



2022-23 Curriculum

Ermysted's Grammar School

Curriculum Intent

Following several years of consultation and discussion, the school curriculum changed quite significantly in September 2019. After a three-year rollout, the school curriculum is now in its final form.

The school curriculum is fit for purpose and purposeful. It supports high academic achievement and the wider development of knowledgeable, articulate, and confident young people. It includes the following areas of experience: aesthetic and creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual, and technological.

The programme includes all the requirements of the National Curriculum and contains additional opportunities to engage pupils in the wider pursuit of scholarship. Through its design, the curriculum seeks to equip pupils with the intellectual, cultural, and emotional means for life beyond school.

The curriculum is engaging, relevant, broad and balanced, fostering the acquisition both of subject knowledge and of skills. Sequenced thoughtfully and progressing at a suitable pace, it provides the necessary individual support whilst ensuring appropriate levels of challenge. At GCSE and A Level, the School offers a wide range of subjects and seeks to accommodate individual preferences and all pupils have access to similar learning opportunities and experiences. Lessons are taught by skilled and knowledgeable practitioners and faculties are sufficiently resourced and supported to allow a rich learning experience to be provided to every pupil.

Progression to the next stage of education or employment is enabled by the curriculum, which also seeks to educate pupils beyond the requirements of the examination specifications. All pupils are provided with a wide range of linguistic and creative experiences, including a core offer of three languages on entry, to ensure that they maintain balance in their studies. Curriculum enrichment opportunities are meaningful and carefully planned to support and enhance the core offer.

Curriculum development features prominently in school planning and its implementation is regularly reviewed to ensure that it is having the desired impact.

Key Stage 3

Pupils in Years 7 are placed into four forms of mixed ability. All pupils follow the same extensive programme of study in art and design, biology, chemistry, computing, design technology, English, food and nutrition, French, geography, German, history, Latin, mathematics, music, physical education, physics, PSHE, and religious studies; thereby, going far beyond the statutory National Curriculum.

To enable pupils to mix with others in the year group and make friendships outside of their form, all teaching groups are changed on entry to Year 8.

Details of the content of the KS3 courses can be found on the curriculum section of the school website.

Key Stage 4

Pupils commence their GCSE studies in Year 9 with all external examinations taken at the end of Year 11.

Classes are set by ability in mathematics from Year 10 but are mixed ability everywhere else. Pupils change form groups at the start of Year 10 when a fifth tutor group is introduced to the pastoral structure.

All pupils follow a compulsory programme of GCSEs in biology, chemistry, English Language, English Literature, mathematics, and physics. All pupils select a further four optional GCSE subjects, which must include a language (French, German, or Latin) and a humanities subject (geography or history).

The range of optional GCSE courses on offer varies each year. Typically, pupils select from a list that includes art and design, computer science, design and technology, food and nutrition, French, geography, German, history, Latin, music, physical education, and religious studies. If an insufficient number of pupils choose a subject for it to be viable, the School may decide to withdraw the course. If too many pupils apply for a course, the over-subscription criteria will be made clear to those affected. Please note that due to timetabling restrictions, not all subject combinations are possible.

In KS4 pupils follow compulsory non-examined enrichment courses. Programmes vary from year to year but currently include courses in art, astronomy, computing I, ecology, music (Year 9); computing II, drama, food and nutrition, emerging sports, *ab initio* Italian (Year 10); classical civilisation, driving theory, earth science, economics, finance (Year 11); and other compulsory courses in PSHCE, physical education, and religious education delivered in each of Year 9, Year 10 and Year 11.

Details of the content of the KS4 courses can be found on the curriculum section of the school website.

Key Stage 5

On entry, students select three subjects to follow at A-Level; for students with sufficiently high prior attainment at GCSE, a fourth subject can be added. External examinations are taken at the end of Year 13.

The range of A-level courses on offer varies each year, but typically students select from a list that includes art and design, biology, chemistry, classical civilisation, computer science, design engineering, economics, English Language, English Literature, French, further mathematics, geography, German, politics, product design, history, Latin, mathematics, music, physical education, physics, and philosophy & ethics. Some of these courses are run in collaboration with Skipton Girls' High School. If an insufficient number of students choose a subject for it to be viable, the School may decide to withdraw the course. If too many students apply for a course, the over-subscription criteria will be made clear to those affected. Please note that due to timetabling restrictions, not all subject combinations are possible.

There is an even stronger emphasis at this stage on scholarship and on students developing independent study and research into areas of personal interest. A significant number of Sixth Form students pursue this through the Extended Project Qualification. A-level work is supplemented by a Lecture Programme that offers distinguished visiting speakers the opportunity to present significant issues for question and discussion. There are also compulsory non-examined courses in PSHCE and an enrichment programme that includes careers, apprenticeships, and preparation for higher education. Physical Education or participation in the volunteering programme is part of the core curriculum in the Sixth Form unless students are excused on medical grounds.

Details of the content of the KS5 courses can be found on the Sixth Form section of the school website.

Special Educational Needs and Disabilities (SEND)

The School offers appropriate support to pupils who are experiencing difficulties in certain aspects of the curriculum. The SEND Coordinator manages this programme (please see the SEND Policy for more details).

Appendix

Timetable structure and subject allocation

The School organises its main teaching into 50 one-hour periods spread across a two-week timetable.

Year 3 model (final curriculum structure)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | | |
|---------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Year 7 | Ma | Ma | Ma | Ma | Ma | En | |
| Year 8 | Ma | Ma | Ma | Ma | Ma | En |
| Year 9 | Ma | Ma | Ma | Ma | Ma | En |
| Year 10 | Ma | Ma | Ma | Ma | Ma | En |
| Year 11 | Ma | Ma | Ma | Ma | Ma | En |
| Year 12 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A |
| Year 13 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | |