



Key Stage 4 Options 2022 - 2023



Headteacher: Mr McCann

Deputy Headteachers: Mrs Scott/Mrs Langford

Key Stage 4 Manager: Mr Hamilton

Dear Year 9 Students and Parents/Carers

At Greenbank School we recognise the importance of the decisions that students need to make in their transition from Year 9 into Key Stage 4. In this important phase of students' education, it is crucial that we give you clear and informed guidance as to the choices available and how these are matched to individual needs, interests and abilities.

Opportunities such as Annual Review meetings, Parents' Evenings and guidance for students is designed to ensure that parents and students are fully informed of the issues involved in choosing courses for Years 10 and 11.

Qualifications gained at the end of Key Stage 4 are an essential springboard for students' development and play a large part in shaping future educational opportunities.

We also see this as a time to reinforce the partnership that exists between the school, parents and students. We value this partnership as we feel that it is instrumental in ensuring that students commit themselves, wholeheartedly, to the work that will enable them to successfully meet the challenges of new courses in Years 10, 11, Sixth Form and beyond.

Whilst we place great importance on the academic pathways students follow and the progress they make we do not lose sight of the fact that students also need to develop social, communication, emotional, thinking and independent living skills to equip them for life as a young adult. Our curriculum and residential provision provides outstanding support in these areas.

Yours faithfully,



Mr M. McCann
Head teacher

Introduction

Year 9 students will complete their Key Stage 3 curriculum in July and will move on into Key Stage 4 / Year 10 in September 2022. To help students prepare for this change, your child will be making their choices for their Key Stage 4 courses over the coming weeks. This is a very important decision which will impact on your child's future. We also recognise that it can be a difficult decision to make which is why we place emphasis on advice, support and guidance so that the process can be as straight-forward as possible.

As well as this book, your child will:

- Be able to talk to their tutor and Key Stage Manager.
- Be able to see the course content of each course on the school website.
- Take part in group work as part of their careers lessons.
- Have talks from an external Careers advisor.
- Be able to talk to a range of prospective post school providers.

The Core Curriculum

The curriculum is designed to ensure that students have a broad and balanced education to allow them to have a wide choice of pathways. The Key Stage 4 curriculum is made up of subjects which students are required to study (this is called **Core Curriculum**) and subjects that they can select to study (this is called **Options**).

The Core Curriculum occupies around 80% (16 out of 20 lessons) of your child's timetable in Year 10 and 11.

The Core Curriculum	
<u>Subject</u>	<u>Lessons per week</u>
English	4
Mathematics	4
Science	2
Computing	1
CEIAG (Careers)	1
Physical Education (not examined)	2
Citizenship (not examined)	1
RE (not examined)	1

The Options

In addition to studying the Core Curriculum, your child will also be able to select **2** Option subjects. Your child will be guided to which options will be most appropriate for them to enable them to achieve the best possible outcomes. This is based on their Key Stage 3 progress. The Options occupy 20% (4 out of 20 lessons) of your child's timetable in Year 10 and 11.

Students will have the opportunity of selecting **1** option from **Block A** and **1** from **Block B**; or just Foundation for Adulthood across both Blocks

Block A	Block B
Non-accredited curriculum: Combined Art/Technology	Non-accredited curriculum: Combined Humanities
	Media Studies
Block A and B: Foundations for Adulthood	

The Non-Accredited Curriculum

Students participate in a less intensive curriculum which will support their physical and emotional health and wellbeing, whilst providing them with a range of engaging projects to develop their skills and knowledge.

The lessons will focus on topic content rather than the stresses of achieving accreditation.

For example, in Block A, they will study parts of the Food Technology, Design Technology and Art programs but for educational enrichment purposes only. In Block B, students will study Geography and History themes to broaden their knowledge of the world we live in.

This enables students to learn in a relaxed environment whilst still learning the relevant Key Stage curriculum. The timetable is more flexible and able to change to suit individual needs and interests. In turn, this will allow increased time for students' learning, development and growth.

Flightpaths at Greenbank - Teal

Criteria	Traditionally students would be P / M Levels, secure Pre-Entry Level, developing Entry Level 1 academically. Students may need an alternative provision with more focus on meeting sensory needs if academic progress stalls.
Curriculum	Access to increased enrichment activities and a practical approach to learning
CEIAG	Introduction to the 'World of Work' with volunteering in KS4 and supported work shadowing and work experience in KS5
Annual Reviews	Focus on support after Greenbank – Social Care input highly recommended

Beyond GB

Family supporting young person or a social care package.
EHCP could be ceased due to academic potential being reached. College or employment where progress and employability skills support this.

Sixth Form

Subjects accredited through ASDAN Towards Independence and NCFE Functional Skills Entry Level 1.
Students may choose alternative provision in the local area that suits their needs better.

Year 10/11

Core & Foundation Subjects accredited through ASDAN Personal Progress.

Year 8/9

Differentiated practical curriculum covering all National Curriculum subjects.

Year 7

Baseline – students have diverse starting points so the first year at Greenbank allows school to make an informed judgement based on academic and cultural capital over time.

- There are four flightpaths at Greenbank **TEAL** > **CORAL** > **PURPLE** > **YELLOW**
- Movement between flightpaths can occur

Flightpaths at Greenbank - Coral

Criteria	Traditionally students would be NC Levels 1c – 3c academically, secure Entry Level 1, developing Entry Level 2 Students must apply to Greenbank Sixth Form, after discussion at the Year 11 Annual Review
Curriculum	Access to enrichment activities and a practical approach to learning with some formal qualifications where appropriate. Qualifications in KS4 & KS5 are at Entry Level 1 - Entry Level 2
CEIAG	Volunteering and a weeks work experience in KS4, with weekly work experience and Employability lessons in KS5
Annual Reviews	Focus on support after Greenbank and future education – Social Care input recommended

Beyond GB

Family supporting young person or a Social Care Package.
Employment, College or Supported Internship

Sixth Form

Core Subjects accredited through NCFE Functional Skills Entry Level 1-2. Foundation Subjects accredited through ASDAN Towards Independence and Personal Social Development

Year 10/11

Core Subjects accredited through OCR Entry Level qualifications.
Foundation Subjects accredited through ASDAN Personal Progress and OCR Life & Living Skills

Year 8/9

Differentiated functional curriculum covering all National Curriculum subjects

Year 7

Baseline – students have diverse starting points so the first year at Greenbank allows school to make an informed judgement based on academic and cultural capital over time.

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Qualifications Explained

There are a wide variety of appropriate subjects available to students.

It is important that you and your child understand the courses students follow, are also in line with their relevant Flight path.

Students in the Coral and Teal Flight may need to be making the primary goal in progressing their personal development paths, rather than to receive accreditation.

Qualification	Description
<p>Teal & Coral Flight Path:</p> <p>Pre- Entry ASDAN Personal Progress Short Course Science</p>	<ul style="list-style-type: none">• For students for whom Entry Level does not support their primary needs.• Develops personal, social and employability skills for those working below Entry Level.• An engaging and challenging curriculum of activities, leading to a certificate of achievement.• Courses range in duration from 10 hours to 150 hours.• ASDAN qualifications are approved by the regulatory authorities for England (OFQUAL).• 100% internally assessed

Information for Students:

Introduction

Selecting which subjects you study in Year 10 and Year 11 is a very important decision as it may affect:

- Your progress over the next 2 years,
- Your future pathway into Greenbank Sixth Form and beyond that College
- Your employment prospects in the future

This decision must be yours, but there are people in school who can help such as your tutor, Mrs Scott (Deputy Head), and Mr Hamilton (Key Stage 4 Manager). Remember that you will have to study the subjects you choose for 2 years so do not make your choices without finding out as much as you can about the courses you are interested in.

How to Choose a Course:

You will still have to study and take tests and / or complete coursework in English, Mathematics, Science and Computing but you can select **2** courses that you would like to study in Year 10 and Year 11. You also have to study Core PE, RE and Citizenship but do not take examinations in these subjects.



Do choose courses because

- You enjoy the subject
- It will help you with your future
- You are willing to work hard during the entire course



Do not choose courses because

- Your friends have chosen it

Some Questions You May Have:



Who can help me make my decisions?

You will be able to find information in this book, but also:

- You can talk to your tutor
- Mrs Scott/Mr Hamilton may have already met with you, but you can always ask to see them again
- Your teachers can give you advice

Will I get all my first choice subjects?

Most students are able to study the subjects they want, but it may not be possible if:

- Your choices do not match your Flightpath
- There are too many students who want to do that subject
- There are not enough students who want to do that subject so the subject is withdrawn
- It is felt that an alternative curriculum (i.e. the Foundations for Adulthood option) would be a more appropriate option and would support progression more effectively

The Core Curriculum – for ALL students

English



Subject Leader: Mr McManus

Qualification: Pre-Entry, Entry Level

Grades: Pre-Entry Level - a Certificate or Diploma (depending on the number of credits awarded)
Entry Level – Entry 1-3 (3 being the highest level).

Pre-Entry: ASDAN – Personal Progress Entry 1.
<http://www.asdan.org.uk/courses/qualifications/personal-progress>

The course is externally accredited and based on coursework. The main topics are English and communication skills which are delivered in a functional way.

Entry Level: OCR Certificate in English (R393).
<http://www.ocr.org.uk/qualifications/entry-level-english-r393-from-2016/>

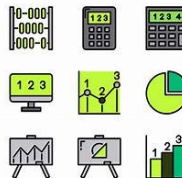
Entry Level Certificate in English will inspire and engage students by providing a broad, coherent, satisfying and worthwhile course of study. Student complete two Writing tasks, two Reading tasks and one Spoken Language task. The students, depending on their attainment, gain a level 1, level 2 or a level 3 Certificate.

Mathematics

Subject Leader: Miss Rosenburgh

Qualification: Pre-Entry, Entry Level

Grades: Pre-Entry Level: an Award or Certificate
Entry Level: Entry 1, 2 or 3 (3 being the highest level)



Pre-Entry Level: ASDAN – Personal Progress Entry 1.

The ASDAN Entry 1 Award in Personal Progress is designed to help learners working at Entry 1 and below, develop the confidence and skills for everyday life. The primary purpose of this qualification is to support students to operate independently and effectively in life, learning and work.

Entry Level: OCR Life and Living Skills Entry Level 1-3 (Units J01-J15)

<https://www.ocr.org.uk/qualifications/vocational-qualifications/vocational-qualifications-qcf-life-and-living-skills-entry-level-1-3/>

This course encourages learners to develop confidence in, and a positive attitude towards mathematics and to recognise the importance of mathematics in their own lives and to society.

Assessment is marked internally. Evidence based on students work over the course of 2 years.

Science

Subject Leader: Mr McManus

Qualification: Pre-Entry, Entry Level

Grades: Pre-Entry Level- Between 1 and 6 credits.



Pre-Entry Level: ASDAN Science Short Course

The Science Short Course, developed in association with the [Centre for Science Education](#), accredits up to 60 hours of science studies and activities. It can support learners working towards Science Entry Level, while maintaining their curiosity about the subject. Learners develop their personal and employability skills – as well as their science knowledge and understanding. Topics available for study include: Human Machine, Forces and Motion, Chemical Change, Biological Challenges, Space Physics and Performance in Sport. Coursework is internally marked and moderated within school.

Computing

Subject Leader: Mr Coward

Qualification: Entry Level

Grades: Entry Level 1, 2 or 3 (3 being the highest level).



The accreditation for Computing at Key Stage 4 is through: OCR Life and Living skills, focusing on the practical applications of Computing. The course will focus on developing Computing skills for the success in life & the workplace. In addition to this accreditation, students may receive tuition in a rounded suite of Computing skills, which will include Game design, Office skills, Coding and algorithm use. Also some fun stuff in the mix.

Citizenship



Subject Leader: Miss Thelwell

Qualification: Pre-Entry, Entry Level.

Grades: ASDAN Personal Progress (Pre-Entry/Entry 1)

Citizenship is a mandatory subject which is delivered at Greenbank School to enable students to become caring and responsible young adults. Students will develop an awareness of the social, moral, spiritual and cultural values within diverse British and Global communities. It is delivered through a combination of weekly tutor based sessions and providing opportunities for students to participate in whole-school initiatives such as School Council, special events and competitions.

CEIAG (Careers, Education, Information, Advice and Guidance)



Subject Leader: Mrs Langford

Qualification: None

CEIAG is designed to prepare students for life in modern Britain by providing the knowledge, understanding, confidence and skills that they need to make informed choices and plans for their future learning and career.

Greenbank School is committed to providing good quality, impartial information, advice and guidance to every student throughout their school career. We ensure that students come in to contact with employers to encourage students to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire to.

Our CEIAG programme provides activities appropriate to age and need; it aims to provide students with the best possible foundation on which to base not only their post-16 choices following Year 11, but also their options choices for subjects in Year 9.

We aim to ensure that all our students:

- are supported to make effective choices about their future study and career options
- are provided with experiences which inspire and motivate them to achieve highly
- are prepared for the transition process to life beyond secondary school (further and higher education and the world of work)
- develop self-knowledge and confidence in making decisions and career choices which are suitable and ambitious for them
- develop characteristics such as social skills, communication, resourcefulness, innovation and resilience

Physical Education

Subject Leader: Mr Hamilton

Qualification: None



Students will participate in at least 2 hours of P.E. each week experiencing a wide range of sporting activities including racket sports, hockey, football, volleyball, handball, trampolining, cricket, rounders, basketball, tennis, athletics and fitness. School invests heavily in its P.E. resources with the objective of providing opportunities for students to:

- Become more competent, confident and expert in their techniques and apply them across different sports and physical activities and learn to tackle complex and demanding physical activities.
- Develop their technique and improve their performance in other competitive sports e.g. athletics and gymnastics.
- To work in a team; building on trust; developing skills... either individually or as a group.
- Overcome opponents in direct competition through team and individual games.
- Take part in competitive sports and activities outside school through community links or sports clubs through team and individual games.
- Use a range of tactics and strategies to overcome opponents in direct competition (through team and individual games).

Religious Education



Subject Leader: Mr Duncalf

Qualification: None

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges students to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. All participants are encouraged to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.

(Agreed CWAC Syllabus Sept. 2013)

Year 1	What's the difference? Students will look at aspects of the 6 main world religions, allowing them to compare, reflect and contrast.	World's best seller – the Bible Students will learn about the history and importance of the bible to believers.	Islam – beliefs/teachings Students will explore the key beliefs and teachings of Islam.
Year 2	Christianity - values Students will examine the core Christian values and discuss how believers use them in everyday life.	Persecution Students will learn about the causes of persecution and why it takes place. Students will also examine historical examples of persecution.	Big Questions Students will develop their ability to discuss and answer big questions about the World.

Teal and Coral Flightpaths Options - Block A

view presentations online at <https://greenbank.eschools.co.uk>



Combined Art, Food Technology, and Design Technology

Art Subject Leader: Mr Burrage

Learners produce work developed from personal and/or centre-devised starting points, or centre devised projects e.g. plants. The lessons help students develop and refine their ideas, as well as record their ideas and present a response. Learners create their art or craft products both individually and collaboratively.

Food Technology Subject Leader: Mrs Meadows

Food Technology offers exciting and rewarding activities to develop skills and knowledge through cooking and food preparation. This helps learners develop practical cooking skills, as well as personal, social and work-related skills.

The Food Technology course will enable learners to:

- learn what is meant by healthy eating and wellbeing
- learn and demonstrate the skills and techniques needed to cook
- gain an understanding of the importance of sustainability and cooking on a budget

Design Technology Subject Leader: Mrs Meadows

In Design Technology, students use creativity and imagination to design and make a range of products, considering their own and others' needs, wants and values.

Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

Teal and Coral Flightpaths Options - Block B

view presentations online at <https://greenbank.eschools.co.uk>



Combined Humanities: Geography and History

Subject Leader: Miss Badzire

Geography is a key part of the National Curriculum and has a natural relationship to History. Each group learns the subjects through topic work, making meaningful connections across the curriculum. A lot of time is put in to make sure that this subject is fun and engaging. Children's innate 'what' 'when' 'how' 'where' and 'why' questions are highly encouraged through this subject.

In Geography, the subject is organised into key skills that are taught throughout the year.

- Enquiry and Skills
- Geographical Language
- Knowledge and Understanding of Places; Patterns and Processes; and of Environmental Change and Sustainable Development.
- Map and Atlas Skills

Within History, skills develop knowledge and understanding that the children need as they develop their perceptions. The skills are divided into 5 sub areas:

- Chronological understanding
- Knowledge and understanding of events, people and changes in the past-
- Historical Understanding
- Historical Investigation
- Organisation and Communication

The non-accredited Humanities course will be delivered through a series of topics, such as chocolate, transport, past civilizations, and can be adapted to meet the interests of the students within the group.

Teal and Coral Flightpaths Options - Block B

view presentations online at <https://greenbank.eschools.co.uk>

Media Studies

In our Media Studies non-accredited course, students will look at different aspects of media, from different forms of advertising, to how media is presented in the modern world. Students will also look at the rich history of Media by delving into the History of Cartoons, beginning with the rubber hose style of the 1920's, right up to the CGI era. Also, they will be looking at how cinema has changed through the years in our History of Films scheme of work.



The purpose of this course is to encourage students who have an interest in films and media and give them an understanding on how media is represented in the modern age. Lessons are adapted to help students in their understanding of the topics covered.

Foundations for Adulthood (Option A **and** B)

Co-ordinator: Kym Jeffrey



This is a bespoke pathway for a small number of students who are identified as needing a more practical and nurturing activity, in order to give them the skills to progress in school and life beyond.

Students will work towards specific targets as set out in their EHCP and these will be reviewed on a termly basis, in order to demonstrate progression. For some students, this may be a short term opportunity, whereas for others it may be more ongoing; again this depends on individual need.

The type of activities students might engage in are:

- Planning, buying and preparing a snack
- Using public transport
- Money skills
- Hygiene (personal and food)
- Health and safety in the kitchen
- Road safety
- Work experience projects
- Household skills
- Functional life skills
- Accessing the local community and people within it
- Communication skills

The list is endless! However, the focus will be driven by the needs of the students and they will be involved in the planning of any activity.

Examples of positive outcomes that have been achieved this year:

- Increased flexibility around food options and choices, which had previously been very limited.
- Positive interaction opportunities in a small group setting for student with extreme social anxiety.
- Leadership skills developed in small group sessions, which have also enhanced self-esteem and confidence.
- Coping with change and accepting that change can be positive.
- Displaying outstanding behaviour and conforming to social expectations when out in the community.
- Enjoying and engaging in learning!
- Achievement by all!



Teal and Coral Flightpaths Key Stage 4 Options Form

Thank you for taking the time to read the curriculum options booklet. A **full** copy of the document, where course details and levels of accreditation are provided can be found on the eschools website.

<https://greenbank.eschools.co.uk>

Using the table below you will see **Blocks A** and **B**.

Tick **ONE** first choice and **ONE** reserve subject from the options below

BLOCK A	1st	Reserve
Combined Art/Technology		
Foundations for Adulthood*		

BLOCK B	1st	Reserve
Combined Humanities		
Media Studies		
Foundations for Adulthood*		

*Foundations for Adulthood must be chosen for **BOTH** options

Student Name: _____

Tutor Group: _____

Parent Signature: _____

PLEASE RETURN TO SCHOOL BY

FRIDAY 25TH MARCH 2022