

Year 13 Autumn Curriculum Update September 2026

YEAR 13 AUTUMN TERM OVERVIEW

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

We would like to welcome back our Year 13s and hope you have had a well-deserved rest this summer. As you begin your final year with us, we're here to support you as you push towards your goals—whether it's university, apprenticeships, or career pathways. Whilst this will be the most demanding academic year you will face; we will be with you every step of the way to support you.

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

Accounting students have developed a comprehensive understanding of the characteristics and differences between sole traders and limited companies. They are now able to prepare financial statements for partnerships, including accounting for changes in partnership structures. Their studies have covered both financial accounting, which focuses on recording and reporting historical financial information, and management accounting, which supports planning, control, and decision-making. While these are distinct areas, students have also explored how they interrelate in practice. In addition, students have gained an understanding of the ethical principles that underpin professional conduct within the accounting profession. They have built a solid foundation in the double-entry bookkeeping system, alongside key accounting principles and concepts that support all financial accounting processes. They have also practiced preparing financial statements from incomplete records. We expect to complete the remaining syllabus content by the end of the term. This will be followed by structured revision sessions and practice using past examination papers to support preparation for the first set of examinations.



ART

In Year 13 students continue developing their Personal Investigation, building on the work begun at the end of Year 12. This component encourages students to pursue an individual area of interest and produce a practical portfolio supported by a written investigation of between 1,000 and 3,000 words. Students are expected to undertake in-depth research into relevant artists, designers and craftspeople, explore a range of materials and techniques, and develop their ideas through experimentation, analysis and critical reflection. During the spring term students begin the Externally Set Assignment (ESA). Students select a starting point from an examination paper released by Edexcel and develop a personal response through a sustained period of preparation. This culminates in a 15-hour practical examination, during which students realise their final outcome. Throughout the year students are expected to work independently, demonstrate increasing creativity and technical skill, and produce a body of work that shows a clear and personal artistic journey.



BUSINESS STUDIES

This term, Year 13 students begin the final year of their AQA A Level Business course by studying Unit 7: Analysing the Strategic Position of a Business and Unit 8: Choosing Strategic Direction. These units build on the knowledge gained in Year 12 and introduce students to strategic decision-making in larger organisations. Students will explore: Unit 7: Analysing the Strategic Position of a Business, including strategic planning, analysing the internal and external environment, SWOT analysis, PESTLE analysis, and the use of financial



and non-financial data to inform strategic decisions. Unit 8: Choosing Strategic Direction, including strategic options for growth, methods of growth, innovation, internationalisation, and how businesses evaluate and select the most appropriate strategic direction. Throughout the term, students will analyse a range of real business case studies and apply strategic models to complex business scenarios. Emphasis will be placed on developing the advanced analytical, evaluative and judgement skills required for success in A Level examinations.

By the end of the term, students will have developed a strong understanding of strategic analysis and strategic decision-making, providing an excellent foundation for the remaining units of the course and their preparation for the final A Level examinations.

COMPUTER SCIENCE

This term, our Year 13 students are making significant progress on their Non-Exam Assessment (NEA) projects. Having submitted their project proposals, they have now completed the analysis phase and are finalising their UX/UI designs. With their research findings in hand, students are beginning the implementation stage, applying both their technical knowledge and creative thinking to bring their ideas to life.

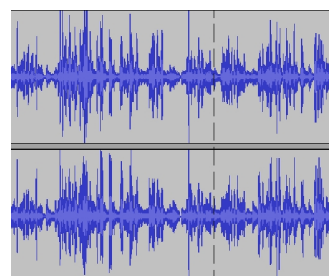


Alongside their NEA work, students are revisiting and strengthening key areas of the A Level curriculum. This includes a recap of Databases, an exploration of Object-Oriented Programming (OOP)—with a focus on features such as constructors—and continued programming practice to support their coursework development.

Students are also engaging with more advanced theoretical concepts, including computational thinking methods and data type structures, helping them to build the analytical and problem-solving skills needed for success in both their coursework and final exams.

CREATIVE MEDIA

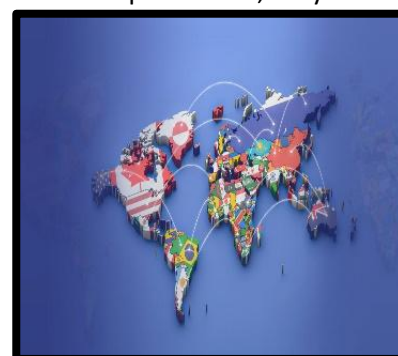
This term, students will take centre stage as they become filmmakers, planning, producing and editing their very own short thriller films. Moving beyond the role of audience members, learners will immerse themselves in the creative world of media production, transforming original ideas into gripping and suspenseful cinematic experiences. From the very beginning of the project, students will make key creative decisions that shape the success of their film. They will develop compelling story concepts, create shot plans and storyboards, select appropriate locations, organise casting, and consider how costumes, props and settings can be used to build tension and engage audiences. By exploring the conventions of the thriller genre, students will learn how professional filmmakers create mystery, suspense and excitement on screen. Throughout the production process, learners will take on a variety of industry roles, including director, camera operator, editor, actor and production crew member. Working collaboratively, they will develop practical skills in filming, lighting, sound recording and editing, while learning how to



overcome real-world production challenges. Students will also gain valuable experience in production management, carefully organising schedules, allocating responsibilities and monitoring progress to ensure their projects remain on track. A key aspect of the unit is reflection and creative problem-solving. Students will regularly evaluate their work, respond to feedback and make improvements throughout the production cycle, developing the resilience and adaptability that are essential within the creative industries. Alongside their technical expertise, learners will strengthen a range of highly transferable employability skills, including communication, leadership, teamwork, organisation, time management and independent decision-making. These are vital skills that will support success both within Media Studies and in future education and career pathways. The term will culminate in an exciting Film Screening showcase, where students will premiere their finished thriller productions to their peers. This celebration of creativity and achievement will provide an opportunity for learners to share their work, recognise their progress and showcase the very best films produced throughout the project. Lights, camera, action!

ECONOMICS

Students have been studying Theme 3 – Business behaviour and the labour market and Theme 4 – A global perspective. In Theme 3, students are building on the knowledge, skills and understanding developed in Theme 1, making connections across these microeconomic topics. So far, they have been introduced to business growth, including organic and inorganic growth, the size and types of firms, and mergers and demergers. They will go on to study business objectives, costs, revenues and profit, market structures, the labour market and government intervention. In Theme 4, students build on the knowledge, skills and understanding developed in Theme 2, making connections across these macroeconomic topics. So far, they have explored specialisation, trade and patterns of trade. They will go on to study the balance of payments, exchange rates, trade blocs, globalisation, terms of trade and international competitiveness, before moving on to development economics, the role of the state in managing the economy and financial markets.



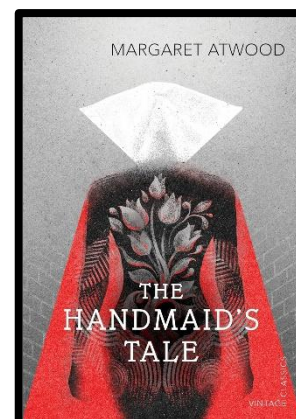
ENGLISH LANGUAGE

This term our students have started their final piece of coursework - the Language Investigation. In this unit, students choose a linguistic topic and area of study, consider how they will collect their data and build a report, whilst simultaneously exploring a range of relevant theories. Students have started independent research for investigations around the language of fitness, the language of RnB music and even exploring text talk between different generations. Alongside this, students are opening up a world of Linguistics through their unit World Englishes. From Spanglish- to Chinglish, students are considering how the English Language has a dominance in the world and its impact upon other languages.



ENGLISH LITERATURE

Students have made a fantastic start to their study of *The Handmaid's Tale*, engaging thoughtfully with Margaret Atwood's complex and challenging dystopian novel. Throughout the term, students have explored a range of extracts, developing their ability to identify and analyse the layers of meaning within Atwood's writing. They have examined key themes such as power, oppression, gender, identity and resistance, while considering how Atwood uses language, structure and narrative perspective to shape the reader's understanding of Gilead. Students have demonstrated increasing confidence in their close reading and analytical skills, offering perceptive interpretations of both characters and themes. Alongside their examined texts, students have also begun work on their Non-Exam Assessment (coursework). This independent project requires students to compare *A Doll's House* with a text of their own choosing, allowing them to pursue an area of personal interest while developing the research and critical thinking skills necessary for university-level study. Students have proposed a wide range of engaging questions, exploring topics such as gender roles, social expectations, power, identity and the representation of women across different literary periods and genres. Their enthusiasm and originality have already led to some thoughtful and ambitious comparative ideas. We look forward to seeing students continue to develop their independence, creativity and critical insight as they progress through both their coursework and the wider A Level Literature course.



HISTORY

In Year 13, students begin Unit 3: The British Empire, 1857–1965, which accounts for 40% of the overall A Level grade. This unit explores the development, administration and decline of the British Empire, with a particular focus on the impact of British rule across different parts of the world. Students undertake three depth studies, examining the experiences of India, Palestine and Kenya under British rule. Through these case studies, they assess the political, economic and social impact of the Empire and consider how colonial policies affected different groups. Students also investigate how the Empire was governed, the extent of support for and opposition to imperial rule, and the influence of Empire on both the colonies and Britain itself. Alongside the taught content, students develop their ability to analyse and evaluate a wide range of historical sources and interpretations. Lessons focus on building the advanced analytical skills required at A Level, with students constructing detailed arguments, making synoptic links and reaching well-supported judgements based on precise historical evidence. During the Autumn Term, students also begin the process of completing their Non-Examined Assessment (NEA) coursework. Shortly before the October half-term, coursework essay titles are submitted to OCR for approval. Although the NEA is not a taught unit, students receive substantial support throughout the proposal, research and note-taking stages. This independent investigation provides students with



the opportunity to explore a historical topic of particular interest while developing valuable research, evaluation and academic writing skills in preparation for higher education.

HEALTH AND SOCIAL CARE

BTEC National Level 3 Extended Certificate in Health and Social Care

This term, students will begin Unit 3: Principles of Health and Social Care Practice. This unit focuses on the key principles that underpin how care and support are provided to individuals, forming the foundation of work within the health and social care sector. Students will develop their understanding of the core values, skills and professional standards expected of care practitioners, and explore how these are applied in real-life settings to meet individual needs.

Throughout the unit, students will also examine how legislation, policies and guidance shape practice, as well as explore factors such as equality, diversity and inclusion, and how wider social influences can affect individuals' health outcomes. Students will complete a range of internal assessments to support their progress and demonstrate their understanding. Students who would like additional support are encouraged to attend after-school sessions, where they can receive extra guidance and build their confidence.



LAW

We will be studying Tort Law which will include details on private nuisance - the rule in Rylands v Fletcher; related defences and remedies; vicarious liability; rules, defences and remedies; and revision of negligence and occupiers' liability with respective defences and remedies.

In Criminal Law we will investigate involuntary manslaughter - gross negligence manslaughter and unlawful act manslaughter; attempts of criminal law; property offences: theft and robbery; defences; intoxication, insanity, automatism, self-defence, duress of threats and circumstances; and revision of non-fatal offences - murder and voluntary manslaughter.

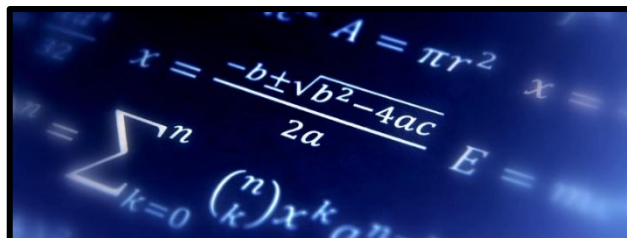


Students are encouraged to watch the review lessons on Flipped Law and complete the multiple-choice questions to consolidate their knowledge and understanding of the substantive law.

MATHS

Much of the Year 13 curriculum develops upon the content learned in Year 12, whilst also exploring new concepts and skills: with increasing demand to the application of these skills.

In the Spring term students will extend their knowledge of the Binomial Theorem and be able to expand binomials with negative and fractional powers. They will then study Arithmetic Sequences and Geometric Sequences. The final pure maths topic for the Spring term is Numerical Methods. Here the



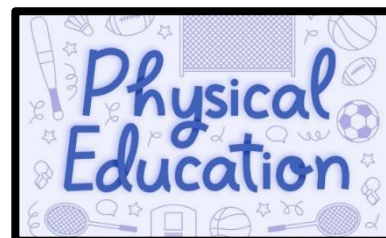
students will learn how to solve equations that cannot be solved algebraically. The two numerical methods applied to solving such equations are Iteration and the Newton-Raphson method. Further numerical methods, such as the trapezium rule will be used to find the values of definite integrals which cannot be evaluated by other means. With Teacher 2, students will learn how to construct Differential Equations. They will then solve these equations by using the 'separating the variables' technique. Students will apply Differential Equations to a variety of real-life situations such as population growth and radioactive decay. The students will then move on to Further Trigonometry. They will learn how to use the Compound Angle Formulae and use this to derive and apply Double Angle Formulae. This will enable students to solve a wider range of Trigonometrical Equations.

In the applied element, the Mechanics section of the course will deal with resolving forces acting on an object that is static on an inclined plane. The coefficient of friction for rough surfaces will be incorporated into the problems that students will be able to solve. The topic will then be extended to a dynamic situation where an object slides up or down an inclined plane. In the Statistics section of the course the main area to be studied is Hypothesis Testing. The students will learn how to conduct a Statistical Hypotheses test for the mean of a normal distribution.

PE

From September, Year 13 gets stuck into two key units: Unit 3 and Unit 17, both building on what's already been learned in Year 12 and linking theory to real-world sport. Unit 3: Sports Organisation and Development is all about understanding how sport works in the UK. Students will look at the different organisations involved (like governing bodies and clubs), how athletes move through participation pathways from grassroots to elite, and how sport

is promoted across different groups. There's also a focus on barriers to participation and how initiatives try to overcome them. This unit is externally assessed, with the exam in January, so there'll be a strong focus on revision, exam practice, and getting confident with tackling exam-style questions. Alongside this, Unit 17: Sports Injuries and Rehabilitation is more practical



and applied. Students will learn about the types and causes of injuries, how to reduce risk through safe practice, and what to do when injuries happen. They'll cover key ideas like injury assessment, basic treatment approaches, and how to plan effective rehabilitation programmes to get performers

back to full fitness. Throughout both units, students will complete regular assessments and coursework, helping to track progress and keep everything on target. There'll be chances to practise exam technique for Unit 3, while building solid coursework for Unit 17—so by the time January rolls around, students feel ready and confident.

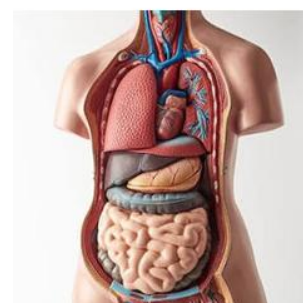
POLITICS

Year 13 are completing Paper 3: US and Comparative Politics during this academic year. In US Government, students are studying the Constitution with an examination of the key features, how amendments are added and how well it works in the modern day. For US Politics they are studying the process of electing the President of the United States, examining how the political parties choose their candidates, the role of money in elections and the Electoral College. 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 process of selecting and electing the president is not fit for purpose' and 'Evaluate the view that the process for amending the US Constitution works well.'



MEDICAL SCIENCE

For our Year 13 Medical Science students, this year focuses on developing a deeper understanding of contemporary health issues and the communication of scientific information. In Unit 2: Health Issues and Scientific Reporting, students investigate factors that affect human health, explore public health challenges, analyse medical research, and evaluate how scientific findings are reported to both professionals and the public. They will continue to develop key skills in data analysis, critical thinking and evidence-based decision making.



In addition, we have chosen to study Optional Unit 6: Human Reproduction and Fertility. This unit allows students to explore the structure and function of the reproductive system, the hormonal control of reproduction, fertility treatments, assisted reproductive technologies, and factors that can affect reproductive health. Students gain valuable insight into an area of medicine that has significant personal, social and ethical relevance.

SCIENCE

During the Autumn Term, Year 13 students will continue to build on their A Level studies as they approach the final stages of their courses. There will be a strong focus on deepening subject knowledge, applying understanding to unfamiliar contexts and developing examination technique in preparation for forthcoming assessments.

The diagram illustrates the cycle between photosynthesis and cellular respiration. At the top, a sun icon is labeled "Sunlight". An arrow points from the sun to a green chloroplast. Inside the chloroplast, stacks of green coins represent energy. Below the chloroplast, the text "Chloroplast" and "PHOTOSYNTHESIS" are written. An arrow points from the chloroplast to a green box containing the chemical formula $C_6H_{12}O_6 + H_2O$. From this box, an arrow points to a red mitochondrion. Below the mitochondrion, the text "Mitochondria" and "CELLULAR RESPIRATION" are written. An arrow points from the mitochondrion to a green box containing the chemical formula $CO_2 + H_2O$. From this box, an arrow points back to the chloroplast, completing the cycle.

Medical Science – Unit 2: Health Issues and Scientific Reporting

Students will examine a range of health issues, considering their causes, effects and treatments. They will also develop their ability to interpret and communicate scientific information, with a focus on scientific reporting and evaluation. Across all subjects, students will undertake regular assessments and will continue to refine their examination technique, including extended writing and data analysis. There will be an increased emphasis on independent study, revision planning and the application of knowledge to unfamiliar scenarios. Students will be supported throughout the term as they prepare for their final assessments and progress towards the completion of their courses.



A Level Sociology students return to study their final topics: Crime and Deviance for Paper 3 and Beliefs in Society for Paper 2. Students will also be revisiting Year 12 content through regular retrieval activities in lessons to continue recalling the key theories, research and concepts from previous units. The two

change. Students will also study concepts such as secularisation; debating whether there has been a decline in religious importance and a move to more personal spirituality.

SPANISH

Students will study two parallel modules. The first focuses on migration flows in the Spanish speaking world. They will understand trends and issues related to emigration and immigration. For their second module students will read and analyse the book 'Requiem por un campesino Español'. Throughout both modules, students will improve their use of grammar and work on all four skills with a close focus on essay writing and debating.



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 their study of Respect by exploring the themes of tolerance and intolerance and what can be done to challenge and overcome intolerance in society. This will then link to sessions on prejudice and discrimination, with a particular focus on ageism and gender-related issues, such as the differences between toxic masculinity and positive masculinity.

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 dangers and risks associated with Class A drugs as well as the role of the media and how it influences relationships and sexuality. The topic will finish with studying the risks that young people face today, including at festivals or social events, and how to stay safe and maintain positive wellbeing.



Year 13 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.