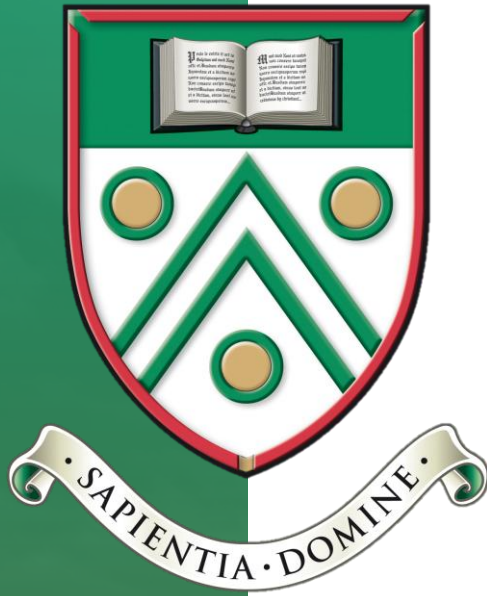


# Years 10 & 11 Curriculum 2026-28 For Year 9 parents

Langley Grammar School | 7 January 2026

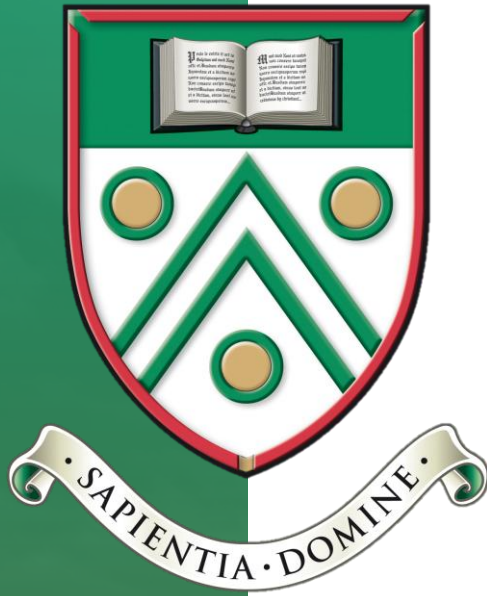




# Aiming to cover...

- Context
- Year 10 & 11 curriculum outline
- Support for students' decision making
- Next steps - option choices
- Thinking further ahead - careers & higher education





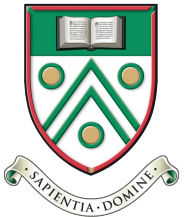
# Introductions

- David Harding, Headteacher
- Jo Holdsworth, Deputy Headteacher
- Jack Mullan, Yr 8/9 Phase Leader



# Questions?

Please use the chat facility for questions which would be of *general interest to all* parents.

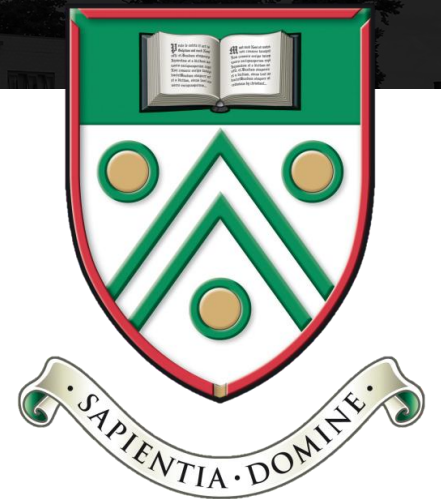






# David Harding, Headteacher

## **Context**





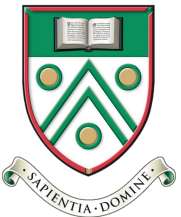
# We support our students to become increasingly...



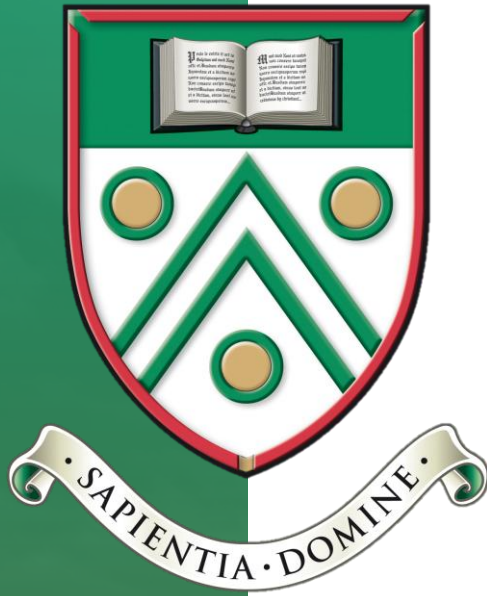
Confident  
Well-rounded

Independent  
Creative

Responsible  
Caring







# GCSE qualifications – key features

- GCSEs are content-rich qualifications
- Non-practical courses are fully linear - all assessments take place at the end of the course
- Different grading system - grades from 1 to 9, with 9 being the highest



New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

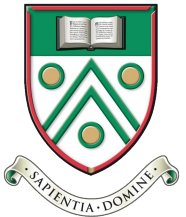
Grade 9 awarded to approximately 20% of those achieving Grade 7 or above

'Strong pass'  
= Grade 5+

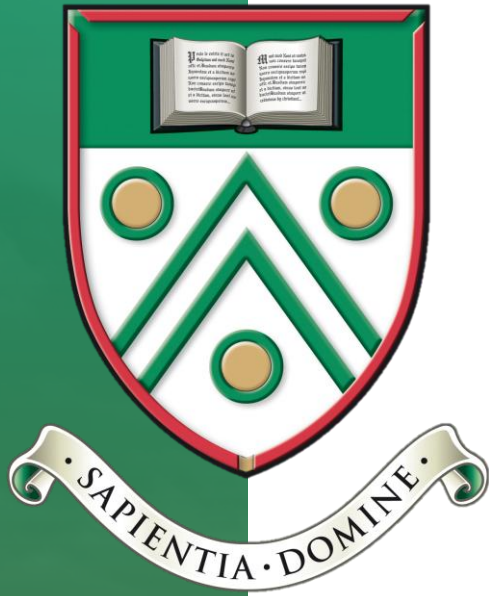
'Standard pass'  
= Grade 4



# **Design of the Year 10 & 11 Curriculum**







# Our aims for Years 10 & 11

- Provide an **enjoyable, engaging and challenging** academic curriculum, which is **broad and balanced** and develops students' subject-specific knowledge, skills and understanding;
- Promote students' **wider personal development**, to help them develop the skills, attributes and cultural awareness to thrive as individuals, citizens and members of communities in their adult lives.



Starting points /  
gaps

*What do our  
students know /  
not know?*

Assessment

*Using assessment  
formatively and to  
embed knowledge  
in students' long  
term memory*

Cross curricular  
links

*Planning takes  
into account other  
disciplines*

Sequencing

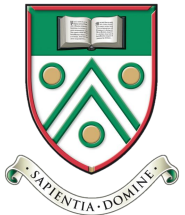
*Teaching the right  
things in the right  
order*

Ambitious  
Curriculum goals

*Clarity over what  
we're aiming to  
achieve and why*

Expression

*Developing a  
sophisticated  
knowledge of  
language and  
tier 2 and 3  
vocabulary*



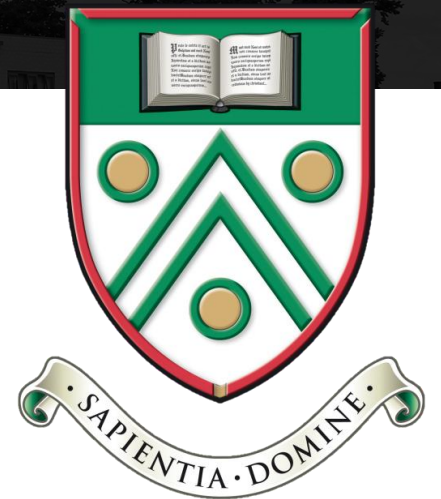
# Curriculum Aim #1

Developing subject specific knowledge, understanding and skills

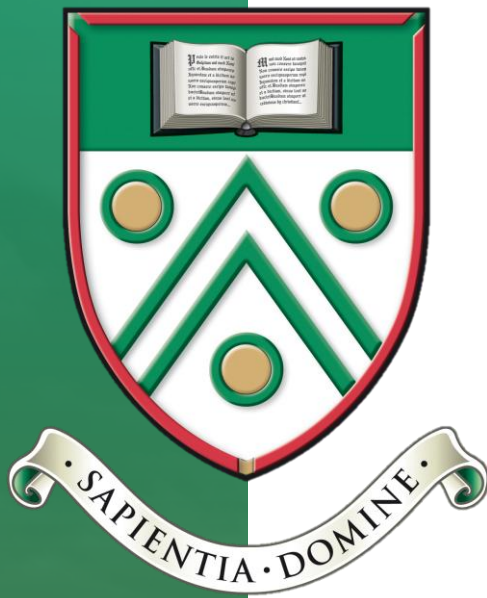


Jo Holdsworth, Deputy Headteacher

# **Construction of the Year 10 & 11 Curriculum**



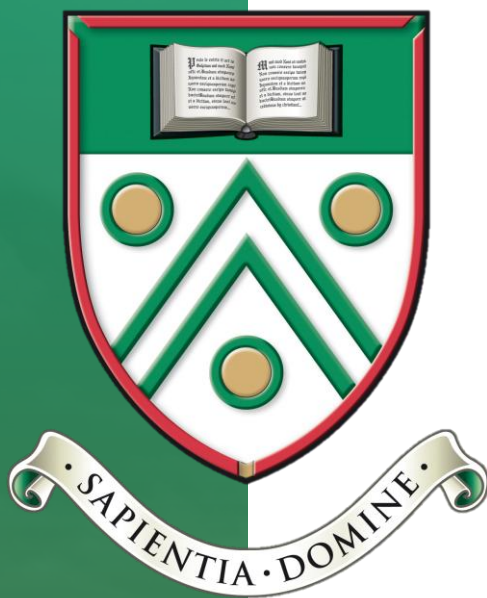




# Core Curriculum (Non-examined courses)

- Physical Education (2 hours of core PE per week)
- Personal and Citizenship Studies (PCS) - Key themes of Careers, Relationship and Sex Education, Citizenship, Health and Wellbeing with additional elements
- Philosophy & Ethics - Ethical themes examined from the perspectives of different religions

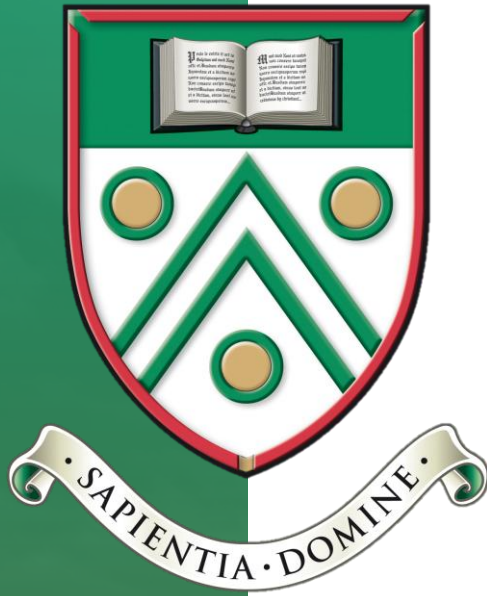




# Core Curriculum

- English (Two GCSEs - Language and Literature)
- Mathematics GCSE (Certificate Level 2 Further Maths for more able mathematicians)
- **Science** (Separate GCSEs in Biology, Chemistry, Physics; a small number of students may ultimately be entered for GCSE Combined Science examinations)
- A modern foreign language – French or German





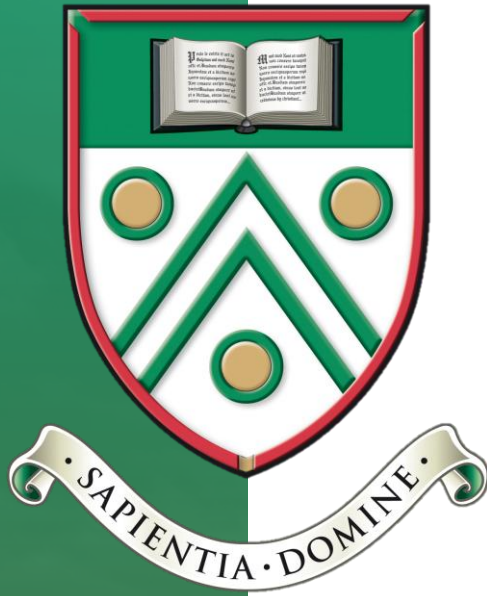
# Optional\* GCSE subjects (x3)

- Art (2 pathways)\*\*
- Art Textiles\*\*
- Business Studies
- Computing
- Drama
- French
- Food & Nutrition
- Geography
- German
- History
- Music
- Religious Studies (2 pathways)
- Physical Education
- Product Design (Design Technology)

*\*Subject to sufficient numbers and staffing capacity*

*\*\* Students may not choose both Art and Art Textiles as they both lead to the same qualification – GCSE*

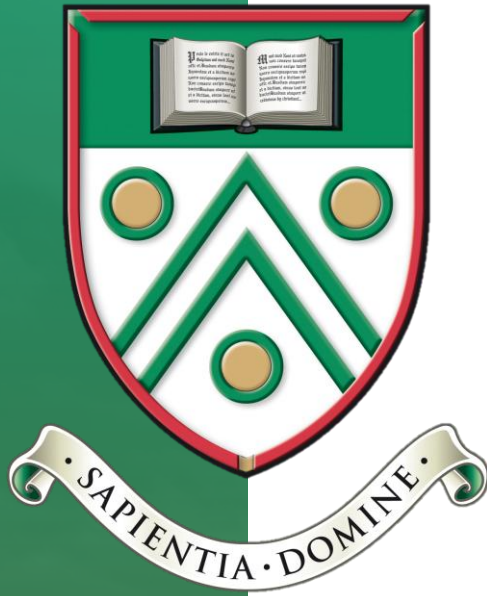




# The alternative pathway

- Students study one fewer GCSE subject.
- The time gained is used to receive additional teaching in mathematics, science and English, and support in other GCSE subjects as appropriate.
- We will be in contact with you if we believe being on the 'alternative pathway' could be in your son or daughter's best interests.





# How much time in Year 10?

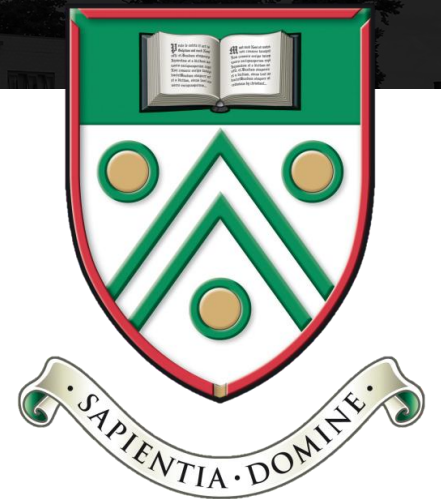
*In a week...*

- |                       |             |
|-----------------------|-------------|
| • English             | 4 hours     |
| • Maths               | 3 hours     |
| • Science             | 6 hours     |
| • Modern language     | 2 hours     |
| • Other GCSE options  | 3 x 2 hours |
| • PE                  | 2 hours     |
| • Philosophy & Ethics | 1 hour      |
| • PCS                 | 1 hour      |

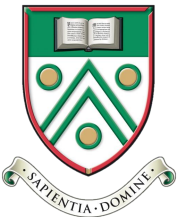
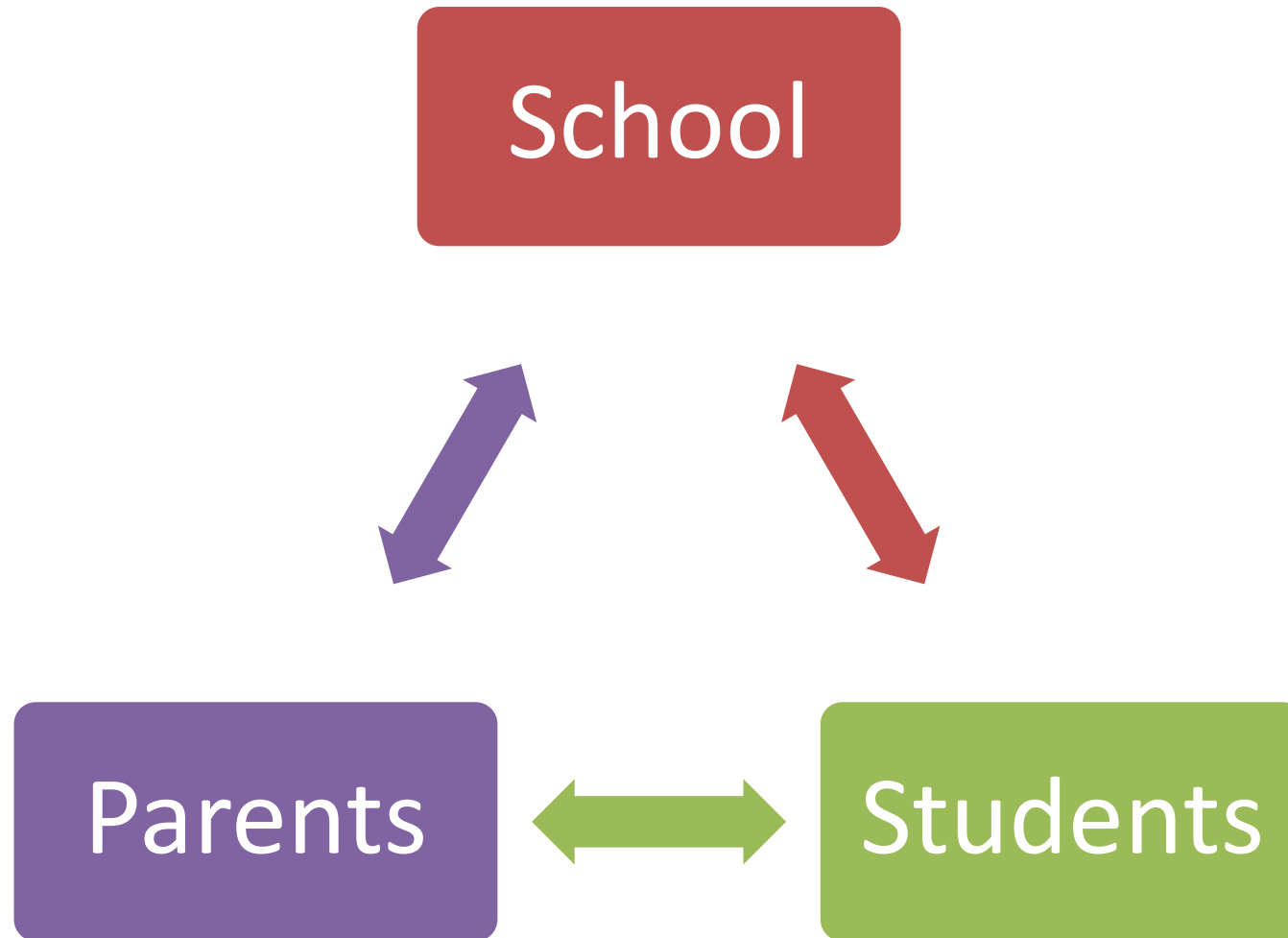




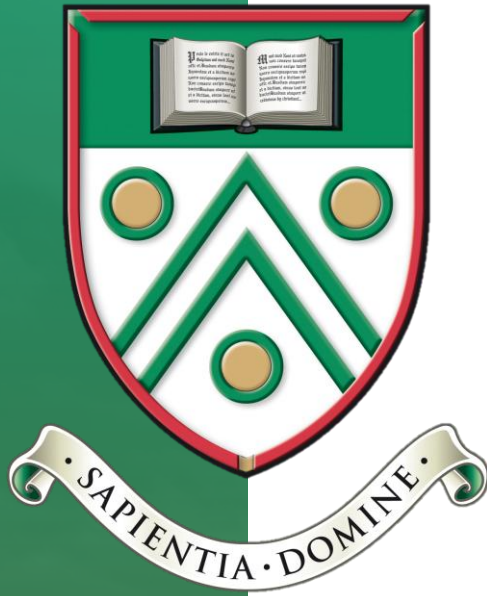
Jack Mullan, Year 8/9 Phase Leader  
**Support for Students**







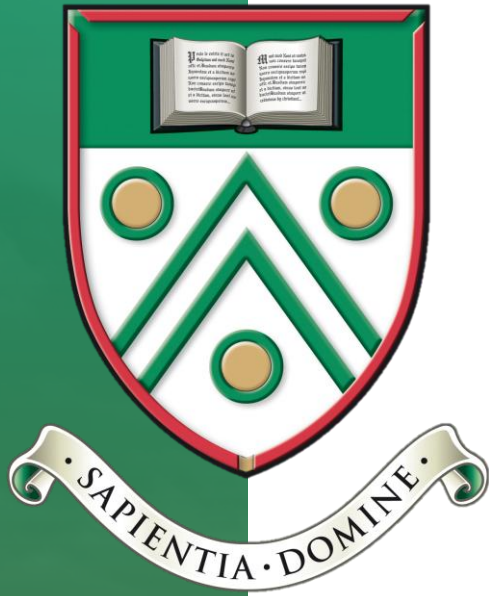




# Choosing: *advice to students*

- Choose subjects you are **confident** with, and believe you will **enjoy**
- Consider the essential requirements of any **future study** or **career plans**
- Aim for a **balance** of subjects and workload
- Think of the ways you **like to work**
- Talk to the **teachers** of subjects you are considering

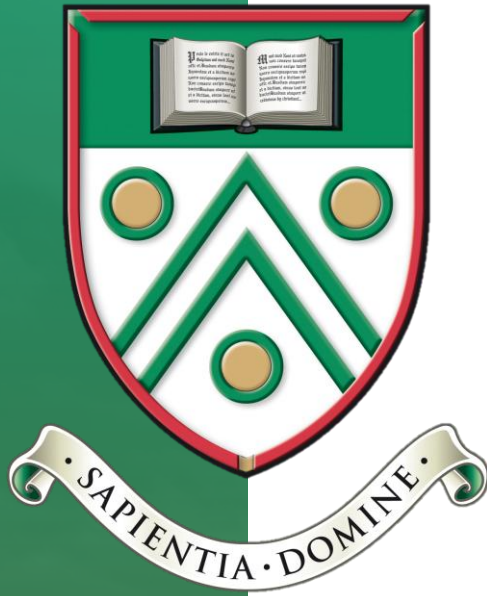




# Balance

- It's good to have a good balance of subjects but...
- It's also OK, for example, to take two practical subjects or both history and geography, if you feel you have the **interest** and **capability** in the subjects.
- Remember – the aim is to gain the highest grade possible in a subject **you will enjoy**.
- Universities and employers want to see a **good range** of GCSEs – but grades also matter! So don't go for a “strong” subject against your better judgement.

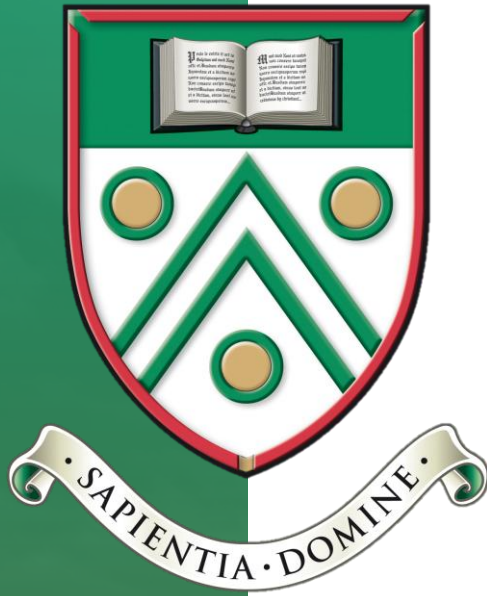




# Choosing: *try to avoid*

- “It looks like an easy option”
- “I like the teacher”
- “My friend is doing the same subject”





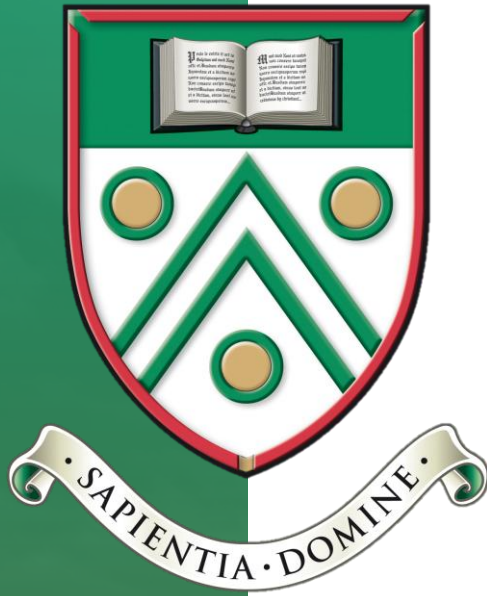
# Choosing: *try to avoid*

*What do you want  
to do that for?  
That won't lead  
anywhere....*

- “I’ve been told that subject is not useful for anything.”

All GCSE subjects are useful.





# Frequently asked questions

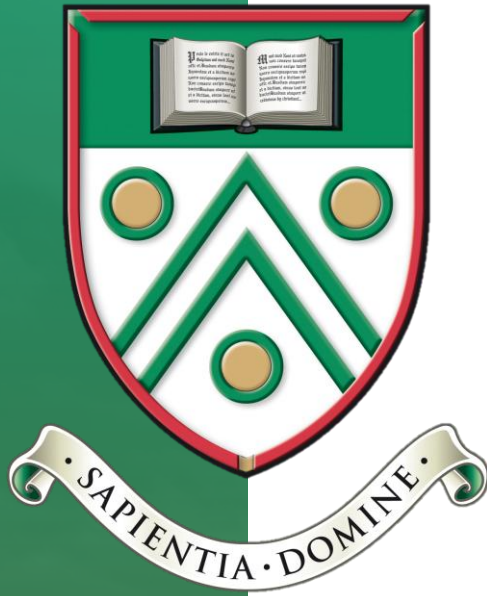
- Can I do more than three options?

No, the timetable does not have the space for this; students are already taking enough GCSEs!

- Do I have to continue with French or German?

Yes, we want all students to have a GCSE in a modern language; necessary for a broad and balanced academic curriculum; universities appreciate a wide-ranging field of study at GCSE.



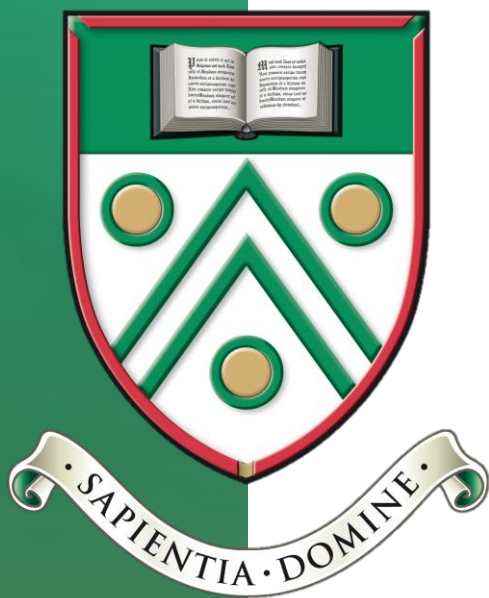


## FAQs (2)

- Can I choose a second language?

Students are free to choose both French and German. However, we would only advise this where a student has a particular interest in and aptitude for languages and has developed sufficient competence in the second language to be confident of success at GCSE.





## FAQs (3)

- Can I change my mind?

Initial choices are used to make decisions about numbers of sets, staffing requirements and if subjects are viable.

Changes can usually be accommodated until timetabling starts in April.

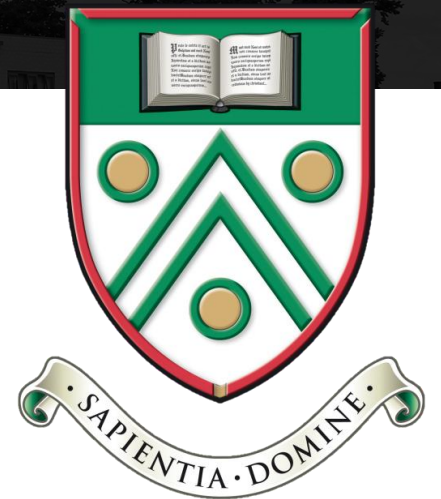
Requests to change from April onwards will be considered, but may not be possible.

Changes requested in September of Year 10 will only be agreed in exceptional circumstances.

If a change is requested it should be for well thought out and substantive reasons.



# Making Decisions





# Decisions to make

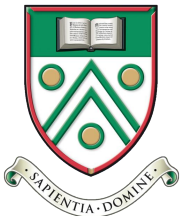
Option 1

Option 2

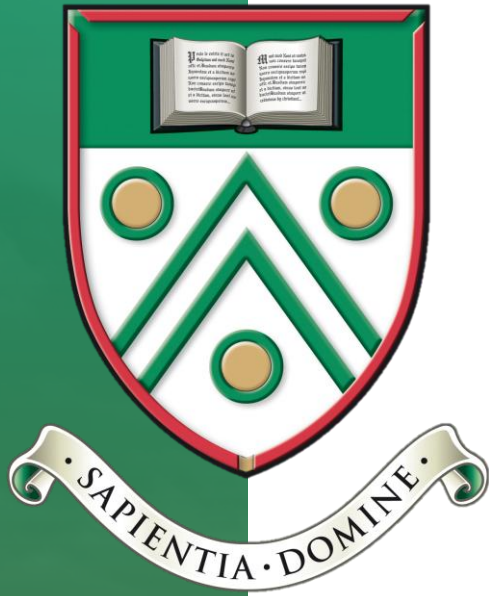
Option 3

+

*Plus reserve choices.....*







# Mentoring support

- Teaching staff act as mentors and allocated to each student
- Students to meet mentors 1:1 or in small groups for discussion of choices
- Mentors and parents must sign-off final choice of subjects

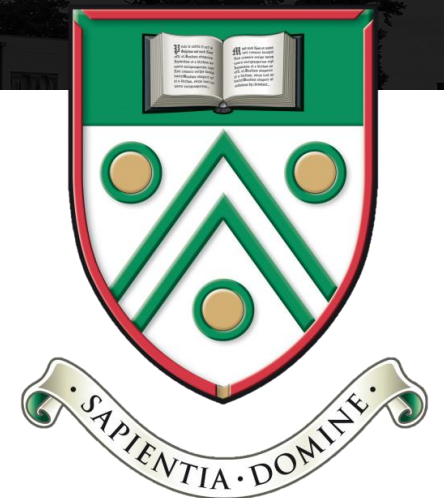


Essential to have taken GCSE	Desirable/not essential <u>but</u> clearly advantageous for A Level study	
French	Art	Geography
German	Drama	History
Computing	Religious Studies	Product Design (DT)
	Music	Physical Education
	Business Studies	

Choose subjects you are confident with and believe you will enjoy!

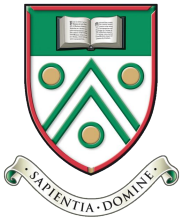
GCSE options

**Implications for *our* Sixth Form**



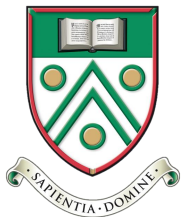
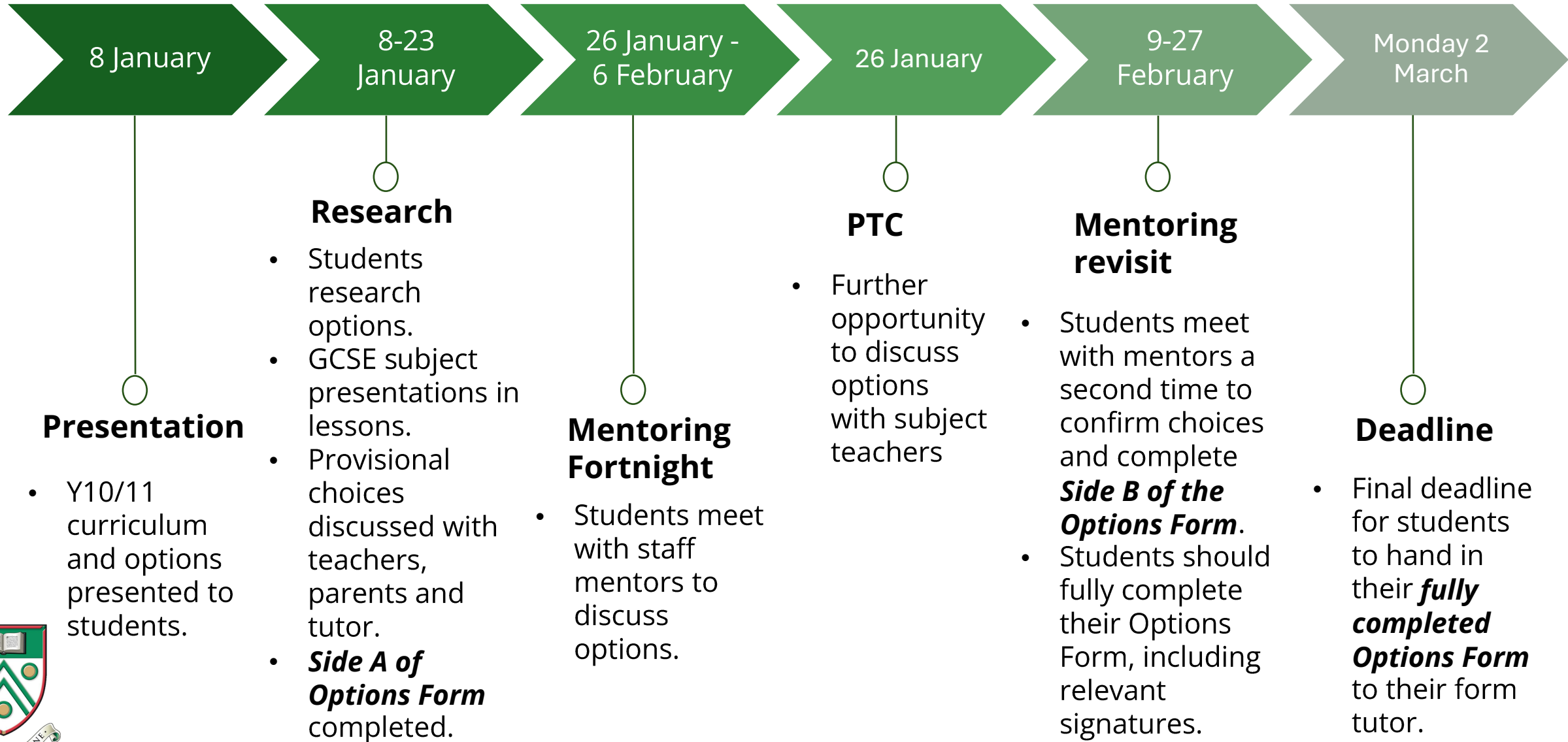


# Next steps

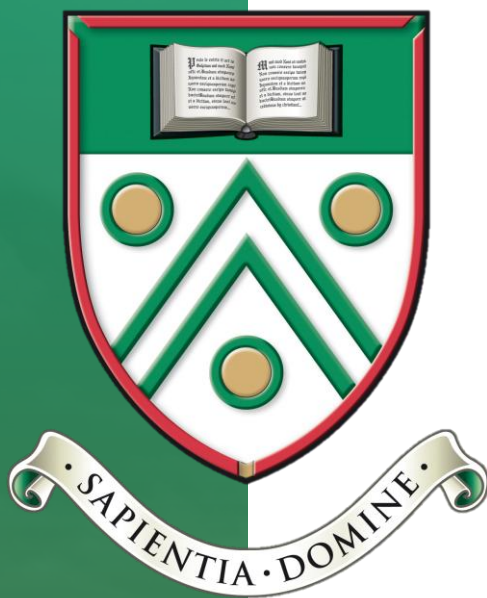




# Timeline







## Year 9 Options programme

Complete this side by 23 January prior to your first meeting with your mentor.

Options Form

Side A



Name:		Form:	
Staff mentor:		Form tutor:	

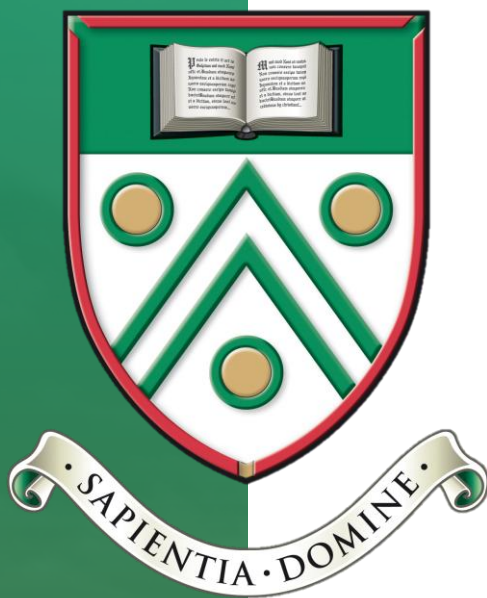
### Possible options

Subject	Reasons for choosing it...	Mentor's comments

Possible higher education or careers ideas (remember to research this on [Unifrog](#))

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# **Option Choice Form** **Key Stage 4** **Sept 2025 – July 2027**

**Option  
Form  
Side B**



Name:		Form:	
-------	--	-------	--

Please note, you have a free choice of subjects with one exception – you may **not** choose more than one Art GCSE course. We offer two pathways with Art: photography, fine art along with GCSE Art Textiles, which also leads to a GCSE qualification in Art.  
 Students opting for a GCSE Art course need to specify below which of the pathways they wish to take.  
 Students opting for GCSE Religious Studies need to specify whether they wish to study Christianity with Hinduism (and ethics) or Christianity with Islam (and ethics).

(b)	Option 1	
	Option 2	
	Option 3	

**Reserve Choices**  
**(Provide 2 alternatives please)**

--	--

Signed .....  
 (Student)

Signed .....  
 (Parent)

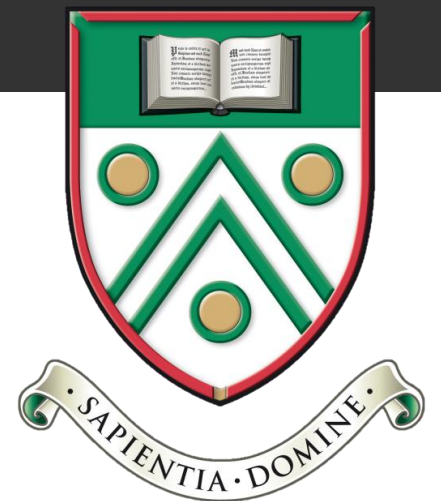
Signed .....  
 (Mentor)

**When you have completed this form hand it in to your tutor.**

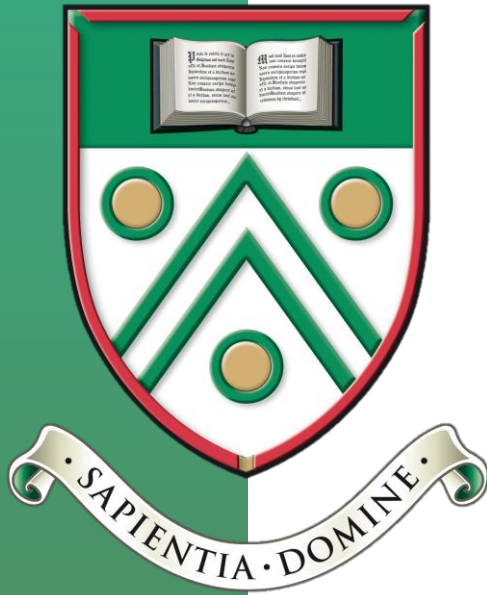
**Deadline: Monday 2 March**



David Harding, Headteacher  
**Thinking further ahead**

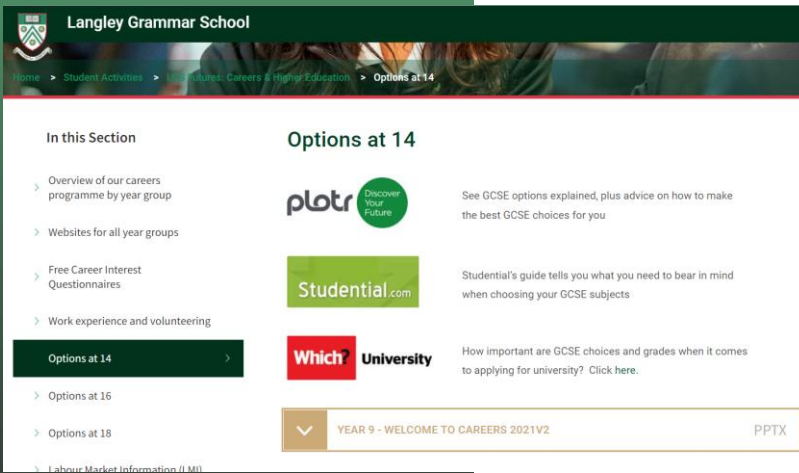




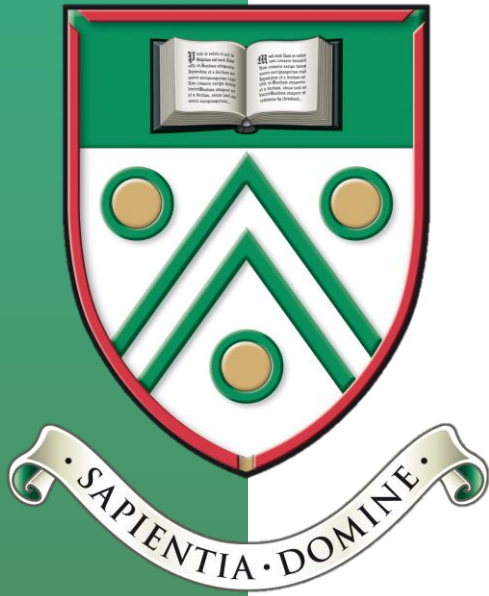


# Careers advice, information & guidance

- A wealth of resources on our careers section (under student activities) on our school website.
- Students all have access to 'Unifrog' – a web-based platform with lots of information about choosing GCSE options.
- ***Pages 'Options at 14', 'Websites for all year groups', 'Resources for Parents' and 'Free Career Interest Questionnaires' are particularly useful.***





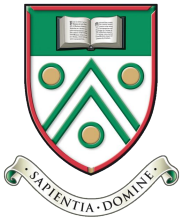


# Introduction to Careers & Options

- Each form group will have a one-hour introduction to careers education including resources available to them
- Takes place in PCS lessons with Mr Devani, our independent Careers Advisor
- Supports the options process alongside the use of other resources and opportunities available to students



# **Final comments**





**Thank you for  
attending**

