Team Building, Fitness, Athletics, Cricket, Rounders.

Assessment

Assessment in PE at Brockington College is designed to be **holistic, purposeful, and progressive**, supporting students' development across all curriculum domains. It enables staff to monitor progress, inform planning, and ensure all learners are appropriately challenged and supported. Students are assessed through two distinct strands:

- **HEAD** – Focuses on *declarative knowledge*, including understanding of core rules, techniques, tactics, and strategic concepts within each sport or activity
- **HANDS** – Focuses on *procedural knowledge*, assessing how effectively students can apply core skills and techniques in practical and competitive scenarios

This dual-strand approach ensures that both cognitive understanding and physical execution are valued equally, promoting a balanced and inclusive model of progress.

Assessment Process

- **Lesson 1 of each unit:** HEAD and HANDS assessment criteria are explicitly shared with students to establish clear expectations and learning goals
- **Ongoing formative assessment:** Teachers use questioning, observation, and feedback to monitor progress and adapt teaching accordingly
- **Final lesson of each unit:** Students revisit the assessment criteria and reflect on their progress, identifying whether they are working *towards, at, or beyond* expectations
- **Summative assessment:** Staff assign a 1–3 score for both HEAD and HANDS strands:
- **Percentage score:** Calculated to provide an average measure of progress across curriculum units, supporting reporting and intervention

This assessment model ensures students understand how to improve, take ownership of their learning, and make sustained progress across all areas of physical education. It also supports staff in identifying gaps, celebrating success, and maintaining high expectations for all learners.

How can you help?

- ✓ There are lots of websites where further information and support on these topics can be accessed. e.g. Skills and tactics in netball ([CentrePassNetball-Strategiesfor your team \(elitenetballacademy.co.uk\)](http://CentrePassNetball-Strategiesfor your team (elitenetballacademy.co.uk)))
- ✓ Encourage your child to watch a range of 'live sports' 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)	Relationships and Sex Education
Timeframe	Autumn/Spring Term

Over the course of the Autumn/Spring Term your child will become informed about and discuss different ways to look recognise and maintain healthy relationship and make safe choices in future relationships.

Sequence of learning

Topic: RSE

Our purpose is to provide students with strategies to help develop and maintain positive mental wellbeing, and strategies to make positive choices.

Areas of study:

- **Healthy Relationships** – how to recognise the signs of healthy and unhealthy relationships.
- **Recognising Pressure** – identify pressure young people face in relationships, strategies to deal with pressures and where to access further support
- **Child on Child Abuse** – recognising when relationship (romantic and non) can be abusive and how to access support
- **The Law and relationships** - what are the laws surrounding relationships, and legal consequences.
- **Introduction to Contraception** – The purpose of contraception and how different forms of contraception work
- **STI's** - What is an STI, the consequences of STI's and where to access support
- **Online Communication** – What content is appropriate and sage to send electronically, the legal and other consequences of inappropriate content, and where to access support

In this unit 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.
- ✓ 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
 - www.leicestersexualhealth.nhs.uk
 - www.youngminds.org.uk