



**St Anthony's School**  
**Key Stage 4**  
**Pathways Curriculum**

**2024 – 2026**



# **Welcome to the Key Stage 4 Pathways Booklet**

The Key Stage 4 Pathways curriculum has been developed to support St Anthony's pupils with their individual development, learning and appropriate level of accreditation.

Equipping pupils with the skills, knowledge and experiences required for their transition onto Post 16 provisions.

The Pathways curriculum has been designed to meet the interests and wide ranging educational and social needs of our pupils, supporting and allowing for progression into adulthood, college and future employment.

The courses have been developed to be adaptable and meet a range of learning needs and styles;

- Promoting and encouraging individual interests and skills.
- Developing personal self-esteem and self-confidence.
- Developing skills for independence, promoting choice and decision making.
- Developing communication and interaction skills within both internal and external communities.

This booklet contains information about all the courses  
available for Key Stage 4 pupils.

In Years 10 and 11 pupils will study the following core subjects;

**English**

**Maths**

**Science**

**Computing**

**Physical Education**

**Personal and Social Development**

**Religious Education**

Pupils will also study

**Asdan Youth Award Scheme**

Pupils will also study **three** further subjects, allowing the opportunity to  
pursue individual areas of interest and ability.

Pupils will select **three** of the below subjects, for both Year 10 and 11.

**Art & Design**

**Performing Arts** (Drama and Music)

**Humanities** (History and Geography)

**Catering**

**Land Based Studies**

**Duke of Edinburgh Award**

**Forest school**

This booklet contains information about all the courses,  
core subjects and the Pathways subjects,  
with accreditation information.



Our school website has a Power point presentation  
explaining the Key stage 4 Pathway Curriculum  
as well as Power points for each of the Pathway subjects,  
Youth award scheme and Forest school.












Please read through the booklet and look at the power points.

Pupils will also be shown these in school.

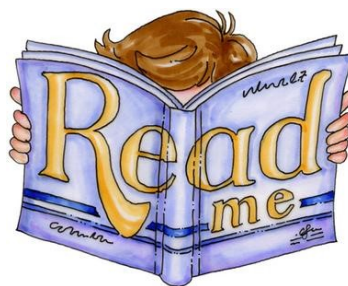
Please discuss the Pathway subjects and which ones would be preferable.

All pupils will have an allocated time within school to be support to select the most appropriate Pathway subjects to meet their interests, ability and suitability.

**Pupils will select their preferred pathways in preference and we will try to facilitate their options when they enter KS4.**

<p>A</p>	<p>Land based studies</p> 	<p>Art &amp; Design</p> 	<p>Forest School</p> 
<p>B</p>	<p>Humanities Geography and History</p> 	<p>Performing Arts Music and Drama</p> 	<p>Duke of Edinburgh</p> 
<p>C</p>	<p>Duke of Edinburgh</p> 	<p>Catering</p> 	<p>Forest school</p> 

# English



## Course content

### Course content

The Entry Level and ASDAN courses allow pupils to develop their understanding of the English language through Reading, Writing and Spoken Language modules. Pupils will develop these skills through careful study of the following content:

#### **ASDAN Towards Independence Developing Communication Skills**

Pupils will take part in a wide range of activities aimed at developing their English skills as well as basic skills helping to increase their independence. They will develop communication, reading and writing skills, providing personal information, making requests and asking questions in familiar situations.

#### **Entry Level ASDAN Towards Independence Developing Communication Skills**

Throughout the course pupils will have opportunities to develop their skills in English. They will take part in group discussions and role plays and build on their communication skills. They will read a range of fiction and non fiction texts and respond to these through their writing.

## Assessment / Accreditation

### **ASDAN**

Developing communication , reading and writing skills

Providing personal information. Making requests and asking questions in familiar situations.

### **Entry Level** - OCR Examination Board.

Our Entry Level Certificate is made up of 100% internally assessed tasks.

Covering the three sections: Reading (40%), Writing (40%), Spoken Language (20%)

Pupils will follow the most appropriate examination level for their individual ability and aptitude.

# Maths



## Course content

Mathematics is an integral part of the world around us and plays a part in every culture. When learning maths, key skills are also developed such as logical thinking, problem solving, concentration, physical co-ordination and sensory awareness.

It stimulates reasoning and communication skills and enables us to access the society we live in.

Key maths skills including money and time are embedded into the curriculum each year and at each level to provide pupils with necessary life-skills.

## Assessment / Accreditation

In Year 10, all pupils follow the AQA Entry Level programme in Mathematics where pupils work on 8 different modules including number, money, ratio, calendars and time, measures, geometry and statistics. Work is assessed through topic assessments at the end of each unit and pupils are awarded either Entry Level 1, 2 or 3.

In Year 11, pupils will begin to study for the Edexcel's Functional Skills in Numeracy (Entry Levels and Level 1).

Students working at or below Level 1 may be able to complete Numeracy modules for ASDAN Personal Progress.

# Science



## Course content

At Key Stage 4, all pupils follow the curriculum of the Entry Pathways Qualifications in Science Today.

The Pathways qualifications support personalised learning which provides achievement for all pupils. Units of study can be differentiated to meet individual pupils' needs.

Pupils will have the opportunity to carry out a range of experiments using simple equipment, explore the use of energy at home and in the workplace within the practical context. In addition, pupils will explore the different micro-habitats within and outside the school premises.

Where Pupils are able to access the GCSE curriculum, the AQA combined science: Trilogy, Foundation is studied.

## Assessment / Accreditation

**Entry Pathways** WJEC Examination Board.

100% Coursework made up of five units of work by completing the assessment criteria.  
Samples of pupil's work are sent for moderation to the exam board.

## **GCSE**

The GCSE examination is the AQA Chemistry Foundation (8462).

The examination is linear, which means that students will sit all the exams at the end of their Year 11.

Assessments of the examination entails two written papers: Chemistry. Each of the papers will assess knowledge and understanding of the topic areas.

This course will only be offered to those pupils who are academically able to meet the requirements of the examination syllabus. Pupils will also be required to attend additional study sessions.



# Computing



## Course content

In Year 10 pupils develop their skills for Computing. They learn to accomplish a variety of tasks based on realistic situations found in the world outside of the classroom. They learn to use databases, desktop publishers, photo editing software, word processing, presentation and spreadsheets.

In Year 11 pupils continue to develop their computing skills. Pupils also consider ethical aspects of our digital society such as copyright regulation, Internet safety and online protocols as well as a basic understanding of how computers work.

Pupils also have the opportunity to use some basic programming and logic skills using coding.

Alongside these pupils will use an online platform to complete a series of challenges and events, unlocking badges and points that lead them to attain an Idea Award final certificate. They can use their developed skills for life long learning and towards employment opportunities.

Units include:

- promoting a new holiday destination for a travel company
- organising an event
- presenting different points of view on Global Warming
- promoting a new 'Pop Star'
- preparing for work by creating a CV and letter of application

## Assessment/ Accreditation

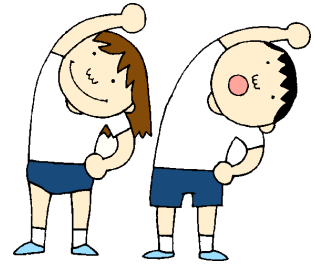
Pupils will achieve an Idea Award Bronze or Silver Certificate.

Some pupils may be entered for the ASDAN Towards Independence Award:

The students complete tasks to achieve module certificates and the assessments are spread out across the two years. Pupils are entered for the appropriate certificates in the Summer term of Year 11.

Course work provides 100% of the marks and must be completed by the end of April in year 11.

# Physical Education



## Course content

The aims of the Entry Level Certificate in Physical Education are to enable learners to build on experiences at Key Stage 3 in order to further develop and apply their knowledge, skill and understanding of Physical Education through participating in a range of practical activities.

The course has three main aims which are:

- Demonstrate and apply relevant skills and techniques in individual physical activity and sport
- Demonstrate and apply relevant skills and techniques in team physical activity and sport
- Analyse and evaluate performance

Over a two year period pupils will complete many sports, four of which will be selected for their coursework. Pupils will participate within sports that require them to work as part of a team or on their own. Pupils will also be required to analyse either their own or a peers performance. They will have to determine its strengths and weakness and then suggest simple ways of improving the performance.

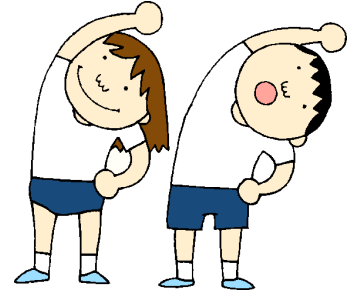
## Assessment / Accreditation

Entry Level - OCR Examination Board.

The course is 100% internally assessed, with the focus of the course being on the performer and on performance.

The 100% is broken down into 80% practical and 20% analysis of performance. Each of the four sports chosen for coursework are awarded a mark out of 20 (4 sports x 20 marks each = 80 marks/80%) leaving the analysis of performance to be marked out of the final 20 marks, creating a final total out of 100 marks/100%.

# Physical Education



## Course content

### ASDAN Towards Independence Sport Modules

There are 2 Towards Independence Modules that are on offer for pupils in Key Stage 4. These being:

-Sport and Leisure      - Sports Studies

Each module is divided into varying sections where pupils will complete a range of physical tasks in order to achieve the ASDAN criteria.

#### Sport and Leisure Module

Activities in this Towards Independence module are divided into the following sections:

Equipment              Water skills              Moving to music  
Community activity      Project

#### Sports Studies Module

Activities in this Towards Independence module are divided into the following sections:

Where To Go and What To Do              Knowing Equipment  
Kicking Skills              Ball Control              Hitting Skills  
Team Awareness and Co-operation Skills  
A Sporting Activity              Optional Project

Evidence of pupils achieving and completing practical tasks can be in a range of forms such as pictorial or written evidence. Pupils work will be collated into a work book where they will add annotations and personal comments about the activity or task. Staff will then complete the assessment section in their ASDAN book in accordance to the pupils' level of support/ assistance required throughout tasks as well as other comments to support what the pupils have successfully achieved.

# Personal and Social Development



## Course content

In KS4 pupils continue to develop their knowledge and understanding in all aspect of PSD - Health and Wellbeing, Relationships and Living in the Wider World. PSD supports pupils to be able to help prepare for all the opportunities, challenges, life decisions and responsibilities they will face. This includes helping pupils to develop tools required to manage critical issues they face every day such as friendships, emotional wellbeing and change, giving pupils a solid foundation for whatever challenging opportunities lie ahead. As part of PSD, pupils will also develop employability skills, developing their career identity and maximising their chances when applying for opportunities.

## **Assessment / Accreditation**

In Year 10 and Year 11 pupils will complete work towards achieving ASDAN Towards Independence in Relationships. This course enables pupils to continue to explore and develop their understanding of Relationships and Sex Education. This includes risks and consequences of behaviour and making informed choices for a healthy lifestyle are studied in depth over the two year course. Pupils will explore strategies for managing risky situations, and develop an understanding of positive, strong, supportive and equal relationships.

ASDAN Towards Independence 'Relationships'

100% coursework, creating a portfolio of evidence which is moderated at the end of the course.

# Religious Education



## Course content

We follow the ASDAN module 'The Wider World' which contains 8 modules, from which we choose 6 to complete. This is completed in one academic year as RE is only taught in Year 10.

Modules include: My Culture; Other Cultures; Famous People; World News; The Arts; Visits.

Pupils will develop their knowledge of British culture: people; places; exports; beliefs and events/items for which our country is famous.

Pupils will learn about Japan and its beliefs, food, dress, greetings, gestures and how Christmas is celebrated.

Following on from this the focus becomes people from other cultures and we study Usain Bolt, Anne Frank and Nelson Mandela before moving onto analysing an item from the news about pollution in China.

In the summer term we will be exploring the Jewish age of peace (Shalom), tribes and Rio de Janeiro through the mediums of drawing, painting and dance. We have opportunities to visit places in the community with a religious or cultural connection.

## Assessment / Accreditation

### Towards Independence 'The Wider World' – ASDAN

100% Coursework, fulfilling the assessment objectives within the module.

Pupils will collate a portfolio of evidence to present for moderation at the end of the 1 year course.

# Youth Award Scheme



## Course content

The ASDAN course is divided into Three accreditation levels and pupils will follow the most appropriate for their individual ability and aptitude.

They will be developing crucial life skills and have opportunities to experience a wide variety of challenges from a selection of modules. These are as diverse as creating a clay item for the home; ordering from a menu in a restaurant; interviewing a representative of a faith; using software on a computer, awareness of the environment and how we can contribute to a better world.

Across all the accreditation levels, there is a focus on exploring the community, with several visits to places which introduce pupils to new experiences and people, with a focus on using functional language communication skills, supported by staff.

## Assessment / Accreditation

### ASDAN - New Horizons

100% Coursework made up of 5 modules:

Personal; Social; Health; Citizenship; Relationships,  
fulfilling the assessment objectives within each module.

All pupils will collate a portfolio of evidence to present at moderation at the end of the 2 year course.

**ASDAN Towards Independence** - suits learners who are able to work part of a team and can complete some work independence.

**ASDAN Transition Challenge** - suits learners who need extra support with their work .

### **ASDAN - Bronze /Silver /Gold**

100% Coursework made up of 12 modules of work, fulfilling the assessment objectives within each challenge.

# Art and Design



## Course content

The Entry Level Pathway Art and Design units enables pupils to continue to explore and develop their creative and practical skills and offers opportunities to experience painting, drawing, mixed media, sculpture, print making and photography over the two year course.

Pupils will explore and experiment with different materials, tools and equipment to create personal responses whilst learning about the artistic elements, as well as studying a broad range of artists from the past and present, including a variety of cultures enabling an understanding of the wider world around them.

## Assessment / Accreditation

**Entry Level Pathways** - WJEC Examination Board.

100% coursework made up of four units of work fulfilling the assessment objectives.

- To research information and ideas.
- To develop ideas using appropriate materials, techniques and processes.
- To produce and present an outcome in response to a task or theme.

## Units of work

- Drawing and Painting
- Printmaking
- Three Dimensional design (Sculpture)
- Ceramics
- Present an Art and Design evaluation (optional)

# Performing Arts



## Course content

## Course content

The Performing Arts Entry Level consists of pupils studying both Drama and Music in separate sessions.

The course enables pupils to explore and develop their abilities to create and perform pieces of drama and music both individually and as part of an ensemble.

It also provides the opportunity for pupils to offer and receive constructive criticism. A crucial skill ensuring that pupils are able to develop their work through discussion, thought and practice.

During the course pupils will also learn about themselves, how to work successfully and creatively with others developing their abilities to voice their views and to consider the opinions and abilities of others.

The emphasis is on team work, confidence building, presentation of self and the development of a good work ethic.



## **Assessment/ Accreditation**

**Entry Level** – WJEC Examination Board.

A selection of units from the following:

### **Drama**

Using the Voice in a Dramatic Context

Using the Body in a Dramatic Context

Contributing to a Dramatic Improvisation

Contributing to the Creation of a group Drama presentation

### **Music**

Solo Music performance

Ensemble Music Performance

Appraising Music

Composing Music

Pupils will follow the appropriate number of modules for their individual ability.

To make the most of the music course, it would be beneficial although not essential for pupils to have access to an instrument such as a keyboard or guitar to practise on at home.

### **Pre Entry Level** – ASDAN Transition Challenge

Expressive Arts Modules

Pupils will cover the following ASDAN challenges during the above modules:

Feeling Good – Take part in a performance.

Taking the Lead – Take part an Arts activity which is new to you.

Knowing How - Produce a piece for work for display.

Making Choices - Look at different types of art and media and making choices between them.

Moving Forward – Visit an Arts Venue.

# Catering



## Course content

The Catering course will build on previous learning in Key Stage 3, developing skills leading to independence and confidence when working with food. The programme is both challenging and fun. Designed for all levels of ability to succeed in their own achievements.

The course has a high practical content which will help pupils develop the essential skills they need to cook simple, nutritious and affordable food. It will provide them with sensible, practical knowledge that they can take into the world and actually use.

Over the 2 years pupils will:

- Develop fine motor skills and co-ordination.
- Develop safe working practices, including the use of equipment and food hygiene.
- Be able to recognise and name common cooking equipment.
- Develop their skills in using different methods to prepare and cook food, and present it in an appealing way.
- Experience a wide variety of foods, tastes and textures.
- Develop independence, confidence and decision-making abilities.
- Develop communication and team work skills.
- Develop the interest, motivation and basic skills necessary for progressing to a more advanced course at a later date.
- Understand the importance of shopping for, cooking and eating a healthy, balanced diet.
- Develop independence, confidence and decision-making abilities.
- Develop the interest, motivation and basic skills necessary for progressing to a more advanced course at a later date.
- Gain an introductory catering qualification following the Edexcel BTEC Level 1 or 2 Home Cooking Skills or gain evidence to support the ASDAN transition Challenge.

## **Assessment / Accreditation**

At the end of Year 11

Pearson Edexcel BTEC Level 1 or Level 2 – Home Cooking skills.

Year 10 and Year 11 — some pupils may follow this:

Basic skills programme following food related criteria from the ASDAN Transition Challenge which continues to develop the learning and basic cookery skills from KS3.

These pupils will be assessed using our St Anthony's Steps and the ASDAN Transition Challenge criteria.

# Land Based Studies



## Course content

This course is designed for those pupils interested in developing practical and relevant life skills as well as for pupils who may want to pursue it as a future career. Pupils will be developing skills in garden and ground management, caring for the environment, basic woodland skills, learning about how to get involved within a community, planting and plant maintenance, cropping, cuttings, ground preparation and using tools safely.

They will also learn the skills to manage and maintain vegetable and fruit allotments/greenhouses. Pupils will also have opportunities to be involved with community and enterprise projects.

Pupils will develop interpersonal skills, teamwork and community development as well literacy and numeracy skills.

Pupils will be working in a variety of environments within school and externally, dependent on the tasks and weather conditions. They will require suitable outdoor clothing and practical, protective footwear.

## Assessment / Accreditation

Pupils own portfolio of work.

Pupils are entered for the Welsh Board Entry Level Pathways.

Assessments are spread out across the two years and pupils are entered for the appropriate qualification in the summer term of Year 11.

Course work provides 100% of the marks.

# Duke of Edinburgh

## Bronze Award



### Course content:

Pupils are working towards the Bronze Award by completing a personal programme of activities in four sections over the two years.

#### **Volunteering:**

Undertaking service to individuals or the community.

We work to support a local community farming project near Aldwick called Crimsham Farm and occasionally support local charities such as Sussex Orchards in Fontwell.

#### **Physical:**

Improving in an area of sport, dance or fitness activities. Pupils take part in activities such as canoeing, swimming and climbing.

#### **Skills:**

Developing practical/social skills and personal interests. Pupils will complete this section as part of their Food Technology, Art and Land Based Studies courses and helps build their confidence in a variety of different skill areas.

#### **Expedition:**

Planning, training for and completion of an adventurous journey in the UK (takes place locally during the summer term in year eleven).

### Assessment / Accreditation

Targets and explanations of their personal programmes are recorded.

#### **Evidence**

Photos of the pupils completing their programmes will be uploaded onto the EDOFE website along with comments made by the various supervisors taking part in the four different activities.

All evidence will be photographic but written evidence can be uploaded at any point to support pupils' programmes.

#### **Delivery**

Some activities will take place off-site and others on-site depending on the nature of the pupils' programmes and chosen activities

# Forest School



## Course content:

Forest School is a unique educational experience and process that offers pupils the opportunity to succeed and develop confidence and self-esteem through hands-on learning experiences in a outdoor environment.

Forest schools aims to develop in pupils the skills they need to be effective learners and nurtures a love of nature and the outdoors.

During Forest School pupils may build a shelter, light a small fire, use green woodworking skills to create and build objects from the woodland around them.

Through this they will develop and learn the boundaries of behaviour, both physical and social, establish and grow in confidence, self-esteem and motivation.

## **Forest School encourages pupils to:**

- develop personal and social skills.
- work through practical problems and challenges.
- use tools to create, build or manage.
- discover how they learn best.
- learn how to manage failures.
- build confidence in decision making and evaluating risk
- develop practical skills.
- explore connections between humans, wildlife and the earth.
- regularly experience achievement and success.
- reflect on learning and experiences.
- develop their language and communication skills.
- improve physical motor skills and concentration skills.
- learn through risks taking.

## **Assessment/ Accreditation**

The pupils will be working towards the John Muir Award.

The John Muir Award is an environmental award scheme focused on wild places. It is inclusive, accessible and non-competitive, that will challenge each participant. The Award encourages awareness and responsibility for the natural environment through a structured yet adaptable scheme, in a spirit of fun, adventure and exploration.

Four Discover, Explore, Conserve, Share. Challenges lie at the heart of the John Muir Award.

The four Challenges promote a holistic approach to outdoor experiences. They reflect the approach that John Muir took during his travels and adventures.

# Humanities



## Course content

The Humanities Entry Pathways course consists of pupils studying both History and Geography in separate sessions.

### History:

The course enables pupils to understand some of the key features of European History from the pioneering inventions of the Industrial Revolution to the turbulent inter-war period.

- **Germany 1919-1939 (A Non– British Society in the Past):** Learners will explore the purpose and effects of the Treaty of Versailles and the newly formed Weimar Republic.
- **Prejudice and Discrimination against People:** Pupils learn about The Holocaust and the life and challenges faced by Gandhi.
- **Britain in WWII ( A British Society in the Past):** We learn about many aspects of the War including Sir Winston Churchill, D-Day and the Blitz.
- **Historical Change over Time:** Transport in the Industrial Revolution and the Police Force over time with a focus on the ‘Jack the Ripper ‘case.

Learners are taught about similarities and differences between aspects of particular societies in the past and their own life. Learners will be encouraged to use historical sources to find out about different societies.



## **Geography:**

**Population:** Pupils will consider how and why the population is changing in the United Kingdom by investigating details of birth, death rates and migration. To support this pupils will investigate how this change is affecting people in the UK by looking at the impact on employment and services and how people respond to these issues. The long term effects on the UK are analysed.

**Tourism:** The topic will enable pupils to identify key features of tourism by explaining the terms 'tourism' and tourist. They will investigate how tourism has changed since the 1960's and identify trends and patterns using data to discuss its impact.

**Responding to a Major Tectonic Event:** Pupils will learn the different features that tectonic events create. They will identify the causes of events and identify areas of tectonic activity on earth. Pupils will consider the effect on humanity and the environment.

## **Assessment/ Accreditation**

### **Humanities Entry Pathways Certificate (Level 2/3)**

WJEC examination board.

Achieved from the following units:

### **History**

A Non-British Society in the Past (Germany 1919 – 39)

A British Society in the Past (WWII Britain 1939 – 1945)

Prejudice and Discrimination against people: The Holocaust 1940 – 1945 and a study of Gandhi.

Historical Change over time (1760-1810)

### **Geography**

Sustainable Tourism: Changing Trends in Tourism

The Changing Population in the UK

Responding to a Major Tectonic Event