

# Key Stage 5

## 'A' Group Curriculum Information



Bradfields Academy

Churchill Avenue  
Chatham  
Kent ME5 0LB



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## WELCOME TO BRADFIELDS ACADEMY

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We are an innovative and forward-looking Academy which provides education for students who primarily experience complex learning difficulties and disabilities which may include speech, language, emotional, sensory, physical or autistic spectrum disorder. The Academy includes a split site 4-14 Lower Site and 14-19 Upper Site on a large campus.

### **KS5 curriculum**

The curriculum is planned, delivered and assessed at a pace and level appropriate to individual need via subject specialist teachers, experienced in working with students with special educational needs. This team of teachers is supported by equally experienced Teaching Assistants and support staff. Bradfields Academy is aspirational and ambitious for all its students.

In Key Stage 5 students are set broadly by ability into groups. Options and Core subjects may have the ability to set further within their subjects. Students with more profound needs may well be placed within the KS5 Programme 1 group where they follow the same curriculum offer but within a group of peers of a similar ability and as such the lessons can be further differentiated to students' needs.

This booklet is aimed at students in the A group which is an academic route where students will undertake multiple qualifications and phase in Work Experience throughout KS5.

In addition to offering all students a full curriculum, there are also a number of opportunities to learn away from the classroom. Individual subjects will use trips and extracurricular activities when they are available to enhance the curriculum.

Should you require any further information, please do not hesitate to contact us and we will guide you through the decisions ahead.

Miss M Sweetlove  
Principal

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# ENGLISH – Personal Progress

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## ENTRY PATHWAYS ENTRY LEVEL 1

### ENTRY REQUIREMENTS

Students should currently be working at Bradfields Steps 7S or below (P scale).

### COURSE DESCRIPTION

The course is unitised so units can be selected to suit student needs and to add to their previous achievements. There are three core components:

- Speaking, Listening and Communication
- Reading
- Writing

Currently, the units we cover include storytelling, speaking about experiences, studying a poem and a play as well as a film study piece.

### ASSESSMENT

This is a coursework only qualification so students can work on units, submit them and 'cash in' for a qualification at the end of any academic year.

An Award in this subject is given for 8+ credits at either Entry Level 2 or 3, a Certificate will be awarded for 13+ credits. This means that a student who achieved an award at EL2 in Year 11 could add units to achieve a certificate during KS5 or even improve upon the previous pieces to push for the higher grade (EL3). It is a flexible course which allows students to continue to achieve into KS5.

### WHAT NEXT

Personal Progress can lead to Entry Level 2 or 3 Additional English or qualification for some vocational courses.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 12, 13 & 14	Personal Progress: Writing	Personal Progress: Reading	Personal progress: Speaking & Listening

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# ENGLISH – Additional English

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## ENTRY PATHWAYS ENTRY LEVEL 2 & 3

### ENTRY REQUIREMENTS

Students should currently be working at Bradfields Steps 75 or above.

### COURSE DESCRIPTION

The course is unitised so units can be selected to suit student needs and to add to their previous achievements. There are three core components:

- Speaking, Listening and Communication
- Reading
- Writing

Currently, the units we cover include storytelling, speaking about experiences, studying a poem and a play as well as a film study piece.

### ASSESSMENT

This is a coursework only qualification so students can work on units, submit them and 'cash in' for a qualification at the end of any academic year. An Award in this subject is given for 8+ credits at either Entry Level 2 or 3, a Certificate will be awarded for 13+ credits. This means that a student who achieved an Award at EL2 in Year 11 could add units to achieve a Certificate during KS5 or even improve upon the previous pieces to push for the higher grade (EL3). It is a flexible course which allows students to continue to achieve into KS5.

### WHAT NEXT

Additional English Entry Level 2 or 3 can be useful for securing vocational courses and can lead to GCSEs.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 12	Exploring Narrative	Exploring Poetry	Exploring Shakespeare
Year 13	Audio Visual Unit	Movie Genre Unit	Communicating experiences
Year 14	Creating Narratives	Creating Print Media	Working in a group

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# ENGLISH LANGUAGE

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## GCSE LEVEL 1 & 2

### ENTRY REQUIREMENTS

Students should currently be working between Bradfields Steps 13c or above.

### COURSE DESCRIPTION

Students will study a range of fiction and non-fiction texts in four categories:

- 20th Century Literature Reading
- Prose Writing
- Reading and Transactional / Pervasive Writing
- 19th & 20th Century Non-Fiction

The qualification also includes a non-assessment focus on spoken language study.

### ASSESSMENT

Assessment is based upon two externally assessed examinations and one internally assessed spoken language assessment.

### WHAT NEXT

This course supports progression to college entry requirements and in some cases, may lead to opportunities to study A Level.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 12	20 <sup>th</sup> Century Literature	Reading for meaning	19 <sup>th</sup> Century Fiction
Year 13	20 <sup>th</sup> Century Non-Fiction	Reading for meaning	Exam revision
Year 14	Paper 1 Core Skills	Paper 2 Core Skills	Exam revision

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# ENGLISH LITERATURE

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## GCSE LEVEL 1 & 2

### ENTRY REQUIREMENTS

Students should currently be working between Bradfields Steps 13c or above.

### COURSE DESCRIPTION

#### **Paper 1:**

Section A - Shakespeare: students will answer one question on their play of choice. 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 19<sup>th</sup> Century novel: students will answer one question on their novel of choice. 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:**

Section A - Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

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.

### WHAT NEXT

This course supports progression to college entry requirements and in some cases, may lead to opportunities to study A Level.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 12	Romeo and Juliet	Animal Farm/Poetry Anthology	Frankenstein
Year 13	Poetry Anthology	An Inspector Calls	Frankenstein
Year 14	Paper 1 focus	Paper 2 focus	Exam revision

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# ENGLISH LITERATURE

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## A LEVEL, LEVEL 3

### ENTRY REQUIREMENTS

Students should currently be working at Bradfields Steps 23S or above

### COURSE DESCRIPTION

#### AS Level

Paper 1: Study of two texts: one Shakespeare play and one AQA anthology of love poetry through the ages (pre-1900 or post-1900)

Paper 2: Study of two prose texts: examination will include an unseen prose extract

#### A Level

Paper 1: Study of three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play. Examination will include two unseen poems

Paper 2: Choice of two options:

Option 2A: WW1 and its aftermath

Option 2B: Modern times: literature from 1945 to the present day

Study of three texts: one prose, one poetry, and one drama, of which one must be written post-2000

Examination will include an unseen extract.

### ASSESSMENT

### WHAT NEXT

A Level studies provide an opportunity to access further education opportunities such as degree level study.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 12	The Great Gatsby	The Taming of the Shrew	Wuthering Heights
Year 13	Journey's End	Atonement	WW1 Poetry Anthology
Year 14	AS Paper1/2 focus	A Paper1/2 focus	Exam revision

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# MATHS – Maths Skills

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## ASCENTIS LEVEL 1

### ENTRY REQUIREMENTS

Students should currently be working between Bradfield's steps 11S to 21C.

### COURSE DESCRIPTION

The Ascentis level 1 in Mathematical Skills and the Level 1 Certificate in Mathematical Skills are ideal qualifications for student wishing to develop their mathematical skills at level 1. These awards are a range of small qualifications which have been designed to “bridge the gaps” in student’s mathematical knowledge. As a result of this, students are able to focus on their confidence and ability.

### ASSESSMENT

Each unit is assessed through an assessment to be taken under supervised conditions in the classroom. The assessment is then internally assessed and then externally verified by Ascentis. These are single unit qualifications and certification is given for achieving a pass. Students who achieve a minimum of 13 credits are able to claim a certificate in Level 1 Mathematical Skills.

### WHAT NEXT

Students will have the opportunity to move towards mathematical awards at level 2. This qualification is also evidence of achievement for students who are moving into the world of work or work based learning.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 12	Understanding and using 2D Shapes Understanding Length, Weight and Capacity	Understanding Area and Perimeter Understanding Volume	Handling Data Data Calculations
Year 13	Understanding numbers	Using calculations: Addition and Subtraction of whole numbers Multiplication and Division of whole numbers	Probability Understanding and Using Fractions
Year 14	Understanding and using decimals	Understanding and using percentages	N/A



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# MATHS – Personal Finance

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## ASCENTIS LEVEL 1

### ENTRY REQUIREMENTS

Students should currently be working between Bradfield's steps 14S to 17C.

### COURSE DESCRIPTION

The aim of this qualification is to enable students to:

- 1) Understand the sources of income and expenditure
- 2) Understand the need to balance income and expenditure
- 3) To know how to reduce expenditure
- 4) Have knowledge of products sold by banks and building societies
- 5) Understand the advantages and disadvantages of borrowing money

### ASSESSMENT

This qualification is assessed through the completion of a multiple choice test that is completed on paper or e-assessment.

### WHAT NEXT

This qualification gives students an introduction to managing personal finance which can be applied to a variety of contexts. Students can use this qualification as part of a longer vocational or academic program of study.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 12	Income and expenditure Balancing income and expenditure	Reducing expenditure Banks and building societies	Borrowing money

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# MATHS – Maths Functional Skills

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## ENTRY LEVEL 1, 2, 3 & LEVEL 1

### ENTRY REQUIREMENTS

Students should currently be working between Bradfields Steps 6S to 21C.

### COURSE DESCRIPTION

Functional Skills can be used as a standalone qualification or it can contribute towards GCSE and the Foundation Learning Tier. It is designed to be more practical in nature to enable students to apply their mathematical knowledge, skills and understanding to real life scenarios.

Topics covered are:

- Number
- Shape & Space
- Data Handling

The focus is on using real life scenarios.

### ASSESSMENT

Assessment at Entry Level is carried out internally by a qualified centre assessor and subsequently externally moderated. Assessment at Level 1 is externally moderated.

### WHAT NEXT

Higher Functional Skills qualification or GCSE or it can also form part of an Apprenticeship.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 12	Number	Shape, Space, & Measure	Statistics & Data Handling
Year 13	Number	Shape, Space, & Measure	Statistics & Data Handling
Year 14	Number	Shape, Space, & Measure	Statistics & Data Handling

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# PE - Sport & Active Leisure

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## BTEC ENTRY LEVEL 3 & LEVEL 1

### ENTRY REQUIREMENTS

Currently working at Bradfields Steps 13S or above.

### COURSE DESCRIPTION

This qualification is vocationally related. It has been developed to give learners the opportunity to:

- Develop a range of sporting skills and techniques, personal skills and attributes essential for successful performance
- Progress to further options in sport and active leisure

Students will have the opportunity to select units that include:

- Taking part in sport
- Taking part in exercise and fitness activities

### ASSESSMENT

All units are assessed internally. To pass a unit, students must meet all the assessment criteria. There is no exam.

### WHAT NEXT

Skills and knowledge developed can lead to opportunities in further education or employment within the sports sector.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 12	<b>Unit 4:</b> Taking Part in Sport ( <i>Individual Sports</i> )	<b>Unit 4:</b> Taking Part in Sport ( <i>Team Sports</i> )	<b>Unit 6:</b> Taking Part in Exercise and Fitness Activities
Year 13	<b>Unit 11:</b> How the Body Works ( <i>Functions of the skeletal and muscular systems</i> )	<b>Unit 11:</b> How the Body Works ( <i>Functions of the cardiorespiratory systems</i> )	<b>Unit 12:</b> Planning own Fitness Programme

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# ENTERPRISE – AoPE/CoPE

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## ASDAN LEVEL 1

### ENTRY REQUIREMENTS

Be willing to discuss ideas with others.

### COURSE DESCRIPTION

By building a portfolio of evidence as they complete various challenges, students must demonstrate competence at Level 1 or 2 in the following skills:

- Introduction to working with others
- Introduction to improving own learning and performance
- Introduction to problem solving
- Planning and carrying out a piece of research
- Communication through discussion and planning and giving an oral presentation

### ASSESSMENT

The CoPE Student Book comprises 12 modules, each of which is divided into three sections. Each section should take 10 hours, which is worth one credit. Students will need 6 credits to gain the Award of Personal Effectiveness (AoPE) or 12 credits to gain the Certificate of Personal Effectiveness (CoPE).

### WHAT NEXT

This qualification supports progression towards Level 2 qualifications

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 12	Working with others	Improving own Learning and Performance	Problem solving
Year 13	Research Information	Discussion	Oral Presentation

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# COMPUTING – IT Users

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## ENTRY PATHWAYS ENTRY LEVEL 1, 2, 3 & LEVEL 1

### ENTRY REQUIREMENTS

Students should currently be working at Bradfields Steps 7S or above.

### COURSE DESCRIPTION

Unit levels: Entry 1, Entry 2, Entry 3, Level 1 which lead to (three sizes) of qualification, at an Award, Certificate or Diploma.

There are 17 different units to choose from including office-based applications, Internet safety for IT users, improving productivity using IT. In addition, there are multimedia-based applications, including video software and audio software, which also complement the IT qualifications.

The IT Users course offers a flexible, inclusive route to achieve the skills needed for work. It is tailored to meet individual needs.

### ASSESSMENT

It starts at Entry Level 1; additional units can be added in order to raise the level of the qualification. It is available in three sizes – Award, Certificate and Diploma, across these Levels – Entry Level 3, Level 1. There are no examinations for this course.

Assessment is entirely internal and the courses are flexible. Teachers can choose units which match, or can tailor the course by choosing units to meet specific candidate needs or interests.

### WHAT NEXT

This can lead to a Level 2 or 3 ICT qualifications.

	Units students will study include
Year 12 & 13	Audio – making a production using audio software such as garage band/audio city WP – Using word processing software IT Fundamentals Using emails

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# COMPUTING – Cambridge Technicals

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## LEVEL 2

### ENTRY REQUIREMENTS

Students should currently be working at Bradfields Steps 13S or above or have gained an Entry Level 3 in ICT.

### COURSE DESCRIPTION

The course has been structured to enable learners to gain qualifications at their own pace and build on their achievements. The Cambridge Technical qualifications offer learners the opportunity for a programme of study to:

- Prepare for further learning or training
- Develop essential knowledge, transferable skills and personal skills in a subject area that interests them, with the aim of enhancing their employability
- Move into different areas of employment and achieve a nationally recognised vocational qualification

Students need to demonstrate the ability to use different types of software in order to enhance presentation of their work.

### ASSESSMENT

Students need to be good communicators and independent workers. Evidence will comprise of videos and written documents. The units will be locally assessed and externally moderated. Candidates will be required to meet all the assessment objectives as stated in the unit specifications.

### WHAT NEXT

A learner may enter employment and undertake a related qualification at a level appropriate to the job role. This can also lead to Level 3 qualifications.

	Units students will study include
Year 12 & 13	Learning about animation Creating animation Communication Finishing communication IT Jobs

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# HEALTHY LIVING

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## LEVEL 1 & 2

### ENTRY REQUIREMENTS

Students will be expected to try and make links between the course and their own life experiences.

### COURSE DESCRIPTION

The Healthy Living course will help students to develop:

- an understanding of basic concepts of healthy eating; the concept of a balanced diet and food labelling
- an appreciation of the importance of activity and exercise
- an understanding of the importance of water in a balanced diet and how alcohol, smoking and caffeine can affect the body

### ASSESSMENT

Students will sit an 'online' multiple choice examination paper at the conclusion of the course.

Level 1 students may progress to the Level 2 award if studied for the full 2 years.

### WHAT NEXT

Students may progress to specific related vocational and academic qualifications at Level 2.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 12, 13 & 14	Understand how to keep a healthy body weight.	Understand the requirements of a healthy diet.	Understand why a healthy lifestyle is important.  Preparing for the assessment.

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# LIFESKILLS

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## ENTRY REQUIREMENTS

Students may need to apply for bus passes. They may also need a small amount of money to develop financial skills in shops and cafes.

## COURSE DESCRIPTION

Students will study topics listed below. They may also go on visits, where appropriate. These visits may be to local shops, cafes and libraries.

The purpose of the visits is to develop financial, personal and social skills.

Some trips will also be provided to support students in the development of travel training skills and as such will involve the use of public transport.

## WHAT NEXT

The skills developed are useful for future life, both within the workplace and in general life.

	Students will study the following topics
Year 12	First Aid Safety Skills Health and Safety in the Workplace General life skills such as social, financial and travel skills Healthy Living Learning to Learn Emotional Life Skills Health Lifestyle Social and Work Skills Body Confidence



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# PSHCE

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## **ENTRY LEVEL 1, 2 & 3**

### ENTRY REQUIREMENTS

All students are accepted at a range of appropriate levels.

### COURSE DESCRIPTION

The course is based on a range of PSE and Citizenship topics. It is intended to cover a range of key topics such as careers and sex and relationships education.

### ASSESSMENT

Coursework

### WHAT NEXT

Students are prepared for the future and the topics across key stages 4 and 5, also relate to a range of college courses.

	Units students will study include
Year 12 & 13	UNIT 8: Applying for Jobs and Courses UNIT 3: Sex and Relationships Education

# Options

In KS5, A Group students' are able to opt to study two courses of their choice. The following pages outline the courses that are on offer. Please look carefully at the course content, course requirements and consider the level that might be appropriate for your son/daughter.

When you make your option choices you will need to consider future career aspirations, employment routes and the requirements for the courses you may want your son/daughter to study at college.

Once you have made a decision with your son/daughter as to the additional subjects they may be interested in studying you will need to complete the Option choice form and return it to Bradfields on the Curriculum Options Evening.

## **First and Reserve choices**

Whilst every attempt is made to give you the subjects your son/daughter has chosen, sometimes you may need to consider a second or third choice and mark this on your option form.

It is important to be aware that some courses may not run if there are insufficient numbers to make up a class, or there may not be sufficient spaces available, the level of the subject may not be appropriate or the balance between coursework and examinations may not suit your son/daughter. All option choices are debated seriously and parents/carers will be consulted with final decisions.

Please talk to the subject staff on the Curriculum Options Evening who will be able to discuss their options with you further and help you make your final decisions.

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# ARTS AWARD

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## LEVEL 1 BRONZE

### ENTRY REQUIREMENTS

Students should have a keen interest in the Arts – drama, music, or dance. They must show a willingness to perform in front of others.

### COURSE DESCRIPTION

This course is about enjoying the Arts. The students complete a portfolio on the topics of study. They will develop their confidence and self-esteem whilst learning about and taking part in different art forms including: dance, music and art.

### ASSESSMENT

Each assignment is divided into a series of tasks. To achieve each unit students need to achieve all tasks. Typically there will be a:

- Task to demonstrate subject knowledge
- Research task (group work)
- Task to demonstrate a practical skill

### WHAT NEXT

Students can progress to Arts Award Silver.

	Units students study will include
Year 12, 13 & 14	Taking part in the Arts Going to Arts events Research an Arts hero or heroine Sharing your skills with others

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# ARTS AWARD

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## LEVEL 2 SILVER

### ENTRY REQUIREMENTS

Students should have completed the Bronze level Arts Award.

### COURSE DESCRIPTION

This course is progression from the Bronze Arts Award course and encourages students to further develop their understanding and enjoyment of the Arts.

### ASSESSMENT

Portfolio assessment including a record of art works students have seen or been a part of and researched. Silver Award assesses students at NQF Level 2 standard in the following:

- Art form knowledge & understanding
- Creativity and experimentation
- Planning and review
- Communication

### WHAT NEXT

This qualification may support access to Level 3 qualifications in Art, Music and Drama.

	Units students study will include
Year 12, 13 & 14	An Arts Challenge Attending & Reviewing Arts Events Undertaking Arts Leadership Learning about Artists and Art Organisations through participation and working with others

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# ART & DESIGN – Creative Media

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## ENTRY PATHWAYS ENTRY LEVEL 2 & 3

### ENTRY REQUIREMENTS

This course is suitable for students currently working at Bradfields Steps 7S or above in Art.

### COURSE DESCRIPTION

Students need to complete two units of work over the course of two years.

Projects include:

- Portraiture and Still Life
- Food and Drink
- Pattern and Texture

### ASSESSMENT

On the completion of each unit, students will gain credits leading to:

Award – 8 Credits

Certificate – 13 Credits

Diploma – 37 Credits

### WHAT NEXT

This course can lead to BTEC Level 1 Art and Design.

	Units students study will include
Year 12, 13 & 14	Painting and Drawing Printmaking Three Dimensional Studies

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# ART & DESIGN

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## **BTEC ENTRY LEVEL 3 & LEVEL 1**

### ENTRY REQUIREMENTS

This course is suitable for students currently working at Bradfields Steps 10s in Art or Entry Level 3.

### COURSE DESCRIPTION

The BTEC Art and Design course gives students the opportunity to explore a wide range of Art processes including, painting, printmaking, mixed media and 3D techniques.

On the successful completion of each unit students will gain credits enabling them to progress from Entry Level 3 to a Level 1 Certificate.

### ASSESSMENT

Students will develop a portfolio of artwork which is assessed using BTEC unit criteria. Evidence will include photographs, written notes, video presentations and an exhibition. This course enables students to build upon their achievements and progress through a series of qualifications.

BTEC Entry Level 3 = 6 credits,  
BTEC Level 1 Award = 7 credits  
BTEC Level 1 Certificate = 13 credits.

### WHAT NEXT

BTEC Level 1 Diploma (37 credits) or  
BTEC Level 2 Art and Design courses

	Units students study will include
Year 12, 13 & 14	Explore Painting Explore Mixed Media Explore 3D Fine Art An Accessory project Explore Printmaking Explore Drawing

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# BUSINESS STUDIES

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## LEVEL 1

### ENTRY REQUIREMENTS

Students will need to be prepared to get involved in all discussions.

### COURSE DESCRIPTION

The course content covers basic concepts in employment, business and enterprise. It provides an introduction to entrepreneurship and recognition of entrepreneurial skills and an understanding of employment responsibilities and rights.

During the course students will have the opportunity to demonstrate applied skills such as carrying out market research.

### WHAT NEXT

Progression route would be to undertake GCSE Business

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 12	Understanding Employment responsibilities and rights. Understanding Customer Service Understanding Health & Safety in the Workplace	Personal Business Skills. Understanding Enterprise within Business.  Understanding skills needed to run a business	Understanding requirements of running a successful business.  Marketing skills and ethics in business
Year 13	Business Functions. Aspects of Employment covered by Law. Business Failure	Networking Employer Responsibilities Business Structure	Financial Risks Profit & Loss Motivating Staff Credit Management
Year 14	See above Year 12/13 combined	See above Year 12/13 combined	See above Year 12/13 combined

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# CAMBRIDGE TECHNICALS

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## LEVEL 2

### ENTRY REQUIREMENTS

Students should currently be working at Bradfields Steps 13S or above or have gained an Entry Level 3 in ICT.

### COURSE DESCRIPTION

The course has been structured to enable learners to gain qualifications at their own pace and build on their achievements. The Cambridge Technical qualifications offer learners the opportunity for a programme of study to:

- Prepare for further learning or training
- Develop essential knowledge transferable skills and personal skills in a subject area that interests them with the aim of enhancing their employability.
- Move into different areas of employment and achieve a nationally recognised vocational qualification.

Students will need to demonstrate the ability to use different types of software in order to enhance the presentation of their work.

### ASSESSMENT

Students need to be good communicators and independent workers. Evidence will comprise of videos and written documents. The units will be locally assessed and externally moderated. Candidates will be required to meet all the assessment objectives as stated in the unit specifications.

### WHAT NEXT

A learner may enter employment and undertake a related qualification at a level appropriate to the job role. This can also lead on to Level 3 qualifications.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 12	Database learning	Creating database	Communication
Year 13	Finishing communication	Animation	Animation
Year 14	Finishing animation	IT jobs	



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# DESIGN & TECHNOLOGY - Construction

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## **BTEC ENTRY LEVEL 2, 3 & LEVEL 1**

### ENTRY REQUIREMENTS

Students should currently be working at Bradfields Steps 15C or above in Technology. Students will need to have the ability to work with tools, follow instructions and have an interest in the subject.

### COURSE DESCRIPTION

Students will get a taste of the different areas of the construction based industry such as: carpentry, painting & decorating, plumbing, electrical work and bricklaying.

Depending on the number of units the students complete they could be awarded either a BTEC Entry Level Award in Construction or BTEC Level 1 Award, Certificate, Extended Certificate or Diploma in Construction.

### ASSESSMENT

The certificate does not require an exam at the end of the course, it is 100% coursework. The coursework will include practical, written and drawing elements.

### WHAT NEXT

The Level 1 BTEC Construction course will lead students on to the Level 2 Construction based courses by providing the students with a wide range of experiences.

	Units students study will include
Year 12, 13 & 14	Introduction to Timber Products. Students will make a wooden tray. Carpentry Products. Students will make a footstool. Joinery Products. Students will make a picture frame.

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# DRAMA – Performing Arts

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## **BTEC ENTRY LEVEL 3 & LEVEL 1**

### ENTRY REQUIREMENTS

Students will be expected to perform in front of others and review their own and other's performances.

### COURSE DESCRIPTION

Students will be able to problem solve, work as a member of a team and be able to plan and make decisions in a vocational context exploring different aspects of Performing Arts. Units include:

- Introduction to Performing Arts
- Taking Part in a Performance
- Starting to Develop Performance Skills

### ASSESSMENT

The successful completion of each unit enables students to gain credits leading to an Entry Level or Level 1 qualification. There are no exams for this course.

BTEC Entry Level 3 = 6 credits

BTEC Level 1 Award = 7 credits

BTEC Level 1 Certificate = 13 credits

BTEC Level 1 Diploma = 37 credits

### WHAT NEXT

This qualification can lead to:

BTEC Level 2 in Performing Arts

It provides a good first step towards a career within theatre and the Arts.

	Units students study will include
Year 12, 13 & 14	Exploring Acting Skills Exploring Musical Theatre Skills Exploring Design Skills for the Performing Arts Exploring Music Performance Skills Preparing Performing Arts work Presenting Performing Arts work

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# DUKE OF EDINBURGH AWARD

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## BRONZE

The Duke of Edinburgh Award (DofE) broadens horizons, skills and friendships. It helps build confidence and become more independent, providing opportunities for young adults to understand and develop the key skills needed for the workplace.

### COURSE DESCRIPTION

The DofE Award at Bronze Level will provide young adults with the opportunity to develop or build upon new or existing skills, interests and hobbies. Achieving a DofE Award opens doors to education and employment opportunities for any young person. Volunteer, get fit, learn, go on expeditions... its one amazing adventure! The award consists of 3 sections:

Volunteering: 3 months

Physical section: 3 months

Skills section: 3 months

Expedition section: 2 days/1 night (x2 – 1 practice expedition & 1 assessed expedition)

You also have to do 3 more months in one of sections. These can be completed separately or at the same time.

### ASSESSMENT

Students are assessed over the 2 day expedition on group work, navigational skills and camp craft, including cooking.

### WHAT NEXT

Students can in the future work towards Silver and Gold levels.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 14	How to complete volunteering Navigational skills (map reading) Camping skills (fire building, outdoor cooking) Practice walk	First aid Expedition training Compass work	Practice walks Tent erection Route planning

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# FOOD TECHNOLOGY – Home Cooking Skills

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## **BTEC LEVEL 1 & 2**

### ENTRY REQUIREMENTS

They should show a willingness to have a go and an ability to follow instructions.

### COURSE DESCRIPTION

The Edexcel BTEC level 1 and 2 award in Home Cooking Skills has been developed to give Students the opportunity to develop:

- The knowledge, understanding and confidence to cook meals at home
- An understanding of how to economise when planning a meal
- An ability to transfer skills learned to different recipes
- An ability to inspire others by transferring that knowledge

### ASSESSMENT

All units are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

### WHAT NEXT

On successful completion of a BTEC specialist qualification, students can progress to employment within the food industry. Alternatively, they can progress to Acentis Food & Safety in Catering Level 2 qualification.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 12, 13 & 14	Level 1 Introduction. Development of skills and use of ingredients.	Controlled Assessment for a 1 course meal.	Tasting and evaluation of work.
	Level 2 Menu planning Practice dishes.	Controlled Assessment tasks 2 course meal.	Evaluation of products.

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# FOOD TECHNOLOGY - Food & Safety in Catering

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## LEVEL 2

### ENTRY REQUIREMENTS

Students should be working at Bradfields Steps 16C or above and have a passion for cooking. To access students should have completed BTEC Level 1 & 2 Home Cooking Skills.

### COURSE DESCRIPTION

Through the course students will develop Catering skills including food preparation and basic event planning. The content gives students important employability skills.

### ASSESSMENT

All units are internally assessed based on the achievement of all the specified learning outcomes.

This course provides an introduction to the skills, qualities and knowledge that may be required for employment in the Hospitality and Catering Industry. The assessment for this course is through an online exam.

### WHAT NEXT

Catering courses at college and possible employment within the Hospitality and catering industry

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 12, 13 & 14	Introduction to Food Safety	Storage of food products (cold)	Storage of food products (dry)

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# FORESTRY – Land Studies

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## **BTEC ENTRY LEVEL 3 & LEVEL 1**

### ENTRY REQUIREMENTS

Students should be comfortable working with plants and be happy to get their hands dirty.

### COURSE DESCRIPTION

The qualification gives a broad overview of the tasks and skills involved with looking after plants. Students will also be developing employability skills, e.g. meeting deadlines, teamwork, following written and verbal instructions.

### ASSESSMENT

All units are internally assessed. The qualifications are based on the achievement of all the specified learning outcomes. To achieve a 'pass' a student must have satisfied all the assessment criteria. Students are required to complete 2-3 units of work per year. Each unit has a value of up to 4 points. The level of qualification awarded is determined by the points gained:

Entry level 3 – 6 points, Award – 7 points, Certificate – 13 points, Diploma – 37 points.

### WHAT NEXT

After completion of Entry Level 3 students may progress to Level 1.

	Example of units includes
Year 12, 13 & 14	The maintenance of grass surfaces The propagation of plants from seeds Planting and staking a tree Working in a team Introduction to pruning trees and shrubs

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# GEOGRAPHY

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## ASDAN SHORT COURSE

### ENTRY REQUIREMENTS

Students should regularly complete home learning tasks. It is also preferable to study the ASDAN History Short Course alongside this course.

### COURSE DESCRIPTION

The Geography Short Course contains 9 modules which include the following topics:

- My Place
- Food, Energy and Waste
- Physical Processes
- Sport and Leisure
- Holidays
- Global Interdependence
- Big Issues
- Why do People move

### ASSESSMENT

Students will complete a portfolio of their geographical activities which will contain:

- Complete Geography Short Course book
- Planning and reviewing documents
- Record of progress
- Summary of achievement and identifying skills for development

There are no examinations for this course.

### WHAT NEXT

Credits from this Short Course can count towards half the curriculum requirements for the COPE course which has GCSE equivalence of Level 1 and 2.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 12,	My Place	Physical Processes	Brazil, Russia, India, China & South Africa
Years 13 & 14	Holidays	Migration	Big Issues

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# HEALTH & SOCIAL CARE

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## **BTEC LEVEL 1**

### ENTRY REQUIREMENTS

There is no requirement for prior learning.

### COURSE DESCRIPTION

Key areas of study include:

- Core units involve students developing organisational skills and creating a personal progression plan
- Promoting health and well-being; understanding why good health is important and encouraging individuals to be healthier
- Visiting Health and Social Care settings to observe how people work in the sector, the skills they need and how they demonstrate good working practices

### ASSESSMENT

This qualification is assessed by the tutor. Marks awarded by the centre will be subject to external moderation.

### WHAT NEXT

This course is designed to help people gain employment in health or social care, in jobs such as adult care, youth work, emergency services and childcare. It is possible to progress to further study in this area.

	Units students study will include
Year 12	Being Organised Making Healthy Snacks when Caring for People. Developing a Personal Progression Plan
Year 13	Visiting a Health or Social Care setting Advising Others About Healthy Lifestyles



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# HISTORY

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## ASDAN SHORT COURSE

### ENTRY REQUIREMENTS

Students are recommended to take ASDAN Geography to achieve full accreditation.

### COURSE DESCRIPTION

Students will get the choice to study various aspects of history including European, British, Local and World History.

Students can make independent choices to study what interests them. They will then produce and submit work. Students could choose the Roman Empire, the local graveyard or take a look at the history of money.

### ASSESSMENT

5 Assessments for Level 1  
10 Assessments for Level 2

All coursework based with no examinations.

### WHAT NEXT

GCSE courses within Humanities.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 12,	World History	History from below Britain,	British History
Years 13 & 14	European History	Empire and the World	Local History

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# MUSIC – Creative Media

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## ENTRY PATHWAYS ENTRY LEVEL 2 & 3

### ENTRY REQUIREMENTS

Students will be expected to perform in front of others and review their own and other's performances.

### COURSE DESCRIPTION

The course is highly practical and enjoyable and allows students to look at a wide variety of music genres.

There are opportunities for students to be creative in a range of ways through group and solo performances and composing original material.

This course builds upon the music curriculum taught at KS3.

### ASSESSMENT

On the completion of each unit, students will gain credits leading to:

Award - 8 credits

Certificate - 13 credits

Diploma - 37 credits

### WHAT NEXT

Students can work towards Arts Award or BTEC Performing Arts.

	Units students study will include
Year 12, 13 & 14	Solo Music Performance Ensemble Music Performance Appraising Music Composing Music Working as part of a group Working towards goals

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# PHOTOGRAPHY – Creative Media

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## ENTRY LEVEL 2 & 3

### ENTRY REQUIREMENTS

Students will take a range of photographs on site and the surrounding area. They will be expected to discuss their work with others.

### COURSE DESCRIPTION

Students will work through a series of themed projects to learn the basic principles of photography and graphic design. They will use this knowledge to develop a series of their own ideas.

They will explore and experiment with digital manipulation, lighting, composition, colour, typography and photomontage techniques.

Students will investigate the work of other photographers and graphic designers from a range of styles and genres and will understand the purpose of photography in a wider context.

### ASSESSMENT

On the completion of each unit, students will gain credits leading to:

Award – 8 Credits

Certificate – 13 Credits

### WHAT NEXT

Foundation Learning for BTEC Diploma in Vocational Studies

	Units students study will include
Year 12, 13 & 14	Photography Graphic Design Plan, Advertise and Present an Exhibition

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# PRINCE'S TRUST ACHIEVE PROGRAMME

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## ENTRY LEVEL 3 & LEVEL 1

### ENTRY REQUIREMENTS

Students will need to be prepared to get involved in all discussions and activities suitable to their ability.

### COURSE DESCRIPTION

This qualification seeks to:

- Develop their own personal growth and engagement in, and through, learning
- Engage in learning that is relevant to them and support their development of personal skills and attributes that are essential for working life and employment
- Prepare themselves for progression into further education programmes, apprenticeships or other work based learning
- Develop their English and mathematics skills

### ASSESSMENT

The successful completion of each unit enables students to gain credits leading to an Entry Level 3 or Level 1 qualification. There are no exams for this course.

### WHAT NEXT

This qualification can lead to:

Award Qualification – 6 credits

Certificate Qualification – 21 credits

These qualifications provide a platform for learners to progress onto further education opportunities and/or employment, as they develop personal development and employability skills.

	Units students study will include
Year 12, 13 & 14	Planning for Personal Development Teamwork Interpersonal and Self-Management Skills

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# PROJECT

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## LEVEL 1 & 2

### ENTRY REQUIREMENTS

Students should currently be working at a level equivalent to Bradfields Steps 15S or above or have gained an Entry Level 3 in ICT.

### COURSE DESCRIPTION

It will provide students with:

- The core skills for planning and creating products and assets for the sector and encourages creativity and originality
- A vocationally-related qualification that provides valuable opportunities for individuals to develop skills and gain underpinning knowledge and understanding which will support entry into the Creative Media sector

### ASSESSMENT

The units will be locally assessed and externally moderated. Candidates will be required to meet all the assessment objectives as stated in the unit specifications.

### WHAT NEXT

This can lead on to Level 2 or 3 qualifications.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 12	Decide on Project/ Create plan. Begin creating a brief and doing research into more examples of chosen topic.	Continue research, this will include making mini projects in several software programmes.	Decide on chosen software. Implement final project.
Year 13	Complete testing against project criteria, making changes/ Improvements.	Complete report and prepare presentation	Ensure all documentation is accurate and up to date and present completed project to an audience

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# RELIGIOUS STUDIES

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## GCSE LEVEL 1 & 2

### ENTRY REQUIREMENTS

Students should be working at RS Bradfield Step B15

### COURSE DESCRIPTION

Students will study various themes such as:

- Relationships
- Life and Death
- Good and Evil
- Human Rights

They will develop their understanding of people's beliefs and be able to develop their responses about truth and purpose. They will undertake a variety of activities to support their learning such as writing essays, making PPTs and playing games.

### ASSESSMENT

Students will take a set of written exams at the end of the course.

### WHAT NEXT

This course results in a GCSE which will help students progress to college or an apprenticeship.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 12, 13, 14	Relationships Life and Death	Good and Evil	Human Rights Revision

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# SCIENCE –Applied Science

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## **BTEC FIRST AWARD LEVEL 1 & 2**

### ENTRY REQUIREMENTS

Students should currently be working at Bradfields Steps 13S or above. To access BTEC Level 2 students should have completed BTEC Level 1.

### COURSE DESCRIPTION

Students must complete the four mandatory units:

- Principles of Science
- Chemistry and Our Earth
- Energy and Our Universe
- Biology and Our Environment

### ASSESSMENT

Three of the units are internally assessed and one will be marked externally by the examination board. Evidence can be produced in a variety of forms, including written reports, graphs and posters, along with projects, performance observations and time-constrained assessments.

### WHAT NEXT

Students can progress to Level 3 BTEC Nationals in Applied Science. Alternatively, they can progress to NVQs such as Laboratory & Associated Technical Activities or Laboratory Science. In Applied Science typical employment opportunities may be as a laboratory technician or in roles involving sample analysis in environmental protection or healthcare.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 12	Principles of Science	Principles of Science	Examination
Year 13	Biology and our Environment/Chemistry and our Earth		
Year 14	Energy and our Universe		

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# SPANISH

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## ASDAN SHORT COURSE

### ENTRY REQUIREMENTS

Students should have an interest in learning languages and be willing to have a go.

### COURSE DESCRIPTION

Students will study various themes such as:

- It's my life (my world and the world about me)
- Just getting in touch (communication and interaction)
- The perfect host (hosts, visitors and local knowledge)
- What's it like over there? (lifestyles)
- My language (sounds, spelling, pronunciation and intonation)
- What's going on? (contemporary culture)
- Imagine (creativity and open topics)

They will develop listening, reading, speaking and writing skills. They will undertake a variety of activities to support their learning such as games, hands on learning tasks and interactive computer programmes.

### ASSESSMENT

Ongoing challenges which have to be planned and reviewed by the student.

### WHAT NEXT

This course provides the basic knowledge and understanding to support the progression towards a GCSE in MFL such as Spanish or French.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 12, 13 & 14	It's my life (my world and the world about me) Just getting in touch (communication and interaction) The perfect host (hosts, visitors and local knowledge)	What's it like over there? (lifestyles) My language (sounds, spelling, pronunciation and intonation)	What's going on? (contemporary culture) Imagine (creativity and open topics)



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# SPORTS LEADERSHIP

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## LEVEL 1 & 2

### ENTRY REQUIREMENTS

Students should have an interest in sport and the ability to speak in front of other people.

### COURSE DESCRIPTION

Students will be coached to lead small groups in simple sports and recreational activities. Leadership skills, organisation, planning, communication and teamwork are covered via the medium of sport.

Students will work with younger students under the supervision of PE staff. For those students who make rapid progress in Sports Leadership or have completed the Level 2 course previously a qualification in Sports Volunteers can be offered.

### ASSESSMENT

Students' log books and work portfolios are externally moderated by the exam board.

Level 1 - Students must demonstrate one hour of leadership at the end of the course.

Level 2 – Students must demonstrate ten hours of leadership during the course.

### WHAT NEXT

Level 2 & Level 3 Award in Sports Leadership, possible career routes into sport specific coaching and volunteering roles.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 12, 13 & 14	Introduction to Course. What makes a good leader	Acting as an Official Audit of Leadership Skills	Plan, assist in leading and review sport sessions

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# WORK SKILLS - Employability

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## ENTRY LEVEL 2 & 3

The Award in Employability course provides opportunities for young adults to understand and develop the key skills needed for the workplace.

### COURSE DESCRIPTION

This course is designed to support young adults in overcoming barriers to employment. Young Adults will develop key knowledge, skills, attributes and competences valued by employers through carefully chosen units completed during the course. Young adults will be completing tasks and activities directly based on work related activities or work based environments.

### ASSESSMENT

The assessment will be through the completion of units to gain 6 credits. The course requires the young adults to demonstrate their understanding of different areas of work through the completion of assessments and completion of work placement diaries.

### WHAT NEXT

Willing to fully participate in work based activities.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 14	Working with Others Work Experience	Identifying hazards in the workplace Work Experience	Tackling Problems in the workplace Work Experience

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# YOUNG ENTERPRISE

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## ENTRY LEVEL 3 & LEVEL 1

### ENTRY REQUIREMENTS

Students will need to be prepared to get involved in all discussions and activities suitable to their ability.

### COURSE DESCRIPTION

Students will develop confidence and vital life skills through working as a team to set up and run a business or social enterprise. Students make all the decisions about their company, from deciding on the company name and product to selling to the public at trade fairs.

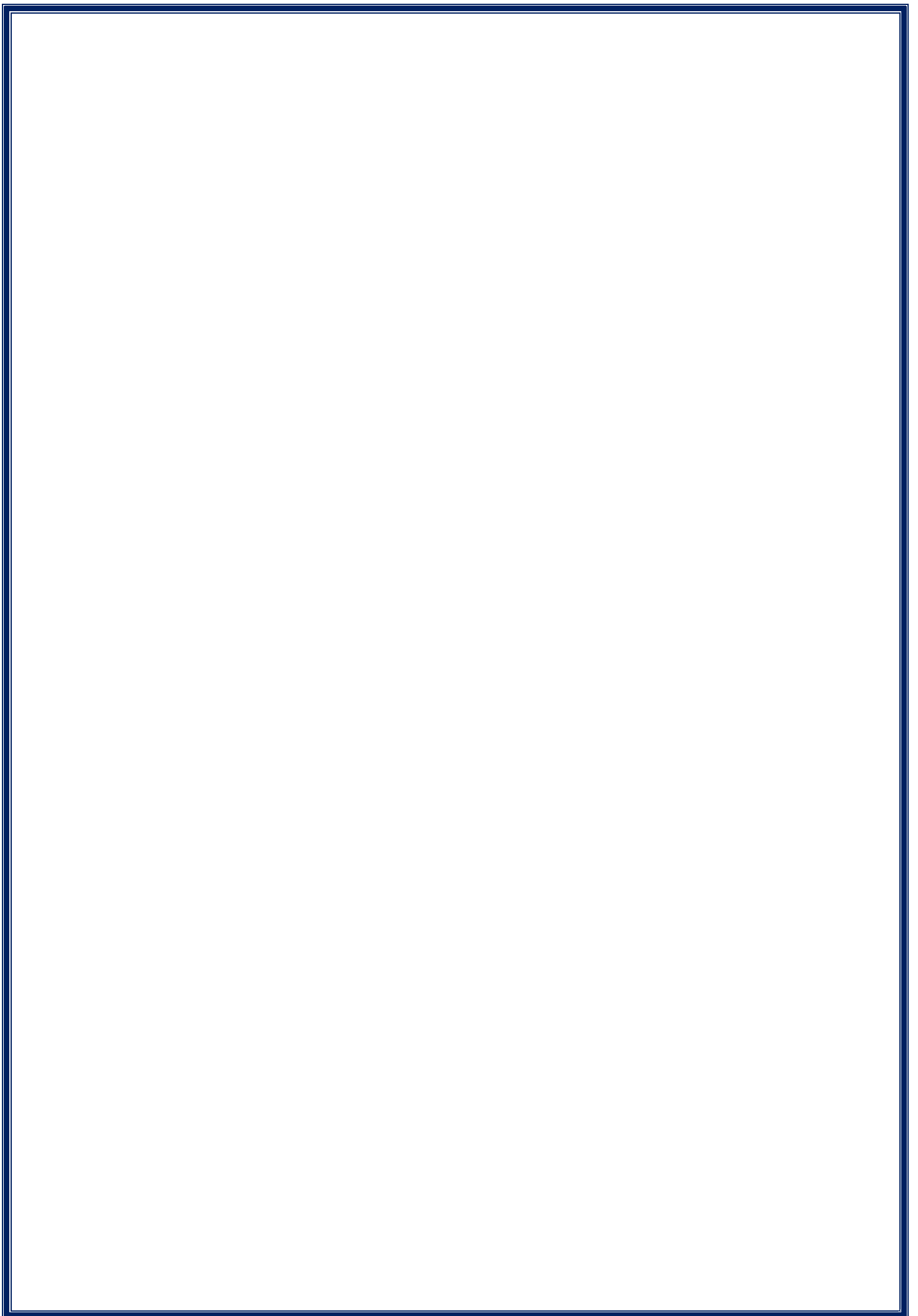
Each student takes on a job role and works as part of a team to be responsible for an area of the business such as finance, sales or marketing. Students have the opportunity to manage money, open a bank account, interact with business volunteers and customers at sales events and present to an audience.

### ASSESSMENT

They are conitual through the course.

### WHAT NEXT

	Units students study will include
Year 12, 13 & 14	Communication - The ability to listen, write and speak effectively to present and exchange information and ideas in a clear and concise manner Confidence - The self-motivation and ability to generate and retain strong self-belief in personal skills, capabilities and likelihood of success Financial Capability - The ability to analyse financial information, manage money well, and make informed decisions to plan for successful financial futures Initiative - The ability to take initiatives, evaluate and calculate risks, and do more than is required in the pursuit of successful outcomes Organisation - The ability to effectively manage tasks, plan and prioritise actions within a time schedule, and set smart goals Problem Solving - The ability to collect and examine information, think creatively, and analyse situations to generate solutions to problems Resilience - The ability to persist when facing setbacks whilst adjusting to pressure and adapting to changes in different/varying circumstances Teamwork - The ability to build team engagement, collaborate, share knowledge and explain ideas to others whilst managing personal feelings



# KEY STAGE 5 OPTION CHOICES

Name: \_\_\_\_\_

Form: \_\_\_\_\_

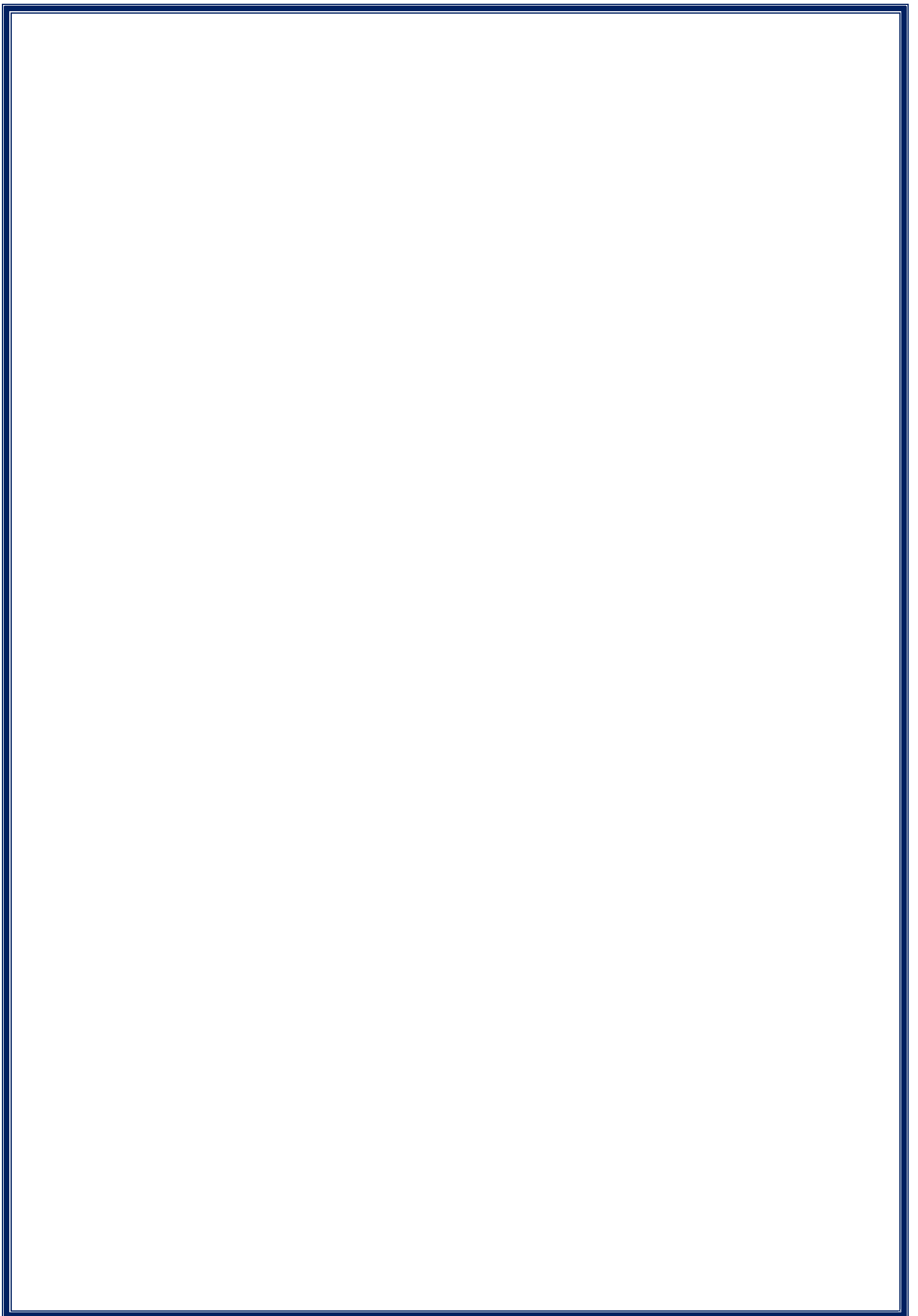
1. Please make **one choice** and **2 reserves** from **each column block**.
2. Write your choices in the boxes at the bottom of each column.
3. Please note the option choices may be dependent upon popularity and as such some course may not run or may be moved between the blocks.

Option Block 1 (G)	Option Block 2 (H)
Arts Award	Art
Art	Cambridge Technicals
Business Studies	Design & Technology
Design & Technology	Drama
Drama	Food Technology
Duke of Edinburgh	Forestry
Food Technology	Geography
Forestry	Health & Social Care
Geography	History
History	Music
Photography	Project
Prince's Trust Achieve Programme	Sports Leaders
RS	
Science	
Spanish	
Sports Leaders	
Work Skills	
Young Enterprise	
<b>First Choice:</b>	<b>First Choice:</b>
<b>Second Choice:</b>	<b>Second Choice:</b>
<b>Third Choice:</b>	<b>Third Choice:</b>

**Please detach and return on Options Evening or by 14<sup>th</sup> March 2019**

# BRADFIELDS STEPS

Bradfields Steps (BS)	Equivalencies		
Levels	Pscale/NC	Level	GCSE
1.1 to 1.9	P3i/P3ii		
2.1 to 2.9	P4		
3.1 to 3.9	P5		
4.1 to 4.9	P6		
5.1 to 5.9	P7		
6.1 to 6.9	P8		
7 S, P or C	1c	Entry Level	
8 S, P or C	1b		
9 S, P or C	1a		
10 S, P or C	2c		
11 S, P or C	2b		
12 S, P or C	2a		
13 S, P or C	3c		
14 S, P or C	3b		
15 S, P or C	3a		
16 S, P or C	4c		
17 S, P or C	4b	2	
18 S, P or C	4a	3	
19 S, P or C	5c	4	
20 S, P or C	5b	5	
21 S, P or C	5a	6	
22 S, P or C	6c	Level 2	7
23 S, P or C	6b		8
24 S, P or C	6a		9
25 S, P or C	7c		
26 S, P or C	7b		
27 S, P or C	7a		
28 S, P or C	8c		
29 S, P or C	8b		
30 S, P or C	8a	Level 3	
31 S, P or C			
32 S, P or C			
33 S, P or C			
34 S, P or C			
35 S, P or C			
36 S, P or C			
37 S, P or C			
38 S, P or C			
39 S, P or C			



All pupils make excellent progress from the different starting points. Consequently, any differences between pupils' achievements and those of other pupils nationally are diminishing.

Pupils flourish because they are extremely well looked after in a nurturing and enabling environment.

## Ofsted – March 2017

Leaders are eager for pupils to continually improve their academic and personal outcomes. They know that there is always more scope to include parents in their children's learning, and to continue to raise parents aspirations for their children.