



**BROOKFIELD
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Year 7 Learning at Brookfield

Term 3 2025 - 2026

Year 7 Learning at Brookfield – Term 3 (2025-26)

The table below shows the knowledge and skills that Year 7 students are learning in their subjects this term.

Topic/Knowledge	Skills
Art	
Self Portraits: Illustrator: Natalie Foss, Fine Artist: Ania Hobson, Photographer: Rankin	<ul style="list-style-type: none"> • Drawing: Observational • Mixed Media • Photography: Portrait • Acrylic Painting
Computer Science	
Understanding components inside a computer- Under the hood Scratch programming Microbits	<ul style="list-style-type: none"> • Inputs and outputs • Computer hardware- Motherboard, RAM, Power supply etc... • Software- Utility, application & system • Networks- Stand-alone and networked computer • Binary to denary to ASCII • Using scratch programming to look at sequence, selection and iteration techniques.
Drama	
Brat Camp	<ul style="list-style-type: none"> • Creating a character • Team work • Problem solving • Performing • Evaluating theatre
Design & Technology	
<ul style="list-style-type: none"> • Race to the Line Competition – Model Vehicle • USB light unit project 	<ul style="list-style-type: none"> • Work to a design brief • Design and model a working vehicle • Consider aerodynamics • Produce design work • Produce CAD designs • Develop and test working vehicle design • Develop practical skills in timber and electronics
English	
<ul style="list-style-type: none"> • Introduction to Shakespeare • Incognito 	<ul style="list-style-type: none"> • Understanding how to read Shakespearean texts • Exploring genre and stagecraft in Shakespeare's plays • How to write in the spy genre, following conventions to make writing effective
Food Technology	
Mixing, combining and portioning	<ul style="list-style-type: none"> • Time management • Precision • Accuracy
French	
<ul style="list-style-type: none"> • Where I live • (town village) • Places In town + opinions 	<ul style="list-style-type: none"> • Comparatives • Superlatives • Verbs of opinion:

Topic/Knowledge	Skills
<ul style="list-style-type: none"> • Directions • Where I go in town • Inviting someone to go somewhere • What you can do in town • Countries where you go/ stay/ what you do. • Past tense of aller using 'nous' • Reflexive verbs • Big numbers • Food and drink item • (Conversation in snack bar) • Holiday plans 	<ul style="list-style-type: none"> • Opinions plus infinitive – activities • Writing Skills
Geography	
<ul style="list-style-type: none"> • How are populations changing? • Is Nigeria a new superpower? • What is globalisation? 	<ul style="list-style-type: none"> • Map skills including map and photo interpretation • Describing and explaining; data analysis • Critical thinking; decision making • Oracy skills and geographical numeracy- statistics and graphs and cartographic skills.
German	
<ul style="list-style-type: none"> • School subjects • Description of school and facilities • Opinions of teachers • Timetable (days of the week, time, opinions and reasons) • Activities you do at school (in class and extracurricular) 	<ul style="list-style-type: none"> • Comparatives • Superlatives • Verbs of opinion • Opinions plus infinitive – activities • Writing Skills
History	
<ul style="list-style-type: none"> • The Medieval world – including, the murder of Thomas Beckett, The Black Death, the Peasants Revolt • The Tudors – including, Henry VIII 	<ul style="list-style-type: none"> • Knowledge acquisition • Source analysis • Analysing interpretations
Life 360	
<ul style="list-style-type: none"> • Making informed choices. • Living in the wider world • Community cohesion • Keeping safe • Drugs & alcohol • Self-care & exercise <p>Form time specific content: First Aid, Pride Month, Music Week, Young Carers, Vasakhi, Autism, Community and Road Safety, UK Public Finances, Global Market Trends, Resilience</p>	<ul style="list-style-type: none"> • Tolerance • Resilience • Respect • Ambition • Skills for the workplace
Maths - Foundation	
<ul style="list-style-type: none"> • Geometry • Statistics • Algebra 	<ul style="list-style-type: none"> • Geometry • Statistics • Algebra

Topic/Knowledge	Skills
Maths - Intermediate	
<ul style="list-style-type: none"> • Geometry • Statistics • Algebra 	<ul style="list-style-type: none"> • Geometry • Statistics • Algebra
Maths - Higher	
<ul style="list-style-type: none"> • Geometry • Statistics • Algebra 	<ul style="list-style-type: none"> • Geometry • Statistics • Algebra
Music	
Ukulele	<ul style="list-style-type: none"> • Learn to strum in time. • Be able to play C, Am, F & G chords. • Change chords fluently. • Perform to others. • Listen to music and identify key features.
PE	
Outdoor adventurous activities, athletics, table tennis, netball, rounders, cricket	<ul style="list-style-type: none"> • Basic skills of each activity • Understanding of basic tactics of each activity • Knowledge of basic fitness and leadership components of each activity
R.E	
<p>What can we learn from the Old Testament?</p> <p>What is it like to be a Hindi living in the UK today?</p>	<ul style="list-style-type: none"> • Sociological analysis • Theological study • Theological analysis • Broadening/reflection of world view • Considering views of others
Science	
<ul style="list-style-type: none"> • Reactions 1: physical & chemical changes, word equations, conservation of mass, acids & alkalis. • Ecosystems 1: food chains & webs, interdependence, plant reproduction. • Earth 1: Earth structure, rock types & cycle, seasons, moon phases, solar systems, galaxies & stars. 	<ul style="list-style-type: none"> • Laboratory practical skills, investigative, observation, analytical and evaluation skills.
Spanish	
<ul style="list-style-type: none"> • School subjects • Description of school and facilities 	<ul style="list-style-type: none"> • Comparatives • Superlatives • Verbs of opinion • Opinions plus infinitive – activities • Writing Skills



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Year 8 Learning at Brookfield

Term 3 2025 - 2026

Year 8 Learning at Brookfield – Term 3 (2025-26)

The table below shows the knowledge and skills that Year 8 students are learning in their subjects this term.

Topic/Knowledge	Skills
Art	
<ul style="list-style-type: none"> Texture: Ceramics Yayoi Kusama 	<ul style="list-style-type: none"> Drawing: Observational/Design Printmaking: Collagraph 3D: Ceramics
Computer Science	
Computational ethics	<ul style="list-style-type: none"> Understanding how computers can be ethical and unethical Explaining how the internet and social media can impact people's lives. Digital divide and how it affects society New technology and explain how these will impact the future Understanding and explaining legal issues and data privacy and how this impacts the environment
Design & Technology	
<ul style="list-style-type: none"> USB 3D printed light unit Memphis design clock project 	<ul style="list-style-type: none"> Complete manufacture of a working USB light unit Produce accurate CAD model of final product Produce design ideas for a solution to a given brief Model and test identified design idea Manufacture a working product from metals Test and develop final product Understand the key features of Memphis Design and product a working prototype of a clock in the style of Memphis Design
Drama	
<ul style="list-style-type: none"> Working with script - "Ernie's Incredible Illucinations" 	<ul style="list-style-type: none"> Page to stage process Stage directions Characterisation Team work Performing Evaluation of theatre
English	
<ul style="list-style-type: none"> Romeo and Juliet Meeting Mr Dickens – 19th Century Literature 	<ul style="list-style-type: none"> Introduction to tragedy Exploring tragic characters Understanding plot and character Analysis of key scenes and soliloquies Victorian literature context 19th century text analysis
Food Technology	
<ul style="list-style-type: none"> Pastry Theory – ethical awareness. 	<ul style="list-style-type: none"> Precision. Accuracy.
French	
<ul style="list-style-type: none"> Free time and hobbies Types of film and opinions Past trip to cinema 	<ul style="list-style-type: none"> Adjectival agreement Reinforcement of present tense and past tenses Reinforcing using questions Role play skills – buying tickets

Topic/Knowledge	Skills
Geography	
<ul style="list-style-type: none"> • Why are rivers important? • Why do ecosystems differ around the world? 	<ul style="list-style-type: none"> • Map skills including map and photo interpretation • Fieldwork skills; GIS • Describing and explaining; data analysis • Critical thinking; decision making • Oracy skills and geographical numeracy- statistics and graph and cartographic skills.
Spanish	
<ul style="list-style-type: none"> • Free time and hobbies • Types of film and opinions • Past trip to cinema 	<ul style="list-style-type: none"> • Adjectival agreement • Reinforcement of present tense and past tenses • Reinforcing using questions • Role play skills – buying tickets
History	
<ul style="list-style-type: none"> • The Industrial Revolution 1750-1900 	<ul style="list-style-type: none"> • Knowledge acquisition • Source analysis • Analysing interpretations
Life 360	
<ul style="list-style-type: none"> • Making informed choices. • Living in the wider world • Community cohesion • Keeping safe • Drugs & alcohol • Self-care & exercise <p>Form time specific content: First Aid, Pride Month, Music Week, Young Carers, Vasakhi, Autism, Community and Road Safety, UK Public Finances, Global Market Trends, Resilience</p>	<ul style="list-style-type: none"> • Careers – skills and qualifications needed for different jobs and careers. • Tolerance • Resilience • Respect • Ambition • Skills for the workplace
Maths KS3 Foundation	
<ul style="list-style-type: none"> • Geometry • Statistics • Algebra 	<ul style="list-style-type: none"> • Geometry • Statistics • Algebra
Maths KS3 Intermediate	
<ul style="list-style-type: none"> • Geometry • Statistics • Algebra 	<ul style="list-style-type: none"> • Geometry • Statistics • Algebra
Maths KS3 Higher	
<ul style="list-style-type: none"> • Geometry • Statistics • Algebra 	<ul style="list-style-type: none"> • Geometry • Statistics • Algebra

Topic/Knowledge	Skills
Music	
<ul style="list-style-type: none"> • Music around the World - Samba 	<ul style="list-style-type: none"> • Play music from other cultures, including Africa, Japan, India and Brazil. • Develop ensemble playing skills by working with others. • Compose music using different conventions to western music. • Rehearse and perform to others. • Listen to music from other cultures and identify key features.
PE	
<ul style="list-style-type: none"> • Handball, Badminton Tennis, Athletics, Football Rugby, Table tennis, Gym, Rounders 	<ul style="list-style-type: none"> • Core performance skills • Application of tactics for each activity • Develop fitness for specific activities. • Apply the rules of each activity
RE	
<ul style="list-style-type: none"> • Do you have to be religious to be moral? • What is it like to be a Sikh in Britian? 	<ul style="list-style-type: none"> • Consideration of different ethical theories. • Evaluation of different ethical theories. • Consideration of how religious people may make moral choices. • Conclude- Do they think you have to be religious to be moral. • Sociological analysis • Theological study • Theological analysis
Science	
<ul style="list-style-type: none"> • Earth 2: Earth's atmosphere, carbon cycle, greenhouse effect, recycling. • Forces 2: Hooke's law, moments, density, pressure, hydraulics. • Energy 2: Energy in food, power, work done, energy bills, energy resources. 	<ul style="list-style-type: none"> • Laboratory practical skills, investigative, observation, analytical and evaluation skills.



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Year 9 Learning at Brookfield

Term 3 2025 - 2026

Year 9 Learning at Brookfield – Term 3 (2025-26)

The table below shows the knowledge and skills that Year 9 students are learning in their subjects this term.

Topic/Knowledge	Skills
Art	
<ul style="list-style-type: none"> Anatomy: Da Vinci/Juana Gomez 	<ul style="list-style-type: none"> Drawing: Observational Illustration Photography Mixed Media/Textiles
Computer Science	
Flowol Cyber security	<ul style="list-style-type: none"> To be able to identify symbols in a flowchart. To be able to create your own flowchart to control a system To be able to test your work. To be able to create loops. Use subroutines in your flowcharts Understand the importance of data and how common cyber attacks are Social engineering and ways in which people use social engineering techniques Understanding hacking and the law around this Protecting networks from security threats
Design & Technology	
<ul style="list-style-type: none"> Safety light project 	<ul style="list-style-type: none"> Produce a range of well-presented design ideas Use CAD to produce a working virtual 3D model of your chosen design Model your chosen design using a range of materials to agree a final product design Plan the manufacture of your chosen design Use your manufacture plan to guide your making Use a range of hand and machine tools to produce a quality product Assemble an electronic circuit Test the final product and evaluate its performance.
Drama	
<ul style="list-style-type: none"> Technical theatre and script work - "Shrek the musical" 	<ul style="list-style-type: none"> Costume, set and lighting design in professional theatre Characterisation through performance Creating design for theatre Team work Performing Evaluating theatre
English	
<ul style="list-style-type: none"> Macbeth 	<ul style="list-style-type: none"> Analysing and exploring tragedy Tracking character development Understanding how to read Shakespeare's language fluently
Food Technology	
<ul style="list-style-type: none"> Use of electrical equipment. Revisit yeast based doughs 	<ul style="list-style-type: none"> Accuracy Precision Health and safety

Topic/Knowledge	Skills
French	
<ul style="list-style-type: none"> To be able to talk about who you admire and your role models 	<ul style="list-style-type: none"> Opinion phrases + infinitives Justification of infinitives – because he/she is/they are.... Physical + personality characteristics Revision of verb 'to have' + 'to be' Adjectival agreement Comparatives Imperfect/ Preterite tense to describe idols in the past Future/conditional tenses in certain contexts
Geography	
<ul style="list-style-type: none"> Why are glacial landscapes important to tourism? What are the characteristics of semi-arid grasslands? The rise of new superpowers. 	<ul style="list-style-type: none"> Map skills including map and photo interpretation Fieldwork skills; GIS Describing and explaining; data analysis Critical thinking; decision making Oracy skills and geographical numeracy- statistics and graph and cartographic skills.
German	
<ul style="list-style-type: none"> To be able to talk about who you admire and your role models 	<ul style="list-style-type: none"> Opinion phrases + infinitives Justification of infinitives – because he/she is/they are.... Physical + personality characteristics Revision of verb 'to have' + 'to be' Adjectival agreement Comparatives Imperfect/ Preterite tense to describe idols in the past Future/conditional tenses in certain contexts
History	
<ul style="list-style-type: none"> Life in Nazi Germany The Holocaust The causes and events of WW2 	<ul style="list-style-type: none"> Knowledge acquisition Source analysis Analysing interpretations
Life 360	
<ul style="list-style-type: none"> Making informed choices post 16. Making informed choices. Living in the wider world Community cohesion Keeping safe Drugs & alcohol Self-care & exercise <p>Form time specific content: First Aid, Pride Month, Music Week, Young Carers, Vasakhi, Autism, Community and Road Safety, UK Public Finances, Global Market Trends, Resilience</p>	<ul style="list-style-type: none"> Careers – different pathways for career choices. Tolerance Resilience Respect Ambition Skills for the workplace
Maths KS3 Foundation	
<ul style="list-style-type: none"> Multiplicative Reasoning Algebraic and Geometric Formulae Probability Graphs, Tables and Charts Constructions 	<ul style="list-style-type: none"> Ratio Algebra Geometry Probability Statistics

Topic/Knowledge	Skills
Maths KS3 Intermediate	
<ul style="list-style-type: none"> • Sequences and Graphs • Probability • Comparing Shapes • Interpreting and Representing Data 	<ul style="list-style-type: none"> • Algebra • Probability • Geometry • Statistics
Maths KS3 Higher	
<ul style="list-style-type: none"> • Graphical Solutions • Trigonometry • Mathematical Reasoning • Interpreting and Representing Data 	<ul style="list-style-type: none"> • Number • Algebra • Geometry • Statistics
Music	
<ul style="list-style-type: none"> • Film Music 	<ul style="list-style-type: none"> • Perform different types of film music. • Knowledge of how and why film music is composed. • Listen to film music and identify key features. • Compose music for a film scene.
PE	
<ul style="list-style-type: none"> • Handball, Athletics, Rounders, Volleyball, Football, Rugby, Trampolining, Table Tennis, 	<ul style="list-style-type: none"> • Refinement of core skills • Develop more advanced skills. • Apply tactical/Compositional understanding • Develop fitness for specific activities • Develop understanding of fitness components
RE	
<ul style="list-style-type: none"> • Crime and punishment 	<ul style="list-style-type: none"> • Philosophical thinking • Reflection of personal values/experiences • Development of worldviews • Sociological analysis, e.g. evaluating societal views and values. • Theological study e.g. the Bible • Theological analysis e.g. evaluating religious and non-religious viewpoints.
Science	
<ul style="list-style-type: none"> • Physics: Energy stores & systems, specific heat capacity, power, dissipation, thermal insulators, energy resources. • Biology: Digestive System, Heart and Blood, Non-communicable diseases, Plant organ systems 	<ul style="list-style-type: none"> • Practical, planning • Interpreting • Critical thinking • Evaluating and mathematical skills



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Year 10 Learning at Brookfield

Term 3 2025 - 2026

Year 10 Learning at Brookfield – Term 3 (2025-26)

The table below shows the knowledge and skills that Year 10 students are learning in their subjects this term.

Topic/Knowledge	Skills
Fine Art	
<ul style="list-style-type: none"> • Component 1: Portfolio Identity Project 	<ul style="list-style-type: none"> • Develop their ideas through investigations informed by selecting and critically analysing sources • Apply an understanding of relevant practices in the creative and cultural industries to their work • Refine their ideas as work progresses through experimenting with media, materials, techniques and processes • Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses • Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes, technologies • Use drawing skills for different needs and purposes, appropriate to context • Realise personal intentions through sustained application of the creative process.
Business Studies	
<ul style="list-style-type: none"> • How businesses grow • How businesses finance growth through external and internal sources • Types of business ownership • Marketing mix • Business and legislation • End of year exam 	<ul style="list-style-type: none"> • Apply knowledge and understanding of business concepts and issues to a variety of contexts • Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions • Understanding and evaluating the use of the marketing mix (Price, Product, Place & promotion) • Explain the principles of consumer law: quality and consumer rights, the principles of employment law: recruitment, pay, discrimination and health and safety. • Understanding the impact of legislation on businesses; cost, consequences of meeting and not meeting these obligations. • Exam technique

Topic/Knowledge	Skills
Computer Science	
<ul style="list-style-type: none"> • Programming • Computation thinking • Data storage • Characters • Images • Sound • Compression • Searching and sorting algorithms (Binary & linear search, Bubble, merge and insertion sort) 	<ul style="list-style-type: none"> • Python programming • Breaking a problem into its individual parts • How characters are represented in binary • Difference between ASCII & UNICODE • How images are represented as a series of pixels, represented in binary • Meta Data • Effects of colour depth and resolution on the quality of images and the size of images • Difference between Lossy and Lossless and the advantages and disadvantages of each type. • To understand the main steps of the algorithm and segments of code inside this, apply the algorithm to any given data sets. • Exam technique
Dance	
<p><u>Component 1 – Choreographic Process</u></p> <ul style="list-style-type: none"> • Choreography from stimulus (Mock) <p><u>Component 2 – Section C Anthology</u></p> <ul style="list-style-type: none"> • Within Her Eyes • Emancipation of Expression • Infra 	<ul style="list-style-type: none"> • C1 – Using stimuli to create movement • C1 – Understanding and use of choreographic devices • C1 – Evaluation and refinement of own process and final piece. • C2 – Identifying and analysing use of constituent features in professional works.
Design & Technology	
<ul style="list-style-type: none"> • Focused Practical skill Development • Begin NEA folder work 	<ul style="list-style-type: none"> • Select an appropriate project • Conduct initial research including: • Context analysis • Product analysis • Client interview • User questionnaire • Produce initial ideas • Conduct independent research into specific elements and requirements of your chosen product
Drama	
<ul style="list-style-type: none"> • Component 1 GCSE practical unit and coursework 	<ul style="list-style-type: none"> • Devising drama • Theatre design • Performance of devised piece • Analysis and evaluation of the devising process through coursework
Engineering	
<ul style="list-style-type: none"> • Focused Practical task – Brazed mannequin • Unit 2 assessment practice 	<ul style="list-style-type: none"> • Metal work skills including brazing • Conduct product analysis of identified products • Design modifications and improvements to unit 1 product • Model and test design solutions • Plan manufacture of modified component • Ongoing theory work to support unit 3
English	
<ul style="list-style-type: none"> • Exam preparation for Literature Paper 2 and Language Paper 2 • Literature Paper 1: Macbeth • English Language NEA: Spoken Language Endorsement 	<ul style="list-style-type: none"> • Exam technique and revision for mocks • Analysing character and themes across the play • Close analysis of Shakespeare’s language and dramatic techniques • Presenting ambitious ideas to an audience through spoken word • Listening and responding to verbal questioning

Topic/Knowledge	Skills
German	
<ul style="list-style-type: none"> To be able to describe your hopes for the future – marriage, relationships and ambitions Jobs 	<ul style="list-style-type: none"> Adjectival agreement Opinions + justifications Verb 'to be' for marital status Reflexive verbs Conditional tense - 'to be' and 'to have' Present tense of 'to work'
Geography	
<ul style="list-style-type: none"> UK economic futures (Paper 2) Rivers (Paper 1) Coasts (Paper 1) 	<ul style="list-style-type: none"> Critical thinking skills Map skills Graph skills Maths skills Writing evaluative answers
Spanish	
<ul style="list-style-type: none"> To be able to describe your hopes for the future – marriage, relationships and ambitions Jobs 	<ul style="list-style-type: none"> Adjectival agreement Opinions + justifications Verb 'to be' for marital status Reflexive verbs Conditional tense - 'to be' and 'to have' Present tense of 'to work'
History	
<ul style="list-style-type: none"> Early Elizabethan England, 1558-88 (P2) Weimar and Nazi Germany (P3) 	<ul style="list-style-type: none"> Knowledge acquisition Source analysis Analysing interpretations
Hospitality & Catering	
<ul style="list-style-type: none"> Understanding the operation of the front of house Understand customer requirements within hospitality and catering Explain how different provision meet customer needs. 	<ul style="list-style-type: none"> Analytical skills Evaluating Further develop practical skills
Life 360	
<ul style="list-style-type: none"> Making informed choices. <p>Form time specific content: First Aid, Pride Month, Music Week, Young Carers, Vasakhi, Autism, Community and Road Safety, UK Public Finances, Global Market Trends, Resilience</p>	<ul style="list-style-type: none"> Work experience. Drugs and Alcohol safety. Resilience Tolerance Critical thinking

Topic/Knowledge	Skills
Maths KS4 Foundation	
<ul style="list-style-type: none"> Ratio and proportion Right-angled triangles Probability 	<ul style="list-style-type: none"> Use and apply standard techniques Reason, interpret and communicate mathematically Solve problems within mathematics and in other contexts
Maths KS4 Higher	
<ul style="list-style-type: none"> Similarity and congruence More Trigonometry Further Statistics 	<ul style="list-style-type: none"> Use and apply standard techniques Reason, interpret and communicate mathematically Solve problems within mathematics and in other contexts
Music	
<ul style="list-style-type: none"> Ensemble performance Assessed trial performance – early June Free composition completed, marked and filed until submission Set work – Badinerie 	<ul style="list-style-type: none"> General listening Assessment of both set works and listening in mock exam period.
Core PE	
<ul style="list-style-type: none"> Handball, Badminton, Trampolining, Rounders, softball, Tennis. 	<ul style="list-style-type: none"> Improve core skills within each activity Develop performance of advanced skills Advanced skills of each activity Apply tactics to change the performance outcome of a competition Improve specific fitness for an activity
GCSE PE	
<p>Practical – Complete Assessment in Handball and Athletics developing Core and Advanced skills. Coursework – Complete the Analysis, Overview and Assessment elements of the coursework Theory – Classification of Skill, Characteristics of skill, respiratory system, Cardiovascular system.</p>	<ul style="list-style-type: none"> Develop core and advanced skills in the practical activities Application of theoretical knowledge to personal performance in a chosen activity. Develop understanding of theory topics applying to practical scenarios and answering exam questions.
PE -WJEC Sport and Coaching Principles	
<p><u>Unit 2 – Improving sporting performance</u></p> <ul style="list-style-type: none"> Analysis of sporting performance data for improvement Strategies for improvement of sporting performance <p><u>Unit – Fitness for Sport</u></p> <ul style="list-style-type: none"> Factors that need to be considered before training The principles of training The methods of training Target setting 	<ul style="list-style-type: none"> AO1 - Demonstrate knowledge and understanding from across the specification. AO2 - Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks. AO3 - Analyse and evaluate information, making reasoned judgements and presenting conclusions.

Topic/Knowledge	Skills
RS	
<p><u>Theme A: Relationships and Families.</u></p> <ul style="list-style-type: none"> • Sexuality and sexual relationships • Contraception and family planning • Marriage and cohabitation • Divorce and remarriage • The nature of families • The purpose of families • Gender equality 	<p>AO1 – Theological study of what Christians believe, why Christians believe and how Christians show they believe in biblical teachings.</p> <ul style="list-style-type: none"> • Biblical study. • AO2 – Analysis and evaluation of Christian teachings and belief. • Debate.
Science	
<p><u>Combined Science</u></p> <ul style="list-style-type: none"> • Homeostasis and Response • Rates of Reaction <p><u>Biology</u></p> <ul style="list-style-type: none"> • Homeostasis and Response • Ecology <p><u>Chemistry</u></p> <ul style="list-style-type: none"> • Energy changes • Rate & extent of chemical change <p><u>Physics</u></p> <ul style="list-style-type: none"> • Forces 	<ul style="list-style-type: none"> • Reading comprehension • Extended writing • Maths & numeracy • Laboratory & investigative skills • Processing & analysing data • Scientific diagrams
Textiles	
<ul style="list-style-type: none"> • Component 1: Portfolio (Hidden) 	<ul style="list-style-type: none"> • Develop their ideas through investigations informed by selecting and critically analysing sources • Apply an understanding of relevant practices in the creative and cultural industries to their work • Refine their ideas as work progresses through experimenting with media, materials, techniques and processes • Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses • Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes, technologies • Use drawing skills for different needs and purposes, appropriate to context • Realise personal intentions through sustained application of the creative process.



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Year 11 Learning at Brookfield

Term 3 2025 - 2026

Year 11 Learning at Brookfield – Term 3 (2025-26)

The table below shows the knowledge and skills that Year 11 students are learning in their subjects this term.

Topic/Knowledge	Skills
Fine Art	
<ul style="list-style-type: none"> Component 2: Externally Set Assignment 	<ul style="list-style-type: none"> Develop their ideas through investigations informed by selecting and critically analysing sources Apply an understanding of relevant practices in the creative and cultural industries to their work Refine their ideas as work progresses through experimenting with media, materials, techniques and processes Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes, technologies Use drawing skills for different needs and purposes, appropriate to context Realise personal intentions through sustained application of the creative process.
Business Studies	
<ul style="list-style-type: none"> Human Resources – Motivation Paper 1 and paper 2 revision 	<ul style="list-style-type: none"> Exam Technique Revision skills
Computer Science	
<ul style="list-style-type: none"> Programming project Paper 1 and paper 2 revision 	<ul style="list-style-type: none"> Python programming skills Writing and interpreting algorithms Exam technique Revision skills
Dance	
<ul style="list-style-type: none"> Revision of Anthology works Revision of whole course vocabulary Practise exam style questions Practical Exams (choreography & performance) 	<ul style="list-style-type: none"> Performance related skills – physical, technical, mental, expressive Choreography related skills – choreographic process, dance relationships, choreographic devices, structuring Critical analysis skills – structuring answers, knowledge recall.
Design & Technology	
<ul style="list-style-type: none"> NEA Evaluation and Testing Exam Technique and revision 	<ul style="list-style-type: none"> Complete the testing and evaluation of your finished practical project Review previously covered course content in preparation for the exam
Drama	
<ul style="list-style-type: none"> Revision of Component 1 written paper – areas of the stage, types of stage, job roles in theatre. Blood Brothers and Billy Elliot, the musical. Completion of external component 3 practical exam 	<ul style="list-style-type: none"> Honing exam technique Time management strategies Developing depth of knowledge and answering Writing concisely and effectively

Topic/Knowledge	Skills
Engineering	
<ul style="list-style-type: none"> Unit 3– Exam Revision 	<ul style="list-style-type: none"> Revise and consolidate theory elements such as materials and their properties, manufacture processes, working safely and quality control procedures. Develop hand drawing skills Develop exam technique
English	
<u>Language</u> <ul style="list-style-type: none"> Revision of Paper 1 and Paper 2 <u>Literature</u> <ul style="list-style-type: none"> Revision of Macbeth, A Christmas Carol, Power and Conflict Poetry, Unseen Poetry 	<ul style="list-style-type: none"> Honing exam technique Time management strategies Developing depth of knowledge and answering Writing concisely and effectively for the different questions
French	
<ul style="list-style-type: none"> Revision for Speaking exam Speaking skills – read aloud, role plays, photo description and discussion Revision of GCSE course 	<ul style="list-style-type: none"> Exam Skills - reading, listening and dictation Exam skills – 50,90 and 150 word tasks and translations Speaking Exam Preparation
Geography	
<ul style="list-style-type: none"> Preparation for component 3 (the fieldwork enquiry paper) Revision of component 1 Problem solving preparation (component 2 and 3) 	<ul style="list-style-type: none"> Time management strategies Map skills Graph skills Maths skills Problem solving and evaluation Writing evaluative answers
Spanish	
<ul style="list-style-type: none"> Revision for Speaking exam Speaking skills – read aloud, role plays, photo description and discussion Revision of GCSE course 	<ul style="list-style-type: none"> Exam Skills - reading, listening and dictation Exam skills – 50,90 and 150 word tasks and translations Speaking Exam Preparation
History	
<ul style="list-style-type: none"> The First World War Revision 	<ul style="list-style-type: none"> Knowledge acquisition Source analysis Analysing interpretations
Hospitality & Catering	
<ul style="list-style-type: none"> Revision of Topics 	<ul style="list-style-type: none"> Revision of previously covered content Develop exam technique
Maths KS4 Foundation	
<ul style="list-style-type: none"> Revision Exam Technique Past Papers Mark Scheme analysis 	<ul style="list-style-type: none"> Use and apply standard techniques Reason, interpret and communicate mathematically Solve problems within mathematics and in other contexts
Maths KS4 Higher	
<ul style="list-style-type: none"> Revision Exam Technique Past Papers Mark Scheme analysis 	<ul style="list-style-type: none"> Use and apply standard techniques Reason, interpret and communicate mathematically Solve problems within mathematics and in other contexts
Music	
<ul style="list-style-type: none"> Revision of Areas of Study and MAD T SHIRT key words. Completion of NEA for composing and performing. 	<ul style="list-style-type: none"> Develop exam technique for general listening questions. Improving 10 mark answers for extended listening questions. Develop and improve pitch dictation skills.

Topic/Knowledge	Skills
Life 360	
<ul style="list-style-type: none"> Making informed choices. Route to Exam Assemblies <p>Form time specific content: Vasakhi, Autism, Community and Road Safety, Global Market Trends.</p>	<ul style="list-style-type: none"> Stress management – exams. Safe use of drugs and alcohol. Resilience Tolerance Critical thinking
Core PE	
<ul style="list-style-type: none"> Table tennis Handball Volleyball Softball Rounders Ultimate Frisbee 	<ul style="list-style-type: none"> Developing core and advanced skills in the chosen practical activities. Develop fitness in a variety of practical activities. Apply tactics to improve performance in a competition.
GCSE PE	
<ul style="list-style-type: none"> Unit 6 Health and Fitness Revision Exam Practice Past Papers 	<ul style="list-style-type: none"> Improve knowledge of health and fitness and the impact it has upon wider life. Develop understanding of how to write extended answer questions – 6 marks Revisit knowledge covered in Y10 and reinforce skills used to maximise marks in exam papers.
WJEC Sport and Coaching principles	
<u>Unit 1</u> <ul style="list-style-type: none"> Knowledge of adaptations to body systems resulting from exercise. Understand the importance of the components of fitness for different physical activities. Understand the role of training in achieving improvements in fitness. Be able to plan fitness training programmes. Revision Exam technique 	<ul style="list-style-type: none"> AO1 - Demonstrate knowledge and understanding from across the specification. AO2 - Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks. AO3 - Analyse and evaluate information, making reasoned judgements and presenting conclusions.
RS	
<u>Living the Muslim Life</u> <ul style="list-style-type: none"> Jihad Muslim celebrations <u>Peace and Conflict</u> <ul style="list-style-type: none"> The role and nature of peace The role and nature of conflict Pacifism Just War Theory Holy War Weapons of mass destruction 	<ul style="list-style-type: none"> AO1 – Theological study of what Muslims believe, why Muslims believe and how Muslims show they believe in Quranic teachings. Quranic study. AO2 – Analysis and evaluation of Muslim teachings and belief. Debate.
Science	
<u>Combined Science</u> <ul style="list-style-type: none"> Revision & exams <u>Biology</u> <ul style="list-style-type: none"> Revision & exams <u>Chemistry</u> <ul style="list-style-type: none"> Revision & exams <u>Physics</u> <ul style="list-style-type: none"> Revision and exams 	<ul style="list-style-type: none"> Reading comprehension Extended writing Maths & numeracy Laboratory & investigative skills Processing & analysing data Scientific diagrams

Topic/Knowledge	Skills
Textiles	
<ul style="list-style-type: none"> • Component 2: Externally Set Assignment 	<ul style="list-style-type: none"> • Develop their ideas through investigations informed by selecting and critically analysing sources • Apply an understanding of relevant practices in the creative and cultural industries to their work • Refine their ideas as work progresses through experimenting with media, materials, techniques and processes • Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses • Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes, technologies • Use drawing skills for different needs and purposes, appropriate to context • Realise personal intentions through sustained application of the creative process.



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Equality and Achievement

Year 12 Learning at Brookfield

Term 3 2025 - 2026

Year 12 Learning at Brookfield – Term 3 (2025-26)

The table below shows the knowledge and skills that Year 12 students are learning in their subjects this term.

Topic/Knowledge	Skills
Art	
<ul style="list-style-type: none"> • Component 1 Personal Investigation 	<ul style="list-style-type: none"> • Appreciation of different approaches to recording images, such as observation, analysis, expression and imagination • Awareness of intended audience or purpose for their chosen area(s) of fine art • Understanding of the conventions of figurative/representational and abstract/non-representational imagery or genres • Appreciation of different ways of working, such as, using underpainting, glazing, wash and impasto; modelling, carving, casting, constructing, assembling and welding; etching, engraving, drypoint, mono printing, lino printing, screen printing, photo silkscreen and lithography • Understanding of pictorial space, composition, rhythm, scale and structure • Appreciation of colour, line, tone, texture, shape and form.
Business Studies	
<ul style="list-style-type: none"> • 2.5.1 Economic influences • 2.5.2 Legislation • 2.5.3 The competitive environment • 1.4.4 Motivation in theory and practice • 1.4.5 Leadership • 1.5.1 Role of an entrepreneur • 1.5.2 Entrepreneurial motives and characteristics • 1.5.3 Business objectives 	<ul style="list-style-type: none"> • Analyse external factors (economy, legislation, competition) and apply them to business scenarios. • Use theories (motivation, leadership, entrepreneurship) to explain business behaviour. • Interpret data and judge how businesses should respond to influences or challenges. • Weigh up advantages and disadvantages of different strategies or leadership styles. • Judge the likely impact of economic changes, legal requirements, or competitive pressures. • Evaluate business objectives and entrepreneurial decisions, offering justified recommendations.

Topic/Knowledge	Skills
Computer Science	
<ul style="list-style-type: none"> • a) Characteristics of networks and the importance of protocols and standards. b) The internet structure: The TCP/IP Stack. DNS Protocol layering. LANs and WANs. Packet and circuit switching. c) Network security and threats, use of firewalls, proxies and encryption. d) Network hardware. e) Client-server and peer to peer <p>a) Define problems using Boolean logic. See appendix 5d. b) Manipulate Boolean expressions, including the use of Karnaugh maps to simplify Boolean expressions. c) Use the following rules to derive or simplify statements in Boolean algebra: De Morgan's Laws, distribution, association, commutation, double negation. d) Using logic gate diagrams and truth tables. See appendix 5d. e) The logic associated with D type flip flops, half and full adders</p>	<ul style="list-style-type: none"> • Writing programs in assembly language • Calculating files sizes • Writing a coursework proposal • Producing and presenting a presentation • Exam techniques
Criminology	
<p><u>Complete work on Unit 2: Criminological Theories</u></p> <ul style="list-style-type: none"> • LO1 - Understand social constructions of criminality. • LO2 - Know theories of criminality. • LO3 - Understand causes of criminality. • LO4 - Understand causes of policy change. <ul style="list-style-type: none"> • Exam preparation and revision in readiness for Unit 2 exam • Once exam has been completed, commence work on Unit 3 (Crime scene to Courtroom) 	<ul style="list-style-type: none"> • A range of career-specific, generic and transferable skills • Independent learning • Personal development • Problem-solving • Research, content development and presentation skills • Professionalism • Application of learning to vocational contexts
Drama	
<ul style="list-style-type: none"> • Component 2 devising Drama internal practical exam – devising in the style of a practitioner. • Working notebook coursework – 3000 words max. 	<ul style="list-style-type: none"> • Devising drama • Application of a practitioner • Theatre design • Performance of devised piece • Analysis and evaluation of the devising process
Economics	
<ul style="list-style-type: none"> • Business growth and Competitive advantage • Employment and unemployment • Inflation • Macroeconomic objectives • Policy Instruments • Policy conflicts and trade-offs 	<ul style="list-style-type: none"> • Spending and taxation calculations • Discussing advantages and problems • Interpreting economic data
English Language	
<ul style="list-style-type: none"> • Language Varieties: Language Change continued • Attitudes towards change • Language change theory (Aitchison/ Crystal/ Goodman/ Fairclough etc) • World Englishes • Child Language Development • Written language development/ literacy • Revision and exam practice • Introduction to NEA: Language Investigation • Completing NEA background reading • Planning collection of NEA data 	<ul style="list-style-type: none"> • Exploring how language varies according to context and use. • Understanding children's spoken language and literacy development from birth to age 11. • Evaluating theoretical ideas and debating linguistic issues. • Adapting written style for specific audiences and purposes and evaluating choices. • Exploring an aspect of language independently.

Topic/Knowledge	Skills
English Literature	
<ul style="list-style-type: none"> • Blake's poetry • The Handmaid's Tale • NEA: Prose and critical anthology • Critical theory • (e.g. Ted Hughes Poetry—Eco criticism) • Elements of protest writing 	<ul style="list-style-type: none"> • Exploring and analysing texts linked to the genre of political and social protest writing. • Exploring interpretations of literature through different critical theories.
Geography	
<ul style="list-style-type: none"> • Global Governance: Change and Challenges • Coastal Landscapes • Non-Examined Assessment 	<ul style="list-style-type: none"> • Essay writing skills • Critical thinking skills • Communication skills • Exam techniques • Cartographic skills • Numeracy skills • Graphical skills
History	
<ul style="list-style-type: none"> • Unit 1: Events and results of the English Civil War; start of the Interregnum • Unit 2: The presidencies of Eisenhower and Kennedy • Unit 3 Coursework: British Imperialism in Africa 	<ul style="list-style-type: none"> • Knowledge acquisition • Source analysis • Analysing interpretations
Life 360	
<ul style="list-style-type: none"> • Exam and Revision Skills • Post 18 Pathways • UCAS • Work experience • Pride Month • Global Market Trends • UK Public Finances • Vasakhi • Autism 	<ul style="list-style-type: none"> • Skills needed for the workplace • Exam Revision skills • Personal statement writing and other application skills • Resilience • Tolerance • Self-awareness

Topic/Knowledge	Skills
Maths	
<p><u>Maths</u></p> <ul style="list-style-type: none"> • Proof • Motion with constant acceleration • Force and Motion • Objects in contact • Working with data • Probability • Statistical Hypothesis Testing <p><u>Further Maths</u></p> <p>Statistics:</p> <ul style="list-style-type: none"> • Continuous distributions • Further hypothesis testing • Confidence intervals <p>Discrete:</p> <ul style="list-style-type: none"> • Graphs • Networks • Network flows • Linear programming 	<ul style="list-style-type: none"> • Select and correctly carry out routine procedures • Accurately recall facts, terminology and definitions. • Construct rigorous mathematical arguments (including proofs) • Make deductions and inferences • Assess the validity of mathematical arguments • Explain their reasoning • Use mathematical language and notation correctly. • Translate problems in mathematical and non-mathematical contexts into mathematical processes • Interpret solutions to problems in their original context, and, where appropriate, evaluate their accuracy and limitations • Translate situations in context into mathematical models • Use mathematical models • Evaluate the outcomes of modelling in context, recognise the limitations of models and, where appropriate, explain how to refine them.
Physical Education	
<p><u>Physiological Factors Affecting Performance</u></p> <ul style="list-style-type: none"> • Diet, Nutrition and Ergogenic aids. • Energy Systems • Injury and Rehabilitation • Fitness and Training <p><u>Psychological Factors Affecting Performance</u></p> <ul style="list-style-type: none"> • Attitudes • Motivation • Arousal Theories • Anxiety and Emotional Control <p><u>Socio-cultural issues in Physical activity and sport</u></p> <ul style="list-style-type: none"> • The background and aims of the modern Olympic Games • The political exploitation of the modern Olympic Games • Hosting global sporting events • Ethics and deviance in sport 	<ul style="list-style-type: none"> • AO1 - Demonstration knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport • AO2 – Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport • AO3 – Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport • AO4 – Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance
Product Design	
<ul style="list-style-type: none"> • Begin Section A of the NEA coursework • Continued theory content units 1.6 - 1.14 	<ul style="list-style-type: none"> • Select an appropriate project • Conduct initial research including: <ul style="list-style-type: none"> • Context analysis • Product analysis • Client interview • User questionnaire • Produce initial ideas • Conduct independent research into specific elements and requirements of your chosen product

Topic/Knowledge	Skills
Psychology	
<p><u>Social Psychology (Paper 1)</u></p> <ul style="list-style-type: none"> • Types and explanations of conformity • Explanations for obedience • Explanations for resistance to social influence • Minority influence <p><u>Attachment</u></p> <ul style="list-style-type: none"> • Animal studies of attachment • Explanations of attachment • Ainsworth's Strange Situation • Bowlby's Theories of maternal deprivation • Effect of Institutionalization • Later Relationships <p><u>Memors</u></p> <ul style="list-style-type: none"> • Models of Memory • Forgetting • Eye Witness Testimony 	<ul style="list-style-type: none"> • Presentation of arguments. • Making judgements and drawing conclusions. • Essay writing/exam practice • Summarising skills. • Evaluation skills.
Science	
<p><u>Physics</u></p> <ul style="list-style-type: none"> • Mechanics • Thermal Physics • Gravitational fields <p><u>Chemistry</u></p> <ul style="list-style-type: none"> • Further Organic Chemistry including Alcohols and general Organic synthesis • Chemical Equilibrium • Kinetics <p><u>Biology</u></p> <ul style="list-style-type: none"> • Gas exchange • Mass transport in plants; transpiration and translocation. • Genetics, Variation and Relationships. 	<ul style="list-style-type: none"> • Understanding of how science theories develop over time. • Mathematical construction of key equations. • Use of key equations. • Development of practical skills. • Problem solving. • Applying subject knowledge to different contexts. • Calculations using a biological context. • Applying subject knowledge to many different context or biological examples. • Further development of practical skills. • Analysis of results from science investigations and evaluation of the conclusions made. • Biodiversity. • Investigating diversity. • Species taxonomy. • Quantitative investigations.
Sociology	
<ul style="list-style-type: none"> • Finish Y12 content for Culture and Identity (Paper 2) and Education (Paper 1). <p><u>Move onto study Research Methods (Paper 1 and Paper 3) in the following topics:</u></p> <ul style="list-style-type: none"> • Research Methods Part 1: Key Issues in Research Methods • Research Methods Part 2: Positivist Methods • Research Methods Part 3: Interpretivist Methods • Research Methods Part 4: Methods in Context <ul style="list-style-type: none"> • After mock exams in June start Y13 content on Media (Paper 2) and Crime and Deviance (Paper 3) 	<ul style="list-style-type: none"> • Demonstration of knowledge and understanding of theories, concepts, evidence and research methods. • Application of theories, concepts, evidence and research methods. • Evaluation of concepts, evidence and research methods. • Presentation of arguments. • Making judgements and drawing conclusions.

Topic/Knowledge	Skills
Textiles	
<ul style="list-style-type: none"> Component 1 Personal Investigation 	<ul style="list-style-type: none"> Awareness of the elements of textile design, such as shape, line, scale, colour, texture, pattern, contrast and/or repetition in relation to the chosen area(s) of textile design Awareness of intended audience or purpose for their chosen area(s) of textile design Ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) of textile design Appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief Understanding of a variety of textile methods, such as: fabric printing, mono-printing, relief printing, screen printing and laser printing; tie-dye and batik; spraying and transfer; fabric construction; stitching, appliqué, patchwork, padding, quilting and embroidery.



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Year 13 Learning at Brookfield – Term 3 (2025-26)

The table below shows the knowledge and skills that Year 13 students are learning in their subjects this term.

Topic/Knowledge	Skills
Art	
<ul style="list-style-type: none"> Component 2: Externally Set Assignment 	<ul style="list-style-type: none"> Appreciation of different approaches to recording images, such as observation, analysis, expression and imagination Awareness of intended audience or purpose for their chosen area(s) of fine art Understanding of the conventions of figurative/representational and abstract/non-representational imagery or genres Appreciation of different ways of working, such as, using underpainting, glazing, wash and impasto; modelling, carving, casting, constructing, assembling and welding; etching, engraving, drypoint, mono printing, lino printing, screen printing, photo silkscreen and lithography Understanding of pictorial space, composition, rhythm, scale and structure Appreciation of colour, line, tone, texture, shape and form.
Business Studies	
<ul style="list-style-type: none"> Paper 1 and paper 2 &3 revision 	<ul style="list-style-type: none"> Exam techniques and time management Developing depth of knowledge
Computer Science	
<ul style="list-style-type: none"> Paper 1 and paper 2 revision Coursework completion 	<ul style="list-style-type: none"> Exam techniques and time management Developing depth of knowledge
Criminology	
<u>Unit 4: Crime and Punishment</u> <ul style="list-style-type: none"> LO3 - Understand the measures used in social control Unit 4 Mock exam Exam preparation and revision in readiness for Unit 4 exam 	<ul style="list-style-type: none"> Essay writing skills Critical thinking skills and skills of analysis Communication skills Application of knowledge of crime and punishment to criminal case studies Exam techniques
Drama	
<ul style="list-style-type: none"> Component 3 external practical exam plus reflective report Revision for Component 1 written exam: Antigone, Our Country's Good and Small Island 	<ul style="list-style-type: none"> Honing exam technique Time management strategies Developing depth of knowledge and answering Writing concisely and effectively
Economics	
<ul style="list-style-type: none"> Paper 1 and paper 2 &3 revision 	<ul style="list-style-type: none"> Exam techniques and time management Developing depth of knowledge
English Language	
<ul style="list-style-type: none"> Revision of Representations and Child Language Acquisition Revision of Language Change / Diversity Exam skills for Paper 1 and Paper 2 	<ul style="list-style-type: none"> Broadening knowledge of linguistic issues, theories and concepts. Evaluating and analysing data. Honing exam skills to maximise marks.
English Literature	
<ul style="list-style-type: none"> Revision of all set texts Exam skills for Paper 1 and Paper 2 	<ul style="list-style-type: none"> Deepening knowledge and interpretations Honing exam skills to maximise marks

Topic/Knowledge	Skills
Geography	
<ul style="list-style-type: none"> • Tectonic Hazards • Economic Growth and Challenge: China • Exam preparation 	<ul style="list-style-type: none"> • Essay writing skills • Critical thinking skills • Communication skills • Exam techniques • Cartographic skills • Numeracy skills • Graphical skills
History	
<ul style="list-style-type: none"> • Unit 1: Thematic changes from 1603-1702 • Unit 2: Nixon, Ford, Carter and the election of Reagan • Revision and preparation for exams 	<ul style="list-style-type: none"> • Knowledge acquisition • Source analysis • Analysing interpretations
Life 360	
<ul style="list-style-type: none"> • Exam and revision skills • Stress management • UK Public Finances • Global Market Trends 	<ul style="list-style-type: none"> • Tolerance • Resilience • Respect • Stress Management • Revision Techniques
Maths KS5	
<p><u>Maths</u></p> <ul style="list-style-type: none"> • The normal distribution • Further hypothesis testing • Large Data • Moments • Exam technique and revision <p><u>Further Maths</u></p> <ul style="list-style-type: none"> • Applications of differential equations • Numerical Methods • Exam technique and revision 	<ul style="list-style-type: none"> • Select and correctly carry out routine procedures. • Accurately recall facts, terminology and definitions. • Construct rigorous mathematical arguments (including proofs) • Make deductions and inferences • Assess the validity of mathematical arguments • Explain their reasoning • Use mathematical language and notation correctly. • Translate problems in mathematical and non-mathematical contexts into mathematical processes • Interpret solutions to problems in their original context, and, where appropriate, evaluate their accuracy and limitations • Translate situations in context into mathematical models • Use mathematical models • Evaluate the outcomes of modelling in context, recognise the limitations of models and, where appropriate, explain how to refine them.

Topic/Knowledge	Skills
Photography	
<ul style="list-style-type: none"> Component 2: Externally Set Assignment 	<ul style="list-style-type: none"> Photographic techniques and processes, appropriate to students' personal intentions, for example: <ul style="list-style-type: none"> lighting viewpoint aperture depth of field shutter speed and movement use of enlarger chemical and/or digital processes use media and materials, as appropriate to students' personal intentions, for example: <ul style="list-style-type: none"> film photographic papers chemicals appropriate to darkroom practices digital media, programs and related technologies graphic media for purposes such as storyboarding, planning and constructing shoots.
Physical Education	
<p><u>Physiological Factors Affecting Performance</u></p> <ul style="list-style-type: none"> Biomechanics – Levers, analysis through the use of technology, linear motion, angular motion, fluid mechanics, projectile motion. <p><u>Psychological Factors Affecting Performance</u></p> <ul style="list-style-type: none"> Revision of unit and exam techniques <p><u>Socio-cultural Issues in Physical Activity and Sport</u></p> <ul style="list-style-type: none"> Modern technology in sport Revision of unit including exam technique and modelling 	<ul style="list-style-type: none"> AO1 - Demonstration knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport AO2 – Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport AO3 – Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport
Product Design	
<ul style="list-style-type: none"> NEA Testing and Evaluation Exam Technique and Revision 	<ul style="list-style-type: none"> Test the final product Gain client feedback Evaluate against the specification Suggest modifications to improve Consider the potential for commercial manufacture Review previously covered theory content
Psychology	
<p>Completion of Forensics and Schizophrenia Forensics (Paper 3)</p> <ul style="list-style-type: none"> Offender profiling Biological explanations of offender behaviour Psychological explanation of offending behaviour Dealing with offending behaviour <p><u>Schizophrenia (Paper 3)</u></p> <ul style="list-style-type: none"> Classification of schizophrenia Reliability and validity in diagnosis and classification Biological explanations for schizophrenia Psychological explanations for schizophrenia Drug therapy: typical and atypical antipsychotics 	<ul style="list-style-type: none"> Demonstrating and applying knowledge Understanding research design Essay writing skills and practice Research Methods knowledge and analysis required for embedded questions Summarising skills. Evaluation skills.

Topic/Knowledge	Skills
<ul style="list-style-type: none"> • Cognitive behaviour therapy and family therapy • The importance of an interactionist approach • Exam Practice & Revision 	
Science	
<p><u>Physics</u></p> <ul style="list-style-type: none"> • Revision & exams <p><u>Chemistry</u></p> <ul style="list-style-type: none"> • Amino acids, protein and DNA • Nuclear Magnetic Resonance spectroscopy • Organic Synthesis <p><u>Biology</u></p> <ul style="list-style-type: none"> • Essay practice • Revision • Mathematics in Biology 	<ul style="list-style-type: none"> • Understanding of how science theories develop over time. • Mathematical construction of key equations. • Use of key equations. • Development of practical skills. • Problem solving. • Applying subject knowledge to different contexts • Use of statistics to calculate significance in genetic crosses. • Representing ideas of selection using graphs. • Applying subject knowledge to different biological contexts. • Evaluating new biological techniques including reference to any ethical concerns which may arise
Sociology	
<p><u>Theory and Methods (Paper 1 and 3)</u></p> <ul style="list-style-type: none"> • Theories of modernity • Postmodernity and late modernity • Re-cap of research methods • Sociology and Science • Value freedom in Sociology • Sociology and Social Policy <p>Exam preparation and revision in readiness for exams (three papers in May/June).</p>	<ul style="list-style-type: none"> • Continue to practice essay skills and exam questions. • Demonstration of knowledge and understanding of theories, concepts, evidence and research methods • Application of theories, concepts, evidence and research methods • Evaluation of concepts, evidence and research methods • Presentation of arguments • Making judgements and drawing conclusions • Thinking critically • Read/access the news daily to bring sociological knowledge up to date
Spanish	
<ul style="list-style-type: none"> • Completion of Movimientos Populares - Las huelgas, los sindicatos y las manifestaciones • Revision of Alevel course key topics and content • Speaking Skills 	<ul style="list-style-type: none"> • Understanding of social protest movements with key examples from Spain and LA • Understanding of Trade Union movement • Understanding reasons for and making judgements on strike action and protest movements • Grammar focus – imperfect subjunctive and si clauses • Speaking focus – speaking card discussion • Independent IRP practice • Exam Skills – summary and translation skills
Textiles	
<ul style="list-style-type: none"> • Component 2: Externally Set Assignment 	<ul style="list-style-type: none"> • Awareness of the elements of textile design, such as shape, line, scale, colour, texture, pattern, contrast and/or repetition in relation to the chosen area(s) of textile design • Awareness of intended audience or purpose for their chosen area(s) of textile design

Topic/Knowledge	Skills
	<ul style="list-style-type: none">• Ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) of textile design• Appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief• Understanding of a variety of textile methods, such as: fabric printing, mono-printing, relief printing, screen printing and laser printing; tie-dye and batik; spraying and transfer; fabric construction; stitching, appliqué, patchwork, padding, quilting and embroidery.