

## **The Curriculum – Subjects Studied at each Key Stage**

### **Key Stage 3 (Years 7, 8 and 9)**

The aim of the Key Stage 3 curriculum is to provide a broad educational experience and develop strong subject knowledge and skills. In addition, we aim to develop the personal skills that will develop their independence and allow them to make a valuable contribution to their community. Students study iLearn in Year 7 through which they develop their Leadership, Organisation, Resilience, Initiative and Communication (LORIC) skills.

The subjects studied in Key Stage 3 are:

- English
- Maths
- Science
- History
- Religious Education
- Geography
- French
- Spanish
- Computing
- Music
- Drama
- PE
- Art and Design
- Design Technology (including Food Technology)
- Personal, Social and Health Education
- Careers

## **Key Stage 4 (Year 10 and Year 11)**

The Personal and Social Education programme is continued at Key Stage 4 whilst students study and prepare for GCSE and BTEC examinations. In addition to the core subjects of English, Maths, Science (Combined and Triple), RSE, Core PE, Core RE and Careers - Key Stage 4 students also have the option of gaining qualifications in the following areas:

- Art and Design (GCSE)
- Business Studies (GCSE)
- Computer Science (GCSE)
- Construction (WJEC Level 2 Award)
- Digital Information Technology (BTEC Tech Award)
- Drama (BTEC Tech Award)
- French (GCSE)
- Geography (GCSE)
- Hair and Beauty (VTCT Level 2 Award)
- Health and Social Care (BTEC Tech Award)
- History (GCSE)
- Hospitality and Catering (WJEC Level 2 Award)
- Media Studies (GCSE)
- Music (BTEC Tech Award)
- Photography (GCSE)
- Product Design (GCSE)
- Religious Education (GCSE)
- Spanish (GCSE)
- Sport (BTEC First Award)
- Textiles (GCSE)

## **Key Stage 5 (Sixth Form – Year 12 and Year 13)**

The range of courses on offer in the sixth form are designed to allow all students the opportunity for further study. Students are given a considerable degree of choice in the subjects they study and are guided individually as to what will be realistic and appropriate for them through a series of interviews. The options include A Level and vocational courses. We collaborate with Longbenton High School so that we may offer a greater range of course choice for all students.

Each student is timetabled one lesson, per subject, per week where they are supported by the Learning Mentor. Students who travel to other schools for lessons will still complete study lessons at GSHS. These lessons are of vital importance and are used to complete additional reading, exam practice and revision. The study lessons are registered, and facilitated by the Learning Mentor or a teacher.

Enrichment is a compulsory programme that runs every Tuesday. The Enrichment programme has been carefully created to cover topics such as employability, health and wellbeing and study skills. There is also time allocated for voluntary work experience where the students gain valuable and transferrable skills in an area/subject they are interested in.

Students can choose to study the following subjects:

- Applied General Science (Level 3 Extended Certificate)
- Art and Design (A Level)
- Biology (A Level)
- Business Studies (A Level)
- Chemistry (A Level)
- Child Learning Play and Development (BTEC Level 3 National Extended Certificate)
- Drama and Theatre Studies (A Level)
- English Language (A Level)
- English Literature (A Level)
- French (A Level)
- Further Mathematics (A Level)
- Geography (A Level)
- Government and Politics (A Level)
- Health and Social Care (Cambridge Technical Certificate/Diploma)
- History (A Level)
- ICT (Cambridge Technical Extended Certificate)
- Mathematics (A Level)
- Media (A Level)

- Music (A Level and BTEC Level 3 National Extended Certificate)
- Physical Education (A Level)
- Photography (A Level)
- Physics (A Level)
- Product Design (A Level)
- Psychology (A Level)
- Religion, Philosophy and Ethics (A Level)
- Sociology (A Level)
- Spanish (A Level)
- Sport (BTEC Level 3 National Extended Certificate)
- Maths and English Resit (GCSE)



All students study Spanish in Year 7 with a smaller number of students studying both French and Spanish at KS3 in Year 8 and 9. This will therefore help prepare students for the Spanish Course at GCSE whereas those students capable of studying two languages, or specialising in one or the other, can still do so at KS4.

As History, Geography and MFL are all English Baccalaureate subjects and provide a strong academic core to the curriculum, all students will study at least one of these at KS4. It was felt that this approach will allow for greater targeting of support and challenge within these classes from an early stage. The content at Key Stage 3 is the same across the board for these subjects as all students need the same foundation for KS4 it is simply the fact that teachers can use more focussed resources to support and stretch students. There is no glass ceiling and through hard work it is possible for all students in all groups to achieve the maximum grade in their GCSEs.

Computing is setted in Year 8 and 9 to allow some groups to incorporate Computer Science content as preparation for this challenging course in KS4.

Mixed attainment teaching has been most beneficial in Science and English in terms of increasing progress overall and therefore these subjects will continue to be taught in this way across the school. Subjects blocked with English and Science will also benefit from a minimum class size that is possible through this approach. In Key Stage 4 all students will sit the same paper in English and Science therefore the content delivered to all students in all year groups is very similar.

Please be aware that evidence suggest that setting/mixed attainment teaching is a small factor in terms of the impact on progress that a student may experience as a result ([Educational Endowment Fund](#)). It is the personalisation of learning that is the key to success and we will always strive to support or challenge every individual student to ensure that they reach their full potential.

As a school we see the continuous curriculum mapping and implementation process as the key to ensuring every individual child has access to a broad, rich and engaging curriculum and is as well prepared as they can be for their final exam at every stage of their learning.