

KS4 Curriculum Booklet 2025-2027



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Key Stage 4 Curriculum



Head of Year 9 | Mr Miller

It is a very important time for you as you embark on one of the most important periods of your educational life. You will need to make decisions about what you want to study at KS4. This process provides an opportunity to take control over what subjects you want to study and start to shape the way you want your future to be. The options you choose for Years 10 and 11 will affect what you will be learning in school and may also influence the courses you may take for post 16 education or the careers you may be interested in for the future.

You will continue to study the 'core' curriculum subjects English, Mathematics, Science, Physical Education and Religious Education. In addition to these you will have a choice of option subjects, one of which must be either Geography or History. There are a variety of subjects including both GCSE and Vocational qualifications and it may be that one type suits you more than the other.

It is important when choosing your options that you consider what interests and motivates you.

Spend time thinking about the subjects that you enjoy doing as you will be studying these subjects for two years. I would also advise you to consider the subjects that you are good at as ultimately you will want to succeed. You may also think about the type of courses or career pathways you may take in future years as a guide to the options you select.

Remember this is an options process and you are not alone in your decision making. The first part of this process is to use this booklet as a guide to what subjects you could study. We would advise that you speak to your parents, subject teacher or myself for further information and guidance. It is important for you to discuss your decisions before making a choice.

You will see there is a timeline of events for the process, this outlines the key dates including the final deadline date for option choices of the 31st March.

Mr Miller
Head of Year 9

SUBJECTS

CORE SUBJECTS:

- English Language
- English Literature
- Mathematics
- Science
- Religious Studies
- PE Core
- PSHCE

OPTIONAL SUBJECTS:

- Art & Design
- Business Studies
- Design Technology
- Hospitality & Catering
- French
- Geography
- Graphics
- Health and Social Care
- History
- Music
- PE
- Photography
- Psychology
- Religious Studies
- Triple Science



Timetable, Timeline & Careers Guidance

The Key Stage 4 curriculum covers years 10 and 11. Students follow courses in English Language, English Literature, Mathematics, Science, Religious Studies, Physical Education and PSHCE.

The timetable covers 50 hours across a two-week timetable. 32 out of the 50 hours will be for these core subjects.

Each student will choose three optional subjects to keep the curriculum as broad as possible.

One of these subjects must be Geography or History (please note, students can take both Geography and History). Each option subject is taught over 6 hours. All students will study 8 level 2 qualifications.

TIMELINE



February 2025: KS4 Curriculum assembly

KS4 Curriculum booklet distributed to students

6th February 2025: KS4 Curriculum Evening

26th March 2025 Year 9 Parents Evening

31st March 2025: Deadline for options form to be completed

May 2025: Start of Year 9 Options interviews with students

End of May 2025: Letter with final options sent home

CAREERS EDUCATION

It is a priority to provide our students with a full Careers Education, Information, Advice and Guidance (CEIAG) Programme. This is to ensure that students are ready and prepared for the future and have had experiences, opportunities and information to help them make choices for further study and work.

Employability is the ability to get work and progress in your future career. Learning about and developing employability skills is vital for young people. The CEIAG Programme helps our students understand employability and understand how important it is to have the right

attitude and work ethic as they progress through education and training.

Students will have a variety of meaningful encounters with employers and external visitors during Years 10 and 11, including a visit to a University and a visit to a careers fair.

During Year 10 all students will have the opportunity to complete a week of Work Experience. This taste of real work is always beneficial and students often return with new skills.

All students will have at least one careers interview with an independent advisor. This usually takes place in Year 11.



English Language & Literature



Subject Lead | Ms Pritchard
Examination Board | AQA

Overview and Assessment

Our students study both AQA English Language GCSE and English Literature GCSE. Each qualification has two exams.

GCSE English Language:

Unit 1: Explorations in creative reading and writing 50%

Unit 2: Writers' Viewpoints and Perspectives 50%

Unit 3: Spoken Language (formerly speaking and listening) accredited separately (Pass, Merit, Distinction)

GCSE English Literature:

Unit 1: Shakespeare and the 19th century novel 40%

Unit 2: Modern texts and poetry 60%

Course Content

Year 9 is focused on building GCSE skills of explanation and analysis. We study a range of texts to prepare students for the challenges of the Language and Literature courses. We also develop creative fiction and nonfiction writing skills.

Both English Language papers are based on unseen extracts. Paper 1 is centred on analysis of a fictional extract and requires students to write a narrative or descriptive piece. Paper 2 is nonfiction and also requires students to complete a piece of writing expressing a viewpoint.

English Literature Paper 1 will focus on a Shakespeare play (Romeo and Juliet) and a pre-1900 novel (A Christmas Carol). Paper 2 is in three sections with questions on: a modern play (An Inspector Calls), the Power Conflict

Anthology and Unseen Poetry.

Expectations

We aim for students to respond to an exam-style assessment every fortnight. This will range from responses to Language or Literature analytical exam questions to original writing. Students should be prepared to read and re-read set texts. Weekly home learning tasks will include revision tasks and exam practice essays.

Career Opportunities

English is an essential life skill as it gives you the crucial skills to interact with others, to express your thoughts and feelings. Literature teaches fundamental analysis skills and opens our eyes to different perspectives. Our Big Write Competition and English Appreciation Day offer students the opportunity to work with professional writers. Students may also be able to work with an actor on speaking and presentation skills, spoken-language skills as well as a professional poet to explore our anthology poems. By engaging with our Big Write / Big Speak, students can work with our judges for professional feedback on their competition entries.

Extra-curricular activities relevant to this subject

We run weekly booster sessions looking at a variety of exam content with our Year 11 students.



Mathematics



Subject Lead | Mr Dawson
Examination Board | Edexcel

Overview and Assessment

GCSE Mathematics is a two tier course - Higher for grades 4-9 and Foundation for grades 1-5. A pass that will not require a retake post 16 is grade 4.

All examinations are taken at the end of Year 11. There are three exams in total: one non-calculator paper and two calculator papers. Each paper is 1 hour and 30 minutes long and has a total of 80 marks.

Course Content

The Mathematics GCSE course objectives are classified under six strands of study:

- Number
- Geometry
- Statistics
- Ratio
- Proportion
- Rates of change

There is a strong emphasis on problem solving and mathematical reasoning.

Expectations

The course builds directly from KS3 study. Year 9 covers the first part of the course and evidence during the year will determine the tier of entry for continued study during Years 10 and 11. All students must attend lessons with the appropriate equipment which includes a pen, pencil, eraser, ruler, protractor, pair of compasses and a scientific calculator (we recommend the Casio fx83-GTX). Home learning tasks will be set weekly. These will be a mixture of consolidation tasks, revision tasks, research tasks and online tasks. It is essential that students complete and submit home learning on time and to the best of their ability as it forms an essential part of their learning.

Career Opportunities

A good pass at GCSE grade 4 demonstrates to colleges and employers that an individual is numerate and can apply a logical and structured approach to problem solving. The list of careers available to Mathematics graduates is enormous, as a degree in Mathematics is recognised as evidence of excellent problem solving skills and learning capacity suitable to most career paths.

Extra-curricular activities relevant to this subject

Booster Maths Enrichment, UKMT Maths Challenge.



Science



Subject Lead | Mrs Pople
Examination Board | AQA (Combined
Science: Trilogy)

Overview and Assessment

Students studying this double award will receive two GCSEs. This is made up of two equal or adjacent grades. There are 17 possible grade combinations, for example; (9-9), (9-8), (8-8), (8-7) through to (1-1).

Students begin this course in Year 9, learning Biology, Chemistry and Physics. All examinations will be completed at the end of Year 11. There are six exams in total: two Biology, two Chemistry and two Physics. Each exam paper lasts 1 hour and 15 minutes and has a total of 70 marks allocated to it. Each exam is worth 16.7% of the final award. Students will be entered for higher (4-3 to 9-9) or foundation tier (1-1 to 5-5).

Course Content

All three science disciplines are taught in Years 9, 10 and 11:

Biology: Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution and ecology.

Chemistry: Atomic structure and the periodic table, bonding structure and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis and chemistry of the atmosphere and using resources.

Physics: Energy, electricity, particle model of matter, atomic structure, forces, waves,

magnetism and electromagnetism.

Expectations

This course builds upon the learning of KS3 study.

We expect all students to arrive to their lessons as the budding scientists that they are - well equipped and with a good attitude to learning.

Throughout our learning journey we will explore theory through practical work and also complete 21 required practical investigations. This work is essential to improve upon student understanding of theory through practical experience.

Students will be required to work scientifically during all investigations, recording their work in their workbooks or lab books.

Home learning tasks will be set each week that students must complete to enhance their recall and application of all content.

Career Opportunities

A GCSE in Science leads to a huge number of careers in the field of Science and Technology. Students can go on to study Science at Key Stage 5 and then have careers in the health industry, explore future technologies and even work in scientific research locally at Porton Down. There are many careers which are not traditionally seen as Science based, but Science is the foundation of, for example, sport, hairdressing and mechanics.

Extra-curricular activities relevant to this subject

Weekly drop in sessions are available with the Science team. Students are welcome to attend, or support Science Club and all students are encouraged to take part in British Science Week.



Religious Studies

Archbishops Award



Subject Lead | Miss Pickering

Overview and Assessment

The Archbishops' Young Leaders Award exists to see a generation of young people empowered to transform society. Through working in partnership with schools, churches and communities, the award develops opportunities for young people to grow in leadership, faith and character.

The programme has strong links to SMSC, British Values, PSHE, Character Education, Citizenship, RE and SIAMS, where students will be given the opportunity to learn about character education and personal development. Based on the concept of running a race the Award focuses on developing core skills for life after school and the workplace.

Course Content

Students will be taught core leadership topics through the following modules across two years:

Communication and Teamwork

Problem solving and Critical Thinking

Conflict resolution and Managing others

Coaching and Mentoring

Decision making and Planning

Communication and Presentation

Students will complete a Reflection and Evidence Booklet at the end of each module appraising how they have developed in terms of Leadership skills and Character virtues. Students reflect on their preparation, implementation and impact of each Action Project, producing a portfolio. The digital platform allows for all evidence to be

completed and submitted online.

Expectations

Students will have the opportunity to take part in apprentice style challenges to serve local communities. In doing so, our vision is to support our students in nurturing leadership skills and character virtues to develop the whole child's, mind, heart and soul.

Independent research by the University of Gloucestershire has proven that the Young Leaders Award helps foster a growth mindset in young people raising their aspirations and enabling them to see and achieve their full potential.

Career Opportunities

The Archbishop Award enhances career prospects by developing leadership skills, resilience, and social awareness, these are key attributes highly valued by employers. Students build confidence, communication, and decision-making abilities, essential for leadership roles. The award fosters tolerance and teamwork, equipping students to collaborate effectively in diverse workplaces. Resilience, developed through challenges, prepares them to handle setbacks and adapt to change. Employers seek candidates who are adaptable, empathetic, and socially responsible qualities gained through this award, making students more competitive in their future careers.

Extra-curricular activities relevant to this subject

A Prayer Space is offered for quiet reflection time.

After school booster sessions are offered for students to improve grades.





Overview and Assessment

The core aim of PE lessons throughout KS4 is to facilitate a life-long enjoyment of being physically active that continues after Year 11. Students are encouraged to take responsibility for leading a healthy, active lifestyle and build upon the knowledge, skills and behaviours that they developed through Years 7-9. Through Year 10, students will continue to be assessed against our 'Head, Heart Hands' assessment method, which emphasises the benefits of being active for our physical, emotional and social wellbeing.

Course Content

All students will participate in four hours of practical PE across our two-week timetable. During Year 10, students will engage in a broad curriculum that enables them to develop a range of practical and personal skills. Each sport/ activity will be delivered over a period of six to eight weeks. These lessons will be completed in their class groups - Girls, Boys and Mixed Ability.

All students will also be encouraged to complete the Youth Sports Trust Ambassador Award to support their CV and future applications to study. During Year 11, we adopt a more autonomous approach to PE. A variety of sports and activities will be available for students to choose from via a Google form at the end of each half term.

Expectations

All students are expected to wear the Sarum Academy PE kit and be prepared with other items, such as hair ties, shin pads, etc. that they may need for their sport/ activity. Further, students are expected to dedicate 100% effort to every lesson and demonstrate a positive, sportsmanlike attitude at all times.

By the end of Year 11, we expect that students understand how they can continue to be physically active and be aware of potential options available to them in the local community.

Benefits and opportunities of Core PE

- Contribute to our Government recommendation of 150 minutes of moderate intensity exercise per week
- Try new sports / activities to inform participation in Enrichment and clubs outside of school
- Improve and maintain physical, social and emotional health.
- Experience physical activity in a positive, non-pressured environment

Extra-curricular activities relevant to this subject

The PE Department offer a wide range of after-school enrichment options for all students, such as football, fitness and trampolining. Enrichment times also provide an opportunity for students to demonstrate their leadership skills by hosting an enrichment option of their choice for other students in the Academy. This is something that we actively encourage.

Additionally, the opportunity to represent the Academy in sports fixtures and tournaments with other schools will continue.





Overview and Assessment

The NCFE Level 1/2 Technical Award in Health and Fitness is assessed by a combination of non-exam assessment methods (60%) and written examination (40%). The non-exam assessment coursework provides the opportunity for students to apply the content that features in the written examination to a practical scenario.

The course is equivalent to one GCSE qualification and is graded as follows: Level 1 and level 2 Pass, Merit and Distinction.

Course Content

The course is delivered through both practical and classroom theory lessons to achieve the following objectives:

- Develop a broad understanding of the structure and function of body systems; skeletal, muscular, cardiovascular, respiratory and energy
- Identify the effects of health and fitness activities on the body
- Understand health and fitness and the components of fitness
- Apply the principles of training
- Understand the impact of lifestyle on health and fitness
- Test and develop components of fitness
- Apply health and fitness analysis and set goals
- Plan, develop and take part in a health and fitness programme and understand how to prepare safely

Expectations

- Wear full Sarum Academy PE kit for all practical lessons
- Complete homework and lesson preparation tasks by the date required
- Work to assignment submission deadlines in a timely manner
- Attend compulsory support sessions when scheduled
- Be proactive with asking teachers for support if needed
- Attend the Year 10 excursions to support studies

Benefits of a technical award in Health and Fitness

- Academic lessons are in addition to core PE lessons
- Covers content and develops study skills that can be used in a variety of other subjects
- Prepares for further study of Level 3 BTEC Sport course at Sarum Academy Sixth Form
- Begins to prepare students for a potential career in the sports industry / health and fitness sector

Extra-curricular activities relevant to this subject

A range of sporting enrichment options are available to students. These change each half term. We encourage students to attend at least one per week, as this helps with application of theoretical knowledge to practical examples within lessons. We also encourage our academic sports students to assist with the delivery of an enrichment option of their choice and expect them to take part in the Youth Sports Trust Ambassador Award during tutor times. This helps to develop confidence and leadership skills, as well as becoming a visible role model for our younger students.



Overview and Assessment

PSHCE education helps students to develop the knowledge, skills and attributes they need to manage the many challenges and responsibilities they will face as they grow up. There is no statutory requirement for end of key stage assessment in PSHCE. The course outline below is also complimented with Extended Learning Day activities, theatre productions, workshops, guest speakers and a week of work experience placements to prepare them for the world of work.

Course Content

Within PSHCE, students continue to learn about key overarching concepts including physical health and mental wellbeing, relationships and sex education and living in the wider world. Part of Year 10 is dedicated to creating a professional curriculum vitae and accompanying personal statements, as well as participating in mock interviews. These are in preparation for students organising a work experience placement which takes place at the end of the summer term giving students the opportunity to gain first hand experience of employment. Students will also learn through discussions and debate key issues in society including extremism, risks of drug use, managing money and relationships.

Expectations

Have a clear awareness of sensitive topics to support personal protection and safety. All students will be expected to research appropriate preparation, behaviour and dress codes for their mock interviews. Students are expected to arrange their own work experience placements. Employers, chosen by our students, are checked and approved by our education business partner CSW to ensure they comply with government guidelines on health and safety and insurance requirements.

Career Opportunities

Conversations and feedback from mock interviews promote aspirations, helping to raise students' awareness of the wide range of opportunities available to them in their future careers, while drawing on real-life examples and case studies that reflect a range of skills and abilities.

Extra-curricular activities relevant to this subject

Volunteer work, part-time jobs and community help are all beneficial on a Year 10 Student's Curriculum Vitae.

Art & Design



Subject Lead | Mr Podger
Examination Board | AQA

Overview and Assessment

GCSE Art and Design is a two year course which will empower you to explore new ideas challenge existing concepts and develop your creative potential. The environment in which you are growing up in is fast, impatient and forever disconnected from real experiences. More and more our reliance on technology inhibits us as opposed to empowering our ability to connect with each other and our surroundings. Art at Sarum Academy will give you the opportunity not only to look but to see, question, understand and reflect, analyse critically and articulate creatively.

Course Content

The qualification has two key components, comprising a 'Portfolio' and an 'Externally set assignment', this provides you with a range of creative, exciting and stimulating opportunities to develop and explore your personal interests in art and design. The Art and design course allows you to explore a range of creative approaches and you must evidence skills in at least two of the following areas highlighted in bold: **Fine Art**: painting, drawings, sculpture, mixed media and printmaking. **Graphics**: Typography and design (If this is what you want to focus on take a look at the our Graphics Communication Course). **Textiles and Photography**: Lens based exploration of subjects. (If you would like to focus on purely a lens based approach to creativity check out the Photography course).

You will have the opportunity to work with a range of media from drawing, ceramics to painting, mixed media, photography and sculpture realising your work in any way you can imagine. This is an excellent general introduction to the study of art, craft and design. You'll look at different approaches to art and use lots of different media, techniques and materials. explore ideas, convey experiences or respond to a theme or issue of personal significance. You will also develop your historical and contextual

knowledge of Artists and Designers to inform your creative progression.

Expectations

Students will need to spend two hours working on their portfolio each week. They will need an A3 folder/sketchbook and basic art equipment.

A range of equipment is available to buy through the school which ensures students have access to the materials they need to improve and progress in their work. There is an expectation that a minimum of 1-2 hours is spent working on home-learning and art work outside of the lessons as this ensures a high quality of work is completed.

Career Opportunities

Studying Art and Design allows for progression from Key Stage 3 whilst providing a strong foundation for further study at A-level as well as vocational pathways. Studying art and design helps to create a broad and balanced curriculum, which is an excellent foundation for whatever you want pursue in the future. The transferable skills you'll gain, such as creativity, analysis and problem solving, complement a range of other subjects and careers.

Future Careers could include: Artist, photographer, teacher, fashion designer, ceramicist, web designer, illustrator, cartoonist, advertising or art charities, gallery curator, media journalism, product design, architecture, video game designer and careers that have not yet been realised.

Extra-curricular activities relevant to this subject

Weekly art club is available for all art and photography students once a week to use department facilities. There are also opportunities for trips, visits and a trip abroad during activities week.





Overview and Assessment

All of us hope to be in the world of work at some point in our lives - either self-employed or through another business. While the Business BTEC has the obvious benefit of a qualification for students, the subject specific skills and knowledge learnt here are invaluable for a more successful working life.

The Business BTEC is the equivalent to one GCSE. It is graded from a Level 1 Pass (Grade 1.25) to Distinction* (Grade 8.5). The course is assessed through two 30% coursework submissions and a single exam worth 40%.

Course Content

The three topics assessed in Years 10 and 11 are:

- Business Basics (coursework)
- Marketing and Finance (exam)
- Running an Event (coursework and task)

Expectations

Lesson work in Business is completed on computers. Students should have a good basis of computer literacy. Coursework often requires the student to research businesses online, another skill that students will develop.

The single exam for Business is a Marketing and Finance exam, so students should expect to use their calculator maths skills in lessons too. The key elements of Maths that are used are: Percentages, ratios, adding and subtracting.

Career Opportunities

This Business BTEC is the study of employment and the working world, so the applications for future careers are endless. Knowledge here will benefit someone looking at self-employment, but will also impress employers and potentially move students up the career ladder into management roles faster.

Students that continue to study Business into Sixth Form/College open up opportunities for University and are looked on more favourably in job interviews. This course specifically is praised by John Lewis, the University of Manchester and the Co-operative Group, to name a few.

Extra-curricular activities relevant to this subject

Drop-in booster sessions are run every week, and our close link to the Salisbury Chamber of Commerce means that we regularly have visits, talks and 1-1 meetings with business people within Salisbury—a great chance to show off to potential future employers!

Design Technology



Subject Leader | Mrs Fuller
Examination Board | Edexcel

Overview and Assessment

Welcome to the exciting world of GCSE Design and Technology! This course is all about being creative, logical and practical.

In GCSE Design and Technology, you will learn both theory and practical skills. You will understand how to design things and work with different materials, especially timbers. There are two parts to the assessment:

1. The Core Content Examination (50%): This tests your knowledge of design principles, materials and manufacturing processes. You will also have to solve real-life design problems.
2. The Non-Exam Assessment (NEA) - Practical Project (50%): This is where you get to show off your creativity and technical skills. You will work on a project that involves designing and making something from a set brief.

Course Content

The course covers a lot of interesting topics. You will learn how to come up with ideas, sketch them out, and make models using traditional and digital tools. You will also learn how to improve and refine your designs. You will specialise in learning about timbers - what they are made of, how they are used, and where they come from. You will also learn about the impact of different materials on the environment and how to design responsibly. You will develop practical skills in woodworking, joinery, and other techniques related to working with timbers. You will use professional tools and machinery to bring your designs to life. You will get to explore exciting technologies like Computer-Aided Design (CAD) and see how they can be used in the field of design and technology. This year these have included the design and development of speakers, furniture, gadget holders, mechanical

toys, recycled clocks and desk lamps.

Expectations

To do well in this course, you will need to be dedicated, curious and willing to try new things. You will get to work on hands-on projects and collaborate with your classmates to solve problems and share ideas. It is going to be a fun and rewarding experience!

In addition to the core content, there are two important aspects of this course. Critical thinking is a key skill you'll develop. You will analyse products and designs, identifying their strengths and areas for improvement. You will use your thinking skills to make improvements and come up with new ideas. Independent study is also emphasised. You will conduct research on new design trends, materials, and environmentally friendly practices. You will demonstrate your ability to take the lead and learn on your own in the non-exam project.

Career Opportunities

Choosing GCSE Design and Technology opens up exciting career opportunities, as well as providing many transferrable skills - electrician; product, furniture, graphic, fashion, games designer; technologist, project manager; teacher - the list goes on!

Extra-curricular activities relevant to this subject

Students will enjoy a visit to the Design Museum in London and a University visit seeing design undergraduates at study.



Hospitality and Catering



Subject Leader and Teacher | Mrs Fuller & Mr Craddock

Overview and Assessment

Ever wondered what it takes to work in a top hotel or restaurant? Does food and discovering new flavours in the kitchen inspire you? Maybe you are interested in developing the skills you need to work front of house? If so, it is time to – find out more about this exciting qualification today!

You will be assessed through a written examination and an assignment.

Unit 1: will be assessed through an exam, which is worth 40% of your qualification.

Unit 2: you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours

Course Content

This qualification is made up of 2 units.

Unit 1: The Hospitality and Catering Industry

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry
- Learn about health and safety and food safety in hospitality and catering, as well as food related causes of ill health

Unit 2: Hospitality and Catering in action

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value
- Learn how to plan nutritious menus, as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes, as well as learning how to review your work effectively

Expectations

Students will pay a contribution at the beginning of each year (10 and 11) which will cover all ingredients and food needed for the course and will mean you get to cook everything without worrying about shopping. Occasionally, if you want to add something a bit more bespoke to your dish, you will always be invited to do so. You will be provided with equipment needed in lessons, but will be expected to work on cooking skills at home sometimes to help improve. Even if you have specific dietary needs (which will be catered for as much as possible) there may be occasions you have to cook things that need to fit the course. You must be willing to try everything even if you are not keen on those types of food.

Career Opportunities

Chef de partie, commis chef, concierge, executive chef, Front of house manager, head waiter, housekeeper, maître d'hôte, Pastry chef, receptionist, sous chef.

Extra-curricular activities relevant to this subject

Food Clubs and cooking school.
Community restaurant involvement.



French



Subject Lead | Mr Brundle
Examination Board | EdExcel

Overview and Assessment

The syllabus for GCSE French builds upon knowledge acquired during Years 7, 8 and 9, extending students' knowledge of the French language and allowing them to develop their communicative skills across a range of relevant and pertinent topics.

The GCSE is comprised of four papers, each contributing 25% towards the student's final grade. These papers assess students' ability to read, write, listen and speak in the target language. Throughout the two years of study, students are frequently given opportunities to assess and extend their knowledge in each of the four skills areas.

Course Content

GCSE French students will cover the following three themes:

- Identity and Culture
- Local, national, international and global areas of interest
- Current and future study and employment

Each theme consists of several sub-topics and students are supported throughout the GCSE course to develop their reading, writing, listening and speaking skills with regards to each theme and sub-topic. This support is tailored to suit the individual student where possible and may involve:

- Identifying and developing strategies to boost vocabulary acquisition;
- Practising writing in order to communicate to different audiences and in different contexts
- Using online resources to research and understand grammatical constructs and tenses
- Developing skills in order to communicate with greater spontaneity and linguistic agility
- Initiating and extending conversations and discussions in French
- Deepening students' understanding of French and Francophone cultures.

Expectations

It is a key expectation that students taking GCSE French are interested in communicating in the language and are willing to do so. In addition, they should be prepared to communicate with relative spontaneity.

Acquiring vocabulary is also essential to success at GCSE French. This not only means learning and revising vocabulary frequently, but also recording it in the context of a sentence.

In addition, the GCSE requires students to have a basic understanding and awareness of French culture and the culture in other, French-speaking countries.

A student's ability in each of these areas is routinely supported and developed through practice tasks in class and through students participating actively in all lessons.

Career Opportunities

Studying any modern foreign language offers an array of exciting, future employment opportunities. Regardless of the industry into which they enter, many language graduates earn between 5%-20% more than colleagues simply due to the fact that they have learned and acquired a language.

Universities and college value linguists. Many academic courses require students to study, or to have studied, a modern foreign language. Consequently, GCSE French allows you to keep your future options open and can even make you even more desirable to academic institutions or employers.

Locally, studying a language opens door in the following industry sectors:

- Banking and Financial Services
- Advertising and Marketing
- Legal and Para-legal work
- Military and defence.

Extra-curricular activities relevant to this subject

Our French GCSE includes an exciting trip to Paris, France. This will include several sightseeing activities and cultural experiences as well as a day at a local theme park. Towards the end of the course, weekly booster sessions will be made available.



Geography



Subject Lead | Mrs Purdy
Examination Board | AQA

Overview and Assessment

From the KS3 Geography curriculum, students will have prior knowledge of how sensitive our planet is to change and the pressures we put on it.

Every day we hear about an event that will affect their future in some way. The course is designed to allow students to question their surroundings and what we are doing to make it better.

The AQA course is examined in three units, two that are worth 35% and one that is worth 30%. Two exams are 1 hour 30 minutes long and one is 1 hour 15 minutes long.

Course Content

Through a varied approach, students will get to investigate current issues, both in the UK and the wider world. Lessons involve various activities including debates, ICT research, model building and presentations.

Paper 1 — Physical Geography (earthquakes and volcanoes, extreme weather, climate change, tropical rainforests, cold environments, coasts and rivers)

Paper 2 — Human Geography (urban issues, population growth, development, economics, resource management, water)

Paper 3 — Global Issues and Fieldwork Expectations

Everyone who studies Geography is expected to take part in fieldwork days away from the Academy site. There may also be the opportunity for a residential field trip subject to sufficient interest, jointly with other MLP schools. We expect all our students to take an active role in lessons, through discussion, presentations and teamwork. We will expect students to be aware of events in the news that are relevant to the topics we have studied. Students are expected to respect other people's opinions and be prepared to change their minds.

Career Opportunities

Geography develops so many skills that it can be beneficial to whatever career path students choose to take. The problem solving skills that Geographers possess are a key skill looked for by employers and recent studies have shown that those who have studied Geography are often favoured over those who have not, due to the variety of other skills gained. Direct career pathways include teaching, planning, law, accountancy, environmental organisations, journalism, and Armed Forces.

Extra-curricular activities relevant to this subject

Revision and catch-up sessions are available weekly and there are also booster sessions for students who need more 1-1 support.



Graphics



Subject Lead | Mr Lawrence
Examination Board | AQA

Overview and Assessment

GCSE Graphic Communication is a two-year course which will empower you to explore new ideas, challenge existing concepts and develop your creative potential. Graphic communication is defined here as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief. Graphics at Sarum Academy will give you the opportunity not only to look but to see, question, understand and reflect, analyse critically and articulate creatively. .

Course Content

The qualification has two key components, comprising a 'Portfolio' and an 'Externally set assignment', this provides you with a range of creative, exciting and stimulating opportunities to develop and explore your personal interests in Graphic Communication. You will have the opportunity to work with a range of approaches. Communication Graphics, design for print, advertising , package design, typography, signage motion graphics to exhibition signage. Using a range of media and materials appropriate to your creative intentions. Pencil, pen, watercolour, digital media, photography, illustration, print and mixed media.

Expectations

Students will need to spend two hours working on their portfolio each week. They will need an A3 folder/sketchbook and basic art equipment. A camera or phone will be required for image capture. Students will need

to be digitally literate, they will be using cloud sharing software and creative applications to develop their portfolios. A range of equipment is available to buy through the school which ensures students have access to the materials they need to improve and progress in their work.

Career Opportunities

Graphic Communication provides you with a range of creative, exciting and stimulating opportunities to develop and explore your personal interests though a range of approaches and understanding of techniques. It allows for progression from your Key Stage 3 lessons whilst providing a strong foundation for further study at A-level as well as vocational pathways. Studying Graphic Communication helps to create a broad and balanced curriculum, which is an excellent foundation for future opportunities. The transferable skills you'll gain, such as creativity, analysis and problem solving, complement and enhance a range of other subjects and careers.

Future Careers could include: Graphic designer, artist, photographer, teacher, fashion designer, web designer, illustrator, advertising or art charities, gallery curator, media journalism, product design, video game designer and careers that have not yet been realised. .

Extra-curricular activities relevant to this subject

Weekly art club is available for all Graphics, Art and Photography students once a week to use department facilities. There are also opportunities for trips.



Health & Social Care

Subject Lead | Mrs James
Examination Board | Pearson
BTEC



Overview and Assessment

The BTEC Technical Award incorporates three components (two internally assessed and one external unit).

Component 1: Human Lifespan Development

One coursework assignment, internally assessed.

Component 2: Health and Social Care Services

One coursework assignment, internally assessed.

Component 3: Health and Wellbeing – Externally assessed exam and completed under supervised conditions.

Course Content

Students are working towards the Pearson BTEC Level 1/ Level 2 Tech Award in Health & Social Care. Students will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events. Students will study and practically explore health and social care services and how they meet the needs of real service users. They also develop skills in applying care values. Finally, in Component 3, learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators and how to design a health and wellbeing improvement plan.

Expectations

A mature, focused attitude is required to study this course. An ability to empathise and draw on own and family experiences in health and social care needs is required as students will be discussing sensitive cases and real life events. Students must take ownership of their coursework and are expected to independently complete coursework neatly following exam criteria and meet clear deadlines.

Career Opportunities

There are a huge array of Health and/or Social Care professions that students can enter. These include working within primary care services in hospitals, pharmacies, dental practices, GP surgeries and care homes. Students may also like to pursue careers in secondary health in nurseries and schools or within Social Services working in adult or childrens social care. Working in fostering and adoption services or working within prisons with adult and youth probation services are also possible career choices.

Extra-curricular activities relevant to this subject

Students will work in partnership with elderly day care centres in Salisbury and be invited to participate in the Virtual Baby Project run by Mothers Union, Diocese of Salisbury.



History



Subject Lead | Mr Miller
Examination Board | AQA

Overview and Assessment

GCSE History is awarded on a 1-9 scale. All examinations are taken at the end of Year 11. You will be assessed through two exam papers. Both are worth 50% of the overall grade.

Lessons will include a wide range of activities including group work, discussions, presentations, source analysis and debates.

Course Content

Paper 1: Germany and Asia

You will study Germany during WW1 and how Adolf Hitler took charge leading to WW2. You will then study how the US fought communism in Korea and then Vietnam.

Paper 2: Medicine and The Normans

This unit allows you to understand how medicine and surgery have changed over the past thousand years. Studying the Normans will help you understand many things you see today in England such as castles, monasteries and even the English language.

Expectations

You must be a hard working and committed history student.

If studying History in KS3 was interesting for you then GCSE History will continue to amaze.

Outside of class, you will be expected to complete homework and also engage in independent work and reading.

Career Opportunities

People who study history are fearless explorers of the past. They investigate past politics, societies, cultures, languages, health, art, education, money, conflicts and more. They look at how things have developed over time and connect the dots to understand how we got where we are today.

A GCSE in History can help students progress to exciting careers in law, economics, politics, marketing, archaeology, public sector work, teaching, banking and finance, business and administration, conservation officer, journalism, law, military, museum curator, politics, public service and many more.

Extra-curricular activities relevant to this subject

Weekly revision sessions are held to enable students to reinforce their knowledge and better understand GCSE skills. Documentaries and websites like Bitesize are also very beneficial.



Music



Subject Lead | Mr Corcoran
Examination Board | Edexcel BTEC

Overview and Assessment

Studying Music gives students both the chance to learn an instrument and perform, and also gives an insight into the inner workings of the music industry, recording and performance as a whole. Students get the opportunity to pick an instrument and learn it over the two-year course, but also to develop their confidence through performing and planning successful events.

The Music BTEC is the equivalent to one GCSE. It is graded from a Level 1 Pass (Grade 1.25) to Distinction* (Grade 8.5). The course is structured into 3 main components, 2 of which are controlled assignments which are essentially their coursework. Whilst Component 3 is a controlled exam, they have to take an assigned piece of music and turn it into something completely different; students find this extremely rewarding and fun due to its creative approach.

Course Content

Year 10 – students complete Component 1: Exploring Music Products and Styles where learners will explore 8 different genres of music that use a vast array of techniques within solo performances, ensemble performances, creating music using computers, composition and listening. It is a very hands-on way to experience a wide range of music that gives students theoretical and practical knowledge for listening, writing, and performing music.

Year 11 – students complete the remaining two components
Component 2: Music Skills Development
Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks through performance and preparation. Written work includes documentation of their progress and planning for further improvement. This component evaluates

the skills required to be a successful musician inside and outside the classroom.

Component 3: Responding to a Music Brief
Learners will be given the opportunity to develop and present music in response to a given music brief. This is probably one of the most exciting exams anyone can sit! This tests their ability to analyse a set brief, which gives the student the opportunity to demonstrate their listening, composition, and performance skills in Music.

Expectations

This course requires all students to be willing to learn an instrument and perform in front of others. Before choosing this course, all students must make sure they are able to commit to this. It is expected that all students will complete private practice regularly on their instrument throughout the duration of this course to help improve their skills.

Career Opportunities

Opportunities for career potential from a Performing Arts background is extensive due to the skills that are developed including teamwork, creative thinking, and self-management; not to mention the confidence that is developed from performing in front of peers.

Extra-curricular activities relevant to this subject

The music classroom is open at break time and lunchtime and every day after school for students to practice. In addition to this, we facilitate one to one instrumental lessons that can be subsidised through Wiltshire Music Connect. KS4 students are advised to join the choir in order to support their studies and performance skills.



Photography



Subject Lead | Mr Lawrence
Examination Board | AQA

Overview and Assessment

GCSE Photography is a two year course covering many different genres of photography. The course is aimed to build up skill both with a camera and within Adobe editing applications such as Photoshop and Lightroom as well as other available editing software and apps.

The course is tailored towards digital photography, but through the course will touch on some more traditional approaches and techniques. Students will, over the course through projects, develop a portfolio of work which demonstrates their ability to cover all assessment objectives within the course.

Course Content

Projects will initially be short and focussed on particular genres of photography and building a broad understanding of the subject and digital applications. There will be a focus on analysing the work of others as well as developing their own ideas on specific themes or topics. As we progress through the course students will be able to work more independently and choose their own direction within the field of photography with support from their teacher. These could be: Portraiture, location photography, studio photography, experimental imagery, documentation photography, photo-journalism and fashion photography.

Component 1: Throughout the course they will develop a portfolio of work worth 60% of their grade.

Component 2: During the second half of Year 11 will work on an externally set assignment worth 40%.

All work throughout the course is project based.

Expectations

Students will need their own camera for the course. This does not need to be an expensive camera, but needs to be able to take good quality photos. Students cannot use a phone for the course as instructed by the exam board, as phones do not allow students to learn about technical photographic skills.

Students will be encouraged to work digitally when documenting their project work, but if students choose to work in a sketchbook they will need to purchase their own, which can be done through school. It is also advisable to have a USB and memory card to keep all their work safely backed up. Most photographs are taken outside of school and there is an expectation that this is done regularly and will be crucial to projects success and development.

Career Opportunities

Photographer (fashion, commercial, product, sport, food, wedding & events, portrait, journalist, artistic, criminal investigation, social media) Film and TV production, Graphic Design, advertising, marketing and teacher to name a few.

Extra-curricular activities relevant to this subject

Weekly art club is available for all art and photography students once a week to use department facilities, there are also opportunities for trips and visits.



Psychology



Subject Lead | Mr Fox
Examination Board | AQA

Overview and Assessment

GCSE Psychology is a two year course which offers you an opportunity to learn about key concepts in modern Psychology. The study of Psychology contributes to an improved knowledge of self and others. It encourages you to seek an understanding of what we all have in common and what makes us different from one another. In turn, there are unique benefits for every student, as well as clear career opportunities – with the growing need for mental health nurses, therapists, psychologists and care workers in the future, there are also industry links and advantages that psychology offers. During the Psychology GCSE, students will acquire a range of skills. Psychology allows for a critical and investigative environment, one that not only supports other subjects, but has the unique ability of embedding meta cognition as you learn about memory systems.

There are 2 written exams, both worth 50% of the total GCSE grade. Each hour and 45 minute exam is 100 marks, made up from a combination of multiple choice, short answer and extended writing questions.

Course Content

There are 2 components to this course covering 8 units:

- Cognition and Behaviour
- Memory
- Perception
- Development
- Research Methods
- Social Context and Behaviour
- Social Influence
- Thought, Language and Communication
- The Brain and Neuropsychology
- Psychological Problems

Expectations

Students should have a clear awareness of sensitive topics to support personal protection and safety. There are 8 units across 2 exams which are essential for the understanding of psychological theory and research. Recall of psychological knowledge and skills is vital to success in the exams, so students will be expected to learn knowledge as part of their weekly homework tasks. Students will be expected to evaluate research in terms of methods and principles, such as nature versus nurture. Students are expected to use mathematical skills for data analysis, as well as extensive writing communication skills.

Career Opportunities

GCSE Psychology leads to a huge number of careers in the field of health and well-being, industry, offices, academia, education, mental health and more. Students can go on to study Psychology at KS5 and further education.

Extra-curricular activities relevant to this subject

Weekly drop in sessions are available with the Psychology team. Volunteer work, part-time jobs and community help are all beneficial.



Religious Studies



Subject Lead | Miss Pickering
Examination Board | AQA (Specification A)

Overview and Assessment

GCSE Religious Studies is one GCSE qualification. The qualification is awarded on a 1 to 9 grading scale. A pass for GCSE Religious Studies is grade 4.

All examinations are taken at the end of Year 11 and consist of two components. There are two exams in total. Paper 1 is the study of beliefs, teachings and practices of two religions. Paper 2 is the study of four themes and the religious attitudes towards them.

Each exam paper lasts 1 hour and 45 minutes and has a total of 96 marks allocated to it. Each exam is worth 50% of the final award.

Course Content

Component 1: The study of religions: beliefs, teachings and practices.

Component 2: The study of four religious, philosophical and ethical themes and their impact and influence on the modern world.

The themes include: relationships and families and crime and punishment.

The two religions studied for both components are Buddhism and Christianity (the main religious tradition of Great Britain).

Expectations

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills as well as the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

Career Opportunities

As well as openings in specialist religious work, a Religious Studies qualification will be useful in many careers.

Some of these, such as secondary teaching, journalism and broadcasting, offer possibilities to specialise in religious affairs.

Other career paths use the skills, knowledge and understanding acquired through studying religion in a more general way, such as advertising, advisory work, architecture and the Armed Forces.

Extra-curricular activities relevant to this subject

A Prayer Space is offered for quiet reflection time.

After school booster sessions are offered for students to improve grades.



Triple Science



Subject Lead | Mrs Pople
Examination Board | AQA

Overview and Assessment

Students studying this course will receive three GCSEs: GCSE Biology, GCSE Chemistry, and GCSE Physics. The qualification will be graded on a nine-point scale (1–9), where 9 is the highest grade.

Students will have already started the GCSE Combined Science course in Year 9, covering biology, chemistry, and physics. Triple Science is an optional course that begins in Year 10 and continues into Year 11.

All examinations are taken at the end of Year 11, with a total of six exams:

- Two Biology papers
- Two Chemistry papers
- Two Physics papers

- Each exam lasts 1 hour and 45 minutes, is worth 100 marks, and contributes 50% of the final grade in that subject.

Students will be entered for either the Higher Tier (grades 9–4) or Foundation Tier (grades 5–1) in each separate GCSE science, allowing flexibility based on individual strengths.

Course Content

Students studying Triple Science cover all the content from the GCSE Combined Science course but with additional depth and extra material in each discipline.

Course Content

For example, in physics, students study an astronomy unit, which explores ideas about the solar system, the life cycle of stars, and evidence for the origin of the universe.

All three science disciplines are taught in Years 9, 10 & 11:

Biology: Cell biology; Organisation; Infection and response; and Bioenergetics; Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry: atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes; The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

Physics: Energy; Electricity; Particle model of matter; and Atomic structure; Forces; Waves; Magnetism and electromagnetism; and Space physics.

Expectations

This course builds on the learning from Key Stage 3 (KS3) and Year 9 Combined Science. We expect all students to arrive to their lessons as the budding scientists that they are! Well-equipped and with a good attitude to learning. Throughout our learning journey we will explore theory through practical work and also complete 28 required practical investigations. This work is essential to improve upon student understanding of theory through practical experience. Students will be required to work scientifically during all investigation, recording their work in their workbooks or lab books.

Expectations

Home learning set each week must be completed. This will enhance recall and application of all content.

Career Opportunities

Science GCSEs open doors to a wide range of careers, both in traditional scientific fields and in industries where science plays a crucial role. This course provides an excellent foundation for further study at A Level and beyond, ensuring a smooth transition to higher education.

While some careers in science are well-known, such as doctors and engineers, many professions rely on scientific knowledge in ways that might not be immediately obvious. For example, electricians apply physics principles in their work, forensic scientists use biology and chemistry to solve crimes and chefs use chemistry to perfect their recipes.

Career Opportunities

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Sarum Academy KS4 Curriculum Booklet



