

Year 12 Autumn Curriculum Update September 2026

YEAR 12 AUTUMN TERM OVERVIEW

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

We would like to welcome our new Year 12 students to the start of an exciting journey in our Sixth Form at Brooklands and hope you have had a well-deserved rest this summer. You are stepping into a community built on support, hard work, independence, and ambition. We look forward to seeing your passions grow and your confidence soar in the coming months.

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.

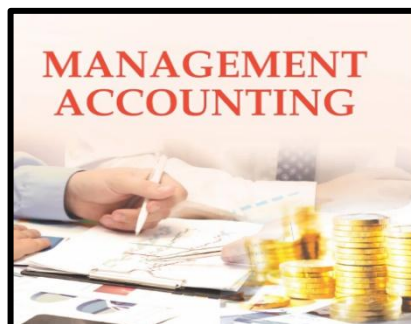
A new year always means a chance for reinvention. Reinvention starts by taking chances. We encourage our students to approach September with the mindset of saying yes! We want to support our young people in taking calculated risks so that they can thrive in school and beyond. The yes might be to a new 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

ACCOUNTING

Principles of Bookkeeping -This unit introduces students to the essential principles of bookkeeping, focusing on the accurate recording of financial transactions and their importance in supporting effective business operations. Students develop a strong understanding of the accounting cycle, including how financial information is recorded, analysed, and communicated to inform decision-making. Throughout the unit, students learn to explain the purpose and importance of key financial documents used in business. They gain confidence in performing core calculations, including trade and cash discounts, and develop practical skills in maintaining accurate financial records.



A central component of the course is mastering the double-entry bookkeeping system, where students learn to recognise the dual effect of transactions and accurately record both cash and credit transactions in ledger accounts. Students also practise balancing ledger accounts and preparing a Trial Balance, ensuring accuracy and consistency in financial reporting. In addition, students build analytical skills by identifying and correcting common errors in financial records using journal entries, reinforcing their understanding of accuracy and control in accounting systems. Student progress is supported through regular formative assessments, providing ongoing feedback to guide improvement. At key points in the course, summative assessments are used to evaluate students' understanding and application of concepts. Prior to the Christmas break, students complete a formal examination-style assessment to consolidate their learning and prepare for subsequent units.

ART

In Year 12 students begin their course by completing a series of skills based projects designed to develop observational drawing, experimentation with materials and critical analysis. Building on these foundations, students explore the theme "Origins", investigating ideas such as beginnings, personal identity, ancestry, creation, natural forms, evolution, place, culture and the source of artistic inspiration. Students are encouraged to interpret the theme in a personal and meaningful way. Throughout the year students create a portfolio of work that demonstrates research, experimentation, recording and development of ideas. They will investigate a range of primary and secondary sources, explore relevant artists and contextual references, experiment with materials and techniques, and produce increasingly personal responses to the theme. Students are expected to draw from observation, document their creative journey and refine their work in response to critical reflection and feedback. In the summer term students begin their Personal Investigation, selecting an area of interest inspired by their own experiences and creative interests. This project forms the basis of their Year 13 coursework component and allows students to develop a sustained and independent body of practical work.



BUSINESS STUDIES

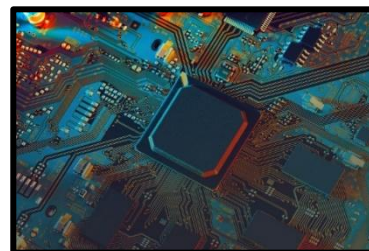
YEAR 12 A-LEVEL:

This term, Year 12 students will begin their Edexcel A Level Business course by studying key topics from Theme 1: Marketing and People. These topics provide the foundation for understanding how businesses identify customer needs and manage their workforce effectively.

Students will explore: 1.1 Meeting Customer Needs, including market research, market segmentation, customer needs, market mapping and understanding customer behaviour. 1.4 Managing People, including organisational structures, recruitment and selection, motivation, training and development, leadership and organisational design.

Throughout the term, students will apply business concepts to a range of real-world organisations through case studies, discussions and exam-style activities. Students will begin to develop the analytical and evaluative skills required for success at A Level while learning to apply business theory to contemporary business situations.

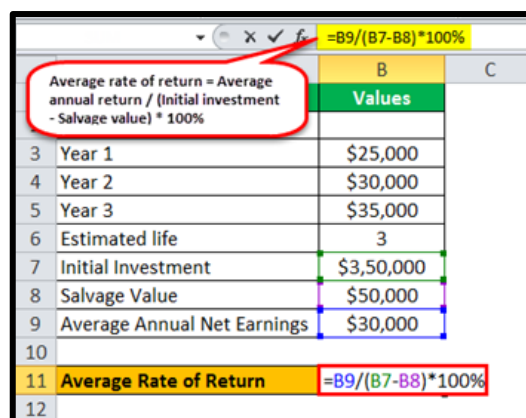
By the end of the term, students will have established a strong foundation in marketing and people management, preparing them for the more advanced themes studied later in the course.



COMPUTER SCIENCE

This term, our Year 12 students have delved deeper into the inner workings of computer systems, building on their prior knowledge from GCSE. They have been exploring the structure and functions of processors, with a particular focus on the Central Processing Unit (CPU)—its architecture, components, and how it handles the exchange of data within a system.

In addition to studying different types of processors, students have also begun to explore the early stages of software development, laying the groundwork for more advanced programming concepts later in the course.



	B	C
	Values	
3	Year 1	\$25,000
4	Year 2	\$30,000
5	Year 3	\$35,000
6	Estimated life	3
7	Initial Investment	\$3,50,000
8	Salvage Value	\$50,000
9	Average Annual Net Earnings	\$30,000
10		
11	Average Rate of Return	=B9/(B7-B8)*100%
12		

Building on the programming skills developed at GCSE, students are now applying their knowledge to more complex tasks. They are gaining experience with both first-generation and second-generation programming languages, giving them a broader understanding of how programming has evolved and how it is applied in real-world computing.

This term marks an exciting step forward in their journey, as they begin to bridge the gap between theoretical understanding and practical application.

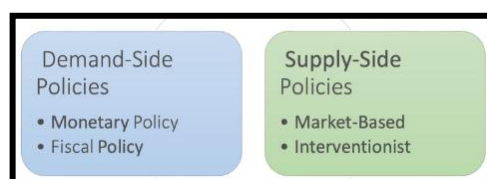
CREATIVE MEDIA

This term, learners will step into the exciting world of filmmaking as they explore how stories are brought to life on screen. Investigating the conventions of narrative storytelling, students will discover how filmmakers use different formats, genres and creative techniques to captivate audiences and create memorable viewing experiences. As the term progresses, learners will move from film critics to film creators, planning and preparing their own productions. They will gather resources, develop ideas, organise cast and crew, and build all the foundations needed for a successful shoot. During production, students will take on key industry roles, bringing together essential elements such as camera work, lighting, acting, directing and sound to transform their vision into reality. They will then enter the editing suite, where they will apply a range of post-production techniques to refine, enhance and polish their work into a professional final outcome. This hands-on unit offers a fantastic opportunity for learners to unleash their creativity, develop technical skills and experience every stage of the filmmaking process—from the first spark of an idea to the final cut.



ECONOMICS

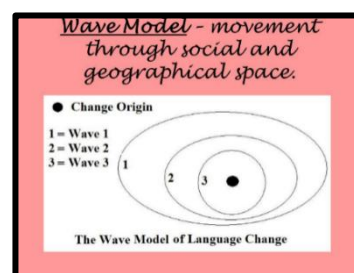
Students have been studying Theme 1: Introduction to markets and market failure and Theme 2: The UK economy – performance and policies. In Theme 1, they have explored the fundamental ideas of economics, including the nature and purpose of economic activity, and how goods and services are produced to satisfy needs and wants. They will continue by examining demand and supply, as well as elasticities. In Theme 2, students have developed an understanding of the current performance of the UK economy, focusing on key measures such as economic growth. They will go on to study other important macroeconomic objectives, including price stability, low unemployment and a stable balance of payments.



ENGLISH LANGUAGE

Our students have started their new to 2026 A level English Language and Literature course with a flair and a spark! They are currently building an impressive repertoire of sophisticated linguistic terminology to ensure that they can confidently analyse texts and the world around them whilst expressing their views with maturity.

Through their Paris unit, students are exploring how language is used to show opinions in the media, advertisements and speeches. They have particularly enjoyed seeing how the media have portrayed Paris and adverts achieve their purpose. Within their *Lovely Bones* unit, enthusiastic discussions have explored how the main character is an interesting narrator, with stylistic



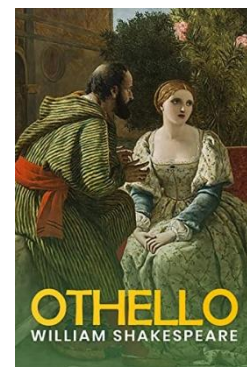
features being thoroughly investigated. Students have eagerly explored how to use this text as inspiration for their own creative writing and expression.

ENGLISH LITERATURE

Students have made an excellent start to A Level English Literature this term, engaging with a range of challenging and thought-provoking texts. Alongside their study of *The Great Gatsby* by F. Scott Fitzgerald and poetry exploring the theme of Love Through the Ages, students have immersed themselves in Tennessee Williams' iconic play, *A Streetcar Named Desire*. Our exploration of *A Streetcar Named Desire* has focused on the complex relationships, tensions and conflicting values that drive the play.

Students have examined the characters of Blanche DuBois, Stanley Kowalski and Stella Kowalski, considering how Williams presents themes such as desire, identity, power, class and the conflict between illusion and reality. Through discussion and analysis, students have begun to explore the social and cultural context of post-war America, including changing gender roles and the expectations placed upon individuals in society.

In their study of *The Great Gatsby*, students have continued to develop their understanding of the Jazz Age and the American Dream through independent reading and research. Thoughtful interpretations of character motivations, symbolism and setting have demonstrated a strong engagement with Fitzgerald's novel and its wider contexts. Meanwhile, in their poetry lessons, students have been building their contextual knowledge and analytical skills through the study of a range of texts from the Love Through the Ages anthology. Insightful discussions and detailed annotations have been shared on poems such as *Whoso List to Hunt* by Sir Thomas Wyatt and *The Flea* by John Donne, with students beginning to make connections between texts, themes and historical perspectives. Overall, students have shown enthusiasm and maturity in their approach to A Level study, developing the independent learning, critical thinking and analytical skills that will support their success throughout the course.



GEOGRAPHY

Our new A-level students are settling in well to our AQA A-level Geography course. This course is split into two sections – Human Geography and Physical Geography. In Human Geography students are studying the unit called "Contemporary urban environments". This topic builds on the knowledge students gained at GCSE as we focus on urban growth and change. As we progress through the topic we look at how these processes present significant environmental and social challenges for human populations. Throughout the topic students can apply the knowledge learnt to a variety of cases studies including Mumbai and London.



Later in the course students will be offered the opportunity to experience some of the places studied through trips to the London Docklands and Olympic Park. In Physical Geography we are studying Natural Hazards – the processes that create various tectonic hazards, the impacts they have in differing parts of the world and how they can be managed. We then similarly go on to study tropical

storms and wildfires. We look at a wide range of examples in lessons, but students are encouraged to look into additional examples as part of their wider-reading around the subject. In addition, we are looking at a variety of skills – maps, graphs and statistics – to prepare students for the NEA they will undertake later in the year.

HISTORY

A Level History is made up of two contrasting units in Year 12 which are (i) Pitt to Peel (ii) American Revolution. In all cases Year 12 starts with the establishment of the fundamental concepts and issues of the time periods, before moving on to delve into the personalities of the key people of the period. Lessons involve lots of discussion, academic debate and many active tasks so as to establish the knowledge base for the course, whilst giving students the support they need to manage the transition to A Level. Lessons require students to reach decisions and to substantiate their judgements. A lot of work is undertaken on getting students to deploy knowledge effectively and to realise the impact that one or two words or facts can have on the quality of an essay.



HEALTH AND SOCIAL CARE (AAQ EXTENDED CERTIFICATE)

This term, in Unit 1 (Human Lifespan Development) students will learn about patterns of human growth and development. They will explore the different aspects of physical, intellectual, emotional, and social development across an individual's lifespan. This term, in Unit 2 (Human Biology and Health) students will learn how the body is organised into cells, tissues, organs and organ systems and how healthy bodily function is achieved. They will start by developing Their knowledge on cellular structure and function, the different tissue types, including where they are found in the body and how their structure supports their function. They will explore respiration and energy metabolism in the human body and the homeostatic mechanisms that work to maintain the internal environment of the body.



Students who would like additional support can attend extra support sessions after school.

LAW

We have started the course with an introduction to Law, focusing on the nature of law and rules. We have considered sources of law including statutes and case law. Students have explored the differences between Criminal (Public) law and Civil (Private) Law and the important features and terminology distinct to each of them within the English Legal System.

Our lessons will then review the Legislative Process and consider the factors that influence Parliament. As well as learning about primary



legislation, students will understand the various types of delegated legislation and the controls placed on secondary legislation. We will then investigate EU law and its effect on domestic law.

Following this we will delve into the rules and aids of statutory interpretation, judicial precedent and the hierarchy of the Courts. Finally, we will undertake an evaluation of the legislative process and law-making outside of Parliament.

After half-term, our Year 12 students will start 2 substantive areas of law: Criminal Law for Paper 1 and Tort Law for Paper 2. For Criminal Law, students will examine the elements of non-fatal offences and for Tort Law they will understand the law of negligence.

For all aspects of the course, students should watch the review lesson on Flipped Law to consolidate their learning in class.

MATHS

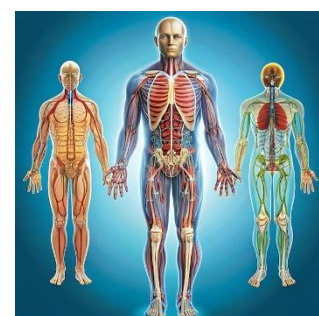
At the start of the new A-level maths course, we are working on some basic algebraic topics extending what you already know from GCSE. In particular, we shall be working on indices and surds, quadratics, equations and inequalities and in geometry we shall review and extend the basic notions of trigonometry. For the applied mathematics content, we are going to introduce the variables of kinematics (displacement, velocity, acceleration) and we shall focus on graphical methods to solve kinematics problems, and we shall also focus on how to collect, present and interpret data, using measures of location and spread.



As in pure mathematics we shall move on the algebraic front to work on polynomials and we study their graphs and how to do some algebra with them, from a more geometric point of view we shall review the equation of the straight-line and we shall introduce the equation of a circle, given its centre and its radius. From the applied mathematical point of view, we shall focus on the kinematics of constant acceleration problems, such as free fall problems, and we shall introduce and study, in statistics, an important measure of spread called 'standard deviation'.

CNAT SPORT STUDIES

From September, Year 12 students will begin studying Unit 1: Body Systems and the Effects of Physical Activity as part of the CTEC Sport Level 3 course. This unit provides the foundational knowledge required to understand how the body responds to exercise. The course will focus on the key body systems involved in physical activity, including the skeletal system, muscular system, cardiovascular system, and respiratory system. Students will develop an understanding of the structure and function of each system and how they work both independently and together during exercise. In addition, learners will explore the energy systems used during physical activity, examining how the body produces energy in both aerobic and anaerobic conditions. This will link directly to an analysis of the short-term and long-term effects of exercise on the body, enabling students to



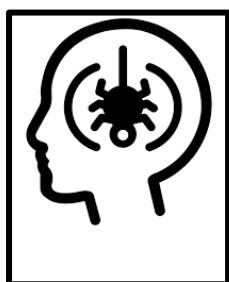
understand adaptations that occur with training. Throughout the year, students will complete regular assessments to monitor progress and support understanding. This will include knowledge checks, structured tasks, and exam-style questions, alongside ongoing progress tracking to identify strengths and areas for improvement. Students will also undertake practice examinations to prepare for the external assessment, ensuring they are confident with both the content and exam technique by the end of the year.

POLITICS

A Level Politics for Year 12 is made up of two contrasting units. In UK Politics students are studying the nature and features of British democracy by examining how people participate in politics, methods of representation and the role of pressure groups in allowing people to engage in political issues. In UK Government they are studying Parliament, focusing on their main functions: representation, legislation, and scrutiny of the government. We will be examining recent news stories such as Labour backbench rebellions, the impact of global conflict on Prime-Ministerial power and recent pressure group successes. Lessons involve lots of discussion and debate with application to real life examples. Students are required to prepare for lessons by doing prior research and reading and lessons are focused around big debate questions. Upcoming assessments include 'Evaluate the view that the House of Lords plays a meaningful role in the UK' and 'Evaluate the view that pressure groups, think tanks and lobbyists impact government decisions'. For enrichment a Debating Society will allow students to engage in the style of parliamentary debate and there will be opportunities to represent the school. Students will also have the opportunity to visit Parliament and the UK Supreme Court in December 2026 as part of their studies.



PSYCHOLOGY



Students start their A level course learning two different topics with each of their psychology teachers. They will be learning about the Social Approach and how others influence our behaviour. This includes theories of obedience and the influential work of Milgram, which they will compare to the contemporary research of Burger. In this topic they will also gain a clear understanding of the importance of ethics in psychology. They will also learn about theories of prejudice and the classic research of Sherif.

Students will also be studying the Cognitive Approach to psychology. In this topic students will learn about the importance of our memory. They will learn four theories of memory and consider the strengths and limitations of these explanations. They will have opportunities to reflect on how knowledge of our memory could be applied to real life situations such as eyewitness testimonies. We will be encouraging students to get involved in class discussions to develop their critical thinking skills, as well as practicing their exam skills through practice questions.

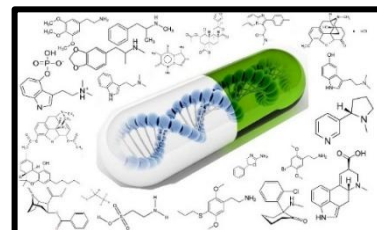
Students will also be required to carry out their own practical investigations in both of these topics. All students have the opportunity to attend weekly support sessions, they can find the details for these on the Psychology noticeboard.

RELIGIOUS STUDIES

This half term in A Level Religious Studies, students will engage with a range of key philosophical, ethical, and Biblical topics designed to develop critical thinking and evaluative skills. In Philosophy of Religion, students will explore classical arguments for the existence of God, focusing on the design argument and cosmological argument, and will analyse their strengths, weaknesses, and key scholars involved. In Ethics, students will examine contemporary moral issues, including environmental ethics with particular reference to stewardship and conservation, as well as debates surrounding equality, considering perspectives on gender, race, and disability. In New Testament Studies, students will explore the concept of prophecy, with a focus on expectations and interpretations of the Messiah within biblical texts and their theological significance.

SCIENCE

During the Autumn Term, Year 12 students will begin their A Level studies across Chemistry, Physics, Biology and AAQ Medical Science. The focus will be on establishing strong foundations, building on GCSE knowledge and supporting students in adapting to the increased academic expectations of A Level study.



Chemistry – Unit 2: Foundations in Chemistry Students will consolidate and extend key concepts from GCSE, developing a deeper understanding of fundamental chemical principles. There will be a strong emphasis on applying knowledge to unfamiliar contexts, alongside developing mathematical skills and accuracy in problem-solving.

Biology – Unit 2: Foundations in Biology In Biology, students will build upon their prior knowledge to develop a more detailed understanding of fundamental biological concepts. They will begin to explore the complexity of biological systems, supported by practical work and data analysis to strengthen their investigative and evaluative skills.

Physics – Unit 2: Foundations in Physics Students will develop their understanding of core physical principles, reinforcing and extending key concepts from GCSE. A focus will be placed on applying mathematical skills, interpreting data and developing confidence in problem-solving across a range of contexts.

AAQ Medical Science – Principles of Human Anatomy, Physiology and Pathology Students will be introduced to the fundamental principles of human anatomy, physiology and pathology, developing their understanding of how the human body functions in both health and disease. They will also explore how scientific knowledge is applied within medical and healthcare settings. Across all subjects,



students will complete regular assessments and will begin to develop effective independent study habits, which are essential for success at A Level. There will be a continued emphasis on analytical thinking, extended writing and the application of knowledge to new situations. Students will be supported throughout the term as they establish strong foundations for future success in their courses.

MEDICAL SCIENCE

As Year 12 Medical Science students begin their studies, they are developing a strong understanding of how the human body is structured, how it functions, and what happens when normal physiological processes are disrupted by disease. In Unit 1: Principles of Human Physiology, Anatomy and Pathology, students explore key topics including cells and tissues, body systems, homeostasis, infection and immunity, and the causes and effects of disease.



Throughout the year, students will build their scientific knowledge alongside essential analytical skills, learning how medical professionals investigate, diagnose and monitor health conditions using physiological data and evidence. The unit encourages students to apply their understanding to real-life medical scenarios and develop the specialist vocabulary expected in healthcare and biomedical careers.

Students will be assessed through an examination in January 2027, and we encourage regular review of class notes, key terminology and applied exam-style questions to support their preparation.

SOCIOLOGY

A Level Sociology for Year 12 requires students to learn their first topic for Paper 1: Education, and their first topic for Paper 2: Families and Households. Prior to this, all students will undertake a sequence of introductory lessons to review their summer transition work and establish the main sociological perspectives, key thinkers and concepts, before applying these to Education and Families/Households. This supports students who are new to the subject in understanding the basic underpinnings of Sociology, whilst those with a GCSE in Sociology can recall and consolidate their prior knowledge. After the introductory lessons, students will start their two topics which each of their class teachers. For Education, students will apply their foundational knowledge to examine the role and function of education from the perspective of functionalists, Marxists, feminists, the New Right and postmodernists. In Families and Households, students will apply the same perspectives but consider their differing views on the purposes of different family types, with the new A-Level theory of Personal Life Perspective being studied. Both units will contain class discussions and debates, such as the extent to which education benefits all



students, and whether friends or pets are the new family. They will additionally study real-life examples to apply their knowledge to and have opportunities for research and wider reading. Students will undertake a variety of exam-style questions ranging from 4-marks to 30-marks to develop and refine their knowledge, application, analysis and evaluation skills.

SPANISH



Students will study two parallel modules. The first focuses on the evolution of the traditional Hispanic family. They will understand trends in marriage and how modern and traditional values differ. The second module will consider popular culture in Hispanic countries. Students will be encouraged to research and discuss the idols' influence on society. Throughout both modules, students will improve their use of grammar and work on all four skills: reading, listening, speaking, and writing.

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 the topic by looking at the theory of feminism and issues concerning gender inequality both historically and in society today. Students will then move on to study the differences between free speech and hate speech and legislation on this, before finishing the topic learning about social justice movements and ways to promote a more inclusive and respectful society.

The second half-term's theme for Character Development is Mental Health. Students will be considering a range of factors that contribute to both positive and negative mental health and wellbeing, including the importance of relaxation techniques and the dangers and risks associated with Class C drugs. Students will finalise their learning by studying cosmetic surgery and the relationship this may have with mental health in terms of unrealistic comparison and body image.



Year 12 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 also be offering a drop-in session and testing information after the assembly.

