



Chipping Sodbury School

KS4 Curriculum Outline

Knowledge, skills & mastery

At Chipping Sodbury School students have access to a broad and balanced curriculum. To ensure this is the case, the KS4 curriculum is split into 2 sections, the core curriculum and the option choices (as shown below).

The core section of the curriculum is designed to ensure all students have access to the key skills and knowledge they need to progress to the next stage of their education, be it within our VIth form or elsewhere. Within this core section all students study both English Language and English literature, building up not only the literacy skills they will need in later life but also their understanding and appreciation of the some culturally significant literature.

All students also study GCSE mathematics and either AQA Combined Science Trilogy (2 GCSEs) or AQA separate sciences (3 GCSEs). At Chipping Sodbury School we encourage many students to aspire towards the separate science pathway, generally the top 2 science sets take this option. These, more able, students will spend 10 lessons per cycle developing this broader and deeper understanding of the science curriculum and 7 lessons honing their Maths skills. Whilst for those students following the combined science curriculum there is an additional lesson to consolidate and refine these numeracy skills.

Most students study French, giving them not only valuable language skills but also an appreciation and understanding of other cultures from around the world. However, each year there are a number of students who do not study French as this would not be appropriate for these individuals. Instead a personalised curriculum is offered, as described further in the Entitlement and Engagement pillar.

Finally, within the core curriculum, students will also take part in Core PE lessons, the Life curriculum and Culture and Faith lessons. In Core PE students profit from both the physical and mental health benefits of sports, whilst in life lessons they cultivate some of the other skills and understanding they will need to be healthy and make a full contribution to their immediate and wider communities.

The final 15 lessons of the curriculum are taken by the Option choices. These 3 subjects are selected by year 9 students as part of the [year 9 options process](#) (as described by this website). In order to ensure a broad understanding of our society all students will select either History or Geography (and could choose to select both) as one of their option choices. When making these choices students are encouraged to aspire and challenge themselves and the wide range of subjects on offer has been designed to allow our students access to a broad and balanced programme of study. This curriculum provides an enriched experience that enables all students to achieve.

Core Curriculum								Option choices				
English		Maths	Science			French	Core PE	Life Curriculum	Culture and Faith	1 Option choice	2 Option choice	3 Option choice
Lang	Lit		Biology	Chemistry	Physics							
8 lessons		8 lessons	9 lessons Combined Sci			5 lessons	3 lessons	1	1	5 lessons	5 lessons	5 lessons
		7 lessons	10 lessons Separate Sci									

Literacy & Numeracy

At KS4, as at KS3, students continue to build up their vocabulary, they are explicitly taught new subject specific vocabulary and apply this knowledge reading complex texts. Literacy skills are further developed through oracy tasks and writing activities that together with the work on vocabulary and reading ensure the teaching of literacy is embedded across the curriculum.

Our KS4 numeracy curriculum is designed to ensure students have opportunities, in maths lessons and beyond, to practise the core skills that underpin the subject. Interleaving these core numeracy skills into the curriculum, both across subjects and over time, allows students the opportunity to access the KS4 mathematical knowledge that rests on these core concepts.



Entitlement & Engagement

Within the core curriculum at KS4 setting is used in most lessons to ensure that all learners are challenged and supported in a manner appropriate within English, Maths, Science and French. Within the optional choices the majority of subjects are taught in mixed ability groupings, with the priority being that the students are able to select the optional subjects of their choice. These choices allow students to go on to explore an area of learning that is personal to their individual interests and higher education plans.

Each year a number of students do not study French as part of the core curriculum offer. The personalised provision for these students is flexible and varies depending on the needs and interests of this group of students. For some of these students there will be the opportunity to take an additional options choice whilst for others a more bespoke provision is put in place. This personalised provision often involves the chance to work as part of a small group. These groups access some additional literacy/numeracy support during part of this timetabled allocation, using the rest of the time to follow a pathway tailored to the interests of the group. This tailored pathway often links to a particular subject or one of the school values (for example the opportunity to develop leadership skills in sport or community skills through other projects).



Aspiration & Wellbeing

Student wellbeing and mental health is at the heart of the KS4 curriculum. A 'Team Year 11' ethos of peer to peer and teacher support is built through a series of year 11 specific assemblies, ensuring that students are able to apply the school values they share. These values of respect, aspiration, responsibility and integrity enable them to become further develop the resilience and kindness they need to success in year 11 and work as a team, supporting each other, to achieve.

Students who need it also continue to benefit from more bespoke mental health support, work with both our student support staff within school and external support as appropriate to best develop each individual's mental wellbeing.

The continued development of both a student's resilience and academic progress is further supported by the continued implementation of our [marking and feedback policy](#). When assessing student's work teachers always provide students with a "Next Step", clearly showing the student that it is always possible to move forward and make further improvements. For KS4 students this is particularly evident in the careful analysis of exam style assessments, where students work with their teachers to use this evidence to identify and close any knowledge gaps. By using this data to inform and personalise feedback teachers are able to not only help students close these knowledge gaps but also continue to reinforce the 'growth mind-set', aspirational, ideas that were introduced at KS3.



Community, respect & enrichment

Our Life curriculum promotes the spiritual, moral, social and cultural development of students, preparing them for the opportunities, responsibilities and experiences of later life. These lessons include units that cover Relationship and Sex Education. The aim of RSE at Chipping Sodbury School is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Our students understand the benefits of healthy relationships to their mental wellbeing and self-respect. At Chipping Sodbury School, we ensure these knowledge and skills meet the DFE guidelines and topics are taught in a developmental and age-appropriate way.

During the Culture and Faith lessons, students have the chance to learn about different cultures and faiths, both from around the world and within the UK, to support the development of tolerance, respect and mutual understanding across society. Through activities and discussions in these lessons students cultivate not just the school's shared values but also our shared British values.

During KS4 students again have the opportunity to attend a variety of trips, both local and residential which support their establishment of the cultural capital to which they are entitled. Together with a programme of enrichment activities, as outlined in the [personal development/ Extra curriculum outline](#).