## Year 10 curriculum <br> 2024

Aims of the evening:

- Explain the process of building your curriculum
- Explain the routes
- Why keeping a breadth of subjects is important
- An opportunity to discuss GCSE subjects with teachers

Timeline for: Curriculum Pathways 2024


## Initial Survey (after the curriculum evening)

- We use the information that you give us to help us construct the option columns
- Sent out via MS Forms
- Follow the route identified
- Survey puts forward your suggestions to us - but these are not your final options
- Last year we managed to hit over $99 \%$ of all 4 choices and $100 \%$ of three choices


## Turning the survey into option columns




Optional Subjects (four columns of 5 lessons per fortnight)
From each column below choose ONE subject as your first choice, and ONE other as a reserve and write them at the foot of the form

| $\quad$ Column A |
| :--- |
| (5 lessons per fortnight) |
| Art and Design |
| DT Timbers \& Textiles |
| DT Food Prep \& Nutrition |
| French |
| History |
| Music |
| Physical Education (PE) |


| Column B <br> (5 lessons per fortnight) |
| :---: |
| 3D Sculpture |
| French |
| Geography |
| Creative iMedia |
| Physical Education (PE) |
| Study Support (Yellow and Red Routes) |
| Your 1st Choice: |
| Reserve: ........ |

Subjects in a

column are
Reserve:
taught at the
Reserve: ................................. same time

## The Future

- Think of these choices as part of your journey through school
- Its easy to get side tracked and start worrying about them, but you need to make sure you listen to advice
- Remember that our advice is designed to help you make the best choices - but we have an eye on what happens after 16 years of age and the situation is changing out there -
- *Dell tech estimate that by 2030 80\% of jobs that exist do not exist at the moment
- Main choice is now at 16 !


Timeline for: Student journey


## Reflection...

Just get on with it - its not worth a load of fuss.

There's no pressure - you will have more options in the future. Take something you enjoy and what will be useful

Take your time it's not a sprint - it's a slow walk to the end of the race

Trust the process and ask questions

Think about what you are interested in - not what your friends are.

## What did Ofsted say about our curriculum path Year 9-10 \& 11 ?

$\checkmark$ The school has planned an ambitious curriculum for pupils.
$\checkmark$ Pupils study a range of subjects at key stage 4, with the English Baccalaureate subjects now at the heart of the curriculum for most pupils.
$\checkmark$ Subject curriculums set out the knowledge that is important for pupils to learn each year. This helps pupils to build on their learning from Year 7 through to Year 13.
$\checkmark$ All pupils receive effective careers education, information, advice and guidance.
$\checkmark$ The school works with local businesses to provide pupils with opportunities to learn about the workplace.
$\checkmark$ Careers fairs, guest speakers and visits to universities help pupils to understand the opportunities that are available to them.
$\checkmark$ Students in the sixth form value the individual mentoring with their tutors.
$\checkmark$ They make informed choices about their next steps into education, apprenticeships and employment.

## ROUTES

- There is a huge focus from colleges, jobs and apprenticeships on Maths and English
- We have designed four routes
- No route is better than the other
- No route means that a person is better than another
- All students get two 'free' subject choices
- All students do a core offering of subjects. This makes up 30 hours of your timetable. It includes Maths, English, Science, PE and PRS (PSHE, RS (GCSE) and Careers) [6 GCSEs]
- Then have a series of choices to make and routes to help you


## English Baccalaureate (EBacc)

$\checkmark$ English
$\checkmark$ Maths
$\checkmark$ the Sciences, including Computer Science

- History or Geography
- a language (French)
- The Ebacc is a measure that looks at students studying the core academic subjects in a school.
- The Government expects most students to be following this combination of subjects

| Red Route | Compulsory Core hours | Study Support | Work Related Qualification | Choice 1 | Choice 2 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Yellow Route | Compulsory Core hours | Study Support | Ebacc Subject | Choice 1 | Choice 2 |
| Green Route | Compulsory Core hours | French (compulsory) | Choose EITHER Geography OR History | Choice 1 | Choice 2 |
| Purple <br> Route | Compulsory Core hours | EBacc Subject | EBacc Subject | Choice 1 | Choice 2 |


| Red <br> Route | Compulsory <br> Core hours | Study Support | Work Related <br> Qualification | Any subject. <br> Ebacc or <br> non-Eb | Any subject <br> Ebaccor <br> non-Eb |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Yellow <br> Route | Compulsory <br> Core hours | Study Support | Geog, Hist, <br> French, Science, <br> CS | Any subject. <br> Ebacc or <br> non-Eb | Any subject. <br> Ebacc or <br> non-Eb |
| Green <br> Route | Compulsory <br> Core hours | French <br> (compulsory) | Choose EITHER <br> Geography OR <br> History | Any subject. <br> Ebaccor <br> non-Eb | Any subject. <br> Ebacc or <br> non-Eb |
| Purple <br> Route | Compulsory <br> Core hours | EBacc Subject | EBacc Subject | Any <br> subject. <br> Ebacc or <br> non-Eb | Any <br> subject. <br> Ebacc or <br> non-Eb |

- Explain the process of building your curriculum $\checkmark$
- Explain the routes
- Why keeping a breadth of subjects is important $\checkmark$
- An opportunity to discuss GCSE subjects with teachers

Each year the process does run smoothly

