



## **The King's (The Cathedral) School Curriculum Overview 2025-2026**

*A Family Achieving Excellence*

### **Aim of this document**

To describe the philosophy and framework behind the School's programme of education and how this enables students to gain the appropriate knowledge and understanding at each stage.

### **1. Intent of the Curriculum**

The School's theologically rooted Christian vision is:

"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ." 1Corinthians 12.12

The King's School is a Church of England School, providing primary, secondary and tertiary education to students from Year 3 to Year 13. It is one of only 4 state chorister schools in the country; and maintains close links with the Cathedral. We are committed to helping students of all abilities to flourish and achieve their highest academic potential. The School has an admissions policy based on criteria which fulfils the Board of Governors aim to seek to preserve the existing Christian, historical and academic character of the School. In essence, it has a comprehensive and co-educational intake, whilst also including a partially selective intake of approximately ten percent of its students. The typical academic range in Key Stages 3 and 4 consist of approximately 70% High Prior Attaining Students, 25% Middle Prior Attaining Students and 5% Low Prior Attaining Students.

Particular focus is given to inclusivity. We ensure that the curriculums of vulnerable groups of students are carefully considered. Recent efforts have focussed on making sure that looked after students and students with Learning Support Requirements achieve, and make progress, to levels comparable to the whole cohort. We also place great emphasis on student wellbeing and mental health.

It has been our commitment to manage a curriculum that enables our students to follow a broad, balanced and traditional curriculum. Using the National Curriculum as a starting point, we aim to be ambitious for all our students. As a Church of England School, particular emphasis is put on Religious Studies as part of the core curriculum up to Year 13. The aim is to provide students with a number of opportunities to reflect on the Christian values including through regular acts of worship.

The School places great emphasis on maintaining our historical offer of extra-curricular opportunities in music, drama, outdoor activities, clubs and societies. Our aim is for students to enjoy a wide range of opportunities to participate in a range of curriculum and extra-curricular based trips where the skills developed and memories made will last a lifetime.

### **The King's School's educational aims:**

To help *all students of all abilities and needs* at the King's School to:

- i. develop a love of learning through an appropriately sequenced, meaningful and engaging curriculum
- ii. develop into personable, understanding, self-confident, knowledgeable and articulate young adults
- iii. develop spiritual, moral, social and cultural awareness
- iv. develop, and be able to retrieve from, a deep body of knowledge
- v. develop critical and independent thinking skills, allowing space for problem solving and innovation
- vi. to be able to reflect, receive feedback and make informed choices
- vii. acquire the knowledge needed for subsequent learning e.g. knowledge of vocabulary

- viii. develop the skills of independent learning and appreciate the importance of lifelong learning
- ix. develop the metacognitive skills required to maximise their full potential
- x. recognise and understand success criteria and next steps to ensure they achieve and appreciate success
- xi. be challenged in order to make progress and achieve personal excellent in their academic qualifications
- xii. be well prepared for the next stages of education and career
- xiii. prepare for the opportunities, responsibilities and experiences of life in society

## 2. Implementation of the Curriculum

We aim to meet these educational aims by constructing a curricular structure and extra-curricular programme based on the principles below:

- i. We provide a broad and balanced, well planned and sequenced curriculum which gives students experience of all of the elements of learning (metacognition, knowledge, understanding of concepts, and attitudes) and the areas of learning experience (aesthetic/creative, human and social, linguistic and literary, mathematical, physical, scientific, technological and spiritual, moral, social and cultural).
- ii. Student wellbeing is at the heart of our curriculum: Creating a caring, encouraging and ‘mindful’ learning environment where expectations are high, lessons are structured and students thrive, respect and care for one another, respond to challenge, take risks and receive praise.

We value greatly the extra-curricular and activities programme; we offer a broad range of activities and encourage all students to participate fully. We feel that this plays an essential part in developing self-confidence, teamwork and leadership qualities

### a) National Curriculum Coverage (✓ = core curriculum)

	Key Stage 2	Key Stage 3	Key Stage 4
<b>Core subjects</b>			
English	✓	✓	✓
Mathematics	✓	✓	✓
Science	✓	✓	✓
<b>Foundation subjects</b>			
Art and design	✓	✓	
Citizenship		✓	✓
Computing	✓	✓	✓
Design and technology	✓	✓	
Languages	✓	✓	
Geography	✓	✓	
History	✓	✓	
Music	✓	✓	
Physical education	✓	✓	✓
<b>Other statutory subjects</b>			
Religious education	✓	✓	✓
Relationships education	✓		
Relationships and Sex education		✓	✓

### b) Key Stage 2

The Key stage 2 curriculum is based around termly themes delivered on a two-year rolling program. The themes allow students to develop links between the subjects and cover the key skills of the National Curriculum. Students benefit from the input of subject specialists in a number of areas including Sport, Music, Modern Languages and Science.

Healthy living, sustainable wellbeing and Christian Values underpin the curriculum content and delivery.

<b>Area</b>	<b>Main Subjects in which this area is covered.</b>
Linguistic	English, including reading, spelling, punctuation and grammar, are developed throughout KS2. French.
Mathematical	Maths, Science and DT.
Scientific	Science topics and themes.
Technological	Students study ICT as a discreet subject. ICT skills and knowledge are also developed through the use of Laptops, cameras, PCs and iPads.
Human and Social	All students study PSHCE and Religious Studies. Developing appropriate interactions and responsibilities is well integrated with daily life in KS2.
Physical	PE lessons and sport. All students take part in Hikes 3 times per year. All students take part in outdoor and adventurous activities.
Aesthetic and Creative	Music lessons and peripatetic instrument lessons. Art and DT. English creative writing. 60% of KS2 students are choristers for Peterborough Cathedral.

### c) Key Stage 3

Students are taught for the full 80 lessons of 35 to 40 minutes a fortnight. See the appendices for Curriculum Plans which indicate lesson frequency.

All students in Key Stage 3 follow the Learn-to-Learn programme which is designed to create resilient, resourceful and reflective learners. This is delivered by Sixth Form prefects during Tutor Time in the morning and is a unique aspect of our offering with over one hundred sixth form students engaged in this delivery.

The areas of the curriculum are covered as below:

<b>Area</b>	<b>Main Subjects in which this area is covered.</b>
Linguistic	All students study English. In Year 7, students study French and German. In Year 8, students opt for two of French, German or Latin. In Year 9, students continue to study the two languages from Year 8.
Mathematical	All students study Mathematics.
Scientific	All students study Science up to Year 8. In Year 9, Science is taught separately as Biology, Chemistry and Physics.
Technological	All students study Computer Science. All Year 7 to 9 students study Product Design, Food Technology and Textiles on a rotation through the year.
Human and Social	All students study Geography, History and Religious Studies and Learning for Life (PSHCE).
Physical	All students have lessons in PE and Games.
Aesthetic and Creative	Literature is embedded within the English curriculum. All students study Music, Drama and Art.

#### d) Key Stage 4

Students are taught for the full 80 lessons of 35 to 40 minutes a fortnight. See the appendices for Curriculum Plans which indicate lesson frequency.

The areas of the curriculum are covered as below:

Area	Main Subjects in which this area is covered.
Linguistic	All students study English Language and English Literature to GCSE. Students may opt to study modern foreign languages (French or German) or Latin to GCSE.
Mathematical	All students study Mathematics to GCSE.
Scientific	All students study Biology, Chemistry and Physics: these subjects are taken either as three separate GCSE qualifications or for they are examined in Combined Science GCSEs.
Technological	All students may opt to study for GCSE qualifications in: Computer Science, DT Product Design, Food Technology and DT Textiles.
Human and Social	All students may opt to study for GCSE qualifications in Business Studies, Geography, History and all students study for GCSE in Religious Studies. All students follow a Learning for Life programme.
Physical	All students have games lessons. Students may opt to study GCSE PE.
Aesthetic and Creative	All students may opt to study Music, Art or Drama to GCSE. Literature is embedded within the English KS4 curriculum.

Students' core curriculum consists of: English Language, English Literature, Mathematics, Science and Religious Studies.

Students select their option subjects following criteria that we have designed to maximise their flexibility of choice whilst also giving initial priority the subjects within the Government's English Baccalaureate subject list:

Students choose one subject from French, German, Latin, Geography, History or Computer Science.

Students then choose two further subjects either from this first list or from Fine Art, Photography and Digital Media, Food Preparation and Nutrition, Music, Physical Education, Product Design, Business or Drama.

#### e) Key Stage 5

To enter the Sixth Form students must achieve a sufficient standard at GCSE; the standard is defined in the Sixth Form Entry Criteria. Recommended attainment criteria are also published for guidance for students when selecting their range of subjects.

In Year 12 and 13 most students follow 3 subjects. Students studying Further Maths will study for 4 A-Levels. Occasionally, on review of the progress of individual students' requirements, some students may reduce their curriculum to study 2 A-Levels.

The subjects offered are: Art (Fine Art or Photography), Biology, Business, Chemistry, Classical Civilisation, Computing, Drama, Design Technology (Product Design or Textiles), Economics, English Literature, French, German, Geography, History, Mathematics, Further Mathematics, Music, Physical Education, Physics, Psychology, and Religious Studies.

All students attend Learning for Life sessions which cover a wide range of areas including Religious Education, PSHE, careers education and the UCAS system. The programme explores all Post 18 options available to students.

Students complete research and prepare for applications throughout the Year 12 programme, culminating in Applications Week, where students have Alumni/ ex-students come in and support them through their own experiences. Students also gain insight into the world of work, through a programme of days aimed at developing employability skills.

Year 12 students also have a 2-day programme on developing their Employability Skills (Employability Skills Development Programme), this covers a range of sessions; including assessments centres, interview skills, use of social media as an employee, local labour market information and gap years. They also have one to one support to help them apply for post 18 careers or in developing their UCAS personal statement.

Students have lessons in Research Studies, a programme of courses designed and developed by the School with the aim of ensuring that all of our students at King's have a balanced and level skillset to maximise their opportunities for their next stage of education or employability success. Students' sessions are determined by the subjects that they study. This includes Religious Education, research skills, critical reasoning, financial capability, scientific data, politics and ethics, change in the modern world and mathematical reasoning. Students also receive support for the Extended Project Qualification, or may study MOOC courses independently.

In Year 12, students have timetabled supervised Private Study periods to encourage them to develop optimum study skills and habits. In Year 13, all of students' study periods are unsupervised.

#### **f) Super-curricular and Extra-curricular**

At King's, we fully recognise that education is not just about the acquisition of knowledge and skills. A balanced education must challenge students, to put their skills to the test and encourage them to push their physical and mental boundaries.

Our academic teaching is just one part of a greater whole. All our curriculum areas provide multiple enrichment opportunities, outside of the classroom, where all students can enjoy challenges of a different nature. These range from mentoring and academic support groups through to a wide range of school trips and excursions running throughout the academic year and in the holidays.

We also provide a comprehensive programme of Extra Curricular Activities which run during lunch breaks, after school throughout the year, and in some cases in the holidays. Some examples of these opportunities include the Duke of Edinburgh Award, overseas expeditions, Photography Club, Sailing Club, Young Enterprise, Coding Club, Chess Club, the Literature Society, Medical Society, Drama club and various other subject related clubs. There is a wide array of performance related opportunities in music and drama.

In addition we offer super-curricular opportunities: all Sixth Form students are given reading lists beyond the A level specification for the subjects they are studying, and groups of students are given bespoke support for their post 18 choices including for medicine, law and additional support to our Oxbridge candidates.

In recent years students have arranged their own academic societies to extend themselves and support each other in preparing for Post-18 course. Groups include medicine, law, psychology and literature.

#### **g) Meeting the Needs of all Students**

The central aim of The School is to provide all of our students with educational experiences and opportunities which will enable them to discover and fulfil their own potential. All programmes of work will have opportunities for enrichment and extension activities.

The option systems for GCSE and A Level are not fixed but re-designed each year to accommodate students' choices as far as possible.

## **Students with Special Educational Needs**

The Learning Support Department supports students with particular learning needs.

These students are supported by a variety of strategies. Some students attend regular one to one or small group sessions with a Teaching Assistant. Some students undertake a modified programme at Key Stage 3 to reduce the number of subjects they study and to provide time for Learning Support. A small group in each of Year 7, 8 and 9 follow an Enhanced Provision programme, where they have bespoke provision for approximately a third of their curriculum time, mainly during humanities and language lessons, with emphasis on supporting them in English, Maths and Science, whilst ensuring the full National and King's School Curriculum is still covered.

A similar programme also continues into Key Stage 4, where they receive bespoke provision during Learning For Life, RS and one of their option subjects. This is carefully planned to ensure flexibility of choice is maintained for their GCSEs. These students may also undertake a reduced GCSE programme, typically by reducing the number of optional subjects they study. It is very rare for the core curriculum to be modified.

## **Students with EHC Plans**

Students with an Educational Health Care Plan will also be supported by the Learning Support Department. The Head of Learning Support (SENDSCO), in consultation with the Local Authority and others, will ensure that the specific needs of the student and the requirements of the statement are met, and the subject matter covered is appropriate to the age and aptitude of the student. The provision made and the progress of each student is reviewed annually with the Local Authority.

## **Students for whom English is an Additional Language**

Students for whom English is an Additional Language are supported by their classroom teachers and the Learning Support department. The level of support they receive will depend upon their ability in English. The Learning Support Department monitor this.

The Learning Support Department provides individual support to a number of students according to need and advises all teachers how their teaching can best help EAL students.

## **The most-able Students**

It is critical to recognise the existence of all-round exceptional ability, but we also recognise that some students are gifted in specific subjects and that some students are talented in sport or the creative arts. Due to the nature of the high academic potential of many of our students, we are able to provide a curriculum that enables them to have a flexible provision in order to achieve their full potential and raise their aspirations and attainment by developing their:

- Ability to learn
- Range of knowledge
- Core skills such as problem solving
- Creativity
- Intellectual curiosity
- Specific talents

There are significant numbers of opportunities within the academic curriculum and in the extra-curricular opportunities we offer.

## **Personalised Curriculums**

There are a small number of students whose needs are so specific that the curriculum is tailored to meet their clearly identified and documented individual needs. This is achieved on a case-by-case basis in consultation with parents, students and other agencies. An example may be a student with significant medical needs.

## **Choristers and Students with External Commitments**

The School is committed to ensuring that the Chorister experience is positive for students, and recognises the amount of time and effort put in by both parents and families. For that reason, and to ensure the wellbeing of our Choristers, the quantity and expectations of homework in Key Stages 2 and 3 are intentionally set at a level that is achievable for all students.

Similar considerations are given to the students who also have extensive commitments in music, sports, drama and more, alongside their day at School.

## **Disadvantaged Students**

Students who are identified as disadvantaged are offered a variety of interventions to ensure that we close the gap between Pupil Premium students and their peers. These interventions will:

- ensure that the origins and backgrounds of students are not obstacles to their achievement and success at The King's (The Cathedral) School
- ensure horizons are broadened, so that these students see opportunities as positive entitlement directly related to them
- raise aspirations, ambitions and confidence so that, by the time students move beyond The King's (The Cathedral) School, they are as empowered to succeed as the rest of their cohort

Support may include:

- Mentoring sessions with a Learning Mentor
- Invitation to Breakfast Club to help with organisational skills and homework
- Pastoral support as appropriate to their Pupil Premium needs
- Academic support with Maths, English and Science through specialist teachers and the Maths and English Mentors

## **h) Teaching and Learning**

Central to every student's success is the quality of Teaching & Learning, both inside and outside of the classroom. This is high on our agenda, being a standing item on all department meetings and middle management meetings, and frequent updates are provided through good practice emails and teaching Newsletters.

## **Rosenshine's Principles of Instruction**

The School embraces Rosenshine's 10 Principles of Instruction as central in our development of our teaching and learning provision. These combine three distinct research areas (cognitive science, classroom practices, cognitive support) and they complement each other by addressing how:

- People learn and acquire new information
- Master teachers implement effective classroom strategies
- Teachers can support students whilst learning complex material

They are summarised in 10 principles that we believe should be implemented into everyday teaching:

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps with student practice
3. Ask a large number of questions and check the responses of all students
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolding for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review

### **Student Commission on Learning**

The Commission on Learning enables students to get more involved in the process of teaching and learning, students work in small groups, alongside teachers to look at how we can develop teaching and learning together.

It is about creating a partnership between students and teachers and to link all the aspects of school life to building our students learning power. To create learners of the 21st century. To develop students who, when they leave King's, can deal with the challenges that they may face and not struggle and falter when learning becomes too tough.

The Student Commission focuses upon developing students' understanding of learning, sharing ideas and providing G&T opportunities. Topics include:

- Peer Mentoring
- the Innovators group
- the Learn-to-Learn programme's '5 Rs' at KS3 designed to create Reflective, Resourceful, Responsible, Reasoning and Resilient learners.
- the Habits of Learning programme at KS4
- Extended Learning Opportunities
- the Designers who have developed the Map of Opportunity and are developing subject curriculum pathways for students to refer to.
- Rosenshine's Principles

#### **i) Reviewing and Adapting the School Curriculum**

The School reviews and adapts the Curriculum Plan and curriculum provision each year through our Self Evaluation process. We consider relevant national changes and legislation in education while also prioritising the needs of our students' wellbeing and mental health. Student and parental feedback is considered carefully.

Each curriculum area is line managed by a member of SLT. Through regular line-management meetings, the annual staff appraisal and self-evaluation processes for each department, the departments' curriculums are monitored and evaluated to ensure they take consideration of appropriate sequences for learning, and ensuring gaps in knowledge are filled appropriately. Heads of department are proactive in updating and improving their Schemes of Learning and approaches to Teaching and Learning.

In addition to this, departments are encouraged to work collaboratively. Clusters of subjects meet to share information about their curriculum structures and aims, to reflect on how skills and topics can be taught to enable connected learning across each student's academic curriculum.



## **j) Reading**

All Year 7 and 8 students are assessed for their reading skills on entry and then termly using the Accelerated Reader Programme. The programme supplies a reading level based on the students' ability. This level provides an appropriate level of challenge to develop their reading skills.

Each time a student finishes a book, they complete an online quiz. This enables staff to monitor how many books a student has read and whether they have understood what they have read. The English department has informed all parents of their son/daughters' accelerated reader levels.

Any student not meeting age related expectations in reading is part of the additional reading programme in. Students who are not reading are reminded by their reading mentor and form tutor. Students' reading growth is analysed using the Accelerated Reader analysis tools. A team of staff from Learning Support, English and the library meet to discuss and review who needs support.

Learning Support and the English Department work closely with the school library to promote suitable reading material. There are currently some 4000+ books in the library which have Accelerated Reader quizzes. These books have been labelled with Accelerated Reader stickers which indicate their level and quiz number. The librarian is aware of students reading abilities and strives to find new reading material for lower ability readers. The librarian runs book club style reading groups for those students in need of further support.

All students on the additional reading programme attend at least two additional reading sessions per week. Students who have significant difficulties receive individual reading sessions whilst the others are taught in a group.

Sets of high-quality group readers have been purchased. Students are grouped according to their Accelerated Reader level and they read a book at the appropriate level.

Questions from the Literacy Shed website have been purchased to accompany the books. These questions cover a range of comprehension skills including understanding vocabulary, inference, prediction, retrieval and summarisation.

Students have twice weekly reading sessions with trained sixth form mentors. They use the Rapid Plus reading scheme during these sessions. The scheme comes with a range of comprehension questions that the mentor uses with the student.

Students whose SAT scores fall significantly below 100, or for whom they are known concerns, are assessed individually using the York Assessment for Reading Comprehension (YARC). This enable the reading programme to be geared to their needs. Students who need of decoding practice may be offered additional phonics where it is deemed to be useful.

Those students with an EHCP who have significant cognition and learning needs receive additional reading tuition in enhanced provision. High quality texts are chosen at a suitable level to develop their reading skills.

Enhanced provision students use materials from the Read Write Inc scheme as appropriate. They are assessed to monitor progress.

## **3) Impact of the Curriculum**

Evaluating the success of our curriculum can be reviewed on a number of levels. We would encourage you to read our Executive Summary of Performance which is available on our website. This document covers a range of key performance indicators such as strong academic outcomes across all our groups of students, progression data at both post 16 and 18, engagement in lessons through observations and numbers involved in extra-curricular activities.

## APPENDIX

### Curriculum Mapping

#### Junior Department - Key Stage 2

The Key Stage 2 curriculum themes follow a 2-year rolling program tailored to the needs of combined year groups, and incorporating the National Curriculum content.

JD1 is Years 3 and 4

JD2 is Years 5 and 6

Each of JD 1 and 2 is primarily delivered by one teacher. Some specialist aspects of provision are also provided by senior school teachers: this includes, PE, ICT, French, RS, Music.

Approximate average weekly time allocations per subject in the Junior Department:

1. English - 5 hrs
2. Maths - 5 hrs
3. Science - 1 hrs
4. RE - 1.25 hrs
5. PE - Minimum of 2hrs per week (additional swimming: Autumn and Spring Terms)
6. Music - 1.25 hrs +
7. French - 35 mins
8. The remainder of time is split between: ICT, Reading, History and Geography Topic work, PSHCE, Art and DT

	First Year		Second Year	
	Y3/4	Y5/6	Y3/4	Y5/6
Autumn	Peterborough through time	Ancient Technology	World War 2	2000 Years of History
Spring	Natural Disasters	Before People: Prehistoric Peterborough	Rainforests	Water around the World / sustainability
Summer	Invaders and settlers	Sport and Healthy Living	The Wonders of the UK	In Living Memory

## Senior School - Key Stages 3, 4 and 5

There are 80 periods over a 2-week timetable. Each period is between 35 and 40 minutes long. The following diagrams show how many lessons students have per fortnight for each subject.

Code	Description
Ac	Activities
Ar	Art
Bi	Biology
Bu	Business Studies
Ch	Chemistry
Cc	Classical Civilisation
Cs	Computer Science
Co	Cover
Ct	Critical Thinking
Tk	D&T
Dr	Drama
Ec	Economics
Ee	English
El	English Literature
En	Enhanced Provision
Ep	Extended Project
Ex	Additional English
Fn	Food Technology
Fr	French
Ga	Games
Gg	Geography
Gm	German
Hi	History
It	Information Technology
KS	Key Skills
La	Latin
LI	Learning for Life
Ma	Mathematics
Mf	Maths: Further
Mu	Music
Py	Photography
Pe	Physical Education
Ph	Physics
Pd	Product Design
Ps	Psychology
Rs	Religious Studies
Rh	Research Studies
Sb	Science
Sr	Sports Studies
Tx	Textiles
Ts	Theatre Studies

Year	Ma	Dr	En	F	Gm	Cc	Rs	Hi	Gg	Ec	Bs	Ar	CS	DT PD	Tx & FT	Psy	Mu	Sc	Bi	Ch	Ph	LFL	Pe	Ga	Ac	RH
7	9	2	9	5	4		4	6	6			4	4	7	7		4	8				2	2	4		
	9	2	9	5	4		4	6	6			4	4	7	7		4	8				2	2	4		
	9	2	9	5	4		4	6	6			4	4				4	8				2	2	4		
	9	2	9	5	4		4	6	6			4	4	7	7		4	8				2	2	4		
	9	2	9	5	4		4	6	6			4	4	7			4	8				2	2	4		
	9																									
8 bulge year	9	2	9	5	5	5	4	6	6			4	2	7	7		4	9				2	2	4		
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10 bulge year	11	9	12	9	9	9	6	9	9		9	9	9	9	9		9		6	6	6	2	9	4		
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11	12	9	13	9	9	9	4	9	9		9	9	9	9	9		9		6	6	6	2	9	4		
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YEAR 7 (2025/2026)																		
K 90	7CJG	Ma 9	Tk 7	Ee 9	Gg 6	Hi 6	Rs 4	Fr 5	Gm 4	Ar 4	Dr 2	Sb 8	It 4	Mu 4	Ifl 2	Pe 2	Ga 4	
		Ma 9	Tk 7														Ga 4	
	7JEH	Ma 9	Tk 7	Ee 9	Gg 6	Hi 6	Rs 4	Fr 5	Gm 4	Ar 4	Dr 2	Sb 8	It 4	Mu 4	Ifl 2	Pe 2	Ga 4	
		Ma 9	Tk 7														Ga 4	
	7MJO		Tk 7	Ee 9	Gg 6	Hi 6	Rs 4	Fr 5	Gm 4	Ar 4	Dr 2	Sb 8	It 4	Mu 4	Ifl 2	Pe 2	Ga 4	
																	Ga 4	
S 60	7KLC	Ma 9	Tk 7	Ee 9	Gg 6	Hi 6	Rs 4	Fr 5	Gm 4	Ar 4	Dr 2	Sb 8	It 4	Mu 4	Ifl 2	Pe 2	Ga 4	
		Ma 9	Tk 7														Ga 4	
	7SJL	Ma 9	Tk 7	Ee 9	Gg 6	Hi 6	Rs 4	Fr 5	Gm 4	Ar 4	Dr 2	Sb 8	It 4	Mu 4	Ifl 2	Pe 2	Ga 4	
		Ma 9	Tk 7														Ga 4	
EN 25																		

YEAR 8 (2025/2026) Bulge Year																		
				Lang A		Lang B												
K 90	Ma 9	Tk 7	Ee 9	Fr 5	Fr 5	Gg 6	Hi 6	RS 4	Ar 4	Mu 4	Dr 2	IT 2	LFL 2	PE 2	Sb 9	Ga 4		
	Ma 9	Tk 7	Ee 9	Gm 5	Fr 5											Ga 4		
	Ma 9	Tk 7	Ee 9	CC 5	Gm 5	Gg 6	Hi 6	RS 4	Ar 4	Mu 4	Dr 2	IT 2	LFL 2	PE 2	Sb 9	Ga 4		
	Ma 9	Tk 7	Ee 9		CC 5	Gg 6	Hi 6	RS 4	Ar 4	Mu 4	Dr 2	IT 2	LFL 2	PE 2	Sb 9	Ga 4		
					KS 5											Ga 4		
S 90	Ma 9	Tk 7	Ee 9	Fr 5	Fr 5	Gg 6	Hi 6	RS 4	Ar 4	Mu 4	Dr 2	IT 2	LFL 2	PE 2	Sb 9	Ga 4		
	Ma 9	Tk 7	Ee 9	Gm 5	Fr 5											Ga 4		
	Ma 9	Tk 7	Ee 9	CC 5	Gm 5	Gg 6	Hi 6	RS 4	Ar 4	Mu 4	Dr 2	IT 2	LFL 2	PE 2	Sb 9	Ga 4		
	Ma 9	Tk 7	Ee 9		CC 5	Gg 6	Hi 6	RS 4	Ar 4	Mu 4	Dr 2	IT 2	LFL 2	PE 2	Sb 9	Ga 4		
					Ex 5											Ga 4		
EN 26																		

YEAR 9 (2025/2026)																																							
					Lang A		Lang B																																
K 90	Ee	9	Ma	9	Tk	7	Fr	5	Fr	5	Gg	5	Hi	5	Rs	4	Ar	4	Mu	4	Dr	2	It	4	Bi	3	Ch	3	Ph	3	PE	2	LFL	2	Ga	4			
	Ee	9	Ma	9	Tk	7	Fr	5	Gm	5																	Bi	3	Ch	3	Ph	3	PE	2	LFL	2	Ga	4	
	Ee	9	Ma	9	Tk	7	Gm	5	Gm	5	Gg	5	Hi	5	Rs	4	Ar	4	Mu	4	Dr	2	It	4			Bi	3	Ch	3	Ph	3	PE	2	LFL	2	Ga	4	
	Ee	9	Ma	9	Tk	7	CC	5	CC	5	Gg	5	Hi	5	Rs	4	Ar	4	Mu	4	Dr	2	It	4			Bi	3	Ch	3	Ph	3	PE	2	LFL	2	Ga	4	
	Ee	9	Ma	9			KS	5																			Bi	3	Ch	3	Ph	3	PE	2	LFL	2	Ga	4	
S 60					Tk	7	Fr	5	Fr	5	Gg	5	Hi	5	Rs	4	Ar	4	Mu	4	Dr	2	It	4			Bi	3	Ch	3	Ph	3	PE	2	LFL	2	Ga	4	
	Ee	9	Ma	9			Tk	7	Gm	5	Gm	5															Bi	3	Ch	3	Ph	3	PE	2	LFL	2	Ga	4	
					Tk	7	CC	5	CC	5	Gg	5	Hi	5	Rs	4	Ar	4	Mu	4	Dr	2	It	4															
EN 24																																							

YEAR 10 (2025/2026) Bulge Year																					
Math Sets		English Sets		Science Sets						LFL		RS		Option A		Option B		Option C		Games	
Ee	12	Ma	11	Separate sciences										Bu	9	ArF	9	ArtF	9	Ga	4
				Bi	6	Ch	6	Ph	6	LFL	2	Rs	6								
Ee	12	Ma	11											Cs	9	ArtF	9	Bu	9	Ga	4
				Bi	6	Ch	6	Ph	6	LFL	2	Rs	6								
Ee	12	Ma	11											Fr	9	Bu	9	CS	9	Ga	4
				Bi	6	Ch	6	Ph	6	LFL	2	Rs	6								
Ee	12	Ma	11											Gg	9	Fd	9	Dr	9	Ga	4
				Combined Science																	
Ee	12	Ma	11	Bi	6	Ch	6	Ph	6	LFL	2	Rs	6	Gm	9	Gg	9	Fr	9	Ga	4
Ee	12	Ma	11	Bi	6	Ch	6	Ph	6	LFL	2	Rs	6	Hi	9	Hi	9	Gg	9	Ga	4
Ee	12	Ma	11	Bi	6	Ch	6	Ph	6	LFL	2	Rs	6	La	9	PE	9	KS	9		
				Bi	6	Ch	6	Ph	6	LFL	2	Rs	6	Tx	9	Pd	9	Mu	9		
																		PE	9		
																		Pd	9		
EN 17																					

**YEAR 11 (2025/2026)**

Math Sets		English Sets		Science Sets			LFL		RS	Option A	Option B	Option C	Games								
Ma	12	Ee	13	Separate sciences						Bu	9	ArF	9	ArF	9	Ga	4				
				Bi	6	Ch	6	Ph	6	LFL	2	Rs	4								
Ma	12	Ee	13									Cs	9	ArP	9	Cs	9	Ga	4		
				Bi	6	Ch	6	Ph	6	LFL	2	Rs	4								
Ma	12	Ee	13									Gg	9	Bu	9	Fr	9	Ga	4		
				Bi	6	Ch	6	Ph	6	LFL	2	Rs	4								
Ma	12	Ee	13									Gm	9	Dr	9	Gg	9	Ga	4		
				Combined Science																	
Ma	12	Ee	13	Bi	6	Ch	6	Ph	6	LFL	2	Rs	4	Hi	9	Fn	9	Hi	9	Ga	4
Ma	12	Ee	13	Bi	6	Ch	6	Ph	6	LFL	2	Rs	4	KS	9	Fr	9	PE	9	Ga	4
				Bi	6	Ch	6	Ph	6	LFL	2	Rs	4	La	9	Hi	9	Pd	9		
														Mu	9	La	9	Tx	9		
																Pe	9				
																Tx	9				
										EN 15											

**Year 12 (2025/2026)**

Pool A		Pool B		Pool C		Pool D		Rh		LFL		Ac	
Ar	14	Bi	14	Bi	14	Bi	14	Rh	2	LFL	2	Ac	4
Bi	14	Ch	14	Bu	14	Bu	14	Rh	2	LFL	2	Ac	4
Ch	14	Ch	14	Ch	14	Ch	14	Rh	2	LFL	2	Ac	4
CS	14	Dr	10	Cl	14	Ec	14	Rh	2	LFL	2	Ac	4
Fr	14	Ec	14	El	14	Gg	14	Rh	2	LFL	2	Ac	4
Gg	14	El	14	Ma	14	Gm	14	Rh	2	LFL	2		
Hi	14	Hi	14	Ph	14	Ma	14	Rh	2	LFL	2		
Ma	14	Mf	20	PD	14	Mu	8	Rh	2	LFL	2		
PE	14	Mf	20	Py	14	Tx	14	Rh	2	LFL	2		
Ph	14	Ma	14					Mf	2	LFL	2		
Py	14	Py	14					Mf	2	LFL	2		
		RS	14					EPQ	2				

**Partially cotaught with Year 13**



**Year 13 (2025/2026)**

Pool A		Pool B		Pool C		Pool D		Rh		LFL		Ac	
Ar	14	Bi	14	Ar	14	Bi	14	Rh	2	LFL	2	Ac	4
Bi	14	Ch	14	Bi	14	Ch	14	Rh	2	LFL	2	Ac	4
Bu	14	Dr	10	Ch	14	Cs	14	Rh	2	LFL	2	Ac	4
Ch	14	Ec	14	Cc	14	Ec	14	Rh	2	LFL	2	Ac	4
Ec	14	Fr	14	Cs	14	El	14	Rh	2	LFL	2	Ac	4
Hi	14	Gg	14	El	14	Ma	14	Rh	2	LFL	2	Ac	4
Ma	14	Hi	14	Hi	14	Mu	8	Rh	2	LFL	2		
Ph	14	Mf	20	Ma	14	PD	14	Rh	2	LFL	2		
Ps	14	Ma	14	Ph	14	Ps	14	Rh	2	LFL	2		
		Ps	14	PE	14	RS	14	Rh	2	LFL	2		
						Tx	14	Mf	2	LFL	2		
								EPQ	2				

**Partially cotaught with Year 13**