



UNSTED PARK OPTION DOCUMENT

Aspris



"INSPIRING YOUNG PEOPLE TO ACHIEVE THEIR TRUE
POTENTIAL TO BECOME CONFIDENT, INDEPENDENT AND
RESPONSIBLE YOUNG ADULTS"



CONTENT TABLE

CURRICULUM OFFER

Message from Shane

THERAPY OFFER

Therapy process and overview

ASSESSMENT PROCESS

Assessment policy and process

OPTIONS BLOCK

For year 9 options and A Level Options

SUBJECT OVERVIEW

Teachers overview

SUBJECT BREAKDOWN

Here is a breakdown of all the Option offers at Unsted Park





MESSAGE FROM SHANE KENNY

Through our services at Unsted Park School and Sixth Form, we provide specialist education and care to young people aged 7 to 19 years with high functioning autism, Asperger Syndrome and associated disorders.

Set in the tranquil town of Godalming in Surrey, Unsted Park School offers day or weekly residential placements in a safe, healthy and stimulating environment for any child to learn and move positively onto the next stage of their life.

The well-planned curriculum supports pupils' academic and personal development well. Pupils benefit strongly from a broad range of lessons and therapies that meet their individual needs.

Positive and warm professional relationships between staff and pupils help pupils to feel safe in school. Consequently, pupils attend school regularly and make good progress in their learning and development.

Pupils of all abilities make good progress and achieve well in a range of subjects, including in the sixth form. They gain useful qualifications and are provided with helpful careers advice and work experience. Consequently, they are well prepared for their next stages.

Pupils' personal development and welfare is at the heart of the school's work. Adults know each pupil well. They support pupils effectively in raising their self-awareness and self-confidence. Pupils recognise this and are proud of the progress they make.

THERAPY OFFER

THERAPY PROVISION AT UNSTED PARK

At Unsted Park School, the Speech and Language Therapy team, Occupational Therapy team and Psychology team work as an integrated team, focusing on a holistic therapeutic approach to achieve the best possible results for academic, social and emotional learning.

As a large multidisciplinary team, we work with our young people to identify their aspirations and hopes for the future and agree person centred outcomes in collaboration with their specific outcomes in their individual Education Health Care Plans (EHCPs).

We aim to equip our students with skills which will prepare them for life beyond Unsted Park School. Key outcomes fall into the framework of independence, education and employability, health and community inclusion (social relationships).

The Speech and Language Therapy team (S<)

Communication difficulties are at the heart of ASD; problems with social interaction and social communication are common to all of our students. The S< team strive to equip our students with the tools to improve communication and enhance our students' quality of life. Through evidence based practise we facilitate our students to form quality relationships with both peers and adults, communicate verbally and non-verbally and develop conversational skills to support academic, social and emotional learning.

Speech and Language Therapy provides students with a means of making free choices, express their feelings to learn and increase independence and confidence in communicating. We provide an environment to maximise opportunities to develop students' expressive and receptive language skills in a safe environment.

Class-based support includes: writing specific classroom strategies in reports, assisting and training teaching staff to support students to achieve targets in the classrooms and providing equipment needed within classes.

An essential factor in holistic working is to work in partnership with families. We will also share those strategies with families, so that they can be practised at home.

THE MENTAL HEALTH THERAPY TEAM

Anxiety, depression, OCD and other mental health issues are often associated with autism spectrum disorder. At Unsted Park, we have three dedicated therapists who work with students to address issues relating to their mental health.

The clinical psychologist, art therapist and counsellor help students address difficulties that affect their academic progress, their relationships with others and their general well-being. Individual students are referred to the team to determine the most appropriate style of therapy depending on the student's presenting issues, their age, and their communication skills. Whilst the content of therapy is confidential to the student, we involve the individual's family wherever possible.

Although therapists often work with students individually, therapy can also be delivered in groups or through the classroom teacher/teaching assistants when one on one sessions are too challenging for the student.

Whilst the focus of the therapist is on issues that affect school life, we also aim to support other work carried out by therapy professionals outside of the school context and liaise with them accordingly. However, where there is a general mental health issue beyond school, we do not provide the primary source of mental health support for students. If needed, we will refer to the local CAMHS if more significant help is required.

OCCUPATIONAL THERAPY SERVICE

Occupational therapists (OTs) work with children in special schools to help them develop functional skills needed for everyday life in the areas of self-care, schoolwork, play and life skills.

At Unsted Park we provide a holistic service that is integrated into the academic and classroom setting. We endeavour to support students to overcome any difficulties that limit their availability to learn within the educational setting and work closely with the multi-disciplinary team to ensure we meet every student's needs.

Whilst doing this, we remain person centred and strive to understand students own personal goals and interests to ensure any therapy is as individual and appropriate as possible.

What do the Qualifications mean?

A qualification is intended to show employers, teachers and learners what someone has learnt and can do as a result of that achievement. There are a large number of qualifications and the way they are described and marketed can be confusing.

Qualifications and Credit Framework (QCF) sets out the levels against which a qualification can be recognised in England, Wales and Northern Ireland. This framework helps learners to make informed decisions about the qualifications they need, and helps employers and providers assess what qualifications a candidate has. The QCF has nine levels and sets out the basis on which qualifications are approved so that it is easier to compare one type of qualification with another.

Qualifications are best understood by their level of difficulty, size and, of course, their content. Each accredited qualification has a level according to the qualifications framework it is on. Levels are a standard way of comparing how challenging a qualification is and what learners should be able to do once they have successfully completed it.

For example, a BTEC Level 2 Tech Award in Sport qualification is equivalent to a GCSE at grade 4 - 9.

NQF	Examples of qualifications
Entry Levels	<ul style="list-style-type: none">• Entry level certificates in Science• Functional Skills at entry level (English, Maths)
Level 1	<ul style="list-style-type: none">• GCSEs grades 1-3 (D-G)• BTEC Level 1• Functional skills Level 1 (English, Maths)
Level 2	<ul style="list-style-type: none">• GCSEs grades 4-9 (A*-C)• BTEC Level 2• Functional Skills Level 2 (English, Maths)
Level 3	<ul style="list-style-type: none">• AS Levels



WHAT WILL I STUDY?



HOW WILL I BE ASSESSED?



WHERE CAN IT LEAD ?





KEY STAGE 4 AND 5 OPTIONS

THIS GUIDE IS TO SUPPORT PUPILS AND PARENTS IN CHOOSING KEY STAGE 4 AND 5 CHOICES OF STUDY.

Some subjects are compulsory, and others are designed to be selected.

Pupils will study all the compulsory subjects and will be able to choose from groups of options. We will endeavour to run courses in all options, but this will only happen where a viable group can be set up. The courses will run for two years.

Students who are moving onto A level or level 3 subjects will need to achieve a **GCSE grade 7** or above so that they have the level of knowledge required to study at this level, but this depends on the subject you wish to study. Please ask the subject lead for more information.

In consideration of optimizing students' learning experiences, we regret to inform you that our school is currently unable to accommodate college or online courses within our curriculum offerings. Due to scheduling conflicts between college and online course timetables and our school's academic schedule, incorporating such courses would result in significant loss of valuable learning time for our students. We remain committed to providing a robust and focused educational environment within the confines of our current curriculum offerings.

On the following pages, you will find the curriculum map and a brief description of what each subject area contains. These descriptions will also explain examination methods and opportunities available in each subject. As the examination methods have changed pupils will follow subjects based on the exam syllabus but tailored to meet vocational needs as well.

An option form where your child will need to record their options has been provided at the back of this booklet for completion.



Key stage 4

COMPULSORY SUBJECTS

English	4 Periods per week
Maths	4 Periods per week
Science	3 Periods per week
Physical Education	2 Periods per week
PSHE	1 Period per week
Social Communication	1 Period per week
Life Skills/Careers	1 Period per week

BLOCK A

- GCSE Geography
- GCSE Art
- GCSE Physical Education
- BTEC Tech Award Digital Information Technology
- BTEC Tech Award Music

BLOCK B

- GCSE History
- GCSE Computer Science
- BTEC Tech Award Sport
- Outdoor Education & BTEC Home Cooking Skills [Option B & C]

BLOCK C

- GCSE Triple Science
- GCSE Photography
- BTEC Tech Award Creative Media Production
- BTEC Home Cooking Skills

At a Glance:

- Each pupil should choose two subjects from each block
- We will make every attempt to offer their first choices but in the event that a subject is full one further subject should be nominated.
- Remember, pupils perform better in subjects which they enjoy and have an interest in.



Key stage 5

COMPULSORY SUBJECTS

English - until Level 2 achieved

4 Periods per week

Maths - until Level 2 achieved

4 Periods per week

Physical Education

2 Periods per week

PSHE

1 Periods per week

Social Communication

1 Period per week

Life Skills/Careers

1 Period per week

BLOCK A

- BTEC Tech Award Digital Information Technology
- BTEC Tech Award Music
- AS Biology

BLOCK B

- BTEC Tech Award Sport
- Outdoor Education & BTEC Home Cooking Skills [Option B & C]
- AS Art/Photography

BLOCK C

- BTEC Tech Award Creative Media Production
- BTEC Home Cooking Skills
- AS Maths

At a Glance:

- Each pupil should choose two subjects from each block
- We will make every attempt to offer their first choices but in the event that a subject is full one further subject should be nominated.
- Remember, pupils perform better in subjects which they enjoy and have an interest in.

EXTENDED PROJECT QUALIFICATION (EQP) SUBSTITUTING EITHER BLOCK A, B OR C



SUBJECT BREAKDOWN

English

GCSE

Science

GCSE & AS Level

Maths

GCSE & AS Level

Computing and IT

GCSE / BTEC

Humanities

GCSE

Physical Education

GCSE / BTEC

Art / Photography

GCSE & AS Level

Life Skills

Extended Project Qualification (EPQ)

BTEC Home Cooking Skills

Outdoor Education

English Curriculum

'At Unsted Park School, we believe that developing effective literacy skills is fundamental to the achievement of a rich and fulfilling life. The English Department at Unsted Park School, recognise that at the heart of improving literacy skills is the opportunity to practise them. Improving literacy and learning can have an impact on students' self-esteem, motivation, behaviour and attainment. It enables students to think independently and is empowering. Our English curriculum is underpinned by developing students' abilities to speak, listen, read and write for a wide range of purposes, including using language to learn, communicate, think, explore and organise. Helping students to express themselves clearly, through the development of vocabulary, both orally and in writing, enhances and enriches teaching and learning across the whole school curriculum and prepares the student for life after they leave school. We work closely as a department and aim to teach creatively a diverse and engaging literature based curriculum. Reading for pleasure is incredibly important and directly impacts a student's success in English. We work hard as a department to inspire a love of reading and encourage all students to visit the library regularly. We also encourage students to enter external competitions and organise clubs within the department.'

NICOLA ROBERTS : ENGLISH LEAD

GCSE English Language

→ GCSE English Language
Entry Level English
Functional Skills English

→ **English Language GCSE students study Communication-**

Communicate clearly, structuring and organising their speech and adapting to different situations, using standard English appropriately, participate in discussion both speaking and listening, judging the nature and purposes of contributions and roles of participants, adopt roles and communicate with audiences using a range of techniques.

Reading-

Read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them, distinguish between fact and opinion and evaluate how information is presented. Follow an argument, identifying implications and recognising inconsistencies.

Writing-

Communicate clearly and imaginatively, using and adapting forms for different readers and purpose, Organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features. Use a range of sentence structures effectively, with accurate spelling and punctuation.

→ **GCSE Specification:**
GCSE English Language

<https://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF>

Functional Skills Specification:

<https://qualifications.pearson.com/content/dam/pdf/Functional-skills/English/2019/specification-and-sample-assessments/pearson-edexcel-functional-skills-in-english-spec-l1-l2.pdf>

Science Curriculum

Science is taught from KS2 right through to KS5 at Unsted Park School. Science is an integral part of our everyday life and we build on student's strengths and interests through the use of practical work, interactive simulations, videos, varied activities and educational visits and fun and engaging reward lessons.

Students study animal, human and plant structure at KS2 using both the indoor and outdoor classroom using a variety of interactive and hands on teaching methods.

At KS3 students follow the kerboodle scheme of work. This allows students to build up their knowledge and love of science through a range of activities both in the classroom and online. Students are offered three awards at KS4 ; Entry level science single and double award, GCSE combined science and GCSE separate sciences. Practical work is heavily embedded in all three options to allow students to be able to back up their factual learning through hands on interactive experiences in the lab.

At KS5 students can continue to study at GCSE / ELC or study AS and A levels in Chemistry, Physics and Biology.

Carol Clarke : Science Lead

GCSE Combined Science: Trilogy AQA

→ **Trilogy /Combined Science -2 GCSE**

Equally divided into Biology, Chemistry and Physics.

Assessment is 6 exam papers. Within each exam paper there will be questions related to practical aspects of the course. This will count for 15% of the overall marks. During the teaching time, pupils will have to complete 21 required practical's to ensure these skills have been met.

There is a Choice between higher and foundation level.

→ **Separate Sciences /Triple - 3 GCSE**

All three Sciences : Physics, Chemistry and Biology are taught as separate subjects by specialist teachers .

Assessment is 2 exam papers in each of the Sciences. Within each exam paper there will be questions related to practical aspects of the course. This will count for 15% of the overall marks.

During the teaching time, pupils will have to complete 10 required practical's in Physics and Biology and 8 in Chemistry to ensure that all necessary skills have been met.

Entry Level Certificate

The specification comprises of six components: two Biology, two of Chemistry and two of Physics. Each component has two assessments: one externally set assignment (ESA) and one is teacher devised assignment (TDA)- internally set . To attain a Single award need to submit 3 ESA's and 3 TDA's to attain a double award you need to submit 6 TDA's and 6 ESA's.

→ **AS Levels:**

Biology, Chemistry and Physics.

Vocational options:

BTEC ,STEM award

Specification:

GCSE Chemistry, Biology, Physics (Separate Science)

<https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF>

<https://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF>

<https://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF>

GCSE Trilogy (double award)

<https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

Entry Level Science

<https://filestore.aqa.org.uk/resources/science/specifications/AQA-5960-SP-2016.PDF>

AS level Sciences AQA

→ Physics, Chemistry or Biology
Depends on GCSE grades, you have to get between grade 7 and 9 to do any of the Sciences at A-level

→ **Physics**
40% of the overall assessment of A-level Physics will contain mathematical skills equivalent to Level 2 / Grade 5 or above. At least 15% of the overall assessment of A-level Physics will assess knowledge, skills and understanding in relation to practical work

Chemistry

20% of the overall assessment of AS Chemistry will contain mathematical skills equivalent to Level 2 / Grade 5 or above. At least 15% of the overall assessment of AS Chemistry will assess knowledge, skills and understanding in relation to practical work.

Biology

10% of the overall assessment of AS Biology will contain mathematical skills equivalent to Level 2 / Grade 5 or above. At least 15% of the overall assessment of AS Biology will assess knowledge, skills and understanding in relation to practical work.

These exams are linear and students have to answer three exams at the end of the two years. Assessment objectives (AOs) are set by Ofqual .The Exams will measure how students have met their objectives.

→ University degree in: Biology, Chemistry and Physics.
Vocational options BTEC and NVQ at college providers.
University degree in a science related field : medicine, engineering, nursing , Physiotherapy, etc.

Specification:

AS AND A & LEVEL Chemistry, Biology, Physics

<https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-7404-7405-SP-2015.PDF>

<https://filestore.aqa.org.uk/resources/biology/specifications/AQA-7401-7402-SP-2015.PDF>

<https://filestore.aqa.org.uk/resources/physics/specifications/AQA-7407-7408-SP-2015.PDF>

Maths Curriculum

'Mathematics may be seen as the science of magnitude, number, shape, space, and their relationships and also as a universal language based on symbols and diagrams. It involves the handling (arrangement, analysis, manipulation and communication) of information, the making of predictions and the solving of problems through the use of a language that is both concise and accurate.

At Unsted Park School Mathematics education provides the child with a wide range of knowledge, skills and related activities that help him/her to develop an understanding of the physical world and social interactions. It gives the child a language and a system through which he/she may analyse, describe and explain a wide range of experiences, make predictions, and solve problems.

Mathematics education fosters creative and aesthetic development, and enhances the growth of reasoning through the use of investigative techniques in a mathematical context. It is also concerned with encouraging the child to be confident and to communicate effectively through the medium of mathematics.

COSMAN MUTODI : MATHS LEAD

GCSE Maths

→ Functional Skills Mathematics Level 1 and Level 1

Course: GCSE Mathematics
Course code:8300
Course Level: Foundation

Course: GCSE Mathematics
Course code:8300
Course Level: Higher

→ **GCSE Mathematics** **Assessment by 3 papers.**

The Mathematics course enables students to develop fluent knowledge, skills and understanding of mathematical methods and concepts, including:

- Number
- Algebra
- Ratio, proportion, rates of change
- Geometry and Measure
- Probability
- Statistics

→ Depending on your GCSE grade
A Level Mathematics and A Level Further Mathematics
*Important to note that mathematics supports the study of many other A Level courses including Chemistry, Physics, Business Studies, Accountancy and Engineering.

Specification:

<https://filestore.aqa.org.uk/resources/mathematics/specifications/AQA-8300-SP-2015.PDF>

Functional Skills Specification:

<https://qualifications.pearson.com/content/dam/pdf/Functional-skills/Mathematics/2019/specification-and-sample-assessments/pearson-edexcel-functional-skills-in-maths-spec-11-12.pdf>

A Level Maths AQA



Course: Advanced level Mathematics
Course code:7356
Course Level: AS

Course: Advanced level Mathematics
Course code:7357
Course Level: A

A level Mathematics is an interesting and challenging course which extends the methods you learned at GCSE and includes other applications of mathematics, such as Statistics and Mechanics.



Statistics

Collecting and analysing data and using this to make predictions about future events. Many subjects make use of statistical information and techniques. An understanding of probability and risk is important in careers like insurance, medicine, engineering and the sciences.

Mechanics

Modelling and analysing the physical world around us, including the study of forces and motion. Mechanics is particular useful to students studying physics and engineering.



Accountancy, Architect, Banking, Business Support Services, Chemist, Computer Games Designer, Construction and Surveying, Doctor, Economist, Engineer, Forensics, Insurance, IT and Computing, Mathematician, Stockbroking & Teaching

Specification:

AS MATHEMATICS

<https://filestore.aqa.org.uk/resources/mathematics/specifications/AQA-7356-SP-2017.PDF>

A-LEVEL MATHEMATICS

<https://filestore.aqa.org.uk/resources/mathematics/specifications/AQA-7357-SP-2017.PDF>

Computing and Digital Information Technology

'A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.'

Julie Skeats : IT and Computing Lead

BTEC Level 1/Level 2 Tech Award in Creative Media Production

→ This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the Creative Media sector – transecting many exciting and vibrant industries such as film; television; games, web and app development, and publishing – giving students an introduction that keeps all of their options open and allows them to make an informed decision about their future learning and career.

The Tech Award enables learners to develop sector-specific skills and knowledge of the production processes and techniques that underpin them, across a range of media products using a combination of practical exploration, experimentation, and realistic vocational contexts. They will also develop key skills such as investigating and developing ideas through pre-production, production, and post-production, managing their creative projects, documenting progress of skills and work, responding to briefs, presenting work, and reflective practice. In addition, learners develop employability skills such as teamwork, time management and communication.

→ **Assessment:**

Component 1: Exploring Media Products

Learners will develop their understanding of how media products create meaning for their audiences, as well as examining existing products and exploring media production techniques.

Internal
assessment

Component 2: Developing Digital Media Production Skills

Learners will develop and apply skills and techniques in media production processes by creating a media product from one of the following sectors: audio/moving image, print or interactive design.

Internal
assessment

Component 3: Create a Media Product in Response to a Brief

Learners will apply and develop their planning and production skills and techniques to create a media product in response to a brief.

External
assessment

→ This Tech Award complements the learning in GCSE programmes such as Design and Technology, Art and Design, and Computer Science. Learners might consider progression to A Levels or to the study of a vocational qualification at Level 3, such as a BTEC National in Creative Media.

Specifications:

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/creative-media-production/2022/specification-and-sample-assessments/btec-tech-award-creative-media-production-2022-spec.pdf>

BTEC Level 1/Level 2 Tech Award in Digital Information Technology

→ This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work the Digital sector. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy, putting it increasingly on a par with English and maths skills.

The BTEC Tech Award in Digital Information Technology gives learners a broad introduction to several aspects of 'digital' – from UX and interface design to data management and IT systems – enabling to see what areas they are most keen on and keeping their options wide open for progression.

→ Assessment:

Component 1: Exploring User Interface Design Principles and Project Planning Techniques

Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

Internal
assessment

Component 2: Collecting, Presenting and Interpreting Data

Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information

Internal
assessment

Component 3: Effective Digital Working Practices

Learners will explore how organisations use digital systems and the wider implications associated with their use.

External
assessment

→ This course complements the learning in GCSEs programmes such as Computer Science. It can also be complementary learning for creative media, engineering and maths. Covering topics and themes that are very relevant to today's digital landscape, it is a perfect stepping-stone into a BTEC National in IT & Computing, a Level 3 Apprenticeship, or the new T Level in Digital Design, Development and Production

Specifications:

<https://qualifications.pearson.com/content/dam/pdf/btec-awards/information-technology/2022/specification-and-sample-assessments/btec-tech-award-digital-information-technology-spec.pdf>

OCR Computer Science

→ GCSE Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

→ **Component 01: Computer systems**

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

→ **PROGRESS TO:**

A or AS Level Computer Science; Cambridge Technicals in Digital Media; Cambridge Technicals in IT or Level 2/ Level 3 apprenticeship

GCSE Specification:

<https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>

Humanities Curriculum

The subject area of Humanities incorporates both History and Geography.

At Unsted Park the study of History aims to ensure that pupils have the opportunity

- to experience and, where appropriate, to develop some understanding of events and people of different times and places.
- It enriches the curriculum by offering the pupils to be actively involved in exploring the world around them.
- handling artefacts, visiting museums, stories, books, photos and through practical craft like activities linked to particular topics.

Unsted Park the Geography curriculum aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

GCSE History



AQA GCSE History

Paper 1 – Understanding the modern world

Written exam: 1 hour 45 minutes

84 marks (including 4 marks for spelling, punctuation and grammar 50% of GCSE

Paper 2-Shaping the nations

Written exam: 1 hour 45 minutes

84 marks (including 4 marks for spelling, punctuation and grammar 50% of GCSE



1-One thematic study

This enables students to understand change and continuity across a long sweep of history. The study must cover all three specified eras.

2-One period study

This allows students to focus on a substantial and coherent medium time span of at least 50 years. The study will require students to understand an unfolding narrative of substantial developments and issues. The period study can be from any of the specified eras.

3-Two depth studies

One British and one European/wider world. Depth studies enable students to focus on a substantial and coherent short time span. The studies enable students to gain understanding of the complexities of a society or historical situation and the interplay of different aspects within it. Depth studies must be taken from different eras.

4-A study of the historic environment

The study of the historic environment should focus on a particular site in its historical context and enable students to study the relationship between a place and historical events and developments.

Specification:

<https://filestore.aqa.org.uk/resources/history/specifications/AQA-8145-SP-2016.PDF>

GCSE Geography AQA

→ This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

→ The subject content is split into four units:

- 3.1 Living with the physical environment,
- 3.2 Challenges in the human environment,
- 3.3 Geographical applications
- 3.4 Geographical skills.

In units 3.1 and 3.2 the content is split into sections, with each section focusing on a particular geographical theme.

Unit 3.3 sets out the requirements for fieldwork and issue evaluation.

Unit 3.4 sets out the geographical skills that students are required to develop and demonstrate.

In the specification content, students are required to study case studies and examples. Case studies are broader in context and require greater breadth and depth of knowledge and understanding. Examples are more focused on a specific event or situation, are smaller in scale and do not cover the same degree of content.

Specification:

<https://filestore.aqa.org.uk/resources/geography/specifications/AQA-8035-SP-2016.PDF>

PE Curriculum

At Unsted Park we strive for a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. There are opportunities to compete in sport and other activities that builds character and helps to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

AARON REID : PHYSICAL EDUCATION LEAD

BTEC Level 1/Level 2 Tech Award in Sport



The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. They will explore the different types and providers of sport and physical activity, as well as the equipment and technology available. Building on this, they will look at individuals' differing needs, to gain an understanding of how to increase participation in sport while further developing their knowledge and understanding of anatomy and physiology in a contextualised way. They will then apply their knowledge and skills to planning and delivering sports activity sessions for participants in practical sessions.

In addition, this qualification enables learners to develop sector-specific skills such as sport analysis and sports leadership, and personal skills such as communication, planning, time management and teamwork, through a practical and skills-based approach to learning and assessment.



Assessment:

Component 1: Preparing Participants to Take Part in Sport and Physical Activity

Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity

Internal
assessment

Component 2: Taking Part and Improving Other Participants Sporting Performance

Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance

Internal
assessment

Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity

Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

External
assessment



Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Specifications:

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/sport/2022/specification-and-sample-assessments/btec-tech-award-sport-spec.pdf>

GCSE PE AQA



Subject content

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and wellbeing



Paper 1: The human body and movement in physical activity and sport

What's assessed

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

How it's assessed

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Paper 2: Socio-cultural influences and well-being in physical activity and sport

What's assessed

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

How it's assessed

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Non-exam assessment: Practical performance in physical activity and sport

What's assessed

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity.

How it's assessed

- Assessed by teachers
- Moderated by AQA
- 100 marks
- 40% of GCSE



New and contemporary topics will help students of all abilities to develop a well-rounded skill set and prepare them for progression to further studies such as A Level & various coaching qualifications.

GCSE PE

<https://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016.PDF>

Art Curriculum

Art, craft and design embodies some of the highest forms of human creativity. At Unsted Park school we believe that a high-quality art and design education should be engaging, inspiring and challenging for pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

AO1

Develop ideas through investigations, demonstrating critical understanding of sources.

AO2

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3

Record ideas, observations and insights relevant to intentions as work progresses.

AO4

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

GCSE Fine Art Eduqas



Students will work in at least 2 of the following areas including drawing, painting, sculpture, installation, lens-/light-based media, textiles, printmaking and mixed media. In year 10, students are given the starting point. The Living World, where they can explore multiple themes including portraits, animals, landscapes nature and are encouraged to make independent choices that they'd like to explore in their projects. From January of year 11, students will then be given the externally set assignment where they will choose their own starting points from a range given from Eduqas.



During this course, we will cover a range of different topics through sustained projects where students will be encouraged to:

- Develop initial ideas and create sketches linked to these ideas
- Create developed drawings
- Explore a range of different mediums including: Paints, pastels, charcoal, graphite, printmaking, collages, digital drawing and photography.
- Annotate sketchbooks and record ideas
- Research a range of different artists
- Create a final outcome based on the ideas developed during the project.

This programme of study has been designed to broaden student's experiences of art & design through gallery visits, develop imagination and encourage creativity tailored to each student's interests.

Assessment is by:

Unit 1: Portfolio 60% of qualification: 120 marks (Year 1 and Autumn term of Year 2)

Unit 2: Externally Set Assignment 40% of qualification: 80 marks (Spring and Summer term of Year 2) The ESA includes a 10 hour assessed time period to create a final outcome



After completing a GCSE in Fine Art you could study A Level Fine Art.

Specification:

<https://www.edugas.co.uk/umbraco/surface/blobstorage/download?nodeId=10996>

GCSE Photography Eduqas

→ The Portfolio comprises a major practical portfolio and outcomes to be based on internally set themes and subject matter developed from personal and/or given starting points. The starting point in the first year is a project 'The elements of photography', where students are encouraged to explore the technical aspects of photography including Aperture, shutter speed and composition. From January, students will then be given the externally set assignment where they will choose their own starting points from a range given from Eduqas.

→ The 2 year course will allow students to cover a variety of different styles of photography including landscapes, portraits, fashion, still life and documentary. Creativity and self-expression is encouraged throughout the course alongside visits to galleries and researching other photographer's work.

Unit 1: Portfolio 60% of qualification: 120 marks (Year 1 and Autumn term of Year 2)

Unit 2: Externally Set Assignment 40% of qualification: 80 marks (Spring and Summer term of Year 2) The ESA includes a 10 hour assessed time period to create a final outcome

→ After completing a GCSE in Photography you could study A level Photography or apply for Photographic apprenticeships.

Specification:

<https://www.edugas.co.uk/umbraco/surface/blobstorage/download?nodeId=10996>

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A Level Art &/or Photography Eduqas

- AS Unit 1
Personal Creative enquiry: 40% of A level qualification (100% of AS qualification)
- A2 Unit 2
Personal Investigation: 36% of qualification
- A2 Unit 3
Externally set Assignment: 24% of qualification

- Unit 1: Personal Creative Enquiry (AS)
The Personal Creative Enquiry consists of an extended, exploratory project/portfolio and outcome/s based on themes and subject matter which are personal and meaningful to the student.

Unit 2: Personal Investigation

The Personal Investigation consists of a major, in-depth, practical, critical and theoretical investigative project/theme-based portfolio and outcome/s with integrated extended written critical and contextual analysis (1000 words minimum).

- Unit 3: Externally Set Assignment
Learners are required to develop independently a personal response to one of a varied range of stimuli within specified time constraints.
The Externally Set Assignment consists of a series of visual and written stimuli set by WJEC. Learners are required to select one of the stimuli and develop it in the form of:
 - a personal response or
 - an issue to be addressed or
 - a problem to be considered or
 - a specific design brief or
 - another suitable starting point.

After completing an A Level in Art and/or Photography you could apply for Foundation courses at Universities and local colleges or apply for Photography Degree courses.

Specification:

<https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=10970>
<https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=10969>

BTEC Level 1/Level 2 Tech Award in Music Practice



The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove learners' aptitude in music, such as responding to a musical brief using musical skills and techniques
- processes that underpin effective ways of working in the music sector, such as the development of musical ideas, and using skills and techniques for rehearsal, creation, production and performance to respond to a music brief
- attitudes that are considered most important in the music sector, including personal management and communication
- knowledge that underpins effective use of skills, processes and attitudes in the sector, such as musical skills and styles.

Students will need to be able to play an instrument to a high standard take this qualification



Assessment:

Component 1: Exploring Music Products and Styles

Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.

Internal
assessment

Component 2: Music Skills Development

Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

Internal
assessment

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.

External
assessment



This Tech Award complements the learning in GCSE programmes by broadening experience and skills participation in different types of musical techniques for different musical styles. It is a great stepping-stone into further vocational or academic study in the music sector

Specifications:

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/information-technology/2022/specification-and-sample-assessments/btec-tech-award-digital-information-technology-spec.pdf>

Life Skills Curriculum

Unsted Park School life skills programme is a programme of learning experiences and opportunities that will support our pupils as they transition on to the next stage of their lives. It gives the practical knowledge and skills to manage different situations in the community, with their peers and their families. From travel training to mock interviews, healthy living to staying safe on-line this programme supports our pupils to help them grow into responsible independent choice makers.

Life Skills also enables young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. A number of subjects fall under the umbrella of Life Skills; PSHE education, Careers Education Guidance and Work Related Learning.

What is the Extended Project Qualification (EPQ)



EPQ is an A-level standard standalone qualification designed to extend and develop your students' abilities beyond the A-level syllabus and prepare for university or their future career.

- it can be taken as an extension of other Level 3 qualifications or vocational qualifications
- it's worth half an A-level (28 UCAS points)
- it's recognised by universities and employers
- many universities make lower A-level offers to students undertaking an EPQ.



How it works

The EPQ allows students to lead their own projects. Students get to plan and carry out research on a topic that they've chosen and isn't covered by their other qualifications. They can take inspiration from something touched on in class or something personal and unrelated to their studies. They then use this research to produce a written report and, in the case of practical projects, an artefact or a production.

By taking responsibility for the choice, design and decision making of an individual project (or an individual role in a group project) students:

- become more critical, reflective and independent learners
- develop and apply decision-making and problem-solving skills
- increase their planning, research, analysis, synthesis, evaluation and presentation skills
- learn to apply technologies confidently
- demonstrate creativity, initiative and enterprise.

Undertaking an EPQ can also deliver other benefits for students and schools, such as:

- improved A Level performance for students taking EPQ
- boosting student recruitment by making your curriculum more attractive
- increasing student motivation by allowing them to study topics of personal interest
- enabling students to apply their new skills to other areas of study.

The Extended Project Qualification will require the teaching of the necessary skills. It is expected that 30 guided learning hours will be spent on this taught element. The remaining time is allocated for the student's independent work and the individual supervision and guidance received. Teaching of the skills for the Extended Project should be agreed by the supervisor as appropriate to the needs of the student and their chosen project.



It is likely to include:

- research skills including the ability to search for and identify suitable sources of information in the chosen subject area
- skills or techniques that will be required for the safe and effective execution of the project which are not part of the candidate's course of study. e.g. conducting risk assessment, assessing the ethical principles of project proposals and research, safe laboratory or workshop technique, professional codes of practice, ethical guidelines, research methodology
- ICT skills that will enhance the production of the report and/or the development of the project,
- Project management skills including time, resource and task management.
- The format and structure of accepted academic forms of research report
- referencing, the evaluation of sources and the prevention of plagiarism
- presentation skills.

BTEC Home Cooking Skills

- ➔ BTEC Home Cooking Skills level 1 & 2
 Level 1 Focuses on giving all young people the skills to prepare delicious and nutritious home-cooked food using fresh ingredients, as well as an understanding of the value of passing on cooking knowledge.
 Level 2 Develops the student's ability to plan and prepare a series of nutritious home-cooked meals for breakfast, snacks, lunch and dinner, and helps them understand how to cook economically.

- ➔ The course consists of a wide range of recipes , covering key topics from eggs and baking to vegetables and quick-cook meats.

You will learn essential knowledge and skills such as:
 kitchen basics: what equipment you need and the best way to stock your store cupboard, fridge and freezer food safety and hygiene: knife safety, fridge management and rotation.
 how to shop cleverly: shopping lists, seasonal food and planning ahead
 preparing ingredients and understanding confusing food labels

- ➔ Entry Level and Level 1 Introductory qualifications can be tailored around the specific needs of your learners, so they can acquire the personal, social, employability and vocational skills they will need to progress to independent living, employment, an apprenticeship or further study. It is also possible that on completion of the level 1 you can advance to the Level 2 award

Specification:

<https://qualifications.pearson.com/en/qualifications/myskills/btec-home-cooking-skills.html>

Outdoor Education



At Unsted Park Secondary School, our Outdoor Education program is a cornerstone of our curriculum, designed to provide students with immersive experiences that foster personal growth, academic achievement, and environmental stewardship. With a focus on hands-on learning, teamwork, and resilience, our program integrates outdoor activities such as hiking, camping, orienteering, and team-building exercises directly into the school curriculum. These activities are not only engaging and inspiring but also serve as platforms for developing essential life skills and qualities that extend beyond the classroom.



Central to our Outdoor Education program is the offering of recognized qualifications including Duke of Edinburgh (DofE) Bronze, Silver, and Gold awards, as well as certifications in Lifesaving and First Aid. These qualifications provide students with tangible goals to strive for while equipping them with invaluable practical skills and experiences. Led by qualified instructors who prioritize student safety and well-being, these qualifications are seamlessly integrated into our curriculum, ensuring that students receive a well-rounded education that prepares them for success both academically and personally.



In addition to the core curriculum, our Outdoor Education program extends beyond the school grounds through residential trips and expeditions. These immersive experiences provide students with opportunities to develop independence, leadership skills, and a deeper connection to nature. Thoroughly risk-assessed and carefully supervised, these trips offer students the chance to apply their learning in real-world settings while fostering a sense of adventure and exploration. Through partnerships with local outdoor education providers and organizations, students gain access to a wealth of resources and expertise, further enhancing their outdoor learning experiences and broadening their horizons.

Key Stage 4 options form

Name:

Compulsory Subjects at KS4:

- English
- Maths
- Science
- PSHE
- Social Communication Session
- PE
- Life Skills
- Each pupil should choose two subjects from each block
- We will make every attempt to offer their first choices but in the event that a subject is full one further subject should be nominated.

Block A		
Choose two subjects from this block	1st	2nd
GCSE Geography		
GCSE Art		
GCSE Physical Education		
BTEC Tech Award Digital Information Technology		
BTEC Tech Award Music		

Block B		
Choose two subjects from this block	1st	2nd
GCSE History		
GCSE Computer Science		
BTEC Tech Award Sport		
Outdoor Education & BTEC Home Cooking Skills [Option B & C]		

Block C		
Choose two subjects from this block	1st	2nd
GCSE Triple Science		
GCSE Photography		
BTEC Tech Award Creative Media Production		
BTEC Home Cooking Skills		

Key Stage 5 options form

Name:

Compulsory subjects KS5:

- Maths and English (Until a 4 or above is achieved or equivalent)
- PE
- Social Communication Session/Life Skills
- Each pupil should choose two subjects from each block
- We will make every attempt to offer their first choices but in the event that a subject is full one further subject should be nominated.

Block A

Choose two subjects from this block	1st	2nd
BTEC Tech Award Digital Information Technology		
BTEC Tech Award Music		
A Level Biology		

Block B

Choose two subjects from this block	1st	2nd
BTEC Tech Award Sport		
Outdoor Education & BTEC Home Cooking Skills [Option B & C]		
AS Art/Photography		

Block C

Choose two subjects from this block	1st	2nd
BTEC Tech Award Creative Media Production		
BTEC Home Cooking Skills		
A Level Maths		

Extended Project Qualification - Substituting either Block A, B or C

Extended Project Qualification	
<ul style="list-style-type: none"> • It can be taken as an extension of other Level 3 qualifications or vocational qualifications • It's worth half an A-level (28 UCAS points) • It's recognised by universities and employers • many universities make lower A-level offers to students undertaking an EPQ. 	

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