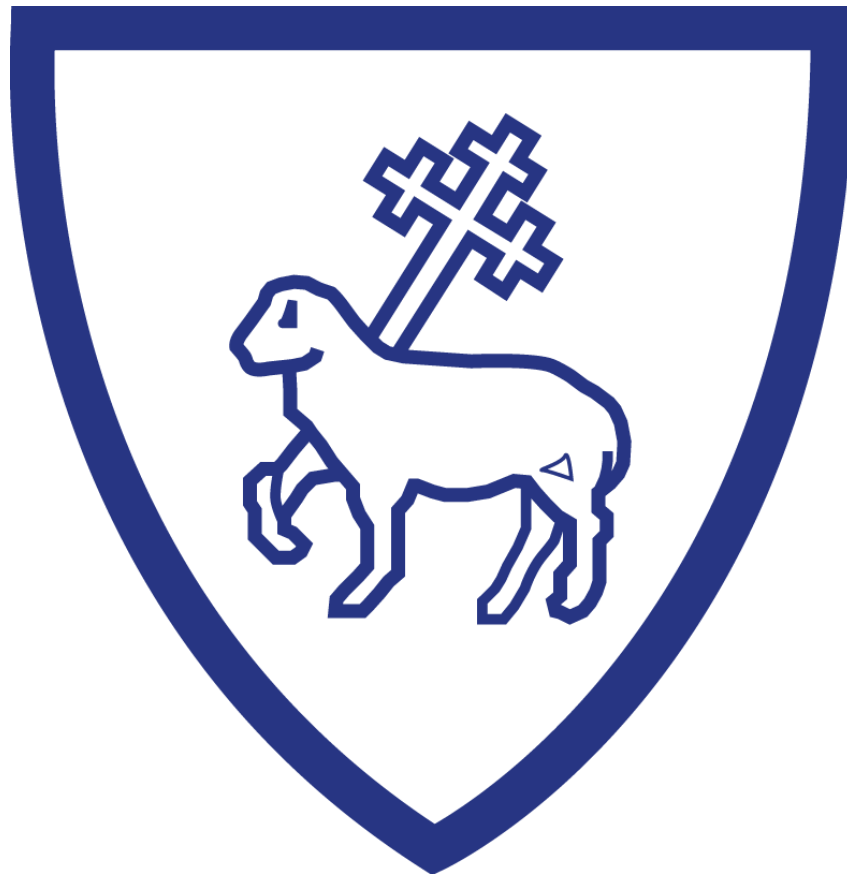


# **Brockington College**

## **Curriculum Overview**



**Year 10**  
**Summer Term**



## Introduction

As students enter Year 10 at Brockington College, they begin a vital stage in their educational journey: Key Stage 4. This marks the start of their GCSE courses and a time when learning becomes increasingly focused, challenging, and rewarding. It is a year where students lay the academic and personal foundations for their future aspirations, whether in further education, apprenticeships, or the world of work.

At Brockington, we are proud of our values-driven approach, and we are committed to supporting every student to thrive — academically, personally, and spiritually. Rooted in our Christian ethos and our motto ‘Learning to live life to the full’, we aim to nurture confident, resilient, and compassionate young people who are well-prepared for the next stage of their lives.

This booklet has been produced in response to feedback from our parent focus groups, who told us they wanted clearer guidance on what their children are learning, how they will be assessed, and how best they can support at home. Inside, you will find detailed overviews of each subject’s curriculum, including key content, learning objectives, and assessment methods, as well as practical tips for supporting learning beyond the classroom.

We believe that the partnership between school and home is essential to a young person’s success. If you have any questions or would like to discuss your child’s progress or support strategies in more detail, please contact your child’s subject teacher or the relevant Head of Department. We are here to work with you every step of the way.

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# English Language

|                         |  |
|-------------------------|--|
| <b>Exam Board</b>       | Edexcel 2.0 Paper 2 Fiction and creative writing |
| <b>Overall topic(s)</b> | Fiction and creative writing                     |
| <b>Timeframe</b>        | Summer (Half-term 2)                             |

## **Overview of topic**

A study of literary non-fiction texts and transactional writing. Develop reading skills: identifying implicit and explicit ideas; analysing language and structure; evaluating a writer's ideas; comparing text. Writing for a range of audiences, purposes and text types.

## **Sequence of learning**

Covers all assessment objectives for reading as well as structuring writing which includes letters, articles, blogs, emails, speeches, reports and reviews.

## **Areas of study**

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

### **AO1**

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

### **AO2**

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

### **AO3**

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

### **AO4**

- Evaluate texts critically and support this with appropriate textual references

### **AO5**

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

### **AO6**

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

## **Assessment**

- ✓ Transactional writing; full mock paper 1 in autumn year 11

## **How can you help?**

- ✓ Encourage your child to read a newspaper. Buy a broadsheet every weekend and read it together.
- ✓ Watch the news and discuss current affairs; share and listen to opinions.
- ✓ Ask questions: evaluate what was good or bad about a football match/tv show/comedy performance etc.

# English Literature

|                         |                             |
|-------------------------|-----------------------------|
| <b>Exam Board</b>       | Edexcel English Literature  |
| <b>Overall topic(s)</b> | Poetry Anthology and Unseen |
| <b>Timeframe</b>        | Summer (Half-term 1)        |

## **Overview of topic**

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

## **Sequence of learning**

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

## **Areas of study**

Read, understand and respond to texts. Students should be able to:

### **AO1**

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

### **AO2**

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

### **AO3**

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

### **AO4**

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

## **Assessment**

- ✓ Students will complete an analytical essay on the play

## **How can you help?**

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

## Mathematics (*Higher + tier*)

|                         |   |
|-------------------------|---|
| <b>Exam Board</b>       | AQA (8300)  |
| <b>Overall topic(s)</b> | Rational and Irrational Numbers<br>Equations, Inequalities and Identities<br>Non-linear graphs<br>Number Problems |
| <b>Timeframe</b>        | Summer (Half-terms 1 & 2)   |

### **Sequence of learning**

The end of Year 10 brings together some work from the rest of the year, whilst introducing new concepts. *Rational and Irrational Numbers* recaps on fraction calculations but extends fraction arithmetic to irrational numbers in the form of surds. *Equations, Inequalities and Identities* extends on the expressions work done earlier in the year, but now with a key focus to solve said expressions when they are set equal to something. After this, we expand on our Linear Graphs module by considering *Non-linear graphs* (namely quadratic graphs) before a final problem-solving module '*Number Problems*' which recalls the upper and lower bounds knowledge from the start of the year.

### **Areas of study**

- ✓ Convert between fractions and recurring decimals
- ✓ Calculate with Fractions
- ✓ Simplify and perform basic calculations with Surds
- ✓ Work with multiples of  $\pi$
- ✓ Understand the difference between equations, inequalities and identities
- ✓ Solve any linear equation (including those with fractions, unknowns on both sides etc)
- ✓ Solve quadratics by factorising, using the formula and completing the square
- ✓ Solve linear and non-linear simultaneous equations
- ✓ Solve, represent and interpret inequalities in one or two variables, including simple quadratic inequalities
- ✓ Upper and lower bounds with measures and formulae (with values given in standard form)
- ✓ Using factorials in counting for practical situations

### **Assessment**

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

- ✓ Rational and Irrational Numbers cumulative assessment
- ✓ Equations, Inequalities and Identities cumulative assessment
- ✓ Non-linear graphs cumulative assessment
- ✓ Number Problems cumulative assessment

**How can you help?**

- ✓ Make sure your child completes their homework booklet weekly. The questions assess the work of the term, therefore not all the questions may be accessible at first, however, we encourage students to attempt all work and would expect their score to improve over the course of the term.
- ✓ Corbettmaths.com has videos and worksheets that link to topics covered in class.
- ✓ Complete past papers regularly, and in timed conditions. Past papers can be accessed here: [AQA GCSE Maths Past Papers](#)

## Mathematics (*Higher tier*)

|                         |   |
|-------------------------|---|
| <b>Exam Board</b>       | AQA (8300)  |
| <b>Overall topic(s)</b> | Rounding, Estimation and the limits of accuracy<br>Sequences<br>Percentages<br>Linear Graphs<br>Transformations and Vectors |
| <b>Timeframe</b>        | Summer (Half-terms 1 & 2)   |

### **Sequence of learning**

Our final term in Year 10 visits *Probability* for the first time since Year 10. We then do some work with 3D Shapes in *Polyhedra*. After this we take our in-depth work in term 1 on *Expressions* and extend it to set these expressions equal to something in *Equations, Inequalities and Identities*. After this we have *Accurate and Inaccurate Diagrams* where students use prerequisite knowledge of circles and angles when exploring circle theorems. Finally, we formalise our knowledge of proportion with *Algebraic Proportion* by introducing a constant of proportionality.

### **Areas of study**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>✓ Mutually exclusive and exhaustive events</li> <li>✓ Systematic listing</li> <li>✓ Possibility spaces, Venn Diagrams, Tree Diagrams</li> <li>✓ Find probability of independent and dependent events</li> <li>✓ Plans and Elevations</li> <li>✓ Surface Area and Volume of Cuboids, Prisms and Pyramids</li> <li>✓ Understand the difference between equations, inequalities and identities</li> <li>✓ Solve any linear equation (including those with fractions, unknowns on both sides etc)</li> </ul> | <ul style="list-style-type: none"> <li>✓ Solve linear inequalities and represent on a number line</li> <li>✓ Solve quadratics by factorising and using the formula</li> <li>✓ Solve linear simultaneous equations.</li> <li>✓ Represent inequalities in two variables</li> <li>✓ Constructions and Loci</li> <li>✓ Bearings</li> <li>✓ Similarity and Congruence</li> <li>✓ Basic Circle Theorems</li> <li>✓ Set up algebraic proportional relationships</li> <li>✓ Find constants of proportionality</li> <li>✓ Solve problems involving quantities that are in direct or inverse proportions.</li> </ul> |
|---|--|

### **Assessment**

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

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>✓ Probability cumulative assessment</li> <li>✓ Polyhedra cumulative assessment</li> <li>✓ Equations, Inequalities and Identities cumulative assessment</li> </ul> | <ul style="list-style-type: none"> <li>✓ Accurate and Inaccurate diagrams cumulative assessment</li> <li>✓ Algebraic Proportion cumulative assessment</li> </ul> |
|--|--|

### **How can you help?**

- ✓ Make sure your child completes their homework weekly. The questions assess the work of the term, therefore not all the questions may be accessible at first, however, we encourage students to attempt all work and would expect their score to improve over the course of the term.
- ✓ Corbettmaths.com has videos and worksheets that link to topics covered in class.
- ✓ Complete past papers regularly, and in timed conditions. Past papers can be accessed here: [AQA GCSE Maths Past Papers](#)

## Mathematics (*Foundation*)

|                         |   |
|-------------------------|---|
| <b>Exam Board</b>       | AQA (8300)  |
| <b>Overall topic(s)</b> | Place Value, Rounding and Estimation<br>Sequences<br>Triangles<br>Linear Graphs |
| <b>Timeframe</b>        | Summer (Half-terms 1 & 2)   |

### **Sequence of learning**

*Place Value, Rounding and Estimation* is next. This topic covers elements of rounding to both decimal places and significant figures, as well as estimation. Although estimation is generally examined by individual questions, rounding flows through the qualification as a way to give suitable answers to calculations done in other contexts. Therefore, after the vital work completed so far in the year, it is important that students now learn how to articulate answers to the problems they have solved, by displaying their answers in a rounded form or to a given accuracy. The middle of the course is therefore appropriate for this module – far enough in so that students have had a chance to learn how to solve some of the problems they will need to round answers to, but with enough time to think about and embed rounding techniques before their final examinations.

*Sequences* follows from equations as sequences are simply an application of algebra. Sequences is another medium to look at equations and graphical representations, but in a different context. Therefore, sequences must follow the bulk of the algebra and graphs work, in order for the link to be created for students.

*Percentages* is somewhat extended to cover the needs of the syllabus. We have a lesson linking percentage and proportion, so a strong knowledge of proportion is required. This module then goes on to consider percentage change, which again is an extension of a proportional representation of a whole, so more of the prior learning is required. Although previously seen in Year 9, the application of percentage can be seen in a variety of contexts including measure and algebra, and so requires more experience of context-based problems.

*Triangles* is scheduled just before the end of our Year 10 study in foundation. This is done on purpose as it introduces several new ideas for which students need a considerable amount of prior knowledge to access. However, because of the way lessons are sequenced through the Key stages, this is a good time to introduce this topic, which consists of Pythagoras and Trigonometry. We have found that this topic has been taught with relative success, despite its difficulty, due to the careful building and prior knowledge of shape, of proportionality and of algebraic formulae/substitution. With these skills, the jump to a conceptually difficult topic for GCSE foundation seems more manageable. We think carefully about sin, cos and tan simply being ratios between sides – and the Pythagoras' work is done with success as students have a secure knowledge of algebra and indices/properties of number.

*Linear Graphs* is our next module, it has been studied at great length in year 9. However, we find students need to reinforce the process of drawing graphs, even though their conceptual understanding is generally secure. At this point we also consider graphical simultaneous

equations, explicitly linking the graph work to the process of solving equations with unknowns on both sides, whilst showing that the linear graphs that we are producing can do this for us.

### **Areas of study**

- ✓ Ordering decimals
- ✓ Rounding
- ✓ Estimation
- ✓ Using inequality notation
- ✓ Use term to term rules of a sequence
- ✓ Recognise square, cube, triangular, Fibonacci type, quadratic and geometric sequences
- ✓ Use position to term rules of any sequence
- ✓ Find and use nth terms of linear sequences

### **Assessment**

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

- ✓ Place Value, Rounding and Estimation cumulative assessment
- ✓ Sequences cumulative assessment
- ✓ Triangles cumulative assessment
- ✓ Linear Graphs cumulative assessment

### **How can you help?**

- ✓ Make sure your child completes their homework booklet weekly. The questions assess the work of the term, therefore not all the questions may be accessible at first, however, we encourage students to attempt all work and would expect their score to improve over the course of the term.
- ✓ Corbettmaths.com has videos and worksheets that link to topics covered in class.
- ✓ Complete past papers regularly, and in timed conditions. Past papers can be accessed here: [AQA GCSE Maths Past Papers](#)

## **Science (combined)**

|                         |   |
|-------------------------|---|
| <b>Exam Board</b>       | AQA Combined Science: Trilogy           |
| <b>Overall topic(s)</b> | GCSE: C8, C9, P12, , P13, P14, B16, C12 |
| <b>Timeframe</b>        | Summer (Half-terms 1 & 2)               |

### **Overview of topics**

C8, introduces the idea of collision theory, which is also used in Physics and the particle model, as described in a previous topic. The rate of reaction will be described as the frequency of collision of reacting particles and this depends on 5 factors. Students will use a practical approach to investigate these factors and try to explain the results in terms of collision. Students will be able to plot graphs of their results and use mathematical skills to interpret and analyze the results. More able students will be able to find rates of reaction from their graphical representations using tangents. Reversible reactions are again introduced from topic 5 and factors which may encourage each side of the reversible reaction are investigated. Within C9 students will learn about the products that come from the extraction of crude oil. The products are all hydrocarbons, and they will learn about different groups of hydrocarbons and their properties. This topic will be one of the fundamental areas of chemistry that contributes to global warming. Each family of hydrocarbons is studied in terms of their properties and how they react, including their important uses in everyday life. This area will be further studied going into the summer term.

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

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

In the final physics topic, we will cover electromagnetism. In this topic your child will recap learning from KS3 about what a magnet is, magnetic field and electromagnets. In the final part of the topic, they will look at magnetic induction is used in step up and step-down transformers. This builds on knowledge they learnt in year 10 about the national grid.

### **Sequence of learning**

| <b>Topic</b>          | <b>Areas of study</b>   | <b>Useful links/videos</b>   |
|-----------------------|---|--|
| C8: Rates of reaction | <ul style="list-style-type: none"> <li>✓ Calculating rates of reaction</li> <li>✓ Effect of surface area on rates of reaction</li> <li>✓ The effect of temperature on rates of reaction (RP)</li> <li>✓ The effect of concentration of rates of reaction (RP)</li> <li>✓ The effect of catalysts on rates of reaction</li> <li>✓ Reversible reactions</li> <li>✓ Dynamic equilibrium</li> </ul> | <ul style="list-style-type: none"> <li>✓ <a href="#">Measuring the rate of a reaction</a></li> <li>✓ <a href="#">Sodium thiosulphate RP</a></li> <li>✓ <a href="#">Rates of reaction RP5</a></li> <li>✓ <a href="#">Bitesize- measuring the production of a gas</a></li> <li>✓ <a href="#">Concentration and reversible reactions</a></li> </ul> |

|                            |  |  |
|----------------------------|--|--|
| C9: Organic Chemistry      | <ul style="list-style-type: none"> <li>✓ Hydrocarbons</li> <li>✓ Alkanes and alkenes</li> <li>✓ Fraction distillation</li> <li>✓ Burning fuels</li> <li>✓ Cracking</li> </ul>  | <ul style="list-style-type: none"> <li>✓ <a href="#">Crude oil- Bitesize</a></li> <li>✓ <a href="#">Fractional distillation video</a></li> <li>✓ <a href="#">Alkanes and alkenes</a></li> <li>✓ <a href="#">Cracking and alkenes</a></li> </ul>  |
| P12: Waves Properties      | <ul style="list-style-type: none"> <li>✓ Properties of waves</li> <li>✓ Water waves and standing waves</li> <li>✓ Reflection and refraction</li> <li>✓ Measuring the speed of sound waves</li> </ul>   | <ul style="list-style-type: none"> <li>✓ <a href="#">Properties of waves</a></li> <li>✓ <a href="#">Waves</a></li> <li>✓ <a href="#">Waves required practical – ripple tank</a></li> <li>✓ <a href="#">Waves required practical – solid</a></li> </ul>   |
| P13: Electromagnetic waves | <ul style="list-style-type: none"> <li>✓ The electromagnetic spectrum</li> <li>✓ Radio waves, microwave waves and light waves and communication</li> <li>✓ Infrared radiation and ultraviolet rays</li> <li>✓ Uses of x-rays and gamma rays in medicine</li> </ul> | <ul style="list-style-type: none"> <li>✓ <a href="#">Electromagnetic spectrum</a></li> <li>✓ <a href="#">Uses of long wavelengths electromagnetic waves</a></li> <li>✓ <a href="#">Uses of short wavelengths electromagnetic waves</a></li> <li>✓ <a href="#">Video</a></li> <li>✓ <a href="#">Electromagnetic spectrum summary video</a></li> </ul> |
| P14: Electromagnetism      | <ul style="list-style-type: none"> <li>✓ Magnetic fields and electric currents</li> <li>✓ Electromagnets</li> <li>✓ Motor effect</li> <li>✓ Generator effect and alternating</li> </ul>  | <ul style="list-style-type: none"> <li>✓ <a href="#">Magnets</a></li> <li>✓ <a href="#">Electromagnets</a></li> <li>✓ <a href="#">Magnetism and electromagnets</a></li> <li>✓ <a href="#">Magnetism and electromagnetism summary</a></li> </ul>  |
| C12: Chemical analysis     | <ul style="list-style-type: none"> <li>✓ Pure substances and mixtures</li> <li>✓ Analysis chromatograms</li> <li>✓ Testing for gases</li> </ul>  | <ul style="list-style-type: none"> <li>✓ <a href="#">Purity and formulations</a></li> <li>✓ <a href="#">Testing for ions</a></li> </ul>  |

### 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*)

|                         |                           |
|-------------------------|---------------------------|
| <b>Exam Board</b>       | AQA Biology               |
| <b>Overall topic(s)</b> | GCSE: B16,B17, B18        |
| <b>Timeframe</b>        | Summer (Half-terms 1 & 2) |

### Overview of topics

Ecology covers subjects such as sampling an ecosystem, competition and biodiversity. Some of the concepts have been covered in Y8 such as food chains and pyramids of numbers/biomass. The revisit food security and focus is placed on clear examples of fishing quotas, hedgerow destruction and intensive farming. Students further their knowledge about sampling an ecosystem and develop their maths skills as they demonstrate they are able to calculate different types of averages. Towards the end of ecology students look at the importance of food security and focus is placed on clear examples of fishing quotas, hedgerow destruction and intensive farming.

On completion of the ecology topic, we begin to start looking at B10, the Nervous system before the end of term.

### Sequence of learning

| <b>Topic</b>                     | <b>Areas of study</b>   | <b>Useful links/videos</b>   |
|----------------------------------|---|--|
| B16: Adaptations and competition | <ul style="list-style-type: none"> <li>✓ Biotic and abiotic factors</li> <li>✓ Distribution and abundance of organisms</li> <li>✓ Sampling techniques (RP)</li> <li>✓ Competition in animals and plants</li> <li>✓ Adaptation in animals and plants</li> </ul>  | <ul style="list-style-type: none"> <li>✓ <a href="#">Quadrats and transects- Bitesize</a></li> <li>✓ <a href="#">Adaptations</a></li> <li>✓ <a href="#">Quadrat RP</a></li> </ul>  |
| B17: Ecosystems                  | <ul style="list-style-type: none"> <li>✓ Feeding relationships</li> <li>✓ Cycling of materials – decomposition</li> <li>✓ Decomposition RP (seps only)</li> <li>✓ Water and carbon cycle</li> </ul>   | <ul style="list-style-type: none"> <li>✓ <a href="#">Carbon cycle</a></li> <li>✓ <a href="#">Decay RP</a></li> <li>✓ <a href="#">Decomposition- bitesize</a></li> </ul>  |
| B18: Biodiversity                | <ul style="list-style-type: none"> <li>✓ Biodiversity and human effects on ecosystems (global warming, acid rain)</li> <li>✓ Impact of change (seps only)- how environmental change impacts the distribution of organisms.</li> <li>✓ Maintaining diversity</li> <li>✓ Trophic levels and biomass (seps only)</li> <li>✓ Biomass transfers (seps only)</li> <li>✓ Food security and food production (seps only)</li> <li>✓ Sustainable food production (mycoprotein) (seps only)</li> </ul> | <ul style="list-style-type: none"> <li>✓ <a href="#">Maintaining diversity- cognito</a></li> <li>✓ <a href="#">Mycoprotein video (seps only)</a></li> <li>✓ <a href="#">Trophic levels</a></li> <li>✓ <a href="#">Pyramids of biomass (seps only)</a></li> <li>✓ <a href="#">Farming methods (seps only)</a></li> <li>✓ <a href="#">Mycoprotein video (seps only)</a></li> </ul> |
| B10: Nervous system              | <ul style="list-style-type: none"> <li>✓ Homeostasis</li> </ul>   | <ul style="list-style-type: none"> <li>✓ <a href="#">Homeostasis</a></li> </ul>  |

|  |  |   |
|--|--|---|
|  | <ul style="list-style-type: none"> <li>✓ Nervous system</li> <li>✓ Reaction time RP</li> <li>✓ Reflex action</li> <li>✓ The brain (seps only)</li> <li>✓ The eye, and problems with the eye (seps only)</li> </ul> | <ul style="list-style-type: none"> <li>✓ <a href="#">Reaction time RP</a></li> <li>✓ <a href="#">Reflex arc</a></li> <li>✓ <a href="#">Structure of the eye</a></li> <li>✓ <a href="#">How the eye works</a></li> </ul> |
|--|--|---|

### **Assessment**

Your child will be assessed through:

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

### **How can you help?**

- ✓ Practice exams and past papers: Encourage your child to practice with past papers to help them get used to the format and structure of the exams.
- ✓ Use visual aids: Science can be complex, and visual aids such as diagrams, videos, and models can help make the concepts easier to understand.

# Chemistry (*Triple Science*)

|                         |                            |
|-------------------------|----------------------------|
| <b>Exam Board</b>       | AQA Chemistry              |
| <b>Overall topic(s)</b> | GCSE: C9 (cont) ; C10; C11 |
| <b>Timeframe</b>        | Summer (Half-terms 1 & 2)  |

## **Overview of topics**

In the summer term students will continue with their organic chemistry studies and consolidating from C9, but the focus turns more to the reactions of Alkenes and other organic compounds. Useful industrial processes are looked at like polymerization and cracking and these are linked at the compounds that they produce. At the end of the topic, polymerization of more complex molecules are studied by more able students and there is a link to KS4 biology when we look at natural polymers like DNA. Students will be shown how Nylon is made in the laboratory and link this to a later topic of Using Resources and making man-made materials to replace natural ones.

## **Sequence of learning**

### **Topics:**

| <b>How can you help?</b>   |  |  |
|--|--|--|
| 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 |  |  |
|  | <b>Areas of study</b>  | <b>How can you help?</b>   |
| C10: Organic reactions (seps only)   | <ul style="list-style-type: none"> <li>✓ Reactions with Alkenes</li> <li>✓ Alcohols, carboxylic acids, esters</li> <li>✓ Combustion of alcohols</li> <li>✓ Uses of alcohols</li> <li>✓ How to make an ester</li> </ul> | <a href="#">Bitesize- organic reaction revision</a><br><a href="#">Reactions of alcohols</a><br><br><a href="#">esters</a><br><br><a href="#">reactions of alkenes</a> |
| C11: Organic Polymers (seps only)  | <ul style="list-style-type: none"> <li>✓ Addition polymerisation</li> <li>✓ Condensation polymerisation</li> <li>✓ Natural polymers</li> <li>✓ DNA</li> </ul>  | <a href="#">polymers</a><br><a href="#">addition polymers</a><br><a href="#">condensation polymers</a><br><br><a href="#">Natural polymers</a>                         |

## **Assessment**

Your child will be assessed through:

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

## **How can you help?**

- ✓ Practice exams and past papers: Encourage your child to practice with past papers to help them get used to the format and structure of the exams.
- ✓ Use visual aids: Science can be complex, and visual aids such as diagrams, videos, and models can help make the concepts easier to understand.

## Physics (*Triple Science*)

|                         |                           |
|-------------------------|---------------------------|
| <b>Exam Board</b>       | AQA Physics               |
| <b>Overall topic(s)</b> | GCSE: P14, P15            |
| <b>Timeframe</b>        | Summer (Half-terms 1 & 2) |

### **Overview of topics**

During this term students continue to study the topics of waves but will be more focused on lights. This topic builds on the key stage 3 topic of light waves. Students will practically investigate concepts such as reflection and refraction. Students will gain an understanding of light colour spectrum, how we see colour. Later in the topic students will understand how different types of lenses work and construct ray diagrams to represent the pathway of light. In the next physics topic, we will cover electromagnetism. In this topic your child will recap learning from KS3 about what a magnet is, magnetic field and electromagnets. This knowledge is then developed as pupils learn about the motor effect, alternating and direct current generators. In the final part of the topic, they will look at magnetic induction is used in step up and step-down transformers. This builds on knowledge they learnt in year 10 about the national grid.

### **Sequence of learning**

| <b>Topic</b>           | <b>Areas of study</b>  | <b>Useful links/videos</b>  |
|------------------------|--|---|
| P14: Light (seps only) | <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Refraction</li> <li>• Light and colour</li> <li>• Lenses and using lenses</li> </ul>  | <ul style="list-style-type: none"> <li>✓ <a href="#">Light</a></li> <li>✓ <a href="#">Reflection and refraction</a></li> <li>✓ <a href="#">Lenses</a></li> </ul> Video<br><ul style="list-style-type: none"> <li>✓ <a href="#">Light and waves</a></li> </ul>                                     |
| P15: Electromagnetism  | <ul style="list-style-type: none"> <li>• Magnetic fields and electric currents</li> <li>• Electromagnets</li> <li>• Motor effect</li> <li>• Generator effect and alternating generators (seps only)</li> <li>• Transformers (seps only)</li> </ul> | <ul style="list-style-type: none"> <li>✓ <a href="#">Magnets</a></li> <li>✓ <a href="#">Electromagnets</a></li> <li>✓ <a href="#">Magnetism and electromagnets</a></li> </ul> Video<br><ul style="list-style-type: none"> <li>✓ <a href="#">Magnetism and electromagnetism summary</a></li> </ul> |

### **Assessment**

Your child will be assessed through:

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

### **How can you help?**

- ✓ Practice exams and past papers: Encourage your child to practice with past papers to help them get used to the format and structure of the exams.
- ✓ Use visual aids: Science can be complex, and visual aids such as diagrams, videos, and models can help make the concepts easier to understand.
- ✓ Encourage your child to learn the required practicals and GCSE physics equations:
  - [GCSE Physics Required practicals](#)
  - [GCSE Physics equations](#)

# Religious Studies

|                         |                                |
|-------------------------|--------------------------------|
| <b>Exam Board</b>       | AQA                            |
| <b>Overall topic(s)</b> | Paper 2 – Crime and Punishment |
| <b>Timeframe</b>        | Summer (Half-terms 1 & 2)      |

## **Overview of topics**

The purpose of this topic is to study religious, philosophical and ethical arguments in the modern world surrounding the important topic of crime and punishment. Students will study important ideas such as the purpose of punishment, the effectiveness and suitability of prison, corporal punishment and the death penalty. Students should learn different arguments surrounding these central issues, and challenge their own thinking on the suitability and purpose of punishment in the UK and around the world.

## **Sequence of learning**

### **Topic**

- Religion, Crime and Punishment

### **Areas of study:**

- The causes of crime – Good and evil intentions, Reasons for crime including poverty, mental illness, addiction, greed, hatred, opposing unjust laws. Hate crime, theft, murder and religious attitudes to these
- The aims of punishment – retribution, reformation, deterrence
- The treatment of criminals – prison, corporal punishment, community service
- Forgiveness
- The death penalty – Exploration of ethical arguments and the principle of utility (utilitarianism) and the sanctity of life

### **Assessment**

Your child will be assessed through:

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

### **How can you help?**

- ✓ Discuss the aims and purpose of punishment with your child. Often, there are high-profile cases in the news that they are aware of – take time to discuss these and ask why and how punishments are appropriate
- ✓ Encourage your child to revise using BBC Bitesize for GCSE (AQA Specification)
- ✓ Encourage your child to watch revision videos – Search AQA GCSE RS specification A, crime and punishment on YouTube for revision summaries
- ✓ Check Satchel One for knowledge organiser updates to assist with exam revision

# History

|                         |  |
|-------------------------|--|
| <b>Exam Board</b>       | Edexcel  |
| <b>Overall topic(s)</b> | Historic Environment study and Weimar and Nazi Germany depth study |
| <b>Timeframe</b>        | Summer (Half-terms 1 & 2)  |

## **Overview of topics**

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

## **Sequence of learning**

### **Topics:**

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

### **Areas of study:**

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

A detailed description of the contents can be found here:

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

## **Assessment**

Your child will be assessed through:

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

## **How can you help?**

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

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

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

- ✓ **BBC Teach** - A series of animated films looking at key aspects of World War One, the rise of Hitler and World War Two.
- ✓ **BBC Bitesize** -Detailed guides, videos and quizzes designed for the GCSE Edexcel History course that we teach. [The British on the Western Front - Medicine on the British sector of the Western Front, 1914-1918 - GCSE History Revision - Edexcel - BBC Bitesize](#)  
[Germany - GCSE History - BBC Bitesize](#)

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

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

# Geography

|                         |   |
|-------------------------|---|
| <b>Exam Board</b>       | Eduqas  |
| <b>Overall topic(s)</b> | Global cities: Mumbai, India & Coastal processes and management |
| <b>Timeframe</b>        | Summer (Half-terms 1 & 2)                                       |

## Areas of study

The location and reasons for the growth of Mumbai; push-and-pull factors; the concept of a global city; Mumbai as a global city; Life in Dharavi, an informal settlement; formal and informal employment; top-down and bottom-up strategies to improve conditions in Dharavi; transport issues in Mumbai; how Mumbai affects the natural environment; the impact of climate change in Mumbai

Human activity at the coast; the processes and landforms within coastal environments; how geology affects coastal erosion; the impacts of coastal flooding; hard and soft management techniques; SMPs; the reasons for divergent opinions about coastal management

## Assessment

Your child will be assessed through:

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

## How can you help?

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

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

- ✓ [Urban growth - Urbanisation in contrasting cities - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)
- ✓ [Rural to urban migration in India - Urbanisation in contrasting cities - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)
- ✓ [Squatter settlements in Mumbai, India - Urbanisation in contrasting cities - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)
- ✓ [Improving squatter settlements - Urbanisation in contrasting cities - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)
- ✓ [Wave types - constructive and destructive - Coastal processes - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)
- ✓ [Weathering - Coastal processes - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)
- ✓ [Mass movement - Coastal processes - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)
- ✓ [Erosion - Coastal processes - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)
- ✓ [Transportation - Coastal processes - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)
- ✓ [Deposition - Coastal processes - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)

- ✓ [Hard engineering strategies - Managing coastal hazards - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)
- ✓ [Soft engineering strategies - Managing coastal hazards - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)
- ✓ [Managed retreat - advantages and disadvantages - Managing coastal hazards - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)
- ✓ [Case study - Holderness coastline - Managing coastal hazards - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)
- ✓ [Conflicting views on managing coastal areas - Managing coastal hazards - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](#)

# Modern Foreign Languages

|                         |   |
|-------------------------|---|
| <b>Exam Board</b>       | AQA                                     |
| <b>Overall topic(s)</b> | French: Theme 1 – People and lifestyle; |
| <b>Timeframe</b>        | Summer (Half-terms 1 & 2)               |

## **Sequence of learning**

- French - Education and Work
- Spanish – Celebrity Culture, Mock exams and Mock speaking exam

## **Areas of study**

### French

- Students describe their school day, activities in school and sporting activities and clubs. They will express opinions about school subjects, homework, school rules, uniform, exams and teachers. They will refer to primary school days and post-16 options choices and future intentions. Finally, they will move on the world of work and look at jobs, ideal jobs, positives and negatives of jobs, qualifications and personal qualities.
- Grammar: Irregular and regular verbs (present, perfect, imperfect, near future, conditional, modal) and impersonal verbs. Negatives and infinitive structures. Preverbal singular direct object pronouns. Sequencing, present participles and sentences with si.
- Mock preparation, exam and focused feedback and a full mock speaking exam from all the units covered so far.

### Spanish

- Students will describe celebrity fashions, comparing and contrasting two icons. Social media and mobile phone daily routines and debating celebrities as role models.
- Grammar: Verbs (past, present, imperfect), reflexive verbs, adverbs, showing possession with 'de'
- Mock preparation, exam and focused feedback and a full mock speaking exam from all the units covered so far.

## **Assessment**

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

## **How can you help?**

- ✓ If you are able to speak French speak with your child regularly in the target language to help practice.
- ✓ AQA GCSE Revision Guides (first exam in 2026)
- ✓ Even if you cannot speak French quizzing your child on key vocabulary if very helpful - [French-Creator-TD | Quizlet](#) or search AQA GCSE French 2024 with the name of the module they are studying
- ✓ Past Paper exercises and a lot of support materials on the MFL Google Classroom French - <https://classroom.google.com/c/NTAwNDk5OTY0NzA2?cjc=bsxbigk>
- ✓ Continue those streaks on Duolingo

# Computer Science

|                         |                           |
|-------------------------|---------------------------|
| <b>Exam Board</b>       | OCR                       |
| <b>Overall topic(s)</b> | 1.6, 2.2, 2.3             |
| <b>Timeframe</b>        | Summer (Half-terms 1 & 2) |

## Overview of topic

During Term 3 – Summer, students will continue to study unit 1.6 Ethical, legal, cultural and environmental impacts of digital technology. This will develop the students understanding of the legislation involved in the use of technology along with how to discuss the impacts of technology. Students then study more of the advanced programming techniques in unit 2.2 Programming fundamentals. Alongside this, students will learn how to construct robust programs that are designed defensively. They will learn how to test and modify their programs to improve their robustness.

## Sequence of learning

| <b>Topic</b>   | <b>Areas of study</b>   | <b>Useful links/videos</b>  |
|--|---|---|
| 1.6 Ethical, legal, cultural and environmental impacts of digital technology | <ul style="list-style-type: none"> <li>1.6.1 Ethical, legal, cultural and environmental impact</li> </ul>   | <p>BBC Bitesize<br/> <a href="#">The impact of computer science technologies - Ethical, legal and environmental impacts of digital technology - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize</a></p> <p>Seneca Learning: 1.6<br/> <a href="#">Computer Science: OCR GCSE (senecalearning.com)</a></p> <p>Oak National Academy: 1-3, 8<br/> <a href="#">Unit: Impacts on society   KS4 Computing   Oak National Academy (thenational.academy)</a></p>   |
| 2.2 Programming fundamentals   | <ul style="list-style-type: none"> <li>2.2.1 Programming fundamentals</li> <li>2.2.2 Data types</li> <li>2.2.3 Additional programming techniques</li> </ul> | <p>BBC Bitesize<br/> <a href="#">Variables and constants - Programming fundamentals - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize</a></p> <p><a href="#">Data types - Data types and programming techniques - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize</a></p> <p>Seneca Learning: 2.2<br/> <a href="#">Computer Science: OCR GCSE (senecalearning.com)</a></p> <p>Oak National Academy: Programming 1-6<br/> <a href="#">Free KS4 Computing teaching resources   Oak National Academy (thenational.academy)</a></p> |

|                               |   |  |
|-------------------------------|---|--|
| 2.3 Producing robust programs | <ul style="list-style-type: none"> <li>• 2.3.1 Defensive design</li> <li>• 2.3.2 Testing</li> </ul> | <p>BBC Bitesize<br/> <a href="#">Defensive design considerations - Producing robust programs - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize</a></p> <p>Seneca Learning: 2.3<br/> <a href="#">Computer Science: OCR GCSE (senecalearning.com)</a></p> <p>Oak National Academy: Programming 1-6<br/> <a href="#">Free KS4 Computing teaching resources   Oak National Academy (thenational.academy)</a></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.
- ✓ Students will take regular recall/retrieval quizzes in class

### **How can you help?**

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

# Business Studies

|                         |                           |
|-------------------------|---------------------------|
| <b>Exam Board</b>       | Edexcel                   |
| <b>Overall topic(s)</b> | 1.5, 2.1                  |
| <b>Timeframe</b>        | Summer (Half-terms 1 & 2) |

## Overview of topic

During Term 3 – Summer, students will study unit 1.5 Understanding external influences on business. This will develop the students understanding of how a business can be affected by the environment they operate in. Students will then study unit 2.1 Growing the business where they will learn how a business can transition from a small operation to a larger, even global, business. Students gain an understanding of the wider considerations that take place because of growth and operating within a new and different marketplace.

## Sequence of learning

| <b>Topic</b>                                      | <b>Areas of study</b>   | <b>Learning beyond the classroom</b>   |
|---|---|--|
| 1.5 Understanding external influences on business | <ul style="list-style-type: none"> <li>● 1.5.1 Business stakeholders</li> <li>● 1.5.2 Technology and business</li> <li>● 1.5.3 Legislation and business</li> <li>● 1.5.4 The economy and business</li> <li>● 1.5.5 External influences</li> </ul> | BBC Bitesize<br><a href="#">GCSE Business - Edexcel - BBC Bitesize</a><br>Seneca Learning<br><a href="#">Free Homework &amp; Revision for A Level, GCSE, KS3 &amp; KS2 (senecalearning.com)</a><br>YouTube Bizconsesh Revision Theme 1:<br><a href="https://youtube.com/playlist?list=PLf6kR48ysSvM4W7bMk_XYogJasL1J_57G&amp;si=RCnyxMkVSYx50rXY">https://youtube.com/playlist?list=PLf6kR48ysSvM4W7bMk_XYogJasL1J_57G&amp;si=RCnyxMkVSYx50rXY</a> |
| 2.1 Growing the business                          | <ul style="list-style-type: none"> <li>● 2.1.1 Business growth</li> <li>● 2.1.2 Changes in business aims and objectives</li> <li>● 2.1.3 Business and globalization</li> <li>● 2.1.4 Ethics, the environment and business</li> </ul>              | BBC Bitesize<br><a href="#">GCSE Business - Edexcel - BBC Bitesize</a><br>Seneca Learning<br><a href="#">Free Homework &amp; Revision for A Level, GCSE, KS3 &amp; KS2 (senecalearning.com)</a><br>YouTube Bizconsesh Revision Theme 1:<br><a href="https://youtube.com/playlist?list=PLf6kR48ysSvM4W7bMk_XYogJasL1J_57G&amp;si=RCnyxMkVSYx50rXY">https://youtube.com/playlist?list=PLf6kR48ysSvM4W7bMk_XYogJasL1J_57G&amp;si=RCnyxMkVSYx50rXY</a> |

## Assessment

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

## How can you help?

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

# Media Studies

|                         |   |
|-------------------------|---|
| <b>Exam Board</b>       | Eduqas                                  |
| <b>Overall topic(s)</b> | EA (Coursework) 30% of final GCSE grade |
| <b>Timeframe</b>        | Summer (Half-terms 1 & 2)               |

## **Overview of topic**

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

## **Sequence of learning**

### **Topic:**

Component 3 – GCSE Media Studies coursework project

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

### **Areas of study:**

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

### **Assessment**

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

### **How can you help?**

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

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

# Music

|                         |                                       |
|-------------------------|---------------------------------------|
| <b>Exam Board</b>       | BTEC                                  |
| <b>Overall topic(s)</b> | Component 2: Music Skills Development |
| <b>Timeframe</b>        | Summer (Half-terms 1 & 2)             |

## **Overview of topic**

During the Summer term, your child will explore music industry skills related to being a performer, composer and music technologist. Within this they will learn about professional skills in the music industry and how to apply these to their music development. Pupils will create their own music using instruments and technology and perform pieces as a soloist and as part of an ensemble, developing the music skills needed for this.

## **Sequence of learning**

**Topic:** Component 2: Developing Musical Skills and Techniques

### **Areas of study:**

- Professional skills in the music industry
- Planning and communicating music skills development
- Development of music skills and techniques
- Composing original music
- Arranging music through sequencing
- Performing music

### **Assessment**

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

### **How can you help?**

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

# Engineering

|                         |                           |
|-------------------------|---------------------------|
| <b>Exam Board</b>       | NCFE                      |
| <b>Overall topic(s)</b> | Mock NEA & Mock Exam      |
| <b>Timeframe</b>        | Summer (Half-terms 1 & 2) |

## **Topic:**

Students will work towards a Mock NEA (Non-Exam Assessment) based on a previous years coursework title. This will allow students to work through each of the tasks to gain an understanding of what is to be expected of them when completing their NEA in Y11.

## **Areas of study**

- Material Research and Justification
- Hand drawings
- CAD drawings
- Production planning
- Manufacture of prototype in accordance with the brief
- Evaluation
- Students will also revise in preparation for their mock exam which covers all previous topics covered

## **Assessment**

- ✓ Mock NEA and mock exam will be assessed and marked in line with the most recent mark scheme and grade boundaries.

## **How can you help?**

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

- ✓ Check Google classroom to look at exemplar material: [Y10 Engineering 24-25 \(google.com\)](#)
- ✓ Help your child create revision flashcards and help test them on the content: [Why you might be using flashcards wrong - BBC Bitesize](#)
- ✓ Materials and their properties: [Physical and working properties - Material categories and properties - AQA - GCSE Design and Technology Revision - AQA - BBC Bitesize](#)

# Food Preparation and Nutrition

|                         |                             |
|-------------------------|-----------------------------|
| <b>Exam Board</b>       | AQA                         |
| <b>Overall topic(s)</b> | Eggs and Dairy & Mock NEA 1 |
| <b>Timeframe</b>        | Summer (Half-terms 1 & 2)   |

## Sequence of learning

### Topics

#### Topic 5: Eggs and dairy

Students will study how fats impact both our diets and the foods we cook, how dairy is made safe and turned into a range of different products and how raising agents create light fluffy foods. During this topic students will explore what is required in the NEA1 assessment. Students will put into practice the skills and knowledge they have gained through cooking a range of dishes.

#### Mock NEA 1:

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

### Areas of study

- Fats
- Functions of eggs
- Raising agents
- Processing of dairy
- NEA 1 Assessment requirements

### Assessment

- ✓ Mock Examination

### How can you help?

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

# Textiles

|                         |                           |
|-------------------------|---------------------------|
| <b>Exam Board</b>       | OCR                       |
| <b>Overall topic(s)</b> | Unit 1 60% coursework     |
| <b>Timeframe</b>        | Summer (Half-terms 1 & 2) |

## **Topic**

During this time, students will begin their own independent research on the theme “Environment”- They will be encouraged to draw from primary references, choose a minimum of 4 Artist/designers and present a wide range of development samples leading to a final outcome

## **Areas of study**

- Primary and secondary research
- Drawing studies
- Artist study
- A range of Textile manipulation and textile techniques should be presented

## **Assessment**

Students will have individual scores on the four Assessment Objectives;

A01 - Understanding and interpretation of Artist Study

A02 - Refinements and development

A03 - Drawing

A04- Journey through the project and outcome

Students will be presented with an overall Grade

## **How can you help?**

- Students can be directed towards Google classroom for resources and uploads from teacher on classroom content
- Students can investigate a range of suitable artists on [Textiles.org.uk](http://Textiles.org.uk)
- Students should familiarise themselves to Photopea.com to support CAD manipulation <https://www.youtube.com/watch?v=4pfdGEnFtUU>
- Examples of GCSE projects and outcomes can be found on Pinterest

# Art

|                         |                           |
|-------------------------|---------------------------|
| <b>Exam Board</b>       | OCR                       |
| <b>Overall topic(s)</b> | Portfolio Unit            |
| <b>Timeframe</b>        | Summer (Half-terms 1 & 2) |

## **Overview of topic**

The aim of this unit is for students to work towards the portfolio unit of their GCSE. Students are given a selection of themes from which they choose one to explore more thoroughly. They will be required to research Artists, record images and subject matter from observation and photography, and to begin to experiment with a variety of different media.

## **Sequence of learning**

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

## **Areas of study**

- Artist research
- Presentation
- Observational drawing skills
- 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](http://www.artchive.com)
- YouTube have great demonstrations for using skills and techniques in art.

# Physical Education (GCSE) & Sports Studies (Vocational)

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

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

## Sequence of learning

### Areas of study

| GCSE PE   | Sports Studies  | Practical activities |
|---|---|----------------------|
| ✓ Structure and function of the skeletal, muscular, respiratory, cardiovascular systems | ✓ The different sources of media that cover sport                           | ✓ Football           |
| ✓ Short & long-term effects of exercise   | ✓ Understand positive and negative effects that the media can have on sport | ✓ Badminton          |
| ✓ Fitness testing & components of fitness   | ✓ The relationship between sport and the media                              | ✓ Athletics          |
| ✓ Principles & methods of training  | ✓ Know about the role of sport in promoting values                          | ✓ Handball           |
| ✓ Injury prevention   | ✓ Understand the importance of hosting major sporting events                | ✓ Table tennis       |
| ✓ Structure and function of the skeletal, muscular, respiratory, cardiovascular systems | ✓ Understand the issues which affect participation in sport                 | ✓ Netball            |
|   | ✓ Know about the role of national governing bodies in sport                 | ✓ Trampolining       |

### Assessment

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

### **How can you help?**

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

# Core PE

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

## **Overview of topic**

Over the course of the year an option system will be used in year 11 that allows students to select the sports they would like to do. The focus will be on engagement, participation, and independent learning. New sports will be added to the curriculum.

## **Sequence of learning**

Less time will be devoted to skill acquisition and skill development. The focus will be on team strategy, tactics and decision making by playing conditioned and small-sided games. Students will be given more opportunities to take responsibility for their own learning and develop their leadership and organisational skills. A 'Sports for All' approach will be used in some lessons whereby students are assigned different roles and responsibilities in the lesson such as captain, referee, equipment manager. Our aim of core PE is to provide an enjoyable experience whereby students feel valued and have opportunities to taken on other responsibilities in addition to being a participant.

## **Areas of study**

|                       |                           |
|-----------------------|---------------------------|
| • <b>Football</b>     | • <b>Rounders</b>         |
| • <b>Netball</b>      | • <b>Softball</b>         |
| • <b>Handball</b>     | • <b>Ultimate Frisbee</b> |
| • <b>Basketball</b>   | • <b>Cricket</b>          |
| • <b>Badminton</b>    | • <b>Capture the flag</b> |
| • <b>Trampolining</b> | • <b>Volleyball</b>       |
| • <b>Athletics</b>    | • <b>Hockey</b>           |
| • <b>Table tennis</b> | • <b>Gymnastics</b>       |
|                       | • <b>Dance</b>            |

## **Assessment**

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

## **How can you help?**

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

# Personal, Social, Health and Citizenship Education (PSHCE)

|                         |   |
|-------------------------|---|
| <b>Overall topic(s)</b> | Finance, RSE and Preparing for the future |
| <b>Timeframe</b>        | Across the academic year                  |

## **Topic**

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

## **Areas of study**

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

During this year pupils will also participate in Children’s Mental Health Week, Make Your Mark (National Youth Parliament Campaign), Anti Bullying Week, Hate Crime Awareness Week, Diversity Week and National Careers Week.

## **Assessment**

Your child will be assessed through:

Formative

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

Summative

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

## **How can you help?**

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

- ✓ [www.brook.org.uk](http://www.brook.org.uk) – information to support healthy relationships
- ✓ [www.leicestersexualhealth.nhs.uk](http://www.leicestersexualhealth.nhs.uk) - information to support healthy relationships
- ✓ [www.youngminds.org.uk](http://www.youngminds.org.uk) - mental health and relationship support
- ✓ [www.barclayslifeskills.com](http://www.barclayslifeskills.com) – money and work skills