



2025-2026

[www.challneyboys.co.uk](http://www.challneyboys.co.uk)

A PLACE  
TO LEARN

CHALLNEY HIGH SCHOOL FOR BOYS

# CURRICULUM GUIDE



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**This guide was produced in April 2025.**  
Changes to the choices outlined may happen if we believe it to be in the best interests of student achievement.





# INTRODUCTION

*“The quality  
of education at  
Challney High School  
for Boys transforms  
pupils’ life chances.”* Ofsted

## The aims of this guide are:

- ◆ to explain the school policy on the **Key Stage 3** and **Key Stage 4** curriculum;
- ◆ to give guidance about making the right choices, both from an educational and career point of view and to outline the procedure that will be followed in the decision making process;
- ◆ to outline the information, advice, guidance and support that is offered by the school;
- ◆ to provide both students and parents with information about the courses offered so that everyone knows what each student is studying and what is expected in each course, as well as what the various courses may lead to in terms of post 16 courses and careers.

**We hope this guide provides students and parents with the information they need to understand the principles behind the curriculum we offer and that it helps students to make the right choices for their future.**

# OUR CURRICULUM VISION, VALUES & INTENTS

**Our vision is to continue to be recognised as an outstanding school that demonstrates excellence in the academic achievements of our Challney gentlemen through:**

- ◆ Our 5★ approach to teaching and personal development
- ◆ A 21st century curriculum that reflects the aspirations of our students
- ◆ A wider curriculum that demonstrates equality, diversity and inclusion so that it prepares our Challney gentlemen for life in modern Britain and keeps them safe
- ◆ The care and commitment we show to our students and the wider community
- ◆ The support that we provide to parents
- ◆ Our ethical values and working practices
- ◆ The adoption of new technologies to enhance and support learning and teaching
- ◆ Our contribution to the development of learning beyond our own school
- ◆ Our commitment towards our own personal and professional learning
- ◆ The opportunities we give our young people to become confident leaders and responsible global citizens
- ◆ Our commitment to oracy and to foster a love of reading for pleasure and to develop the skills required for decoding, reading accurately and reading fluently

**On a daily basis our commitment towards this vision will be evidenced through:**

- ◆ Professional leadership and a solid support infrastructure
- ◆ Leadership by our Challney gentlemen which is impactful and part of the school's ethos

- ◆ Personalised care and support
- ◆ 5★ facilities and working environment
- ◆ A clear focus on learning, achievement and standards as measured by performance in tests and examinations
- ◆ Local and National partnerships that improve the school and the wider educational system
- ◆ The continued development and review of the taught and wider curriculum with all stakeholders
- ◆ Our continued commitment to raise money for local, national and international charities
- ◆ Open dialogue with our Challney gentlemen, parents, staff and the wider community
- ◆ Articulation and promotion of our vision to all stakeholders

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## STRATEGIC INTENTS

**To develop a curriculum in which:**

- ◆ There is a culture of high achievement for all so all learners can progress regardless of their background and prior attainment
- ◆ Individual needs and styles are taken into account
- ◆ Standards are raised by working together (co-construction)
- ◆ The aspirations and expectations of all stakeholders are a key driver
- ◆ Individual subjects have a deep knowledge of their ontology, a clear understanding of the subject's substantive and disciplinary knowledge



as well as how the components and composites should be developed within the subject

- ◆ All learners develop skills of research, independence, creativity, enquiry and reflection
- ◆ There are rich and memorable experiences for all students
- ◆ The teaching and reinforcement of the understanding of British Values and of Spiritual, Moral, Social and Cultural education is interleaved through all disciplines
- ◆ The development of the curriculum is co-constructed with all stakeholders and regularly reviewed

### Specific Intents:

- ◆ There will be commitment to driving all learners towards meeting and exceeding national targets over 5 years, supported by targeted support and additional challenge for the higher learning potential students so that all learners achieve a positive Key Stage 4 progress score
- ◆ There should be depth before breadth. Learning time will be maximised in all subjects
- ◆ Each year there will be a Key Stage 4 review based on the specific needs and prior attainment of the Year 8 cohort
- ◆ Additional time will be given to English and Mathematics to ensure that students have the essential skills needed for life and to access the full curriculum
- ◆ Our learners have aspirations in the fields of sciences, industry, mathematics, engineering, marketing, business and computer science and therefore we will ensure our curriculum provides the highest quality delivery in these areas

- ◆ Subject areas will work with other disciplines to ensure links across the curriculum are made in order to deepen learners understanding of key concepts and skills
- ◆ The teaching of PSHE through curriculum lessons and 'off timetable' events will mapped to ensure a full coverage of the National Curriculum Programme of study which includes Health and Wellbeing, Relationships and Living in the Wider World
- ◆ We will ensure our CEAIG programme is resulting in learners who are well equipped to leave our school with clear aspirations and the knowledge of how to achieve their career goals
- ◆ New technologies will be used where appropriate in order to embed learning and prepare for life in modern Britain and the world
- ◆ Our Behaviour curriculum and routines will support and reinforce the need to be Ready (to learn), Respectful and Safe in order to achieve all our intents

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## OUR CURRICULUM AIMS

### To create:

- ◆ 5★ Challney gentlemen who will be 5★ Learners, 5★ Leaders, 5★ Citizens, 5★ Ambassadors and 5★ Gentlemen
  - ◆ Challney gentlemen who are always 'Ready, Respectful and Safe'
  - ◆ Challney gentlemen who will be role models that demonstrate kindness and compassion, future innovators and future leaders
-

# KEY STAGE 3 | Curriculum Changes

*“Pupils’ academic and personal development. Pupils experience a broad and vibrant curriculum in key stage 3, which provides exceptional foundations for learning and achievement in key stage 4.” Ofsted*

Challney High School for Boys follows the National Curriculum. This *“provides students with an introduction to the essential knowledge that they need to be educated citizens”* **DfE September 2013 ‘The National Curriculum in England’.**

In order to meet the challenges of this new national curriculum and prepare our students for the future, our Key Stage 3 is now only two years (Years 7 and 8) and Key Stage 4 is three. This means that Year 8 students choose their options in Year 8 ready for Year 9 and follow a Programme of Study for GCSEs and other Level 1 or 2 (vocational) courses for three years.

Our curriculum at Key Stage 3 is designed to provide students with the skills needed to prepare them for the future. When students arrive at Challney, they study a number of core curriculum subjects. (see page 7).

We believe that a curriculum should be designed to help all learners meet the challenges of life in our fast-changing world. We embrace the current national framework, which guarantees an entitlement for all; though at the same time, ensure there is flexibility within this framework in order to suit the needs of all our learners.

Some students in Year 7 will receive extra support in Reading, Writing and Mathematics in order to bring their levels in these areas up to the national expectation for their age. There is also a strong emphasis for all students in Years 7 and 8 on the teaching of Reading, oracy, Writing and Mathematics.

We believe that flexibility and personalisation is the key to students making maximum progress. In Key Stage 3 the students are put into bands to ensure they are following a curriculum that suits their needs.

Information for parents about the 2024 Key Stage 3 courses will be found in the ‘Curriculum Area’ of the Challney High School for Boys website.





# KEY STAGE 3 | Curriculum Plan

*“The time allocated for learning in key stage 3 is used extremely well. Leaders have thoughtfully constructed subject plans that fulfil the aims and scope of the national curriculum programmes of study.” Ofsted*

## Year 7 Subjects

<b>English</b> Language & Literature	<b>4</b> Lessons
<b>Mathematics</b>	<b>4</b> Lessons
<b>Science</b>	<b>4</b> Lessons
<b>History</b>	<b>2</b> Lessons
<b>Geography</b>	<b>2</b> Lessons
<b>PE / Sport</b>	<b>3</b> Lessons
<b>Culture</b>	<b>1</b> Lessons
<b>Music</b>	<b>1</b> Lessons
<b>Religious Education</b>	<b>1</b> Lessons
<b>PSHCE</b>	<b>1</b> Lessons
<b>Reading</b>	<b>1</b> Lessons
<b>Electronics</b> <b>Food/Computing</b>	<b>2</b> Lessons
<b>Art/Graphics</b> <b>Photography</b>	<b>2</b> Lessons
<b>Computing</b>	<b>2</b> Lessons

## Year 8 Subjects

<b>English</b> Language & Literature	<b>4</b> Lessons
<b>Mathematics</b>	<b>4</b> Lessons
<b>Science</b>	<b>4</b> Lessons
<b>French</b>	<b>4</b> Lessons
<b>History</b>	<b>2</b> Lessons
<b>Geography</b>	<b>2</b> Lessons
<b>ICT</b>	<b>2</b> Lessons
<b>PE / Sport</b>	<b>3</b> Lessons
<b>Religious Education</b>	<b>1</b> Lessons
<b>PSHCE</b>	<b>1</b> Lessons
<b>Reading</b>	<b>1</b> Lessons
<b>OPTION</b> (3 of the subjects below)	
<b>Engineering</b> <b>Food</b> <b>Art</b> <b>Graphics</b>	<b>2</b> Lessons



*“Topics are carefully chosen to capture and build upon pupils’ interests. Leaders have considered carefully the knowledge, understanding and skills that they want pupils to develop. Learning in different subjects is very well, and logically, sequenced.” Ofsted*

*“Pupils have opportunities to re visit important concepts. This ensures that they develop a very secure understanding of the basic components needed to develop deeper understanding in the range of national curriculum subjects. Teachers use homework and online learning to very good effect to maximise pupils’ learning.” Ofsted*

# KEY STAGE 4

*“By the time pupils leave in Year 11, they are well qualified and well prepared, as they move into high quality post 16 education.” Ofsted*

When students move into Key Stage 4 (Year 9) they do not all follow exactly the same curriculum. They need to make some choices which will mean that they give up some subjects to spend more time on others. There are a number of subjects that the government requires all students to study and we ensure these are included within their options.

This year, students may choose between two option blocks. One option block follows the English Baccalaureate subjects as a core and the other includes subjects which are more vocational based.

## Year 9

Students are taught in two matching halves. Every student has the right of access to the highest set in all core subjects. They may choose a more academic curriculum which includes a language or a more vocational based curriculum. All students will study either Geography or History.



## Year 10

Students will continue in the subjects they are studying in Year 9 though there may be adjustments to sets. All students will study separate courses in English and Literature, double/ triple science, Mathematics and either Geography or History. A modern foreign language is compulsory for the higher Pathway.

## Year 11

Students in Year 11 will continue with their chosen subjects until the end of their course.

## The English Baccalaureate (EBacc)

Our school supports the government's EBacc initiative.

When the curriculum reforms were undertaken by the current Government, the English Baccalaureate (EBacc) was given great importance.



**“Having language skills under your belt will help make you stand out from the crowd, whether you're applying for an entry level position, a management role or an internal transfer.”**

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton



The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.

The Centre for Longitudinal Studies,

The DfE describe the EBacc as “a set of subjects at GCSE that keeps young people’s options open for further study and future careers”. The Government’s ambition is to see 75% of pupils studying the EBacc subject combination at GCSE by 2022, and 90% by 2025

It is essential that careful consideration is given to option choices. The English Baccalaureate is a measure of success in core academic subjects, especially English, mathematics, history or geography, the sciences or computing and a language. We believe that as many students as possible should be given the opportunity to study these subjects.

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*“An above average proportion of pupils study subjects that make up the English Baccalaureate (EBacc). The school, along with governors and the trust have deliberately made this decision about the curriculum. You feel that this gives pupils a broad academic base upon which they build successfully. As a result, pupils achieve very well by the end of Year 11.”* Ofsted

Whilst the EBacc is not a certificate or a qualification in itself – it is a measure that the Government introduced in 2010 as an indication of a broad and balanced curriculum and one they want 90% of students to achieve. Universities may be interested to see that you have secured the ‘English Baccalaureate’ within your GCSE studies.

The English Baccalaureate can be achieved at two levels: a strong pass (grade 5 qualifications) or a standard pass (grade 4 qualifications). Students must secure passes in;

- **English Language** or **English Literature**
- **Mathematics**
- 2 or more **Sciences** (*Combined Science will count as 2 sciences and this also includes Computer Science*)
- **Modern Foreign Language** (French)
- **History** or **Geography**

The English Baccalaureate is particularly important if you intend to study A Levels before applying to the top universities.

The Russell Group has named languages as subjects that open doors to more degrees at universities.


(The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

# KEY STAGE 4 | Curriculum Plan 2025-2026

## Which Option Will You Take?


### OPTION 1

CORE	A1	B1	C1
<b>*(COMPULSORY)*</b>	<b>*(Choose 1 Option)*</b>	<b>*(Choose 1 Option)*</b>	<b>*(Choose 1 Option)*</b>
<b>ENGLISH LANGUAGE</b> (1 GCSE)  <b>ENGLISH LITERATURE</b> (1 GCSE)  <b>MATHEMATICS</b> (1 GCSE)  <b>SCIENCE</b> (2 or 3 GCSEs)  <b>RELIGIOUS EDUCATION</b> (1 GCSE)  <b>PHYSICAL EDUCATION</b> (Practical)	<b>HISTORY</b> GCSE <b>GEOGRAPHY</b> GCSE	<b>BUSINESS ENTERPRISE</b> Tech Award  <b>ART</b> GCSE  <b>POLITICS &amp; LAW</b> GCSE  <b>CREATIVE iMEDIA</b> (ICT) Tech Award  <b>SPORTS STUDIES</b> Tech Award	<b>ART</b> GCSE  <b>GRAPHICS</b> GCSE  <b>PHOTOGRAPHY</b> GCSE  <b>MUSIC</b> GCSE  <b>POLITICS &amp; LAW</b> GCSE  <b>SPORTS STUDIES</b> Tech Award  <b>CREATIVE iMEDIA</b> (ICT) Tech Award  <b>ENGINEERING</b> (Product Design) Tech Award  <b>COMPUTER SCIENCE</b> GCSE



### OPTION 2

CORE	A2	B2	C2
<b>*(COMPULSORY)*</b>	<b>*(Choose 1 Option)*</b>	<b>*(Choose 1 Option)*</b>	<b>*(Choose 1 Option)*</b>
<b>ENGLISH LANGUAGE</b> (1 GCSE)  <b>ENGLISH LITERATURE</b> (1 GCSE)  <b>MATHEMATICS</b> (1 GCSE)  <b>SCIENCE</b> (2 or 3 GCSEs)  <b>FRENCH</b> (1 GCSE)  <b>RELIGIOUS EDUCATION</b> (1 GCSE or a half GCSE)  <b>PHYSICAL EDUCATION</b> (Practical)	<b>HISTORY</b> GCSE <b>GEOGRAPHY</b> GCSE	<b>COMPUTER SCIENCE</b> GCSE  <b>ENGINEERING</b> GCSE  <b>BUSINESS STUDIES</b> GCSE  <b>POLITICS &amp; LAW</b> GCSE  <b>CREATIVE iMEDIA</b> (ICT) Tech Award  <b>ECONOMICS</b> GCSE	<b>ART</b> GCSE  <b>GRAPHICS</b> GCSE  <b>PHOTOGRAPHY</b> GCSE  <b>MUSIC</b> GCSE  <b>POLITICS &amp; LAW</b> GCSE  <b>SPORTS STUDIES</b> Tech Award  <b>CREATIVE iMEDIA</b> (ICT) Tech Award  <b>ENGINEERING</b> (Product Design) Tech Award  <b>COMPUTER SCIENCE</b> GCSE





# DECISION TIME | Choices for Key Stage 4

In the spring term of Year 8 students will need to make their choices about which courses they wish to study in Years 9, 10 and 11. They will be given guidance and help with their choices during careers lessons.

During Years 7 and 8 students will have received careers lessons and will have worked with form tutors, subject teachers and our Information, Advice and Guidance (IAG) Manager.

Information and guidance is also given through assemblies, presentations and interviews as well as information within subjects. Students are encouraged to seek advice from all these adults as well as parents and relatives.

During March students and parents are invited to attend a 'futures' evening in which further information about courses offered is available and subject staff can speak to parents and students individually. Advice will be given about whether courses are suitable for the individual student based upon prior attainment in a variety of subjects.

Students will then need to complete choices forms ON LINE where they can indicate their preferences. We always try to give students their first choice but this is not always possible due to class size and staffing constraints.

Students should always choose subjects they enjoy and where they know they will achieve their best.

Advice will be given to students based on:

- ◆ discussions that are held with students in the preparation for the decision
- ◆ our knowledge of the student's ability and interests
- ◆ our professional opinion about what choices are suitable for the individual

**Students will need to choose a combination of subjects that give them the opportunity to achieve the progress.**

Students will be placed in bands based on their current performance in every subject. This is to ensure all students achieve at least 3 levels of progress while at Challney Boys. The numbers in each band vary every year to reflect the different achievement levels of each Year group.

*"Pupils achieve very well by the end of Year 11. Pupils speak positively about the comprehensive information and guidance that they receive about future careers, education and apprenticeships. Very many pupils progress to higher level study in sixth form colleges or colleges of further education. Pupils are exceptionally well prepared for the next stage of education, employment or training."* Ofsted

# GOOD REASONS FOR CHOOSING SUBJECTS

You are now approaching a very important stage of your education where key decisions need to be made.

It is important that you think carefully about these choices as they will have a direct impact on later decisions about potential Level 3 courses (A Level equivalents) and apprenticeships and ultimately about university routes should that be your preference. And, of course, the world of work.

## **Build on success:**

- ✓ Choose subjects in which you feel you will do well.
- ✓ Use your target grade and school reports to help you make an informed choice.

## **Go for motivation:**

- ✓ Choose subjects which interest you.
- ✓ You are then likely to work hard and do well.

## **Choose subjects which match your learning needs:**

- ✓ You might prefer a course with a large quantity of 'project' work and independent learning, others prefer exams. Think about what type of assessment suits you best. Do you do better with coursework or do you prefer written exams? Different courses will suit different students because of the way they are assessed.

- ✓ Look carefully at subject areas in which you are successful and at new courses that you have not studied at school so far.

## **Think about your future career:**

- ✓ Try to consider a balance of subjects. You might have ideas about your future but you could change your mind! That is why we offer a broad curriculum which keeps options for the future open. We want to make sure that you are educated in a way that means you can adapt to changes during your working lives and respond to future opportunities. Use the internet and U-Explore to find out which subjects are required for any career you might be interested in.
- ✓ If you do have an idea about the specific career you want to follow, check out the qualifications you need.

## **Beyond 16:**

- ✓ You will be expected to stay in some form of education or training beyond the age of 16. Many students will go on to a Sixth Form, where the courses cater for a wide range of ability and interests; however, an apprenticeship or employment is also an option.
- ✓ Some students will continue their education and training at college or with an employer. Ask for advice from your teachers, parents and other students, especially those older students in your House, who have started these courses already.



# BAD REASONS FOR CHOOSING SUBJECTS

**X** Picking a subject just because your friend is doing it - the subject might not suit you and you may not be in the same class anyway!

**X** Your parents enjoyed it when they were at school - it will probably have changed since then, and you may have different talents from your parents in any case.

**X** It's new and you're not sure what it's like but you hope it might be good.

**X** Pick a subject for positive reasons, not just because you can't think of anything else... and find out something about it first!

**X** You like the teacher you've got this year and you'd really like to work with them next year – there is no guarantee you will get the teacher you want as many departments have more than one teacher at this level.

**X** Assuming you know what you need for a career without actually checking – for example, many people assume that you need biology A Level to become a doctor, when in fact the essential subject is chemistry.



## IF YOU MAKE THE WRONG CHOICE...

...there can be some limited scope to change, but this will depend on spare places being available in another subject, and the amount of work that you have missed.

## What is a GCSE Course?

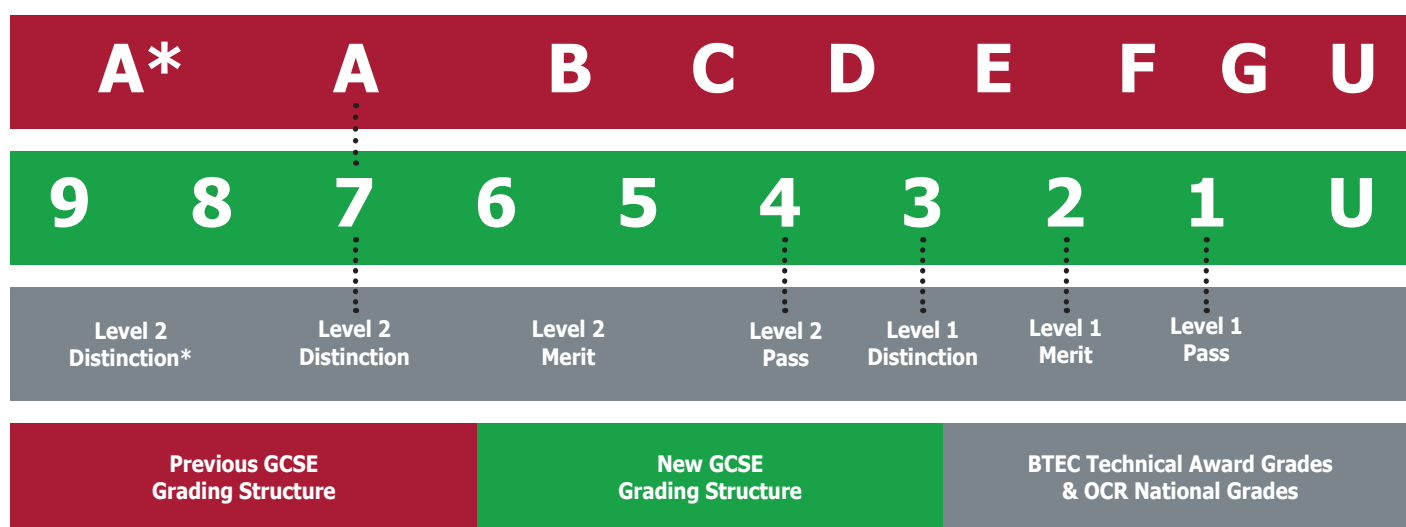
GCSE courses are assessed purely by examinations. The grading system, using A\* to G, has now been replaced by a numeric system, 9 to 1 (with 9 being at the top of the scale). There is no assessed controlled coursework in the new GCSEs. Please see the course descriptions in this book for details on individual subjects. For most subjects, everyone sits the same examination. For some subjects there are two tiers 'higher' and 'foundation' (MFL, Maths and Science).

Even though this system has been in place for 5 years now, this page is left in the guide for parents and carers who still may not be familiar with the grade equivalents.

## The 9-1 GCSE grading system

Due to government changes, new GCSEs were introduced in 2015. The new GCSEs have a grading system of 9-1 with grade 9 representing the highest level of attainment and 1 the lowest. The following points and accompanying diagram helps to explain this new approach:

- Broadly the same proportion of students will achieve a grade 4 and above as previously achieve grade C and above.
- For each examination, the top 20% of those who get grade 7 or above will get a grade 9 - the very highest performers.
- Broadly the same proportion of students will achieve a grade 7 and above as previously achieve an A and above.
- The bottom grade 1 will be aligned with the bottom grade G.





## What is a Technical Course?

Technical courses are applied learning courses where you learn skills related to the world of work. The grading system in these courses is from highest to lowest.

We offer this type of course in Sport Studies, Creative I Media (use of applications such as web site building, Powerpoint etc) and Business Enterprise. They can give you the knowledge and skills that employers are looking for. Technical courses are mostly assessed through coursework which will be marked by the subject teacher – though there is always 40% final examination work involved.

Most students at Challney study a combination of GCSE and Technical courses. They are different types of courses and combining them gives a student some variety during Key Stage 4.

Teachers are always available to give advice. If a student finds examinations particularly hard, it is advisable to study an applied learning course of some sort as they involve fewer examinations. Students should choose courses that they will find stimulating and enjoyable.

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## NEXT STEPS

Many of our students go to local colleges such as Luton Sixth Form, Barnfield and Central Bedfordshire. If students have a particular path they wish to follow, they would be advised to look at the websites of these colleges to make sure they know about entry requirements.



# CORE SUBJECTS

## ENGLISH LANGUAGE

**QUALIFICATION:** GCSE

**BOARD:** AQA

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

**KEY STAGE 4 CURRICULUM TIME:**  
5 or 6 lessons  
(Combined with Literature)

### ASSESSMENT:

The 2017 English course will reflect the revised National Curriculum and will be 100% terminal exam. In addition, there will be a single tier of entry.

### LEADS TO:

Any related Level 3 course. English language is an essential requirement for A Levels and many other Level 3 courses.

### WHO SHOULD STUDY THIS COURSE?

All students will be required to follow the English Language course.

### WHAT WILL I STUDY?

#### PAPER 1:

Explorations in Creative Reading and Writing.

#### Section A:

Reading - one literature fiction text.

#### Section B:

Writing - descriptive or narrative writing.

#### PAPER 2:

Writers' Viewpoints and Perspectives.

#### Section A:

Reading - one non-fiction text and one literary non-fiction text.

#### Section B:

Writing - writing to present a viewpoint.

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

### POTENTIAL CAREERS:

Useful for all careers and essential for some, including teaching and journalism.



# CORE SUBJECTS

## ENGLISH LITERATURE

**QUALIFICATION:** GCSE

**BOARD:** AQA

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

**KEY STAGE 4 CURRICULUM TIME:**  
5 or 6 lessons  
(Combined with Language)

### ASSESSMENT:

The 2017 English course will reflect the revised National Curriculum and will be 100% terminal exam. In addition, there will be a single tier of entry.

### LEADS TO:

Any related Level 3 course. English language is an essential requirement for A levels and many other Level 3 courses.

### WHO SHOULD STUDY THIS COURSE?

All students will be required to study the English Literature course.

### WHAT WILL I STUDY?

**PAPER 1:** Shakespeare and the 19th Century novel (40%)

#### Section A:

Shakespeare - students will answer one question on Macbeth. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B:** The 19th-century novel - students will answer one question on A Christmas Carol. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

**PAPER 2:** Modern texts and poetry (60%)

**Section A:** Modern texts - students will answer one essay question from a choice of two on Blood Brothers.

**Section B:** Poetry - students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

**Section C:** Unseen poetry - Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

### POTENTIAL CAREERS:

Useful for all careers and essential for some, including teaching and journalism.

## MATHEMATICS

**QUALIFICATION:** GCSE

**BOARD:** EDEXCEL

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

**KEY STAGE 4 CURRICULUM TIME:** 4 lessons

### ASSESSMENT:

100% examination.  
Two calculator and non calculator exam papers.

### LEADS TO:

Any related Level 3 course. Mathematics is an essential requirement for A Level Mathematics, A Level Further Mathematics and many other Level 3 courses.

### WHO SHOULD STUDY THIS COURSE?

All students study Mathematics.

### WHAT WILL I STUDY?

Number | Algebra | Statistics  
Ratio, proportion and rates of change  
geometry and measures | Probability

### POTENTIAL CAREERS:

Useful for all careers and essential for some, including teaching.

# CORE SUBJECTS

## AQA TRILOGY

(COMBINED)

## SCIENCE

**QUALIFICATION:** GCSE

**BOARD:** AQA

**GCSE GRADES OR EQUIVALENTS:** 2 GCSEs

**KEY STAGE 4 CURRICULUM TIME:**  
5 Hours

**ASSESSMENT:**  
Examination 100%

### LEADS TO:

Students who study double award will be able to progress to most A Level or Level 3 courses.

### WHO SHOULD STUDY THIS COURSE?

All students study one of the courses delivered in Science. Some students will study three separate sciences, while others will complete a course which combines all three sciences into two GCSE awards.

### WHAT WILL I STUDY?

#### BIOLOGY

Cell Biology | Photosynthesis | Moving and Changing Materials | Health Matters | Coordination and Control | Genetics | Variation and Evolution | Ecology in Action

#### CHEMISTRY

Atomic Structure | Structure, bonding and properties | Chemical Quantities and Calculations | Chemical Changes | Energy Changes | The rate and extent of Chemical Change | Hydrocarbons | Chemical Analysis | The Atmosphere | Sustainable Development

**PHYSICS** Energy | Electricity | Particle model of matter | Atomic Structure | Forces | Waves | Electromagnetism

**POTENTIAL CAREERS:** Students who study triple or double science will be able to progress onto careers in: Science, medicine, engineering.

## AQA TRIPLE SCIENCE

**QUALIFICATION:** GCSE

**BOARD:** AQA

**GCSE GRADES OR EQUIVALENTS:** 3 GCSEs

**ASSESSMENT:**  
Examination 100%

### LEADS TO:

Related courses at Level 3.

### WHO SHOULD STUDY THIS COURSE?

Anyone who loves Science and wants to continue with science at Level 3.

It is another whole GCSE in addition to the 2 you do in core time. Entry to this course is reserved for those achieving high grade 6 and grade 7/8 (as a minimum) in their final Key Stage 3 exams.

### WHAT WILL I STUDY?

#### BIOLOGY

Cell Biology | Photosynthesis | Moving and Changing Materials | Health Matters | Coordination and Control | Genetics | Variation and Evolution | Ecology in Action

#### CHEMISTRY

Atomic Structure | Structure, bonding and properties | Chemical Quantities and Calculations | Chemical Changes | Energy Changes | The rate and extent of Chemical Change | Hydrocarbons | Chemical Analysis | The Atmosphere | Sustainable Development

#### PHYSICS

Energy | Electricity | Particle model of matter | Atomic Structure | Forces | Waves | Electromagnetism | Space

**POTENTIAL CAREERS:** Students who study triple or double science will be able to progress onto careers in: Science, medicine, engineering.



# CREATIVE SUBJECTS

## ART & DESIGN

(FINE ART)

**QUALIFICATION:** GCSE

**BOARD:** AQA

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

### ASSESSMENT:

Portfolio of work worth 60%  
- a sustained project.

Externally set assignment worth 40% -  
students are given a period to prepare  
this which is then followed by 10 hours  
supervised time.

Both elements are internally assessed  
then externally moderated.

### LEADS TO:

Level 3 Art and Design courses.

### WHO SHOULD STUDY THIS COURSE?

Anyone who enjoys art and design or has a flare  
for drawing and wants to develop their creative  
skills further.

### WHAT WILL I STUDY?

Painting in both poster and acrylic paints,  
drawing, stencil cutting and spray painting.  
A different scheme of work every term with  
references to artists, genres in art, art history  
as well as focusing on a variety of different  
drawing and painting techniques  
and skills.

### POTENTIAL CAREERS:

Fine Artist | Graphic Designer | Architect  
Interior Designer | Internet/Web Designer  
Product Designer | Graffiti Artist

## ART & DESIGN

(GRAPHIC COMMUNICATIONS)

**QUALIFICATION:** GCSE

**BOARD:** AQA

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

**KEY STAGE 4  
CURRICULUM TIME:**  
2-3 Hours

### ASSESSMENT:

60% internally set assessment.

40% assignment set by the Exam  
Board.

Both elements are moderated by the  
Exam Board.

### LEADS TO:

Further vocational or A Level courses.

### WHO SHOULD STUDY THIS COURSE?

If you are interested in Graphic design -  
use of computers to generate techniques  
within art and have an artistic flair.

### WHAT WILL I STUDY?

Communication Graphics and Illustration

### POTENTIAL CAREERS:

Advertising art director | Animator  
Graphic designer | Illustrator | Printmaker  
Production designer, theatre/television/film  
Exhibition designer | Fine artist  
Photographer | Interior and spatial designer  
Landscape architect | Medical illustrator  
Multimedia specialist

# CREATIVE SUBJECTS

## ART & DESIGN

(PHOTOGRAPHY / DIGITAL LENS MEDIA)

**QUALIFICATION:** GCSE

**BOARD:** AQA

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

### ASSESSMENT:

Portfolio of work worth 60% - a sustained project. Externally set assignment worth 40% - students are given a period to prepare this which is then followed by 10 hours supervised time.

Both elements are internally assessed then externally moderated.

of fine art - applying techniques and processes appropriate to student's personal intentions, For example: Drawing / Sketching, Painting, Print-making, Assemblage, Collage, Photo-montage, Pen & Ink, Digital image editing and manipulation.

### POTENTIAL CAREERS:

Professional Photographer | Photo-Journalist/Press Photographer | Sports/wildlife Photographer  
Animator | Film & TV Camera Operator | Documentary Film-Maker | Location Scout | Graphic designer  
Magazine features editor | Medical illustrator | Advertising art director | Digital marketer | Film director  
Film/video editor | Media planner | Secondary school teacher | Stylist | Visual merchandiser  
Web content manager | Web designer

### LEADS TO:

Further vocational or A-Level courses.

### WHO SHOULD STUDY THIS COURSE?

If you are interested in Photography - i.e using a variety of digital lens-based media and computing, such as: DSLR Camera's, Video Camera's, Animation and Photographic image-editing software, to generate techniques within Art. You should be creative, have innovative and original ideas and an interest in achieving technical proficiency using DSLR cameras.

### WHAT WILL I STUDY?

You will explore a range of professional photographic techniques such as: portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation.

You will also develop skills within the context

## MUSIC

**QUALIFICATION:** GCSE

**BOARD:** EDUQAS

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

**KEY STAGE 4 CURRICULUM TIME:**  
2-3 Hours

### ASSESSMENT:

30% Composition internally assessed, externally moderated  
30% Performance internally assessed, externally moderated

40% Exam- appraising music - 1hr 30min exam, listening to music

### LEADS TO:

Further vocational or A Level courses.

### WHO SHOULD STUDY THIS COURSE?

If you are interested in music, playing instruments, composing, arranging or sequencing music.

### WHAT WILL I STUDY?

The elements of music through different styles of music, how to compose music and regularly perform/sequence music.

### POTENTIAL CAREERS:

Performing as a musician, composing, teaching music, working in music production or sound engineering, managing artists or events, or pursuing roles in music journalism or administration.



# ENGINEERING

## ENGINEERING DESIGN

**QUALIFICATION:** TECHNICAL AWARD

**BOARD:** OCR

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

**ASSESSMENT:**  
3 Units of Controlled Assessment, internally marked and externally moderated (60 marks per unit).

### LEADS TO:

An A-level in Product Design (3D), Engineering, or L3 Smart Product Design & Manufacture.

### WHO SHOULD STUDY THIS COURSE?

Students who have a keen interest in solving real world problems using the latest Computer Aided Design software to iteratively develop solutions. You should have an ability to think creatively, innovatively, analytically, logically and critically about design.

### WHAT WILL I STUDY?

Solidworks CAD Modelling, Rapid Prototyping, CNC Manufacture, Prototype Production, Product Analysis & Disassembly.

### POTENTIAL CAREERS:

Engineering | Product Designer | Architect  
CAD Designer | Industrial Designer  
Systems Engineer | CAD Designer.

## ENGINEERING

**QUALIFICATION:** GCSE

**BOARD:** AQA

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

**ASSESSMENT:**  
Examination 60%  
Design and Make Project 40%

### LEADS TO:

An A-level in Product Design (3D), Engineering, or Smart Product Design - L3.

### WHO SHOULD STUDY THIS COURSE?

Anyone who enjoys being creative and has an affinity for drawing, design, maths, physics & problem-solving, all within a real world context.

### WHAT WILL I STUDY?

1. Engineering materials
2. Engineering manufacturing processes
3. Mechanical/Electronic Systems
4. Testing and investigation
5. The impact of modern technologies
6. Practical engineering skills

### POTENTIAL CAREERS:

Engineering | Product Designer | Architect  
CAD Designer | Industrial Designer  
Systems Engineer | CAD Designer  
Manufacturing Engineer | Civil Engineering.

# HUMANITIES

## RE - THE STUDY OF RELIGIONS

**QUALIFICATION:** GCSE

**BOARD:** AQA

**GCSE GRADES OR EQUIVALENTS:** 0.5 GCSE

**KEY STAGE 4**

**CURRICULUM TIME:** 3 Lessons

### ASSESSMENT:

All examinations to take place at the end of the two Years of study (exam to take place in Year 11). Students will complete 1 paper in 1 hour and 45 minutes for **The Study of Religion** and 1 paper in 1 hour 45 minutes for **Thematic Studies**. 100% exam. **The Study of Religion** paper will contribute 50% of the final mark. The other 50% will be achieved by completing the **Thematic Studies** exam.

### LEADS TO:

Any A Levels or other courses at Level 3.

### WHO SHOULD STUDY THIS COURSE?

Any student who seeks to understand the nature of human existence and debate the challenging questions of religion and belief in today's society.

### WHAT WILL I STUDY?

Christian Beliefs | Christian Practices  
Islam Beliefs | Islam Practices

### POTENTIAL CAREERS:

Having a clear understanding of RE will lead to success in all careers.

## RE - THEMATIC STUDIES

**QUALIFICATION:** GCSE

**BOARD:** AQA

**GCSE GRADES OR EQUIVALENTS:** 0.5 GCSE

**KEY STAGE 4**

**CURRICULUM TIME:** 3 Lessons

### ASSESSMENT:

All examinations to take place at the end of the two Years of study (exam to take place in Year 11). Students will complete 1 paper in 1 hour and 45 minutes for **The Study of Religion** and 1 paper in 1 hour 45 minutes for **Thematic Studies**. 100% exam. **The Study of Religion** paper will contribute 50% of the final mark. The other 50% will be achieved by completing the **Thematic Studies** exam.

### LEADS TO:

Any A Levels or other courses at Level 3.

### WHO SHOULD STUDY THIS COURSE?

Any student who seeks to understand the nature of human existence and debate the challenging questions of religion and belief in today's society.

### WHAT WILL I STUDY?

**Theme A:** Relationships and Families

**Theme B:** Religion and Life

**Theme D:** Religion, Peace and Conflict

**Theme E:** Religion, Crime and Punishment

### POTENTIAL CAREERS:

Having a clear understanding of RE will lead to success in all careers.

# A PLACE TO LEARN

# HUMANITIES

## GEOGRAPHY

**QUALIFICATION:** GCSE  
**BOARD:** AQA SPECIFICATION A

**GCSE GRADES  
OR EQUIVALENTS:** 1 GCSE

### ASSESSMENT:

#### Paper 1

35% Written exam: 1 hour 30 minutes

#### Paper 2

35% Written exam: 1 hour 30 minutes

#### Paper 3

30% Written exam: 1 hour 15 minutes

### LEADS TO:

Related courses at Level 3.

### WHO SHOULD STUDY THIS COURSE?

If you have an average of Level 5 by the end of Year 9 and enjoy learning about the world you live in.

### WHAT WILL I STUDY?

#### Living with the physical environment

**Section A:** The challenge of natural hazards

**Section B:** Physical landscapes in the UK

**Section C:** The living world

#### Challenges in the human environment

**Section A:** Urban issues and challenges

**Section B:** The changing economic world

**Section C:** The challenge of resource management

**Geographical applications - Section A:** Issue evaluation **Section B:** Fieldwork

**Geographical skills -** Geographical skills

### POTENTIAL CAREERS:

This is a valued and sought after subject by many professions, such as law, accountancy, public services, building and construction. It shows a depth of knowledge about the world, and social and environmental issues. Explorer and adventurer.

## HISTORY

**QUALIFICATION:** GCSE

**BOARD:** AQA

**GCSE GRADES  
OR EQUIVALENTS:** 1 GCSE

### ASSESSMENT:

Final Examination  
(2 exam papers with 2 sections each).

### LEADS TO:

Related courses at Level 3.

### WHO SHOULD STUDY THIS COURSE?

Anyone who is good at writing essays and has at least a C grade at the end of Year 8. Also if you are thinking about an academic career and will be studying A Levels.

### WHAT WILL I STUDY?

**Paper 1:** Germany 1890-1945,  
Conflict and Tension 1918-1939 -  
The Inter War Years

**Paper 2:** Britain: Health and the Nation,  
Elizabethan England, this includes  
The Historical Site

### POTENTIAL CAREERS:

The skills learnt are valuable in any career but could lead to:

Teaching | Medicine | Law | Archaeology | Media | Journalism  
Archive and Restoration work | Business retail and management  
Politics | Architecture and Design.



# HUMANITIES

## POLITICS & LAW

**QUALIFICATION:** GCSE

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

### ASSESSMENT:

#### Paper 1

50% of GCSE

Written Exam 1 hour 45 minutes

#### Paper 2

50% of GCSE

Written Exam 1 hour 45 minutes

### LEADS TO:

Related Level 3 courses. This GCSE will give you a head start in college if you plan to take Politics, Law or History.

### WHO SHOULD STUDY THIS COURSE?

If you are aiming for a minimum of a 5 by the end of your time at Challney and interested in how politics influences every aspect of society, you care about social issues and making a difference.

### WHAT WILL I STUDY?

**Paper 1: Theme A** - Living together in the UK.

**Theme B** - Democracy at work in the UK.

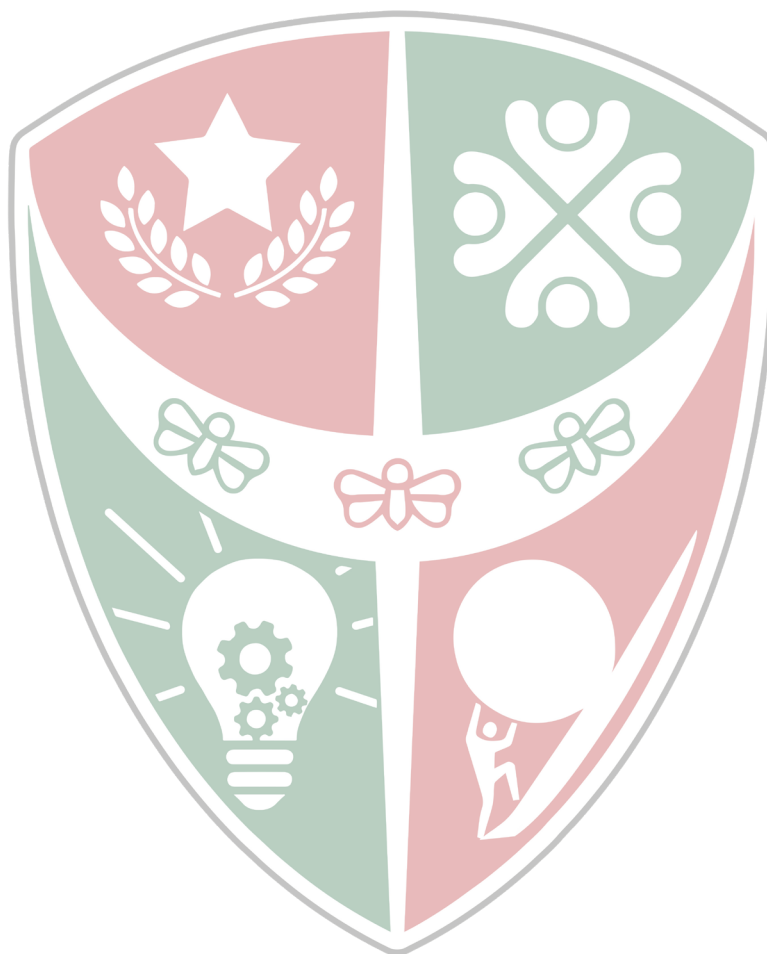
**Theme C** - Law and justice.

**Paper 2: Theme D** - Power and influence.

**Theme E** - Taking Citizenship Action.

### POTENTIAL CAREERS:

Member of Parliament | Lawyer | Civil Service | Journalist | Human Rights Worker | Media.



# MODERN FOREIGN LANGUAGES

## FRENCH

**QUALIFICATION:** GCSE

**BOARD:** EDEXCEL

**GCSE GRADES  
OR EQUIVALENTS:** 1 GCSE

**KEY STAGE 4  
CURRICULUM TIME:** 4 Lessons

### ASSESSMENT:

Listening examination – 25%

Speaking examination – 25%

Reading examination – 25%

Writing examination – 25%

Business careers | Retail | Translator | Having a GCSE in a language is useful in most careers

### LEADS TO:

Related Level 3 courses. Having a language qualification is valued highly at university.

### WHO SHOULD STUDY THIS COURSE?

Anyone who enjoys studying languages. You should have a basic knowledge of French in order to take this course.

### WHAT WILL I STUDY?

You will study the 4 skills of listening, reading, speaking and writing in different contexts.

#### You will cover topics such as:

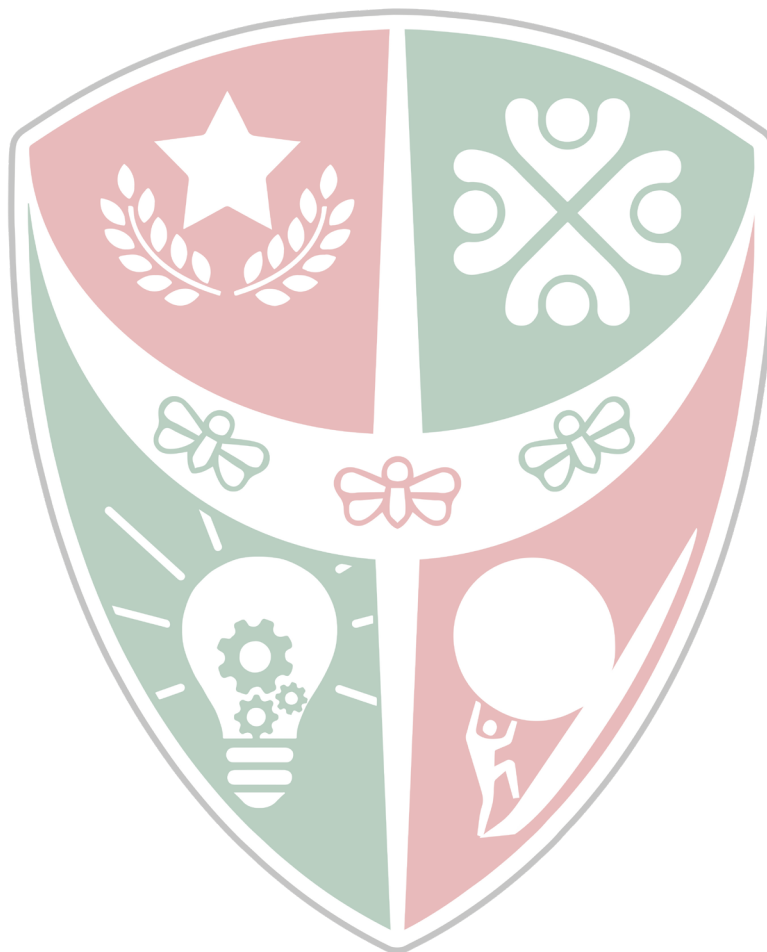
Holidays | Free time and leisure

Travel and tourism | Future plans

### POTENTIAL CAREERS:

Journalist | Travel agent

Jobs in the travel industry | Teacher



## COMPUTER SCIENCE

**QUALIFICATION:**  
GCSE (9-1) COMPUTER SCIENCE

**BOARD:** OCR

**GCSE GRADES  
OR EQUIVALENTS:** 1 GCSE

**KEY STAGE 4  
CURRICULUM TIME:**  
3 Lessons

**ASSESSMENT:**  
**J277/01: Computer systems**  
Written paper: 1 hour and 30 minutes  
50% of total GCSE  
80 marks

**J277/02: Computational thinking,  
algorithms and programming**  
Written paper: 1 hour and 30 minutes  
50% of total GCSE  
80 marks

### LEADS TO:

Computer Science A Level or other Level 3 related courses.

### WHO SHOULD STUDY THIS COURSE?

Anyone who wants to get to grips with the computational thinking aspects of Computer Science and develop great problem solving skills.

The qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding, but to engage learners and get them thinking about real world application.

### WHAT WILL I STUDY?

- ◆ think creatively, innovatively, analytically, logically and critically
  - ◆ understand the components that make up digital systems, and how they communicate with one another and with other systems
  - ◆ understand the impact of digital technology to the individual and to wider society
  - ◆ apply mathematical skills relevant to Computer Science.
  - ◆ understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- ◆ analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs

### POTENTIAL CAREERS:

Computer Scientist | Software Applications Developer | Computer Systems Analyst  
Computer Programmer | Network/Computer Systems Administrator | Computer User Specialist  
Software Engineer | Web Developer | Artificial Intelligence | Tester | Program Designer  
Engineer | Robotics.



# INFORMATION TECHNOLOGY

## CREATIVE iMEDIA

**QUALIFICATION:**  
CAMBRIDGE NATIONAL  
CERTIFICATE IN CREATIVE  
iMEDIA (J834)

**BOARD:** OCR

**GCSE GRADES  
OR EQUIVALENTS:** 1 GCSE

**KEY STAGE 4  
CURRICULUM TIME:**  
3/4 Lessons

**ASSESSMENT:**

**Unit R093**

Creative iMedia in the media industry  
(Exam - 40%)

**Unit R094**

Visual identity and digital graphics  
(Coursework - 25%)

**Unit R097**

Interactive digital media (Coursework - 35%)

### LEADS TO:

Progression onto other related study, such as qualifications in IT, Digital Media and Computer Science.

### WHO SHOULD STUDY THIS COURSE?

Cambridge Nationals in Creative iMedia is media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field, from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across a whole range of learning styles and abilities, effectively engaging and inspiring all students, to achieve great things.

Developing knowledge and understanding of how ICT systems have changed the way people go about their daily lives including communication, shopping, gaming, entertainment, education and training, banking and financial services, social networking, and online/remote working etc. Students are encouraged to think about how digital technology has changed the lives of their parents and carers and as a consequence, they are expected to look forward to the changes that they may encounter in their future lives.

### WHAT WILL I STUDY?

This qualification will teach the learner to understand and apply the fundamental principles and concepts of digital media including factors that influence product design, use of media codes and conventions, pre-production planning techniques, legal issues and creation/publishing/distribution considerations

Learners will also understand the practical skills that can be applied to real-life contexts and work situations by thinking creatively, innovatively, analytically, logically and critically

They will develop independence and confidence in using skills that would be relevant to the media industry and more widely. They will also design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements.

### POTENTIAL CAREERS:

IT Technician | Software Engineer | Software Developer | Project Manager | IT Consultant  
Network Manager | Web Design | Digital Graphics Design | Video Games Design  
Desktop Support | Sound engineering technician | Film and video editor and Apprenticeships  
in areas such as Digital Marketer or Business Administrator.

# BUSINESS STUDIES

## BUSINESS

**QUALIFICATION:** GCSE

**BOARD:** AQA

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

**KEY STAGE 4 CURRICULUM TIME:**  
3 Lessons

### ASSESSMENT:

#### Paper 1

Influences of operations and HRM on business activity 50%

#### Paper 2

Influences of marketing and finance on business activity 50%

### LEADS TO:

Progression opportunities for students wishing to continue their studies in A Levels in Business, Economics and Applied Business.

### WHO SHOULD STUDY THIS COURSE?

Anyone who has an interest in business, money and enterprise.

### WHAT WILL I STUDY?

Enterprise, Marketing, Finance, Operations, Investment, Starting a Business, Business ethics, People in Business, Recruitment, Management styles, Business growth, overseas expansion and writing Business plans.

### POTENTIAL CAREERS:

Management consultancy  
Commodities and stock market trader  
Chartered accountancy | Advertising  
Investment banking | Bank management  
Teaching, particularly with head-teacher roles | Retail buying  
Distribution and logistics management | Insurance underwriting Marketing executive  
Market research executive | PR officer | Retail management | Sales.

## BTEC LEVEL 1/2 ENTERPRISE TECH AWARD

**QUALIFICATION:** BTEC

**BOARD:** PEARSON

**GCSE GRADES OR EQUIVALENTS:** 1 GCSE

**KEY STAGE 4 CURRICULUM TIME:**  
3 Lessons

### ASSESSMENT:

**Component 1:** Controlled assessment.

**Component 2:** Controlled assessment.

**Component 3:** External Exam.

Written Exams: 2 hours = 60 marks.

### LEADS TO:

Progression opportunities for those wishing to continue their studies to Level 3 qualifications.

### WHO SHOULD STUDY THIS COURSE?

Anyone who has an interest in business, money and enterprise, as well as any students who wish to understand how to start, run and manage a business and students who are hard working.

### WHAT WILL I STUDY?

Enterprise, Marketing, Finance, Operations, Investment, Starting a Business, Business ethics, People in Business, Business growth and writing Business plans.

### POTENTIAL CAREERS:

Management consultancy  
Commodities and stock market trader  
Advertising | Bank management  
Teaching | Retail buying  
Distribution and logistics management  
PR officer | Retail management | Sales.

# BUSINESS STUDIES

## ECONOMICS

**QUALIFICATION:** GCSE

**BOARD:** AQA

**GCSE GRADES  
OR EQUIVALENTS:** 1 GCSE

**KEY STAGE 4  
CURRICULUM TIME:**  
3 Lessons

### ASSESSMENT:

**Paper 1:** How markets work 50%

**Paper 2:** How the economy works 50%

### Written exams:

1 hour 45 minutes = 80 marks

### LEADS TO:

Progression opportunities for students wishing to continue their studies in A Levels in Business and Economics.

### WHO SHOULD STUDY THIS COURSE?

Anyone who is interested in knowing how the economy works, to benefit them personally and professionally for years to come.

### WHAT WILL I STUDY?

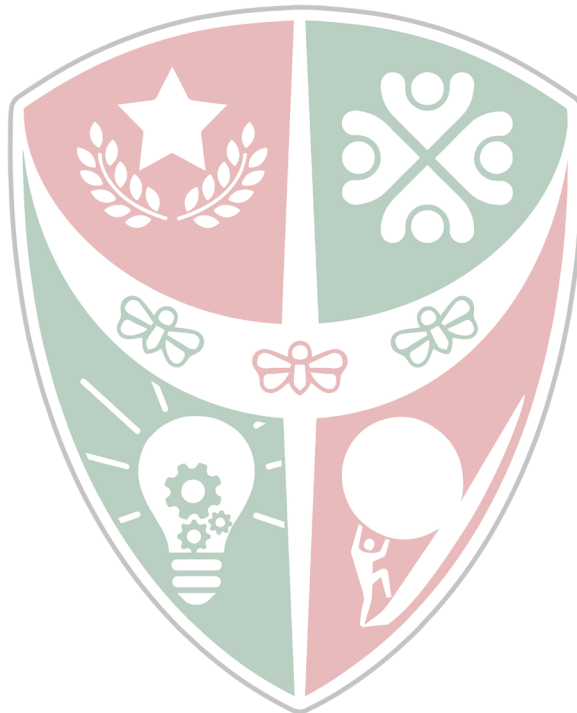
Economic foundations, resource allocation, how prices are determined, production, costs, revenue and profit, competitive and concentrated markets, market failure, introduction to the national economy, government objectives, how the government manages the economy, international trade and global economy, and the role of money and financial markets.

### POTENTIAL CAREERS:

Actuarial Analyst | Chartered Accountant

Compliance Officer Data Analyst | Economist | External Auditor

Financial Risk Analyst | Investment Analyst | Political Risk Analyst | Risk Manager | Statistician | Stockbroker.





# PHYSICAL EDUCATION

## NCFE LEVEL 1/2 TECHNICAL AWARD IN HEALTH & FITNESS

**QUALIFICATION:**  
VOCATIONAL NCFE  
TECHNICAL AWARD

**BOARD:** NCFE

**GCSE GRADES  
OR EQUIVALENTS:** 1 GCSE

**ASSESSMENT:**  
60% Non-examined assessment  
40% Examined assessment

### LEADS TO:

A Level Physical Education, Level 3 Physical Education qualifications, personal trainer apprenticeship.

### WHO SHOULD STUDY THIS COURSE?

Anyone who has an interest in PE and sport, in particular someone who is passionate about fitness and performance - from the structure and function of the body systems and the effects of health and fitness activities on the body, through to the anatomy and physiology of the body.

### WHAT WILL I STUDY?

**Content Area 1:** Structure & functions of the body systems

**Content Area 2:** Effects of health & fitness activities on the body

**Content Area 3:** Health & fitness and the components of fitness

**Content Area 4:** Principles of training

**Content Area 5:** Testing & developing components of fitness

**Content Area 6:** Impact of lifestyle on health & fitness

**Content Area 7:** Applying health & fitness analysis and setting goals

**Content Area 8:** Structure of a health & fitness program and how to prepare safely

### POTENTIAL CAREERS:

PE Teacher | Personal Trainer | Sports Coach | Physiotherapist  
Performance Sports Scientist | Sports Development Officer  
Sports and Exercise Psychologist | Outdoor Activities Manager  
Sports Journalist | Sports Commentator.

# EXTENDED LEARNING

We have a comprehensive range of extra learning opportunities outside normal school hours that include:

- ◆ Opportunities to study extra subjects
- ◆ A wide range of sporting opportunities
- ◆ Revision classes and booster classes in examination Years
- ◆ Opportunities for independent learning and research in the school library

As part of this extended school provision we are able to offer students the opportunity to extend their curriculum in 'session 7'. This is often made up of revision sessions for Years 10 and 11.



## Other statutory subjects at Key Stage 3 and Key Stage 4

### Sex and Relationship Education

It is a statutory requirement for all schools to teach sex and relationship education to all students up until the age of 16. In Years 7 and 8 it is taught within form groups and focuses on healthy living and healthy relationships.

### Spiritual, Moral, Social and Cultural Education

Our promotion of student's spiritual, moral, social and cultural development is wide ranging and delivered through:

- ◆ The Subject Curriculum;
- ◆ The Pastoral Curriculum including Support and Guidance systems;
- ◆ Assemblies and collective worship;
- ◆ Our extra-curricular provision;
- ◆ Our programme for Personal, Social, Health and Citizenship Education (PSHCE); which includes sex and drugs education;
- ◆ Our Careers and Work Experience Programme;
- ◆ Our approaches to teaching and learning.





## Religious Education (RE) and Collective Worship

Our RE syllabus follows the Luton agreed syllabus and covers all of the world's main faiths.

We aim to teach students how to live in a tolerant multi-faith society. Most students are taught RE up to Year 11 and most students opt to follow a GCSE.

Each year group has a weekly assembly based on a moral, spiritual or citizenship theme. Within tutor time and assemblies, groups are given time to reflect on moral issues which relate to their lives and society.



## Enterprise Education

Enterprise education forms an important part of our curriculum, where we teach students about financial and economic awareness as well as what it means to be enterprising.

Years 9 and 10 benefit from further enterprise activities that include Global Enterprise Week and having the opportunity to run their own company as part of the Young Enterprise Company Scheme. In Key Stage 4 enterprise forms an important part of the applied learning courses.



## Sport in the Curriculum

Our students benefit from an extensive sporting curriculum where they can take part in a wide variety of activities and pursue sporting and leadership qualifications. Qualifications, range from the vocational Sport to GCSE in Physical Education at Key Stage 3 all students experience a wide and varied curriculum focussing on developing key principles needed to be successful in leading a healthy and active lifestyle.

Students focus on developing the advanced skills required across a range of sporting activities both on a team and individual basis. The emphasis is on learning the key skills in a positive and enjoyable way. Students also experience many leadership opportunities such as helping out with the organisation and running of primary school sports festivals. This helps to build confidence and develop students as future leaders in all walks of life.



## Careers

### Information, Advice and Guidance and Careers Education

Our careers programme aims to provide students with knowledge, skills and attitudes associated with the successful transition from school to adult life.

This is done through collaboration between the humanities team, form tutors, subject teachers and the Careers Manager to provide a thorough careers guidance programme.

The school works in partnership with external agencies such as local colleges, Develop EBP and local employers to provide a programme that enables all students whatever their interests and abilities, to make informed choices about their future.



A wide range of information on careers and future pathways for our students is delivered as part of the weekly form-time activity curriculum.

In addition to this Year 7 students study a series of careers based lessons within the PSHCE. In February of Year 9 parents and students are invited to a Futures evening where possible choices for their own curriculum are explained to them. Year 9 students also have the opportunity to take part in university visits, college taster days and careers road-shows.

In Years 10 and 11 this guidance continues within PSHCE lessons and form time as well as through presentations from local colleges, taster days, university visits and careers interviews from an independent careers advisors and our Careers Manager.

## Careers Library

We have an extensive careers library on site which is modelled on the libraries that students will use when they progress to college. This is kept up to date by our Careers manager and contains information about colleges, universities, courses and careers.

Students have been introduced to this package in lessons and parents have been given login details at Parents Evenings.

The library is open throughout the day and after school for all students.

## Work Experience

Work experience enables students to increase their self confidence, learn about work ethics and helps them to develop inter-personal skills. This also helps students to make informed choices about further education as it helps them to broaden their career horizons.

Most students participate in a one week work experience with a local employer.

It is student's responsibility to be independent and motivated to go out and find their own work experience placement.





# NOTES

SECTION



**AKEMAN HOUSE**  
Determination

**ERMINE HOUSE**  
Unity

**FOSSE HOUSE**  
Innovation

**WATLING HOUSE**  
Excellence

[www.challneyboys.co.uk](http://www.challneyboys.co.uk)

**Challney High School For Boys**

Stoneygate Road | Luton | Bedfordshire | LU4 9TJ

01582 599921 | [admin@challneyboys.co.uk](mailto:admin@challneyboys.co.uk)

**Head Teacher**

**Mr Mark Mailer**

