

Year 11 Autumn Curriculum Update - September 2026

YEAR 11 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

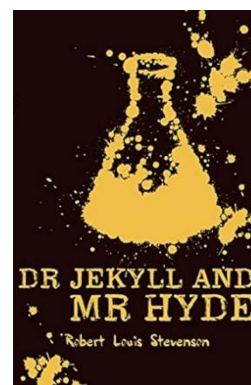
ENGLISH LANGUAGE

This term students are revising the skills required for GCSE English Language exam, using their year 10 mock exams, both paper 1 and paper 2, to recap the requirements of each. The first half of the term will focus on paper 1 and the second part of the term will focus on paper 2. Each lesson is centres around a specific exam question and students are given the opportunity to enhance their response in preparation for year 11 mocks, and eventually the GCSE exam. Using a 'model' or exemplar paragraph they are able to see what a clear and effective response should look like. Students then use this to edit and enhance their own response. To practise and secure their skills further, students also explore new texts. Reflecting on their learning in the previous lesson, they are able to craft a detailed and effective answer independently. Students complete a series of feedback tasks which enable them to make further improvements to their responses.



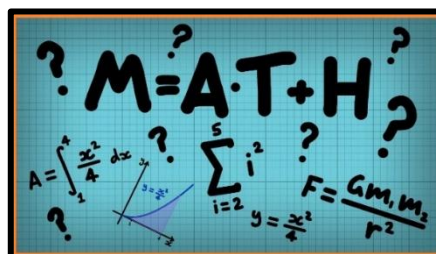
ENGLISH LITERATURE

This term Year 11 are revising for their paper 1 English Literature exam: one question based on Shakespeare's Macbeth, the other on The Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson. Students are focussing on the characters of both texts, as well as the central themes. Students are currently enjoying revisiting the gory and bloody nature of Macbeth, alongside the philosophical arguments surrounding identity and duality in Dr Jekyll and Mr Hyde. They are particularly enjoying that the two central characters and analysing the intricacies of Stevenson's language. As students revisit their prior learning, they will also build upon their essay writing skills, develop their line of thinking and ability to craft an interpretation.



MATHS

In Year 11, students consolidate and extend their GCSE knowledge through a programme of study designed to prepare them for success in their final examinations. During the autumn term, students develop their understanding of ratio and proportion, applying these concepts to a range of practical, real-world and multi-step mathematical problems. Their study of geometry and measures includes area and volume, as well as similarity and congruence, allowing students to deepen their understanding of geometric relationships and scale. Students further strengthen their algebraic skills through the study of sequences and proof, learning to recognise patterns, form generalisations and justify mathematical arguments with increasing precision. Key number skills are reinforced through work



on standard form, building confidence when working with very large and very small numbers in a variety of contexts. The geometry curriculum continues through the study of circles, with students exploring circle properties and, where appropriate, more advanced circle theorems. Students also develop their understanding of probability through set notation and Venn diagrams, applying logical reasoning to solve increasingly complex problems. Higher-attaining students will additionally extend their geometric reasoning through the study of vectors. Throughout the year, emphasis is placed on developing fluency, accuracy, resilience and problem-solving skills. Students are encouraged to make connections across different areas of mathematics, communicate their reasoning clearly, and apply their knowledge confidently in unfamiliar situations. This broad and challenging curriculum ensures that students are well prepared for the demands of GCSE Mathematics and supports progression to further study.

SCIENCE

During the Autumn Term, Year 11 students will begin focused preparation for their upcoming mock examinations. Teaching will concentrate on key GCSE content across all three science disciplines, alongside the continued development of exam technique and application skills.

Biology (B6) Students will study global challenges, including the impact of human population growth on the environment and the importance of sustainable resource management. They will also explore factors affecting food security and the role of biotechnology. This unit will consolidate students' ability to apply biological knowledge to real-world contexts.



Chemistry (C6) In Chemistry, students will focus on global challenges, including the Earth's resources, potable water, and the life cycle assessment of products. They will consider the environmental impact of chemical processes and evaluate strategies for sustainable development, strengthening both their analytical and evaluative skills.

Physics (P8) Students will study energy, including energy stores and transfers, efficiency, and methods for generating electricity. They will evaluate the advantages and disadvantages of different energy resources, with an emphasis on sustainability and environmental impact.



Across all three sciences, students will undertake regular assessment and structured revision activities in preparation for their mock examinations. There will be a strong emphasis on practising examination-style questions, improving extended written responses, and refining revision strategies. Parents can support at home by encouraging consistent revision, use of revision guides and online platforms such as Seneca and BBC Bitesize, and by helping students to organise their independent study

effectively. We look forward to supporting students as they prepare for this important stage in their GCSE course.

ART

Year 11 Art students are working towards the completion of their final coursework project, titled 'Found'. Students are developing their ideas through observational drawing, photography, media experimentation, and artist research, leading to a final piece.

The 'Found' project marks the completion of Component 1: Personal Portfolio, which accounts for 60% of the final GCSE grade. All supporting sketchbook work, research, and final outcomes must be completed and submitted by the end of the Autumn Term (before Christmas).



After Christmas, students will begin work on Component 2: Externally Set Assignment (ESA), which is worth the remaining 40% of their GCSE. They will receive their ESA theme from the exam board in January, and will have several weeks to develop their ideas, experiment with materials, and plan their outcome. This process will include a 10-hour practical exam, which will take place in April, where students will produce their final response under controlled conditions.

BUSINESS

This term, Year 11 students will study the final unit of the AQA GCSE Business course: Finance. This unit develops students' understanding of how businesses manage their finances and make informed financial decisions to support growth and success. Students will explore: An introduction to business finance and its importance. Why businesses need finance, including start-up and expansion finance. Internal and external sources of finance, considering the advantages and disadvantages of each. Cash flow statements, including how to interpret them and understand the importance of managing cash flow effectively. Throughout the term, students will apply financial concepts to real business scenarios through case studies, calculations and exam-style questions. They will develop their confidence in interpreting financial information and applying their knowledge to business decision-making. By the end of the term, students will have a secure understanding of business finance, providing an important foundation as they prepare for their GCSE examinations later in the academic year.



CHILD DEVELOPMENT

Students have now fully completed their Component 1 and 2 assignments, which contribute to 60% of their final grade. The students have shown amazing dedication and maturity during this process. We are so proud of them, their studiousness, and their commitment.

Well done! Now all the assignments are complete, students are continuing to study Component 3: Supporting Children to Play, Learn and Develop, which we started in the Summer Term of Year 10. This prepares them for the content of their final GCSE exam at the end of Year 11. So far we have investigated different special educational needs and their impact on a child's growth and development. We will be exploring this in more detail and what the roles of practitioners are in supporting children with additional needs.



COMPUTER SCIENCE

This year, our Year 11 students are revisiting the foundations of Computer Science, beginning with a focused study on Systems Architecture. This unit serves as a valuable recap of key topics, ensuring students have a strong grasp of the core principles before moving into more advanced content.

In this term, students are deepening their understanding of the Central Processing Unit (CPU)—its purpose, components, and the factors that affect its performance. This knowledge is essential for understanding how modern computers function and lays the groundwork for success in their final assessments.



In addition to the technical content, Year 11 students are also beginning to develop their exam techniques and strategies. They are learning how to approach different types of questions, manage their time effectively, and apply their knowledge in exam-style scenarios.

To support learning at home, we encourage students to make use of the excellent resources available to them. These include materials on Microsoft Teams, as well as platforms like Seneca Learning & CSUK Revise.

CREATIVE MEDIA

This term, Media students will dive into their Component 1– Exploring Media Products (30%), an exciting opportunity to showcase their creativity, critical thinking and media expertise. Building on the preparatory work completed over the summer, students will enter a supervised coursework window where they will craft and refine their written responses using word processing tools. Following the Pearson Set Assignment guidance, students will spend approximately 10 hours completing two substantial written tasks. Along the way, they will become media detectives, exploring a range of sectors including moving image, print and interactive media. They



DANCE

means. This will also provide students with amazing opportunities to perform in shows and platforms!



DESIGN AND TECHNOLOGY

Enrichment opportunities will be made available throughout the year to support students with both their NEA and exam preparation. These may include after-school sessions, targeted workshops, and access to additional resources to help them succeed.

DRAMA

Year 11 are now entering a crucial time in their GCSE Drama course. As a continuation from the summer term, students will be refining and rehearsing their Devising performances as well as completing their portfolios and the written evaluation. The exam date for the Devising unit will be mid November, and makes up for 30% of the overall course. Once this component is complete, they will then turn their attention to their Scripted Performance exam, where perform extracts of professional plays.

Year 11 students are encouraged 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 expected to utilise interventions, especially crucial around performance dates.



ECONOMICS

Unit 3.2- How the economy works. Students will complete their study of Unit 3.2 by exploring the role of international trade and its importance to the UK economy. They have examined why countries trade and will go on to study how trade is measured through the balance of trade, as well as the causes of current account surpluses and deficits. Students will also learn about exchange rates, free trade agreements and globalisation, alongside the role of money and financial markets.



FOOD AND NUTRITION

Year 11 students have now begun the first of their Non-Exam Assessment (NEA) tasks, which forms an important part of their GCSE Food Preparation and Nutrition course. This initial task, known as the Food Science Investigation (NEA 1), requires students to explore the science behind food. They will investigate how and why ingredients behave in particular ways when they are prepared and cooked. To complete this assessment, students will:

- Plan and carry out a series of practical experiments, testing variables and recording results carefully
- Develop scientific understanding of the functional and chemical properties of ingredients
- Analyse and evaluate their findings, explaining why particular outcomes occur
- Present their investigation in a structured written report, demonstrating clear reasoning and application of food science knowledge

This task helps students to build key skills such as independent research, organisation, problem-solving, and critical thinking. It also prepares them for further practical work later in the course, including their final food preparation assessment. Students have made a positive start, showing curiosity and engagement as they begin to explore the science behind everyday foods. We encourage them to continue revising key scientific principles and to stay organised with their notes and deadlines.



GEOGRAPHY

This term, students are looking at the final GCSE Human Geography topic, “The Changing Economic World.” This topic looks at the nature of development, inequality and how we can measure it using indicators such as the ‘Human Development Index’. (Can you guess which country is ranked the “most developed” according to this indicator?... If you guessed Norway then well done!) Students will then study Nigeria, as an example of a country that has experienced rapid economic growth and explore the opportunities and challenges associated with this change.

Finally, they finish by looking at how the United Kingdom’s economic development has changed over time and the impact this has had on where people live, the jobs they do and urban landscapes.

We will also use time during the term to think back about the fieldwork completed in the Summer of Year 10, and how it may be applied to this year’s exams. Students will also be offered the opportunity to visit Birmingham to see some of the regeneration projects studied in Year 10 and to try new fieldwork data collection techniques.



HEALTH AND SOCIAL CARE

This term, students will be finalising their Component 2 Pearson (the exam board) Set Assignment, which contributes 30% towards their final grade. Students have already successfully completed Task 4 and Task 5, where they demonstrated their understanding of the skills, attributes and values required by care professionals, and how these can support individuals in overcoming barriers and challenges.

During the first half of the term, students will focus on completing the remaining tasks. In Task 1, they will explore how healthcare services work together to meet the needs of an individual. In Task 2, they will examine how social care services provide support. In Task 3, they will investigate the barriers individuals may face when accessing health and social care services. In the second half of the term, students will begin Component 3: Health and Wellbeing. In this component, they will explore the factors that influence an individual’s health, including lifestyle and physiological factors. They will learn how to interpret health indicators, consider person-centred approaches, and make recommendations to improve health and wellbeing, while also understanding the challenges individuals may face when making changes. This component is assessed through an external exam. Students who would like additional support are encouraged to attend after-school sessions, where they can receive extra guidance and build their confidence.



HISTORY

GCSE History students embark on their fourth and final study unit- Elizabethan England 1568-1603, which is a British study investigating the rule of a powerful female monarch. A main part of this unit is examining political, religious and societal changes, including the Catholic threat, political pressure on Elizabeth to marry and Elizabethan attitudes towards poverty. Lessons regularly build in knowledge checks and consolidation activities. Teachers also build upon some of the exam skills from earlier in the course by once again focusing on historical interpretations and 'write an account' responses.



IT

At the start of Year 11 we are working on completing the NEA projects and students are recapping all topics, skills and knowledge learnt from theoretical units and practical/coursework set assignments from Year 9 to date. Some of these topics cover, IT in the world, Design tools and how they are used, Cyber Security and Laws and policies that govern the IT world.

Now, students in Year 11 will carry on practising exam techniques and strategies to start preparing them for their upcoming set of mocks and exams. To support at home please feel free to give encouragement to use the range of resources at their disposal, most of these can be found on Teams alongside links to websites such as GCSEpod, Seneca Learning and useful YouTube series.



LANGUAGES

FRENCH

Throughout this half term students will be looking at the topic of environment. The module includes geography, climate and how we can help the environment. Students will continue to refine their grammatical knowledge and vocabulary through a series of reading, listening, speaking and writing tasks. This module allows students to really consider the impact that environmental change has in the Francophone world. During this term, students will also be sitting their mock speaking exam and further time in class will be spent preparing for this.



GERMAN

This term, students will continue their GCSE German studies with the unit “Unsere Welt” (Our World). They will be learning how to use verbs followed by prepositions to express ideas more precisely and will also be introduced to the modal verb ‘wollen’ to talk about intentions and future plans. Through this topic, students will explore global themes such as the environment, sustainability, and personal responsibility. The unit encourages thoughtful discussion and helps students develop the language tools needed to express their views on important issues affecting the world around them.

SPANISH



Students will complete the theme My Future and Studies. They will be contemplating whether work or university should be their route in life, and what advantages and disadvantages each side could have. This is a great module, not only for concreting knowledge of the future tense and its formation, but also to allow the students to start thinking about their very own future path. They will also have the opportunity to sit a full Speaking Mock exam.

MANDARIN

Helping others can make a real difference! This term we are exploring how charities support people, animals, and the environment, and discover the many benefits of volunteering, from building new skills to strengthening communities. At the same time, we are also learning to build healthy routines, regular exercise, and balanced eating habits - to help us stay active, feel positive, and enjoy a happier, healthier lifestyle every day.

MUSIC

Students have been working hard on their NEA work, responding to composition briefs set by the exam board. They are enjoying applying their knowledge to create music for one of the given scenarios. Students have also been developing their performance skills and are preparing their pieces for recording.



PE

This Autumn, Year 11 students will take part in a fun and active PE programme designed to keep them moving, support their wellbeing and provide plenty of opportunities to get involved in sport during their final year at school. As students prepare for their GCSEs, regular physical activity can play an important role in managing stress, boosting energy levels and supporting overall health and wellbeing. Students in the Girls PE Groups will take part in Health & Fitness, Badminton and Netball, while students in the Boys PE Groups will participate in Football, Rugby and Handball. Lessons will focus on participation, enjoyment and staying active, with plenty of opportunities to apply skills in competitive and recreational game situations. Students will be encouraged to challenge themselves, work with others and maintain an active lifestyle throughout the term. Within Health & Fitness, students will use the fitness suite to develop their understanding of the components of fitness, take part in fitness testing, set personal goals and track their progress throughout the term. During the first two weeks, students will complete a range of fitness and skills assessments to help ensure they are working in groups that provide the right balance of support and challenge. For students studying GCSE PE, the Autumn Term will also include a focus on strengthening examination knowledge through regular classroom revision, retrieval practice and exam-style questions. Students will continue to finalise coursework requirements and develop their practical performances in preparation for moderation after Christmas, ensuring they feel confident and well-prepared across both the theoretical and practical elements of the course.



PSYCHOLOGY

Students will begin Year 11 learning about the brain and neuropsychology to allow them to understand how our brains influence our behaviour. Our students have learnt key brain regions associated with other topics in psychology such as development, sleep and memory; in this topic they will develop their knowledge further being able to identify the functions of the lobes of the brain, and what happens when these are damaged. Students will learn about how the brain sends messages through neurons and what the different sides of the brain are responsible for. They will take part in mini experiments to explore gender differences in how our brains function and what happens when our brain hemispheres are disconnected.



To continue preparing for their summer exams, we will be doing lots of exam question practice, including exploring the issues and debates related to psychology. All students have the opportunity to attend weekly support sessions, they can find the details for these on the Psychology noticeboard.

RELIGION, PHILOSOPHY AND ETHICS

This term, Year 11 will explore their final thematic studies. Firstly, students will establish an understanding of Religion, Crime and Punishment. To do so, students will identify why people commit crime and the types of punishments society uses or has used in the past. Students will explore the concept of forgiveness and how it can be applied alongside punishment for breaking the law. Students will go on to apply their knowledge of Christianity and Islam to issues surrounding Peace and Conflict, including Pacifistic ideas, types of weapons and whether war is ever acceptable.



SOCIOLOGY

Year 11 students are going to explore the fifth and final topic in the GCSE specification, which is social stratification. This topic looks at how different societies have grouped people differently. Students will start by looking and comparing the previous apartheid system in South Africa, to the caste system in India and the class system in Britain. This will require students to recall their prior knowledge on sociological perspectives and apply it to the new societies they will be learning about. This will help students develop their critical analysis skills.

The second component helps students memorise and revise knowledge from the previous years as it solely focuses on social class. Therefore, students will have to use the sociological perspectives of functionalism, New Right and Marxism for this component. During this component, they will be quizzed on their knowledge of Marxism based on previous topics. They will also undertake formal assessments in the form of 12-mark questions.



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 build on their learning from Year 10 on extremism and radicalisation by studying the process of how radicalisation occurs, why some people may be more vulnerable to this and how to recognise and respond to the signs of radicalisation. This topic also teaches students about microaggressions and offensive language and the issues they create, such as prejudice and discrimination, before looking at respect in the context of neurodiversity and celebrating our differences.

The second half-term's theme for Character Development is Mental Health. Students will be learning about the risks of viewing online content promoting self-harm, suicide or violence and how and where to seek support for mental health-related issues.

There will also be a session which helps students understand impulse and compulsion disorders and how to seek support for them, before studying ways to manage stress and anxiety, and maintain positive mental health, during mock and exam season.



Year 11 will also have an assembly being delivered by iCaSH (Integrated Contraception and Sexual Health) on the week beginning the 28th September. 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. They will be visiting later in the academic year to offer further drop-in sessions and testing information for Year 11.