

Curriculum Structure 2020/21 - Discussion document

Introduction

This document sets out the proposed curriculum model structure for the 20/21 academic year, providing rationale for student grouping as appropriate. It is this curriculum model that forms the basis of the college timetable and specifically defines the parameters in which that is constructed. Significantly, the curriculum model drives staffing levels for the forthcoming financial year.

The timetable is constructed around a two-week cycle (50 periods). All numbers quoted in this document refer to that structure unless specially defined otherwise.

This document should be read in conjunction with the college's formal curriculum policy document which is reviewed annually by the governing body.

Key Stage 3

Year 7

Students will study one languages on entry to Oathall in year 7; from either French, German or Spanish. Parental preferences are accounted for in student allocations on transition.

Subject	Lessons	Subject	Lessons
English	7	Drama	2
Maths	7	Music	2
Science	7	Art	2
History	4	Design Tech	3
Geography	4	Single MFL	4
RE/PSHE	2	Computing	2
PE	4		

All classes in year 7 are taught in mixed attainment groups.

Year 8

On-going discussion about the number of MFL subjects that students study in year 8 mean that the year group may follow the same structure as year 7. However, until a final decision is reached the current structure is given below.

Subject	Lessons	Subject	Lessons
English	7	Drama	2
Maths	7	Music	2
Science	6	Art	2
History	3	Design Tech	3
Geography	4	French	3
RE/PSHE	2	German/Spanish	3
PE	4	Computing	2

In year 8 maths introduce an upper ability group in each year half or third and group all the other students in mixed attainment groups.

Year 9

Towards the end of year 8, students make an initial options choice for their continued study of modern languages. The vast majority of the year group select to continue with one language (which would be the one they continue through to GCSE). One group will potentially continue as dual linguists (following recommendations from faculty staff and in consultation with parents). Currently these dual-linguist students do not follow a design technology course in year 9.

Subject	Lessons	Subject	Lessons
English	7	Drama	2
Maths	7	Music	2
Science	7	Art	2
History	4	Design Tech	3
Geography	4	Modern Language	5
RE/PSHE	2	Computing	1
PE	4		

In year 9 English introduce an upper ability group in each year half or third. Science group students into three ability bands. Maths continue with the setting structure from year 8.

Student placement in groups that are arranged by ability are reviewed regularly.

Key Stage 4

All students study English language, English literature, mathematics and science (either double or triple award). This is supplemented by non-qualification lessons in PD/Re and physical education.

Following an option process that begins for year 9 students in January, students choose 4 additional subjects to study. The option process strives to ensure a broad and balanced curriculum is followed as well as allowing for specific learning pathways to support student needs. This may include a small number of students taking less qualifications and using the time to receive additional support from the Learning Support Faculty.

Subject	Lessons	Subject	Lessons
English	8	Option A	5
Maths	7	Option B	5
Science	10	Option C	5
PE	3	Option D	5
RE/PD	2		

Option Subjects Proposed for Year 10

All subjects are GCSE unless otherwise shown in brackets.

Art and Design
Animal Care (BTEC)
Business Studies
Child Development (Cambs. Nat)
Computer Science
Drama
Drama (BTEC)

3D Design
Dance (BTEC)
Engineering
Hospitality and Catering (Tech Award)
French
German
Geography

Health and Social Care (BTEC)
History
Music
Physical Education
Psychology
Photography
Religious Studies
Spanish
Sports Studies (Cambs. Nat.)

Setting, blocking and mixed attainment teaching at Key Stage 4.

The **English** faculty continue the same setting structure used in year 9.

The **mathematics** faculty arrange groups within three ability bands. The 'top' band will take the higher GCSE paper and additionally will be offered the 'Further Maths' GCSE. The majority of the middle band will also take the higher tier GCSE with the remainder taking the foundation.

In **science**, approximately 25 - 30% of students follow a programme to achieve three separate GCSE's. It is important to note that this is undertaken in the same curriculum time and so is regarded as an accelerated group. Further grouping takes place by ability for the combined science option.

It is usual practice for the subjects studied in the option blocks to be taught as mixed attainment groups.