

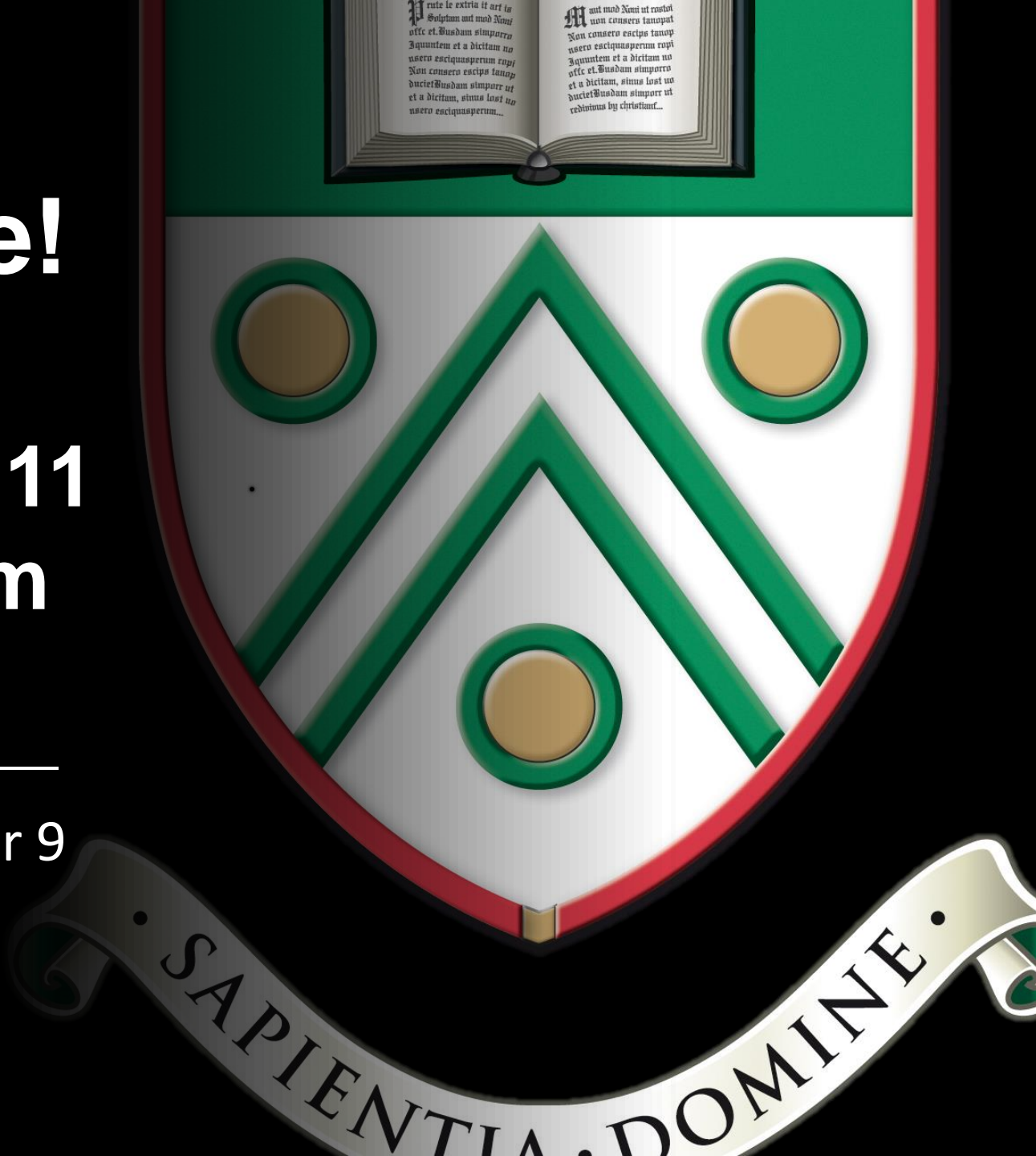
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Welcome!

Years 10 & 11 Curriculum 2025-27

For parents of Year 9
students

9 Jan 2025



Aiming to cover....

- Context
- Year 10 & 11 curriculum outline
- Support for students' decision making
- Next steps – option choices
- Thinking further ahead – careers & higher education



Introductions

David Harding

Headteacher

Ashley Johnson

Deputy Headteacher

Sophie Howard

Yr 8/9 Phase leader

Stacy Mason

Yr 8/9 Phase leader



Questions?

Please use the chat facility to ask questions which would be of *general interest* to all parents.



Context

David Harding
Headteacher



We support our students to become...



Confident

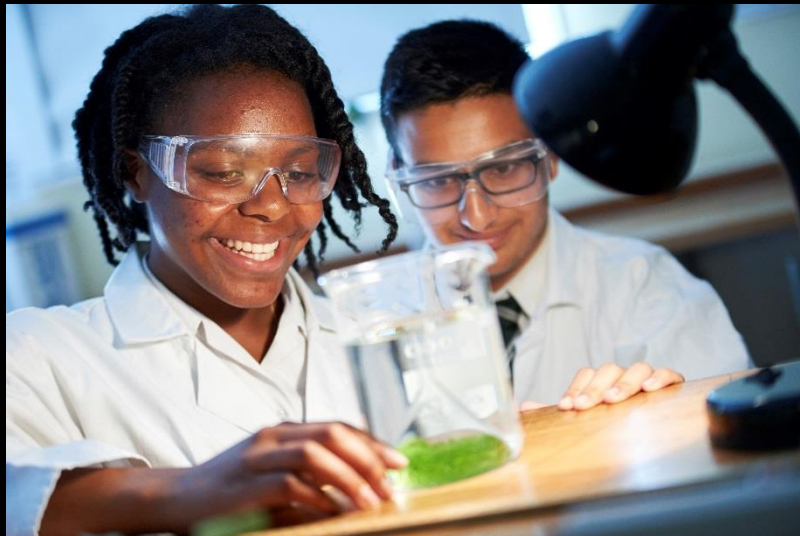
Well-rounded

Independent

Creative

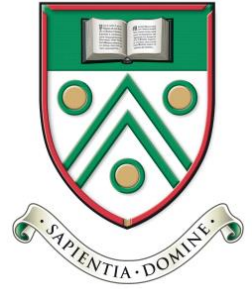
Responsible

Caring



GCSE qualifications

Key features



- GCSEs are **content-rich** qualifications
- Non-practical courses are **fully linear** - all assessments take place at the end of the course.
- Different **grading system** - grades from 1 to 9, with 9 being the highest

Grade 9 awarded to approximately 20% of those achieving grade 7 or above.

'Strong pass' = Grade 5+

'Standard pass' = Grade 4

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

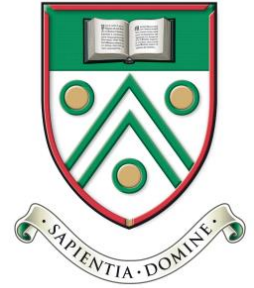
GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Design of the Year 10 & 11 curriculum



Our aims



In Years 10 & 11 we aim to:

- provide an **enjoyable, engaging and challenging** academic curriculum, which is **broad and balanced** and develops students' subject-specific knowledge, skills and understanding;
- promote students' **wider personal development**, to help them develop the skills, attributes and cultural awareness to thrive as individuals, citizens and members of communities in their adult lives.

Curriculum aim #1

Developing subject specific knowledge, understanding and skills

Starting points / gaps

What do our students know / not know?

Sequencing
Teaching the right things in the right order

Assessment

Using assessment formatively and to embed knowledge in students' long term memory

Ambitious Curriculum goals

What we're aiming to achieve and why?

Cross curricular links

Planning takes into account other disciplines

Expression

Developing a sophisticated knowledge of language and tier 2 and 3 vocabulary

Construction of the Year 10 & 11 curriculum

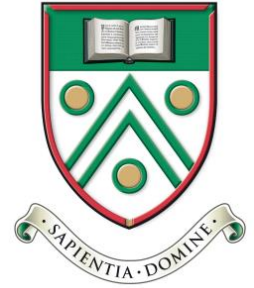
Ashley Johnson

*Deputy
Headteacher*



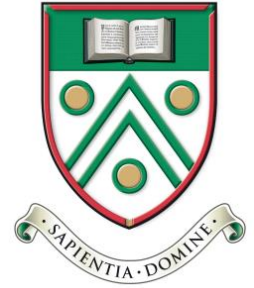
Core Curriculum

Non-examined courses



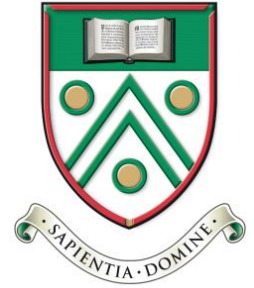
- **Physical Education**
 - 2 hours of core PE per week
- **Personal and Citizenship Studies (PCS)**
 - Key themes of Careers, Relationship and Sex Education, Citizenship, Health and Wellbeing with additional elements
- **Philosophy & Ethics**
 - Ethical themes examined from the perspectives of different religions

Core Curriculum



- **English**
 - Two GCSEs - Language and Literature
- **Mathematics**
 - GCSE Mathematics
 - Certificate Level 2 Further Maths for more able mathematicians
- **Science**
 - Separate GCSEs in Biology, Chemistry, Physics
 - *A small students may ultimately be entered for GCSE Combined Science examinations*
- **A modern foreign language** – French or German

Optional GCSE subjects



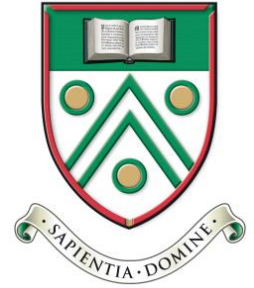
Three subjects chosen* from

- Art (2 pathways)**
- Art Textiles**
- Business Studies
- Computing
- Drama
- French
- Food & Nutrition
- Geography
- German
- History
- Music
- Religious Studies (2 pathways)
- Physical Education
- Product Design (Design Technology)

****Subject to sufficient numbers and staffing capacity***

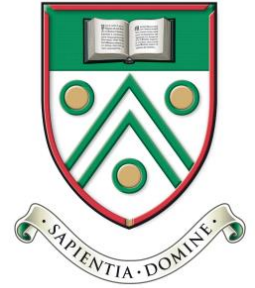
***** Students may not choose both Art and Art Textiles as they both lead to the same qualification – GCSE Art***

The alternative pathway



- Students study **one fewer** GCSE subject.
- The time gained is used to receive **additional teaching** in mathematics, science and English, and support in other GCSE subjects as appropriate.
- We will be in contact with you if we believe being on the 'alternative pathway' could be in your son or daughter's best interests.

How much time in Year 10?



In a week...

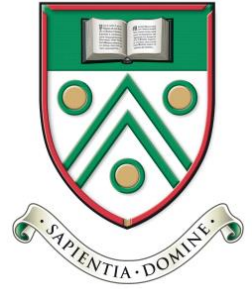
- English 4 hours
- Maths 3 hours
- Science 6 hours
- Modern language 2 hours
- Other GCSE options 3 x 2 hours
- PE 2 hours
- Philosophy & Ethics 1 hour
- PCS 1 hour

Support for students

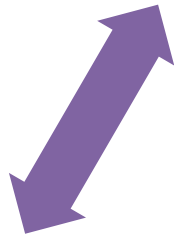
Stacy Mason

Year 8/9 Phase Leader





School

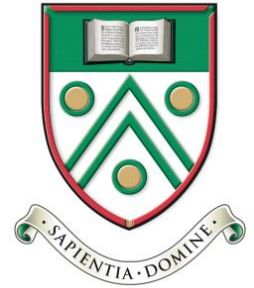


Parents

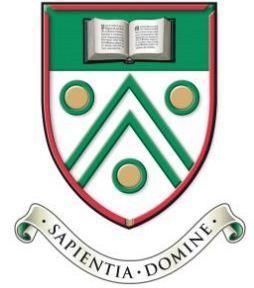


Students

Choosing: *advice to students*



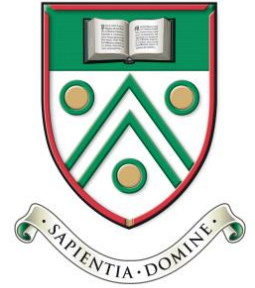
- Choose subjects you are **confident** with, and believe you will **enjoy**
- Consider the essential requirements of any **future study** or **career plans**
- Aim for a **balance** of subjects and workload
- Think of the ways you **like to work**
- **Talk to the teachers** of subjects you are considering



Balance...

- Yes it's good to have a good balance of subjects but...
- It's also OK, for example, to take two practical subjects or both history and geography, if you feel you have the **interest** and **capability** in the subjects.
- Remember – the aim is to gain the highest grade possible in a subject **you will enjoy**.
- Universities and employers want to see a **good range** of GCSEs – but grades also matter! So don't go for a “strong” subject against your better judgement.

Choosing: *try to avoid*

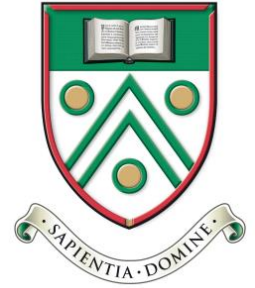


“It looks like an easy option”

“I like the teacher”

“My friend is doing the same subject”

Choosing: *try to avoid*



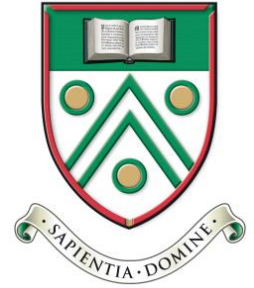
“I’ve been told that subject is not useful for anything.”

What do you want to do that for?

That won't lead anywhere....

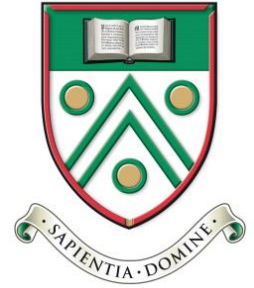
All GCSE subjects are useful.

Frequently asked questions



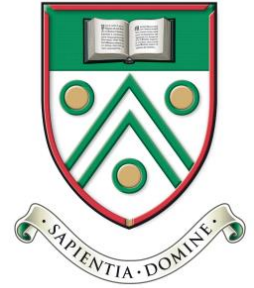
- **Can I do more than three options?**
 - No, the timetable does not have the space for this
 - Students are already taking enough GCSEs!
- **Do I have to continue with French or German?**
 - Yes, we want all students to have a GCSE qualification in a modern language
 - We believe this is necessary for a broad and balanced academic curriculum
 - Universities appreciate a wide-ranging field of study at GCSE

Frequently asked questions



- **Can I choose a second language?**
- Students are free to choose a second modern foreign language (i.e. French or German)
- However, we would only advise this where a student has a particular interest in and aptitude for languages and has developed sufficient competence in the second language to be confident of success at GCSE.

Frequently asked questions



- **Can I change my mind about my options?**
 - Initial choices are used to make decisions about numbers of sets, staffing requirements and if subjects are viable
 - Changes can **usually** be accommodated until timetabling starts in April.
 - Requests to change from April onwards will be considered, but **may not be possible**
 - Changes requested at the start of Year 10 will only be agreed in **exceptional circumstances**
 - We **do not** consider requests to change subjects after the end of September in Year 10.
 - **If a change is requested it should be for well thought out and substantive reasons**

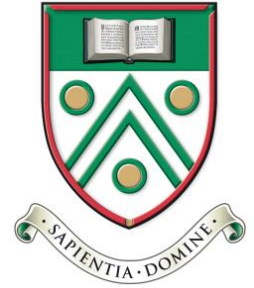
Making decisions

Sophie Howard

Year 8/9 Phase leader



Decisions to make



Option 1

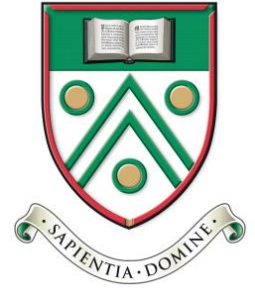
Option 2

Option 3

+

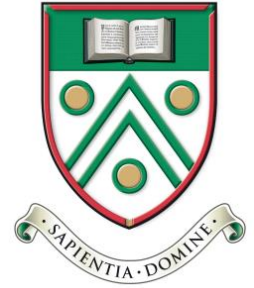
Plus reserve choices.....

Mentoring support



- Teaching staff act as mentors and allocated to each student
- Students to meet mentors 1:1 or in small groups for discussion of choices
- Mentors and parents must sign-off final choice of subjects

GCSE options - implications for A Level choices at *our* Sixth Form



<u>Essential</u> to have taken GCSE	Desirable/not essential <u>but</u> clearly advantageous for A Level study	
French	Art	Geography
German	Drama	History
Computing	Religious Studies	Product Design (Design Technology)
	Music	Physical Education
	Business Studies	

*Choose subjects you are **confident** with and believe you will **enjoy!***

Next steps

Sophie Howard

Year 8/9 Phase leader



Timeline

10th January	Y10/11 curriculum & options – presentation to students
10 – 24 January	Students research options. Departmental presentations for new subjects Students make provisional choices, discuss with subject teachers, parents and tutor. They complete Side A of the Options Form in preparation for meeting with mentor.
27 January – 7 February	First mentoring fortnight – students meet with staff mentors to discuss options
10 February – 28 February	Students meet with mentors a second time to confirm choices and complete Side B of the Options Form . Students ensure that their Options Form is fully completed including the relevant signatures.
[12 February]	Year 9 PTC - further opportunity to discuss options with teachers
3 March	<u>Final deadline</u> for return of Options Forms. Students hand in to form tutors.

Year 9 Options programme

Complete this side by 3 February.

Options Form

Side A



Name:		Form:	
Staff mentor:		Form tutor:	

Possible options

Subject	Reasons for choosing it...	Mentor's comments

Possible higher education or careers?

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Option Choice Form
Key Stage 4
2023 - 2025

**Option
Form
Side B**



Name:		Form:	
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Please note, you have a free choice of subjects with one exception – you may not choose more than one Art GCSE course. We offer two pathways with Art: photography, fine art along with GCSE Art Textiles, which also leads to a GCSE in Art.

Students opting for a GCSE Art course need to specify below which of the pathways they wish to take. Students opting for GCSE Religious Studies need to specify whether they wish to study Christianity with Hinduism or the Christianity with Islam.

(b)	Option 1	
	Option 2	
	Option 3	

Alternative Choices
(Provide 2 alternatives please)

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Signed _____
(Student)

Signed
(Parent)

Signed
(Mentor)

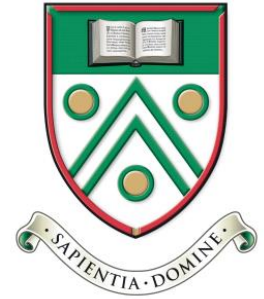
When you have completed this form hand it in to your tutor.

Thinking further ahead

David Harding
Headteacher



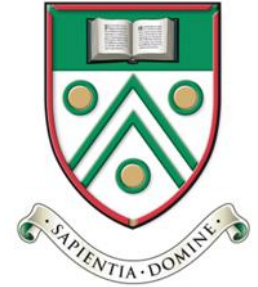
Careers advice, information and guidance



- A wealth of resources on our careers section (under student activities) on our school website.
- Students all have access to ‘Unifrog’ – a web-based platform with lots of information about choosing GCSE options.
- **Pages ‘Options at 14’ , ‘Websites for all year groups’ , ‘Resources for Parents’ and ‘Free Career Interest Questionnaires’** are particularly useful.

The screenshot displays the careers section of the Langley Grammar School website. At the top, a dark green header contains the school's name and a navigation menu with links for Home, Student Activities, and Options at 14. Below the header, a section titled 'In this Section' lists various resources: Overview of our careers programme by year group, Websites for all year groups, Free Career Interest Questionnaires, Work experience and volunteering, Options at 14 (highlighted), Options at 16, Options at 18, and Labour Market Information (LMI). To the right, a section titled 'Options at 14' features three resource cards: 'plotr' (Discover Your future) with a description of GCSE options, 'Studential.com' with a guide on choosing subjects, and 'Which? University' with information on university applications. At the bottom, a navigation bar shows 'YEAR 9 - WELCOME TO CAREERS 2021/2' and a 'PPTX' link.

Introduction to Careers and Options



- Each form group will have a one-hour introduction to careers education including resources available to them
- Takes place in PCS lessons with Mr Devani, our independent Careers Adviser
- Supports the options process alongside the use of other resources and opportunities available to students

Final comments

David Harding
Headteacher



Thank you for
attending

