

Year 10 Autumn Curriculum Update – September 2026

YEAR 10 AUTUMN TERM OVERVIEW

Welcome to the 2026-2027 academic year at Brooklands Academy!

2026 has been a huge year for us so far. Not only did we de-amalgamate from Walton High, but we also won Most Inspiring Secondary School of 2026, achieved the ARC Bronze Award and the Woodland Trust Gold Award.

As we begin our new exciting chapter as Brooklands Academy, our values of A Place to Belong, A Place to Learn and A Place to Achieve are at the forefront of everything we have been working hard to embed into our school, staff, students and community with us continuing to look at ways to improve communication, teaching and learning within our classrooms, consistency and building connections with Tutors.

A new year always means a chance for reinvention. Reinvention starts by taking chances. We encourage our students to approach September with the mindset of saying yes! We want to support our young people in taking calculated risks so that they can thrive in school and beyond. The yes might be to a new enrichment activity, a challenge within the classroom or to a new friend! Saying yes to something new is saying yes to personal growth!

Welcome to the new academic year, let's do this!

All the Progress Leaders at Brooklands Academy

ENGLISH LANGUAGE

Working with the theme of Fears and Phobias, this term students will develop their evaluation skills and ability to form and evidence opinions as to the extent to which they agree with a given statement. This is a key skill for their English Language Paper 1 exam. Students will explore a range of fiction extracts from texts such as Jaws, The Shining and Dracula, build their confidence as they evaluate the effectiveness of the writers' methods.

Currently, students are enjoying reading and analysing Stephen King's IT, appreciating the frightening excitement of the plot, whilst beginning to understand how King has used effective language and structural methods to create meaning and effect for the reader.

Later in the term, students will be extending their creative writing skills. This will involve a range of visual stimuli that will inspire them to write both descriptive and narrative writing.



ENGLISH LITERATURE

This term students are reading and studying the AQA Power and Conflict poetry anthology, one of their GCSE set texts for English Literature.

Students will study fifteen poems that make up the anthology collection, exploring themes such as the power of mankind, the power of nature, the effects of war, memory and identity.

Currently, students are enjoying exploring the theme of 'Power and Conflict' and looking at the war poems from the collection.

Students will go on to explore links between the poems, developing their ability to compare ideas and methods which is a key skill for GCSE English literature.

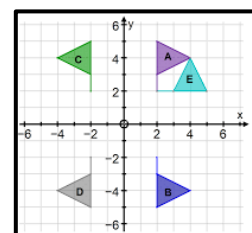


In lessons, students will continue to craft their essay-writing skills so that they feel confident in responding to a GCSE exam-style question.

MATHS

In Year 10, students build on their Key Stage 3 foundations through a focused study of key GCSE mathematics topics. During the autumn term, students develop their algebraic fluency through work on algebraic manipulation, solving equations and inequalities, and using formulae confidently. They then extend their understanding to quadratic expressions and equations, strengthening their ability to represent and solve more complex mathematical problems. Alongside algebra, students revisit and deepen essential number skills, including percentages, ratio and proportion, rates of change, scale calculations, and working with fractions.

Throughout the term, emphasis is placed on developing reasoning, accuracy and problem-solving skills, enabling students to apply mathematical concepts in a range of abstract and real-world contexts. This carefully sequenced curriculum provides a strong foundation for GCSE study, helping students to build confidence, mathematical resilience and a deeper understanding of core concepts.



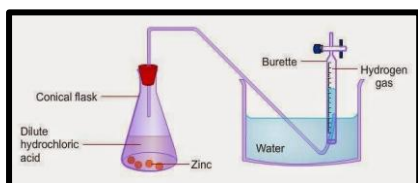
SCIENCE

During year 10 students will continue with their GCSE courses.

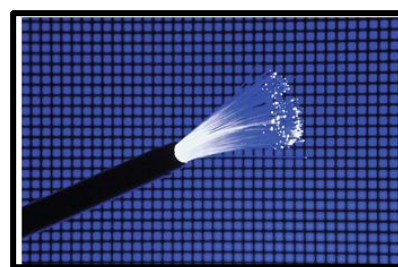
Biology (B4 – Ecosystems) During the Autumn Term, students will study ecosystems, focusing on the interactions between organisms and their environment. They will develop their understanding of key concepts including food webs, nutrient cycling and biodiversity. Practical work will support learning by enabling students to apply ecological sampling methods and consider the impact of human activity on natural systems.



Chemistry (C3 – Acids and Bases) Students will examine the properties of acids and alkalis, with particular emphasis on the pH scale and neutralisation reactions. They will explore the reactions of acids with metals and bases, while developing their practical skills through structured laboratory investigations designed to reinforce theoretical understanding.



Physics (P5 – Waves in Matter) In Physics, students will study waves in matter, with a focus on sound waves. They will consider how waves transfer energy, and will analyse properties such as frequency and amplitude. Students will also investigate how waves propagate through different media, supported by practical activities to deepen conceptual understanding.



Across all three disciplines, students will undertake regular assessment and will develop their ability to apply knowledge to examination-style questions, alongside strengthening their practical and analytical skills. We look forward to supporting students in making sustained progress throughout the term.

ART

In year 10 Art students are working on two major creative projects that form the foundation of their GCSE Art & Design portfolio (Component 1 – 60% of the final grade).

The first is a sustained project titled “Me, Myself and Mine”, which explores themes of personal identity, culture, self-expression. Students will work through a creative process of artist research, media experimentation, photography, drawing from observation, and mixed media techniques. Working towards producing thoughtful, personalised outcomes that reflect who they are.

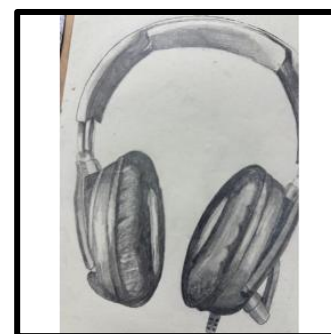


Later in the year, students will complete a second project to strengthen their portfolio, designed to showcase a broader range of skills. Allowing them to demonstrate further understanding of composition, materials, and process.

Both projects are structured to meet all four GCSE Assessment Objectives:
AO1: Develop ideas – Exploring artists, themes, and cultural contexts that connect to identity and expression.

AO2: Refine techniques – Skilful experimentation with a variety of materials, tools, and processes.

AO3: Record observations – Drawing, photography, and written reflections in their sketchbooks.



AO4: Present outcomes – through meaningful final pieces supported by well organised sketchbook development.

These projects form part of the final 60% portfolio, submitted in Year 11. Students will continue to develop their independence, creativity, and technical skill throughout the year in preparation for the Externally Set Assignment (Component 2 ESA 40%) which begins in the spring term of Year 11.

BUSINESS STUDIES

This term, Year 10 students will begin the Edexcel GCSE Business course by studying Theme 1:

Investigating Small Business. This introductory theme develops students' understanding of enterprise, entrepreneurship and how businesses operate in a constantly changing environment. Students will explore: The dynamic nature of business, including how businesses respond to changes in customer needs, technology, competition and the wider business environment. Risk and reward, examining the opportunities and challenges faced by entrepreneurs when starting and developing a business. The role of business enterprise, including the characteristics of successful entrepreneurs, how business ideas are developed and the importance of innovation and enterprise in business success. Throughout the



term, students will apply their learning to real-world businesses through case studies, discussions and practical activities. They will begin to develop the analytical, evaluative and decision-making skills required for success at GCSE while building confidence in applying business theory to a range of business scenarios.

By the end of the term, students will have developed a strong understanding of enterprise and entrepreneurship, providing a solid foundation for the remainder of the GCSE Business course.

CHILD DEVELOPMENT

Starting the new academic year off strong, Year 10 are continuing to work on their Component 1 assignment. We made a great start on this at the end of Year 9, and students have been busy completing their three tasks. These focus on the five areas of development, developmental milestones and factors that affect children's development. This assesses the content they learnt throughout Year 9 and requires them to apply what have they learnt to specific case studies. This assignment is worth the first 30% of their overall GCSE grade, so attendance to every lesson is vital. We will soon begin their next Component, which looks at Learning Through Play.



There will be assignment for this later in Year 10, which is also worth another 30% of their overall GCSE.

COMPUTER SCIENCE

This term, our Year 10 students have been exploring the vital role of computer networks in today's digital world. From the moment we send a message to streaming our favourite shows, networks are at the heart of how we stay connected—and students have been learning exactly how it all works.

In lessons, students have studied the fundamentals of networking, including different types of networks, the hardware required to build them, and the various purposes they serve in both personal and business settings. They've also explored how networks enable global connectivity and support the digital services we rely on every day.



Using real-world scenarios, students have applied their knowledge to identify which types of networks are most suitable in different situations. This practical approach helps them understand how millions of devices can communicate seamlessly, allowing us to access vast amounts of information and media with just a few clicks.

CREATIVE MEDIA

This term, students will develop the practical and creative skills needed for Component 2 – Developing Media Skills (30%). Stepping beyond the traditional classroom, learners will take part in a series of hands-on workshops designed to bring media production to life through experimentation, collaboration and creativity. Using a dynamic, kinaesthetic approach, students will explore a range of exciting challenges and practical tasks that encourage them to think like real media producers.

Through these creative experiments, they will generate and refine ideas for their own original media products while gaining valuable insight into the production process. Getting involved in every stage of creation, learners will develop technical skills in camera operation, shot sizes, lighting techniques and visual composition, discovering how these elements work together to create engaging and effective media content.



They will then take their projects into the editing suite, where all media assets will be shaped, enhanced and polished using industry-standard post-production techniques. This exciting unit gives students the chance to experiment, innovate and build confidence as media creators, transforming imaginative ideas into professional-quality productions while developing skills that are essential for the modern creative industries.

DANCE

GCSE dance students continue to study and explore the 6 professional works as part of Section C of the written exam. Students will also begin to look more in depth at the Set Phrases that partly make up their performance marks for their final grade. This is an excellent opportunity for students to put all of their learned knowledge of physical, expressive and technical skills in to action!



DESIGN AND TECHNOLOGY

In Year 10 as the course progresses, so does the depth of the content studied. Detailed graphical drawing skills will be explored with mathematical modelling, linking products to mass production methods, and blue-sky thinking. Critical assessments will be made to ensure the design cycle process is followed.

Designs will be re-iterated to meet the demands of function and sustainability in the modern world. Technical specifications will be created using orthographic drawings and modelling methods. Advanced computer-aided design software will be used to simulate the products designed and to output for manufacture.



Students will learn about the different working properties of materials and the implications of wider issues such as the lifecycle of specific materials, different methods of generating fuels, and an

awareness of social and ethical issues, sustainability, culture, society, and the environment. Prototyping methods will be explored using paper and boards, fibres and fabrics, electronic systems, and mechanical devices. We will participate in hands-on workshop activities, allowing students to observe and study real-world examples of design and technology processes. This will finally lead into their GCSE controlled assessment task for Design and Technology (NEA).

In Year 10, pupils can expect an hour a week of homework and will sit a mock exam in the summer term.

DRAMA

Year 10 students will be diving into two exciting areas of the GCSE Drama course; Devising and Scripted Performance. As part of their preparation for a devising mock exam, students will work collaboratively to create original pieces of theatre based on a given stimulus, exploring different theatrical styles, techniques and themes. They will then move on to rehearsing scenes from professional plays, focusing on interpreting character and developing their performance skills.

Year 10 students are encouraged and expected to attend Drama Club, which will allow them to work on their performance skills as well as a better understanding of directing, scriptwriting and production. Students are also welcome to be stage hands at our musical productions.



ECONOMICS

Unit 3.2 – How the economy works. Students have been studying Unit 3.2, focusing on how the wider economy operates. They have been introduced to the main economic groups: consumers, producers and government. Students are exploring the importance of interest rates, including how they affect saving, borrowing and spending. They will also study key macroeconomic objectives and the role of government in managing the economy.



FOOD AND NUTRITION

Students will explore each nutrient in detail, developing a deeper understanding of chemical structures, food sources, and the role nutrients play in a healthy diet. They will also consider the potential effects of both excess and deficiency, helping them make informed food choices. Students will apply this knowledge in a practical context by adapting recipes and evaluating their own work, building confidence in both their decision-making and practical skills. There will be a continued focus on preparing students for success in assessments, with regular opportunities to practise exam-style extended writing questions and improve their exam technique. During the first term, students will complete two engaging food science investigations, focusing on:

- The role of fats in pastry
- The function of raising agents

These experiences will support students in developing a deeper understanding of how ingredients behave, while building independence and confidence in both theory and practical work.



GEOGRAPHY

Students have been investigating how rivers change as they travel downstream. We started by learning about the different processes taking place within a river – erosion, transportation, and deposition - and how these create iconic river features such as waterfalls and oxbow lakes. Later in the term they will explore the factors that can increase the likelihood of flooding – an important issue given population pressures and our changing climate – and look at flooding events in Cumbria to investigate the impact this had on the population and measures that have since been implemented to reduce future events.

Before the end of term, students will commence a topic looking at urban areas and trends in urban populations around the world – identifying where in the world cities are growing or changing most rapidly, and the challenges this presents.

Students with a desire to make a positive impact on their local community and an interest in environmental sustainability are encouraged to join the school's 'eco-committee' to review the impact we have on the environment and to support projects to mitigate it.



HEALTH AND SOCIAL CARE

This term, students will explore health and social care services and how they meet the needs of different service users. They will also learn about the barriers that can make it difficult to access these services and consider practical ways these barriers can be overcome.

Students will begin their Component 1 Pearson (the exam board) Set Assignments, which are worth 30% of their final grade. Over the course of the term, they will complete Task 1, Task 2 and Task 3a. In these tasks, students will demonstrate their understanding of growth and development across the life stages, explore the factors that can affect development, and examine how life events can impact individuals.



Additional support is available for those who need it, with after-school sessions offered to help reinforce learning and build confidence.

HISTORY

In Year 10, students begin the third of four GCSE History units: Germany, 1890–1945: Democracy and Dictatorship. The course starts with an investigation into Germany under Kaiser Wilhelm II, exploring the nature of government, the growth of socialism and trade unions, and the impact of the First World War on German society. Students then examine the creation of the Weimar Republic and the challenges faced by Germany in the years following the war. As the unit progresses, students consider the reasons for the rise of the Nazi Party, including the impact of the Great Depression and growing political instability.

They then study how Hitler established a dictatorship, focusing on the use of fear, terror and propaganda to maintain control. The unit concludes with an examination of life in Nazi Germany and the impact of Nazi policies on different groups within society. Throughout the unit, students are encouraged to make links with their previous study of Conflict and Tension, helping to strengthen their understanding of key events and develop secure retrieval of prior knowledge. Regular knowledge retrieval activities are used to support long-term learning and ensure students develop a strong foundation of factual knowledge. Alongside the content, students continue to develop essential GCSE examination skills. They practise responding to the six different question types required by the exam board, including the analysis of historical sources and interpretations. Lessons focus on developing students' evaluation, critical thinking and analytical skills, enabling them to reach well-supported judgements using precise historical evidence.



IT

Students are carrying on with their set assignment which is on "Augmented Reality" which contains three to five practical tasks. It is scenario based and set at 36 guided learning hours and worth 60 marks of their course. In lessons, students will be looking at AR is and the use of it to present information so that users can see more detail in items/ products with 2D or 3D images and can place the item digitally in their surroundings. AR provides increased engagement; interaction and a richer user experience and students will be completing the exam board's set assignment, which will involve designing and creating an AR prototype. Work on this continues this half term.



Do come along to our support sessions on Thursday's in BC6 at Brookland's to help you enhance your learning in this topic.

LANGUAGES

FRENCH

This term, Year 10 students are looking at Module 4- “En pleine forme”. This unit is looking at health and lifestyle. Students will focus on learning about food and mealtimes, physical and mental health, describing body parts and illness and talking about lifestyle changes. They will practise role play situations with booking a doctor's appointments. They will revise and learn the partitive article, negative forms and the three tenses.



SPANISH

Students will learn about Travels and Holidays. This unit will enable them to narrate past events using preterit and imperfect tenses through discussion of aspects of their daily lives, including leisure activities and past holidays. Students will also have the opportunity to further develop their exam skills through in class assessment.



GERMAN

This term, students will begin their GCSE German course with the first unit titled “Zurück zur Schule” (Back to School). They will learn how to describe school timetables and express their opinions about different subjects and routines. The unit also encourages thoughtful discussion around the benefits and limitations of school rules, whether school days are truly the best days of one's life, and the value of participating in school exchange programmes. Through this topic, students will develop both their language skills and their ability to reflect on personal and cultural experiences.



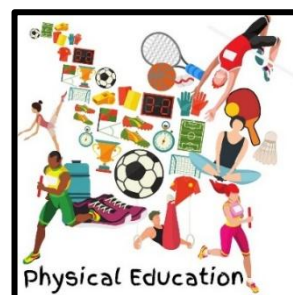
MUSIC

Students have been studying blues and fusion music, incorporating influences from African and Caribbean styles, as well as Latin and folk music. They have really enjoyed exploring these genres and are also developing their performance skills in preparation for showcasing their work later in the academic year.



GCSE PE

This Autumn, Year 10 students will take part in a varied and active PE programme, with a strong focus on participation, enjoyment and applying skills in game situations. Students in the Girls PE Groups will take part in Netball, Basketball and Table Tennis, while students in the Boys PE Groups will participate in Football, Tag Rugby and Health & Fitness. Having developed a solid foundation of skills in previous years, students will spend more time playing competitive and conditioned games, allowing them to put their skills into practice, make decisions under pressure and develop their understanding of how to contribute effectively to team performance. Lessons will encourage students to stay active, challenge themselves and enjoy participating with others. Within Health & Fitness, students will make full use of the fitness suite to further develop their understanding of the components of fitness and how they contribute to both sporting performance and overall health. Building on the work completed in Year 9, students will design, implement and refine a personalised fitness programme focused on improving one component of fitness. They will regularly monitor and track their progress, evaluate the effectiveness of their training and make adjustments where needed. Alongside curriculum PE, students will have opportunities to take part in extracurricular clubs and represent the school in fixtures, helping them to stay active and involved in school sport throughout the year.



PSYCHOLOGY

Students will start Year 10 with the topic Sleep and Dreaming. They will have an opportunity to reflect on their own sleeping habits when learning about the functions and benefits of sleep. They will learn about the internal and external influences on our bodily rhythms, where they will also consider how we can improve our sleep habits and quality. Students will be able to apply this



knowledge to the world of work and consider how shift-workers may be affected by their changing sleep patterns. They will learn about different theories on why we dream and whether our dreams have meaning. Students will be developing their skills of extended writing throughout the topic, building on the skills of evaluation they learnt in Year 9.

All students have the opportunity to attend weekly support sessions, they can find the details for these on the Psychology noticeboard.

SOCIOLOGY

Year 10 Sociology students will continue studying their Paper 1 content as they begin their Education unit. This starts with them exploring the different types of schools and education, considering the expansion of Academies and Free Schools, and the core differences between private/independent schools compared to those that are state-run. They will undertake case studies into Public Schools such as Eton College and Harrow School to apply their knowledge.

Students will then progress to examine the role of education, such as the key functions of creating social solidarity, socialising students and the principle of meritocracy. Students will explore these roles and functions by applying their key sociological perspectives and assessing the impact that capitalism and patriarchy may have on student experiences and outcomes. As we near the Spring Term, students will be introduced to their next sub-topic which is Educational Policy, which examines the key historical and contemporary changes to the British education system, from the 1944 Tripartite System to the recent work of the Labour government.



CHARACTER DEVELOPMENT

Character Development equips students with the skills, knowledge and values needed to thrive in school and beyond and forms an important part of our Holistic Curriculum. This is a timetabled lesson that students do with their Form Tutor every Week A Wednesday, session two.

For the first half-term, students will be learning about Respect and how to show this in our community. Students will begin this topic by learning about what hate crimes are, why they occur and their impact on both individuals and society. There will also be sessions on extremism and radicalisation to develop students' awareness of these issues and the harm they pose. The topic of Respect ends with students studying the differences between equity and equality and the value and importance they both have in creating a fair, respectful society.



The second half-term's theme for Character Development is Mental Health. Students will begin this topic by learning about the causes and signs of social anxiety and the various strategies used to help people manage and overcome social anxiety. There will also be lessons on loneliness and how this appears at different points in an individual's life, before looking at how to develop resilience when using social media to manage the influence it has on wellbeing.

Year 10 will also have an assembly being delivered by iCaSH (Integrated Contraception and Sexual Health) in November. They are an NHS service who already offer age-appropriate assemblies in

various schools across Milton Keynes. Their assemblies will be used to introduce their services and discuss sexual health, contraception and STIs.