

Hornsea School and Language College

Curriculum Handbook



2025 - 2026

A word from the Head...



At Hornsea we believe in putting the student first in every decision that we make. We believe that a broad and balanced education provides a critical foundation upon which our students can build in order to secure a brighter future.

Our aim is to nurture responsible, useful and kind members of the community who will go on to be tomorrow's leaders, writers, innovators, engineers, teachers, and citizens – as such, our curriculum is structured to try and create the conditions in which our students can excel and develop their resilience and originality.

Contained within this document you will find details on the content of our school curriculum in each key stage, for every subject. For each department there is also a list of the courses which are available at key stage 4 and key stage 5.

I hope that the information contained within this document gives you a feel of what is on offer, however if you have any questions or queries you can always ask to speak to someone from the curriculum team using the details provided below.

A handwritten signature in black ink, appearing to read 'S. Ostler', followed by a long horizontal line.

Steve Ostler

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Art & Design Curriculum Overview



Brief Overview...	Key Stage	Qualification Details	Exam Board
Art and Design gives pupils the opportunity to engage with and explore visual, tactile and other sensory experiences. Pupils learn how to recognise and communicate ideas and meanings. These opportunities enable pupils to work with traditional and new media, so that they develop confidence, competence, imagination and creativity.	KS4	Art and Design	AQA
	KS5	Art and Design	AQA

Department Staff

• Mrs Egan	• Miss Rhodes				
• Miss Thompson	• Miss Mottram				

Key Stage 3

Year 7, Year 8 & Year 9

Pupils are taught in mixed ability classes. They have two hours teaching time per fortnight in years seven, eight and nine. The subject gives pupils the opportunity to enjoy a variety of creative and imaginative project work. Pupils will build up knowledge of various skills, processes and techniques. Projects are designed thematically. Critical and contextual studies both historical and contemporary art and design will be embodied in the projects. The projects support transition to Key Stage 4.

Key Stage 4

Year 10 & Year 11

Pupils are taught in mixed ability classes. They have five hours teaching time per fortnight in years ten and eleven. The GCSE course comprises of two components. The first component is non-exam assessment, a portfolio of work that pupils produce during the course. This portfolio accounts for 60% of the final grade. The second component is an externally set assignment which accounts for 40% of the final grade. Question papers are set by AQA with a choice of inspiring starting points. Students respond to their chosen starting point and produce final work in unaided time of 10 hours. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point. Students must ensure that the total submission for Component 2 evidences coverage of all four assessment objectives and evidence of drawing activity and written annotation. Externally set assignments will be available to students and teachers from 2 January. A preparation period which can begin on or after 2 January is followed by 10 hours of supervised unaided work in which students are required to realise their intentions. GCSE art and design provides pupils with a range of creative, exciting and stimulating opportunities to develop and explore their personal interests in art and design. It allows for progression from Key Stage 3 whilst providing a strong foundation for further study at A-level.

Key Stage 5

Year 12 & Year 13

Students have eight hours teaching time in year twelve and nine hours teaching time in year thirteen. The A level comprises of two components. Component one is a personal investigation. This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. Component two is an externally set assignment. Question papers are set by AQA with a choice of inspiring starting points. Students are required to select one. Students will be provided with examination papers on 1 February, or as soon as possible after that date. Preparatory period – from 1 February. Following the preparatory period, students must complete 15 hours of unaided, supervised time. In the 15 hours students must produce a finished outcome or a series of

related finished outcomes, informed by their preparatory work. Students must stop work on their preparatory work as soon as the first period of supervised time starts. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.

Additional Information

Open door policy for KS5 students to attend extra sessions during study periods and after school. (art prize draw used half termly)
After school support sessions will run all year GCSE cohort.

Updated: October 2025

Review Date: October 2026

Curriculum Overview (GCSE and A-level Biology)



Brief Overview...		Key Stage	Qualification Details	Exam Board													
Biology is a fascinating subject which involves the study of a wide range of exciting topics, ranging from molecular biology to the study of ecosystems. The course includes both theoretical and practical lessons, with plenty of opportunity to devise, complete and analyse investigations including dissection techniques. Biology plays an important role in the understanding of complex forms of life involving humans, animals and plants.		KS4	GCSE Biology	AQA													
		KS5	A level Biology	AQA													
• Department Staff <table><tr><td>• Miss Newsholme</td><td>• Mr Pearson</td><td>• Mr Bateson</td><td>• Mrs Nicholson</td><td>• Mr Knapton</td><td>• Miss Schofield</td></tr><tr><td>• Mrs Shipley</td><td>• Dr Shipley</td><td>• Mr McKenzie</td><td>• Mr Wilkinson</td><td>• Ms Smith</td><td></td></tr></table>						• Miss Newsholme	• Mr Pearson	• Mr Bateson	• Mrs Nicholson	• Mr Knapton	• Miss Schofield	• Mrs Shipley	• Dr Shipley	• Mr McKenzie	• Mr Wilkinson	• Ms Smith	
• Miss Newsholme	• Mr Pearson	• Mr Bateson	• Mrs Nicholson	• Mr Knapton	• Miss Schofield												
• Mrs Shipley	• Dr Shipley	• Mr McKenzie	• Mr Wilkinson	• Ms Smith													
Key Stage 3			Year 7, Year 8 and Year 9 (Autumn)														
The principal focus of science teaching in key stage 3 is to develop a deeper understanding of a range of scientific ideas in the subject disciplines of biology, chemistry and physics. Pupils should begin to see the connections between these subject areas and become aware of some of the big ideas underpinning scientific knowledge and understanding. All year 7 are taught by two science teachers as mixed ability classes for the first half term. Baseline assessments are completed in this half term, these results, along with English and Languages are used to select some students to be taught as a highly able group. The majority of the year group remain as mixed ability. These groups are checked and moderated throughout the year and the same groups continue into year 8. In year 9, pupils spend the first term looking at key scientific and practical skills.																	
Key Stage 4			Year 9 (Spring term/Summer), Year 10 & Year 11														
GCSE Biology is taught alongside Chemistry and Physics. Students are taught in by three Science teachers. Current year 11 students (2026 leavers) have opted to study separate science. From 2025 onwards (current Y10), the sets are selected based on assessments from KS3 with the possibility of one or two sets following the separate science route. There are six papers to sit at the end of year 11; two biology, two chemistry and two physics, all 1 hour 45 minutes each. Papers are available in both higher and foundation tier. Each of the papers will assess knowledge and understanding from distinct topic areas. There is no centre assessed coursework to complete; instead pupils are expected to complete 16 required practical investigations across their science lessons. These contribute towards building practical skills which are assessed as part of the six exam papers. GCSE Biology includes progression in the subject content and consistency in the exam questions, so that students have the best preparation for A-level Biology																	
Key Stage 5			Year 12 & Year 13														
A wide range of topics including biological molecules, Gene expression and working muscles. The course includes both theoretical and practical lessons, with plenty of opportunity to devise, complete and analyse investigations including dissection techniques. Two of the ecological investigations are undertaken on fieldwork trips at the end of yr12. The skills and some subject content are transferrable to other A- level subjects especially Chemistry, Physical Education and Geography. Assessed at the end of yr13 with 3 external examinations.																	
Updated: October 2025				Review Date: October 2026													

Business Studies Curriculum Overview



Brief Overview...		Key Stage	Qualification Details	Exam Board
This is an option route that develops students' commercial awareness and economic understanding. We consider topical, often live case studies that help students understand the world around them. People in the E Riding are twice as likely to run their own business as people in Hull and almost 90% work for a business with less than 10 employees, making such skills vital for employment.		KS4	Business 9-1	Edexcel
		KS5	Business Studies	Eduqas
		KS5	Economics	AQA
Department Staff				
• Mrs Bellerby	• Mr Nippres			
Key Stage 4				Year 10 & Year 11
Students have 4 or 5 lessons each fortnight and are assessed by 2, written, 1 ½ hour exams at the end of the course worth 50% each: Theme 1- Introducing small businesses unit considers: Entrepreneurship, Spotting a business opportunity, Putting a business idea into practice, Making the business work well, Things that could make it easier or harder for your idea to succeed. Lessons include enterprise projects to develop creative and presentation skills. Theme 2 - Building a business considers: Growing the business, Making marketing decisions, Making operational decisions, Making financial decisions, Making human resource decisions. Lessons are currently timetabled in IT rooms, allowing students to develop their ICT skills.				
Key Stage 5 Business				Year 12 & Year 13
Learners will be interpreting, analysing, reasoning and relating problems and opportunities to real life situations and current affairs. In Year 12 students will study for Unit 1 (15% of A level) which focuses on new business start-ups and SMEs to allow learners to understand the issues surrounding small businesses. In Unit 2 (25% of A level) learners are introduced to the four main functions of a business: finance, marketing, human resources and operations management. They will form an understanding of how these main functions operate in a competitive environment to enable success. In Year 13 students will study for Unit 3 (30% of A level) which introduces learners to analytical techniques and business strategies and requires the analysis and evaluation of quantitative and qualitative data to make reasoned judgements to opportunities and problems. Unit 4 (30% of A level) completes the holistic approach by introducing the wider external environment and how businesses adapt to succeed in a global marketplace.				
Key Stage 5 Economics				Year 12 & Year 13
A-Level Economics provides a comprehensive study of how markets, governments, and individuals allocate scarce resources to satisfy unlimited wants. The course is typically structured around two core disciplines: Microeconomics and Macroeconomics. Microeconomics delves into the behaviour of individual economic agents, focusing on topics like supply and demand, market failure, perfect and imperfect competition, and elasticity. Macroeconomics, on the other hand, examines the economy as a whole, covering key performance indicators such as economic growth, inflation, unemployment, international trade, and the role of government fiscal and monetary policies. Students learn to apply theoretical models to real-world issues, evaluate contemporary economic events, and develop critical analytical skills essential for understanding the local and global economic environment.				
Additional Information				

Students are encouraged to participate in initiatives such as investigations set up with businesses in the local community and the London Stock Exchange competition.

Updated: 09/10/25

Review Date: October 2026

Curriculum Overview (GCSE & A-level Chemistry)



Brief Overview...	Key Stage	Qualification Details	Exam Board
Science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena.	KS4	GCSE Chemistry	AQA
	KS5	A-Level Chemistry	AQA

Department Staff

• Miss Newsholme	• Mr Pearson	• Mr Bateson	• Mrs Nicholson	• Mr Knapton	• Miss Schofield
• Mrs Shipley	• Dr Shipley	• Mr McKenzie	• Mr Wilkinson	• Ms Smith	

Key Stage 3

Year 7, Year 8 and Year 9 (Autumn)

The principal focus of science teaching in key stage 3 is to develop a deeper understanding of a range of scientific ideas in the subject disciplines of biology, chemistry and physics. Pupils should begin to see the connections between these subject areas and become aware of some of the big ideas underpinning scientific knowledge and understanding. All year 7 are taught by two science teachers as mixed ability classes for the first half term. Baseline assessments are completed in this half term, these results, along with English and Languages are used to select some students to be taught as a highly able group. The majority of the year group remain as mixed ability. These groups are checked and moderated throughout the year and the same groups continue into year 8. In year 9, pupils spend the first term looking at key scientific and practical skills.

Key Stage 4

Year 9 (Spring term/Summer), Year 10 & Year 11

GCSE Chemistry is taught alongside Biology and Physics. Students are taught in by three Science teachers. Current year 11 students (2026 leavers) have **opted** to study separate science. From 2025 onwards (current Y10), the sets are **selected** based on assessments from KS3 with the possibility of one or two sets following the separate science route. There are six papers to sit at the end of year 11; two biology, two chemistry and two physics, all 1 hour 45 minutes each. Papers are available in both higher and foundation tier. Each of the papers will assess knowledge and understanding from distinct topic areas. There is no centre assessed coursework to complete; instead, pupils are expected to complete 16 required practical investigations across their science lessons. These contribute towards building practical skills which are assessed as part of the six exam papers.

GCSE Chemistry includes progression in the subject content and consistency in the exam questions, so that students have the best preparation for A-level Chemistry.

Key Stage 5

Year 12 & Year 13

In year 12, students are encouraged to explore three branches of chemistry; organic, inorganic and physical. Students will study topics ranging from bonding and shapes of molecules to organic synthesis. Students use a range of maths skills to investigate ideas in energetics and kinetics. A wide range of practical skills are developed through a comprehensive set of experiments. In year 13, the three branches of chemistry are explored further, with a wide variety of organic topics such as amines, biochemistry and aromatic chemistry broadening student understanding. Further practical work underpins the theoretical principles explored in Y13. The entire course content is assessed by three exam papers at the end of Y13.

Criminology Curriculum Overview



Brief Overview...	Key Stage	Qualification Details	Exam Board
The Level 3 Diploma in Applied Criminology is an engaging and interesting course which aims to give students an in-depth exploration of crime and deviance from legal, psychological and sociological perspectives. It is designed primarily to support learners progressing to university and to offer exciting and interesting experiences that focus learning for 16-19 year-old learners through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system.	KS5	Level 3 Diploma in Applied Criminology	WJEC

Department Staff					
Miss Markham	Mrs Johnson				

Key Stage 4	Year 10 & Year 11
N/A	

Key Stage 5	Year 12 & Year 13
There are four units in total. In Year 12 students the first unit will enable the learner to demonstrate understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported. This is assessed via a controlled assessment which is internally marked. The second unit will allow learners to gain an understanding of why people commit crime, drawing on what they have learned in Unit 1. This unit is assessed via an examination at the end of Year 12. In Year 13 the third unit will provide an understanding of the criminal justice system from the moment a crime has been identified to the verdict. Learners will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases. This unit is internally assessed. In the final unit, learners will apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy. This unit is assessed via an exam at the end of Year 13. Each unit within the qualification has an applied purpose which acts as a focus for the learning in the unit. The applied purpose demands learning related to authentic case studies.	

Additional Information
As well as providing good preparation for study in Higher Education, the qualification allows learners to gain the required understanding and skills to be able to consider employment within some aspects of the criminal justice system, e.g. the National Probation Service, the Courts and Tribunals Service or the National Offender Management Service.

Updated: October 2025	Review Date: October 2026
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Dance Curriculum Overview



Brief Overview...		Key Stage	Qualification Details	Exam Board
At Hornsea School, Dance is an important subject in the performing arts curriculum which can enhance students learning of the arts, confidence and skills throughout different styles and genres. Students can also benefit from extra-curricular activities that can aid the development of student's talents, interests and passions in Dance.		KS4	GCSE DANCE	AQA
		KS5	Level 3 Diploma in Creative and Performing Arts (Dance)	RSL
Department Staff				
Mrs Thomas (KS3/4/5)				
Mrs Maiden (KS3)	Miss Railton (KS3)			
Key Stage 3			Year 7, Year 8 & Year 9	
Pupils are taught dance in mixed ability classes for one term per year group and are taught for one hour per week. In year 7 they are taught the various different styles of dance from around the world, such as ballet, street, salsa, line dance and Bollywood. In year 8 students are taught various dances from musical theatre, such as The Lion King Hairspray, Stomp, Les Miserables and Grease. In year 9 students are taught various famous dances through the decades, such as 1970's Disco and 1980's Michael Jackson's Thriller. This is to give students the fundamental movements and principles of the various styles relating to GCSE terminology, in order to support their transition if they wish to choose GCSE Dance as an option.				
Key Stage 4			Year 10 & Year 11	
GCSE Dance consists of the: 1) Performance 2) Choreography and 3) Dance Appreciation. Students throughout the year will study various different professional works enhancing their knowledge of dance and incorporating this into their own choreography. Students will be assessed through: 40% written examination in which students will have to evaluate and analyse the choreographic principles used within 6 professional works, alongside analysis of their own choreography; 60% practical exam which focuses on how students can choreograph and perform dance pieces, either in a group or as a solo, taken from set motifs and stimuli.				
Key Stage 5			Year 12 & Year 13	
RSL Level 3 Creative and Performing Arts (Dance) consists of pathways which provide opportunity for students to study dance as a performer and choreographer. The course is heavily practically based and students will complete 2 mandatory units and 5 optional units. This will include <u>Performance Preparation</u> , <u>Planning for a Career in the Performing Arts Industry</u> , alongside units such as <u>Jazz Dance in Musical Theatre</u> , <u>Ensemble Dance Performance</u> , <u>Choreography</u> and <u>Dance Fitness</u> .				
Additional Information				
All Students can participate in the after school dance competition teams (after audition) in which they get to work with various students throughout year 7, 8 and 9 (Junior Team) and Y10, 11 and Sixth Form (Senior Team). These teams will participate in 'in house' dance shows/opportunities as well as external competitions and showcases. They are able to perform in school productions such as the school pantomime at Christmas, the main performing arts production, dance shows and equally in the end of year dance/drama production. GCSE and KS5 Students visit various theatres to watch the professional works they will write about in their exam or in relation to the unit they are studying, from a range of dance companies.				

Design Technology (Wood, Paper, Metal, Electronics) Curriculum Overview



Brief Overview...		Key Stage	Qualification Details	Exam Board
Design and Technology is studied by all students in KS3. Classes are taught in mixed ability and students are given the opportunity to undertake the design and make process in Textiles, Graphics, Resistant materials and Food. Students have 3 lessons over two weeks and rotate across subjects		KS4	Design and Technology - timber	EDEXCEL
		KS4	3 Dimensional Design	AQA
		KS5	Product Design	EDEXCEL
Department Staff				
• Mr Patterson	• Mrs Field	• Miss Hodgson	• Miss Bruce	• Miss Mottram
				• Mr Nesbitt
Key Stage 3				Year 7, Year 8 & Year 9
Steady hand game – electronics coupled with basic wood work skills such as working with manmade boards & wood glue. Chocolate mould- woodwork skills and the introduction of the vacuum forming machine. Wooden box project – enhancing wood work skills with a combination of natural and manmade woods, use of finger joints as well as designing and decorating. Brazing project – metal work skills introduced through a sports trophy. Recycled plastic clock project – students collect, shred and heat plastic into new sheets before our technician laser cuts clock faces. Students then use vinyl to decorate. Eco Project- prototype modelling and development of sustainable/reusable food packaging				
Key Stage 4				Year 10 & Year 11
We run two courses across KS4, GCSE Design and Technology and Art and Design 3 Dimensional Design. GCSE DT - 50% NEA; 50% Examination Core and specialist material (timber) 3D Design - 60% NEA; 40% Practical exam this is a more practical course.				
Key Stage 5				Year 12 & Year 13
Y12 /Y13 A Level Product Design.				
Additional Information				
The introduction of the plastic recycling machine and further funding from the local Wind Farms has improved incredible beneficial to the development of the department.				
Updated: 3 rd November 2025				Review Date: October 2026

Drama Curriculum Overview



Brief Overview...		Key Stage	Qualification Details	Exam Board
Drama at Hornsea School offers all students the opportunities to achieve a heightened sense of enjoyment, excitement and fulfilment by developing their knowledge, understanding and appreciation of a wide range of drama and to develop skills and attributes that support learning in other subjects.		3	Drama	
		4	GCSE Drama	AQA
		5	Level 3 Diploma in Creative and Performing Arts (Acting)	RSL
Department Staff				
• Mrs Maiden	• Miss Railton			
• Mrs Thomas				
Key Stage 3				Year 7, Year 8, Year 9
KS3 Drama is focused on developing each of the interrelated skills of making, performing and responding. In particular, pupils will acquire and apply knowledge of how drama is constructed, performance techniques, different genres and styles, social and historical context and technical aspects of drama.				
Key Stage 4				Year 10 & Year 11
GCSE Drama is made up of 3 components: <u>Component 1: Understanding Drama (40%)</u> - written paper divided into three sections on theatre roles and terminology, study of set text and live theatre production; <u>Component 2: - Devising Drama (40%)</u> - practical component where students create and develop a group performance piece; <u>Component 3: - Texts in Practice (20%)</u> - practical component in which students apply theatrical skills to a scripted performance.				
Key Stage 5				Year 12 & Year 13
RSL Level 3 Diploma / Extended Diploma in Creative and Performing Arts (Acting) consists of pathways which provide opportunity for students to study acting, vocal techniques and musical theatre. The course is heavily practically based and students will complete 2 mandatory units and 5 optional units. This will include <u>Theatre in Education</u> , <u>Drama through the curriculum</u> , <u>Audition Techniques</u> , alongside units such as <u>Musical Theatre</u> , <u>Comedy Drama in a performance</u> and <u>Acting techniques</u> .				
Additional Information				
Students have the opportunity to benefit from a wide-range of enrichment activities in Drama at Hornsea School in order to nurture and develop their enthusiasm, enjoyment and skills in performing. This includes the KS3 Drama club, the Shakespeare School's Festival, National Theatre Connections Festival and the annual school production. Theatre trips are held regularly across all key stages to a variety of venues including Hull Truck theatre, West Yorkshire Playhouse, Bradford Alhambra theatre etc. in order for students to develop their appreciation of live performance. Annual residential trips are also undertaken each year to London where students have the opportunity to view 3 West-End shows and take part in performance workshops. A trip to New York is also held every 3/4 years in conjunction with the Art department.				
Updated: 6 th October 2025				Review Date: October 2026

English Curriculum Overview



Brief Overview...	Key Stage	Qualification Details	Exam Board
As a core subject, English is at the very heart of Hornsea School. The means by which we communicate in any aspect of learning: via speaking and listening, reading and writing are all essential. If we are not effective communicators, we are at a serious disadvantage in life. Pupils in KS3 receive seven hours of English per fortnight, KS4 students receive nine hours and KS5 students receive between eight and nine depending on their A-Level course.	KS4	GCSE English Literature	AQA
		GCSE English Language	
	KS5	A-Level English Literature	AQA
		A-Level English Language	OCR

Department Staff					
• Mrs Williams	• Mrs Mason	• Miss Griffin	• Mr Oldroyd	• Mr Young	• Mrs Mosely
• Miss O'Connor	• Mrs Sugden	• Miss Stokes	• Mr Lomas	• Mrs Schipper	• Mrs Malton

Key Stage 3 Year 7, Year 8 & Year 9

In year 7 pupils are taught in mixed abilities classes. In year 8, students are taught mixed ability classes with the exception of top sets on both year halves. In year 9 students are taught in sets. Students at KS3 will be learning skills such as: formulating and expressing ideas clearly in speaking and writing; using spoken and written language effectively and appropriately; reading accurately, fluently and responding to a wide range of texts as well as, writing in an organised, accurate and well-presented way.

In **year 7**, teaching will begin with an exciting bridging unit aimed at supporting the transition from Y6 to Y7 utilising skills which follow on from KS2 SATs and consolidate new learning. They will then focus on the novel *Wild Boy* by Rob Lloyd Jones; poetry; non-fiction texts; an introduction to Gothic literature and finally *Macbeth*. Y7 also have the benefit of two 'reading hours' which aims to improve reading and text comprehension through expert modelling.

In **year 8**, students will focus on: Non-fiction texts- Society and Identity; Voices of Modern Britain; Blood Brothers; Creative writing in Alternative worlds (dystopia); a novel "The Blue Book of Nebo; Shakespeare's *Much Ado About Nothing*; and finally poems of Power and Protest. Y8 also have the benefit of one 'reading hour' which aims to improve reading and text comprehension through expert modelling.

In **year 9**, we begin with the study of rhetoric looking closely at how rhetoric shapes public opinion and influences people, focusing particularly on a variety of famous speeches. Year 9 aims to support the consolidation of KS3 whilst building the skills needed to tackle KS4 GCSE with confidence. Students will then move on to '*Dangerous Voices Poetry*' which explores infamous figures throughout history in a creative and engaging way. This leads to our crime fiction short stories "Sleep No More" by PD James. We then begin the transition process of KS3 into GCSE at KS4.

Key Stage 4 Year 10 & Year 11

GCSE OVERVIEW

English Language: Students will be given opportunities to develop language skills in a range of speaking and listening activities, including debates, discussions, talks and drama. There will be a speaking assessment, which are reported separately and does not contribute towards final GCSE grades. Written work is closely linked to reading and will involve both fiction and non-fiction texts.

English Literature: Students will be expected to study a wide range of texts including: Shakespeare; a 19th century novel; a selection of poetry since 1789; British fiction or drama from 1914 onwards. Personal response, opinions and ideas about these texts are vital. Students will need to develop and use a range of skills such as literal and inferential comprehension, critical reading and evaluation of writers' language choices.

Y10 – From September 2018 we began a new 'interleaved' GCSE scheme of learning. This aims to teach both Language and Literature GCSEs concurrently linking the two thematically. The students will begin with looking at the theme of, 'Abuse of Power' which focuses on a range of non-fiction extracts focusing on real world examples of abuse of power. We begin year 10 in 2023 with the study of Language Paper 2 non-fiction skills under the anchor theme of 'Power and Corruption'. We interleave this learning with J. B. Priestley's seminal play, *An Inspector Calls*. The 19th century novel we study afterwards is *A Christmas Carol* by Charles Dickens in which we explore the human spirit and capacity for change. The students will then make links to Language Paper 1, 2 and *An Inspector Calls* and poems in the Power and Conflict Anthology which also incorporate this theme.

Y11 –The Shakespeare play studied at the start of Y11 is Shakespeare's tragedy *Romeo and Juliet*. The interleave allows for retrieval practice and a lot of this year is spent with exam practice and gaining confidence for the GCSEs with a strong focus on Language Paper 1 and Language Paper 2.

Key Stage 5

Year 12 & Year 13

English Language: Students will secure a deep knowledge of how English language works and understand the language system. The opportunity is given to pursue your own lines of enquiry on topics that interest you – analysing texts produced by others and debating different views on language use. A-level students will be expected to engage creatively with topical issues relevant to language in use and to develop own areas of interest and enjoyment of English.

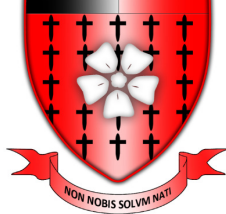
English Literature: This course has a distinct philosophy which centres on different ways of reading and the connections that exist between texts within a literary genre. In this way, students can gain a solid understanding of how texts can be connected, and how they can be interpreted in multiple ways, in order that students can arrive at their own interpretations and become confident, autonomous readers.

Updated: 03/11/2025

Review Date: October 2025

Extended Project Curriculum Overview



Brief Overview...		Key Stage	Qualification Details	Exam Board	
The Extended project Qualification (EPQ) is a valued part of the sixth form enrichment curriculum at Hornsea School. It allows students to accrue essential independent work and research skills whilst investigating a topic chosen by themselves either out of personal interest, as a way of deepening existing subject expertise and skills or for a career/University focus.		KS5	EPQ Level 3	AQA	
• Department Staff					
• Mrs Watson	• Ms Markham	• Mrs Chilton	• Mr Skinner		
Key Stage 3					Year 7, Year 8 & Year 9
N/A					
Key Stage 4					Year 10 & Year 11
N/A					
Key Stage 5					Year 12 & Year 13
Students are recruited onto the course at the start of Year 12 to accrue additional UCAS points or to further support university applications in terms of subject knowledge or to explore a topic of real personal interest. Students have dedicated ICT facilities and are facilitated in their learning by a team of supervisors who teach core research skills and who hold regular 1-2-1 mentoring and feedback sessions with their students. As part of their course students complete a work log, construct an extended essay (5,000 words) or produce an artefact and hold a presentation at the end of their course in front of supervisors and other audience members.					
Additional Information					
EPQ allows students to choose a topic that is of genuine interest to them – and to research this academically in order to be able to produce a final 5000 word research report. The topic can be of personal interest or linked towards career/University aspirations. It is therefore a course recommended for students with high GCSE grades who are self-motivated and who can work effectively independently. Another option is to produce something – an artefact. This could be a video, a piece of artwork, a wedding dress even! Again, research, evaluation and analysis as well as construction skills would be central to this process. All students conclude their EPQ with a formal presentation to an audience where year on year we are astounded at the growing levels of confidence and sleek skills of delivery on show.					
Updated: 7 th October 2023				Review Date:	October 2024

Food Curriculum Overview



Brief Overview...	Key Stage	Qualification Details	Exam Board
Design and Technology is studied by all students in KS3. Classes are taught in mixed ability and students are given the opportunity to undertake the design and make process in Textiles, Graphics, Resistant materials and Food. Students have 3 lessons over two weeks and rotate across subjects	KS4	KS4 NCFE Level 1/2 Technical Award in Food and Cookery.	WJEC

Department Staff					
• Ms Marsh	• Miss Bruce				
• Ms Smith					

Key Stage 3	Year 7, Year 8 & Year 9
During year 7 students learn about hygiene and safe working practices in the kitchen. We practice basic knife skills and safe handling of the knives, and also build up basic kitchen skills and learn safe use of the cooker and hob. Simple practical activities are the starting point for cooking at KS3. These could include pasta salad and oat biscuits. Theory includes basic nutrition and cooking methods. In year 8 students consolidate and build on the learning in year 7. We cover topics such as cooking methods, food borne illness, functions of a recipe and food labelling. Practical activities could include savoury plait and raspberry buns. In year 9 students consolidate their food knowledge and build their practical skills further. Theory includes factors affecting food choice and alternative diets. Practical activities could include goujons and bread.	

Key Stage 4	Year 10 & Year 11
KS4 NCFE Level 1/2 Technical Award in Food and Cookery The course is made up of two elements, an externally assessed exam and an NEA. The externally assessed exam covers areas such as nutrition and nutritional needs of different groups, adapting recipes to suit given groups and cooking methods and	

their impact on nutrition.

The NEA is a series of tasks completed in response to a given scenario. These can include adapting a recipe, planning the production of two dishes concurrently, the cooking of planned dishes and related evaluation activities. These tasks are assessed internally and moderated externally.

Additional Information

Updated: 3rd November 2025

Review Date: November 26

Geography Curriculum Overview



Brief Overview...	Key Stage	Qualification Details	Exam Board
At the heart of our geography curriculum is the study of real people in real places, and of our relationship with the environment. We aim to do this by promoting a fascination for the subject through a sense of enjoyment in learning. Lessons are planned to enable students to build on their geographical imaginations and life experiences to bridge their understanding from what they already know to gain an insight into other perspectives.	KS4	GCSE Geography	AQA
	KS5	A-Level Geography	AQA

Department Staff

- | | | | | | |
|------------|------------------|--------------|--|--|--|
| • Mrs Hill | • Miss Saltmarsh | • Miss Brown | | | |
|------------|------------------|--------------|--|--|--|

Key Stage 3

Year 7, Year 8 & Year 9

Each unit at KS3 enables the learner to gain a greater knowledge and understanding of world around us through the key concepts of:

- Environmental interactions and sustainable development
- Physical and human processes
- Interdependence

A range of learning styles are used throughout the units with the emphasis on enquiry based learning, allowing a deepening of the students understanding of geographical issues and thus helping equip them with the confidence to make more informed decisions in their lives.

Year 7

- Question 1: **What impact does ice have on our planet?**

This unit on how ice shapes the world explores Antarctica and the impacts of a changing global climate, starting with young people in our classrooms, and then looking outwards to the national and international scales.

Each day our lives are flooded with media headlines about the reducing ice caps and climate change, an issue can no longer be ignored. Therefore, it is crucial that all students understand climate change and develop an awareness of its impacts at a personal level as well as at a national and global level.

The unit enables the learner to gain a greater knowledge and understanding of the continent of Antarctica and climate change through the key concepts of:

- Environmental interactions and sustainable development
- Physical and human processes
- Interdependence

A range of learning styles is used through the unit, the emphasis on enquiry-based learning allows a deepening of the students understanding of climate change and thus help equip them with the confidence to make more informed decisions in their lives.

- Question 2: **How does water change our world?**

This unit on how water shapes the land explores the coast and drainage basins and the impacts of erosion and flooding on people. We link this to our own students' experiences.

Each day our lives at Hornsea are affected by coastal erosion, it is an issue that can no longer be ignored, for example, Hornsea losing a significant part of a local caravan park in 2018. Therefore, it is crucial that all students understand the process involved in marine processes. Students are also subject to hearing about river flooding on the news every year and are aware of the devastation this can cause to the people of the area. We need to give the students the opportunity to understand how flooding can be managed in a sustainable way.

The unit enables the learner to gain a greater knowledge and understanding of the coastal erosion and fluvial processes through the key concepts of:

- Environmental interactions and sustainable development
- Physical and human processes
- Interdependence

A range of learning styles is used through the unit, the emphasis on enquiry based learning allows a deepening of the students understanding of climate change and thus help equip them with the confidence to make more informed decisions in their lives.

Year 8

- Question 1: **Why are some areas of the world prone to tectonic hazards?**

Pupils should consolidate and extend their knowledge of the world's major natural hazards, including earthquakes and volcanoes. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. The students should begin to understand how development of a country impacts the effects of hazards, the theme of development runs throughout the year 8 course. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

- Question 2: **How does development impact the population?**

Development is a complex term. Every country in the world is at a different stage of development. If a country is developing, it is changing for the better. This is a complex process to achieve and maintain, often with many barriers and setbacks to overcome. During this enquiry question, students will investigate the development around the world and how this development impacts on people's lives and it influences decisions people make. We look at how development affects population growth through changes to birth rate and death rate and why people migrate due to uneven development. We finally look at ways in which the development gap can be reduced via a variety of means including multi-lateral and bi-lateral aid provided through multinational approaches.

Year 9

- Question 1: **How does place influence our world?**

Every place has a particular location and a unique set of physical and human characteristics meaning that it can be represented in different ways. What we think about places is both shaped by, and shapes, our geographical imagination, i.e. place has a personal dimension. Studying 'place' in geography involves understanding the characteristics of places, how it became like this and how it is subject to forces of change. Places are not only the context in which geography happens, they have a significant influence on what happens. Students need to recognise when considering strategies to address similar problems in different places that they need to take account of the distinctive characteristics of each place.

- Question 2: **How does weather and climate impact our lives?**

Due to its ever-changing weather conversation in the British Isles is often based around this topic. During this enquiry question we provide the students with knowledge to not only describe the weather but explain why it happens. We have a particular focus on the hydrological cycle looking at the water cycle and why it rains linking to the types of air masses and pressure that move continuously around the world and what this means when watching the weather forecast on the television. We then link the physical factors of weather and climate to the impact on our lives and delve into the natural hazard of hurricanes. The students discuss the causes of hurricanes with links to global warming but also look at the impact and the responses to this devastating element of mother nature, this aims to develop on the ideas already discussed in year 8, those of tectonic hazards and development.

- Question 2: **Is the Earth running out of natural resources?**

Natural resources are materials found in nature that we need to live, humans have always depended on these natural resources whether they be non-renewable such as coal and oil or renewable such as water and solar.

In this unit we will investigate our needs and how we use the Earth's natural resources to provide them. We focus on Russia and the Middle East. During the study of Russia we link the physical geography of the country and its natural resources to the economic growth. We then compare this to the Middle East and the importance of oil and water to the economies of the Middle East and the rest of the world. We end the unit looking at how our natural resources can be used in a more sustainable way with particular focus on energy conservation, sustainable urban living and waste management.

Key Stage 4

Year 10 & Year 11

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

Paper 1: Living with the physical environment Physical Geography

What's assessed? The challenge of natural hazards – focusing on earthquakes and volcanoes, weather and climate change; Physical landscapes in the UK – focusing on Coasts and Rivers; The living world – focussing on ecosystems, tropical rainforests and cold environments; Geographical skills

How it's assessed: • Written exam: 1 hour 30 minutes; • 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST)); • 35% of GCSE
• Question types: multiple-choice, short answer, levels of response, extended prose

Paper 2: Challenges in the human environment – Human Geography

What's assessed? Urban issues and challenges; The changing economic world; The challenge of resource management – focussing on energy;

How it's assessed: • Written exam: 1 hour 30 minutes; • 88 marks (including 3 marks for SPGST); • 35% of GCSE; • Question types: multiple-choice, short answer, levels of response, extended prose

Paper 3: Geographical applications

What's assessed? Field work

How it's assessed: • Written exam: 1 hour; • 76 marks (including 6 marks for SPGST); • 30% of GCSE; • Pre-release resources made available from 15 March in the year of the exam

Key Stage 5

Year 12 & Year 13

This engaging and flexible course gives students the opportunity to:

- Engage with the relationship of human populations to each other over space and time
- Study the relationship between human populations with their physical environment at a variety of scales from the local to the global.

- Consider their own role in relation to themes and issues being studied and the roles, values and attitudes of others including decision makers.

Subject content:

In the human part of the course you will study =

Changing places

This section focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives.

Contemporary urban environments

This section focuses on urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations. The section examines these processes and challenges and the issues associated with them, in particular the potential for environmental sustainability and social cohesion. Engaging with these themes in a range of urban settings from contrasting areas of the world affords the opportunity for students to appreciate human diversity and develop awareness and insight into profound questions of opportunity, equity and sustainability

Global systems and governance

This section focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades.

In the physical part of the course you will study =

Water and the carbon cycle

This section focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography

Hazards

This section of the specification focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy

Coastal systems and landscapes

This section of our specification focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable. In common with water and carbon cycles, a systems approach to study is specified.

Geography investigation

Fieldwork requirements

All students are required to undertake fieldwork in relation to processes in both physical and human geography. Students must undertake four days of fieldwork during their A-level course. Fieldwork can be completed in a number of ways: locally or further afield, on full days or on part days.

Investigation requirements

Students are required to undertake an independent investigation. This must incorporate a significant element of fieldwork. Independent in this context does not mean lone working. They may incorporate field data and/or evidence from field investigations collected individually or in groups. What is important is that students work on their own on contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding.

The independent investigation must:

- be based on a question or issue defined and developed by the student individually to address aims, questions and/or hypotheses relating to any part of the specification content
- incorporate field data and/or evidence from field investigations
- draw on the student's own research and/or secondary data
- require the student to independently contextualise, analyse and draw conclusions
- involve presentation and analysis of data and findings, and extended writing.

Students should select a manageable focus for their investigation which enables them to select one or more focused research question or issue with both a theoretical basis and a locational context. Appropriate and feasible methods should be used to collect relevant data. The data collected should permit the use of appropriate cartographical, graphical and statistical skills to enable a full interpretation to be made, which should include reference to the title/aim. The conclusion should include a summary of the results, the relevance of these to the title/aim and an evaluation of the overall investigation, including the contributions and limitations of geography in understanding the topic and opportunities for further research. Preparation for this unit must involve enquiry work outside the classroom, to include data collection in the field and might include, for example, data collected in specialist study venues, work experience settings, internet research and use of library or archive.

How is the course assessed?

Component 1: Physical geography

What's assessed

Section A: Water and carbon cycles

Section B: Coastal systems and landscapes

Section C: Hazards

How it's assessed

- Written exam: 2 hours 30 minutes
- 96 marks
- 40% of A-level
- Question types: multiple-choice, short answer, levels of response and extended prose

Component 2: Human geography

What's assessed

Section A: Global systems and global governance

Section B: Changing places

Section C: either Contemporary urban environments **or** Population and the environment

How it's assessed

- Written exam: 2 hours 30 minutes
- 96 marks
- 40% of A-level
- Question types: multiple-choice, short answer, levels of response, extended prose

Component 3: Geographical investigation

What's assessed

Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

How it's assessed

- 3,000–4,000 words
- 35 marks
- 20% of A-level
- marked by teachers

Additional Information

The Geography curriculum aims to create and maintain an inclusive atmosphere where pupils feel they are progressing well in the exploration and understanding of Geographical ideas, locations and the workings of the world around them.

Updated: October 2025

Review Date: October 2026

Health and Social Care Curriculum Overview



Brief Overview...	Key Stage	Qualification Details	Exam Board
Health and social care is offered as an option choice to year 10, where they will study a Cambridge National Level 2 Certificate over the 2 years culminating in a P,M,D or D*. In Year 12/13 the new specification is an AAQ-Alternative Academic Qualification Cambridge Advanced National in health and Social care which also culminates in P, M, D or D*and carries UCAS points.	KS4	Cambridge National	OCR
	KS5	AAQ-Alternative Academic Qualification Cambridge Advanced National in health and Social care	OCR

Department Staff					
• Mr Brocklehurst	• Mrs Hodgkins				
Key Stage 3					Year 7, Year 8 & Year 9
N/A					
Key Stage 4					Year 10 & Year 11
Year 10- 2 units of coursework, once both pieces are moderate (May of Y10), students are then registered to sit their exam in June of Year 11. <u>Coursework Units</u> R032- Supporting individuals through life events R035- Health promotion campaign <u>Exam Unit</u> R032- Principles of care in Health and Social Setting (External exam)					
Key Stage 5					Year 12 & Year 13
Year 12 <u>Exam unit</u> FO90- Principles of health and social care (External exam) sit in May of Year 12 opportunity to resit <u>Coursework units</u> FO92 person centred approach FO93Supporting people with mental health conditions					

Year 13

Exam unit

FO91 Anatomy and Physiology in health and social care, sit January of Y13

Coursework units

FO95 Investigating public health

FO96 Supporting people in relation to sexual health, pregnancy, and postnatal health

Year 13- current 2025-2026 only

Coursework- Sexual Health

Exam unit- Anatomy and physiology, to sit January of Y13, opportunity to resit Y13 June

Additional Information

Please contact Mrs Field.

Updated: 3rd November 2025

Review Date: September 2026

History Curriculum Overview



Brief Overview...	Key Stage	Qualification Details	Exam Board
<i>History and philosophy are the two eyes of wisdom, and if one is missing, then one has only half vision.</i> Christian Thomasius, German Law Professor at Halle University (1655-1728) History is not simply the study of the past; it is also the study of how the present world was created. It is the story of the world that we live in. At Hornsea School, we are passionate about the study of history.	KS4	GCSE History	AQA
	KS4	GCSE Ancient History	OCR
	KS5	GCE A-Level History	AQA
	KS5	GCE A-Level Ancient History	OCR

Department Staff					
• Mr Slone	• Miss Brown	• Miss Hunter	• Mrs Salisbury	• Mr Savage	• Ms Schipper

Key Stage 3 Year 7, 8 & 9

Pupils are taught in mixed-ability classes. Year 7-9 pupils have two lessons per fortnight. Year 7 pupils study the medieval world, completing investigations into the Anglo-Saxons, the Normans, the Crusades and the Black Death. Year 8 pupils study the early modern and industrial world, completing investigations into the Tudors, the English Civil War and the revolutions. Year 9 pupils study the modern world, completing investigations into the First World War, the rise of Dictators, the Second World War and the Holocaust.

Key Stage 4 Year 10 & Year 11

There are two history courses open to pupils for GCSE study:

- Ancient History: this focusses on the ancient worlds of Greece and Rome. Pupils sit terminal exams in Y11.
- History: this divides into four units: Elizabethan England; Health and the People; The First World War; Germany c.1890-1945. Pupils sit terminal exams in Y11.

Key Stage 5 Year 12 & Year 13

There are two history courses open to pupils for GCE A-level study:

- Ancient History: This course focusses on Greek history in the 5th century, especially the Spartans. The Roman side of the course looks at the first emperors of Rome and then the Roman invasion of Britain.
- Modern History: this focusses on the reign of the Tudors from Henry VII to Elizabeth I, and the impact of revolution and dictatorship on Russia c.1917-1953.

Additional Information

- GCSE history students have the opportunity to visit the First World War battlefields of Belgium and northern France and Krakow, Poland.
- Ancient history students have the opportunity to visit the British Museum, London.

Updated: 3rd November 2025

Review Date: October 2026

ICT and Computing Curriculum Overview



Brief Overview...	Key Stage	Qualification Details	Exam Board
Students learn to use a range of applications to prepare them for study and employment, including a consideration of eSafety. Students will look at how information can be presented using industry standard software and also look at coding and how a computer works. Students receive a minimum of 2 hours a fortnight up to y10. Study in KS4 and KS5 includes Digital Media and Computing options.	KS4	BTEC Tech Award Level 1 – 2 in Creative Media Production	Edexcel
		Computer Science	OCR
	KS5	A-Level Computer Science	OCR
		BTEC Level 3 National Extended Certificate in Digital Content Production	Edexcel
Department Staff			
• Miss Ridley	• Miss Rowbotham	• Mr Turner	
Key Stage 3		Year 7, Year 8 & Year 9	
Pupils are taught in mixed ability classes with an average of one lesson a week. Students should become confident & proficient users of office and design applications such as Microsoft Office and Adobe Creative Cloud; and also, be aware of e-safety issues. Students are introduced to graphical and text-based coding languages as well as considering how hardware and software works. This programme provides students with a taste of the two different pathways the department offers at both KS4 and KS5.			
Key Stage 4		Year 10 & Year 11	
Digital Media – Component 1: Exploring Media Products- You will learn about what media is, and investigate a range of media products across different media sectors including Publishing, Interactive and Audio/Moving Image. Component 2: Developing Digital Media Production Skills Throughout this component, students will develop technical skills and techniques, especially in Adobe Creative Cloud. They will create a magazine of their choice. Component 3: Create a Media Product in Response to a Brief This is the externally set component completed over 10 hours. Students create a product based on a brief that is set by the exam board. Computer Science - There are three units: Comp 1 - Exam based worth 50%, this is systems architecture and networking; Comp 2 – Exam based worth 50%, this is data representation and algorithms. Students will also learn the Python programming language and undertake substantial programming tasks throughout the course.			
Key Stage 5		Year 12 & Year 13	
Digital Media- The qualification provides a coherent introduction to the study of creative digital media production at this level. Learners develop an understanding of the media industry through analysing media representations and pitching and producing media projects. This is a very practical subject. Units studied include, Digital Photography, Writing Copy, Image manipulation techniques and Digital Magazine Production. Computer Science- Our A Level Computer Science qualification helps students understand the core academic principles of computer science and transfer these into creating real-world systems through the creation of an independent programming project. Our A Level will develop the student's technical understanding and their ability to analyse and solve problems using computational thinking.			

Additional Information

Personalised Pathways will study Functional Skills Digital qualification in KS4
The ACP Photoshop course is also offered as an enrichment option a KS5

Updated: 03th November 2025

Review Date: October 2026

Law Curriculum Overview



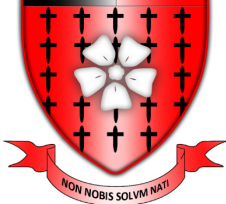
Brief Overview...	Key Stage	Qualification Details	Exam Board
A level Law is a valued and successful part of the KS5 curriculum. Students will learn about the English Legal System and influences on law making as well as Criminal, Tort and Contract Law. Students are encouraged to think independently and critically about the law as well as developing the skills needed to be able to apply their knowledge to legal scenarios.	KS5	A-Level Law	OCR

Department Staff					
• Miss Markham	• Mr Frost				
Key Stage 3					Year 7, Year 8 & Year 9
N/A					
Key Stage 4					Year 10 & Year 11
N/A					
Key Stage 5					Year 12 & Year 13
The new linear specification offers an exciting opportunity for students to build a comprehensive understanding of the law over two years, culminating in three external exams at the end of the course. In Year 12, students will delve into the fascinating world of law making, exploring how laws are created and shaped by various influences and judicial decisions. They'll also study the law of tort and gain a solid foundation in the key principles of the English legal system. In Year 13, the focus shifts to the dynamic fields of criminal law, where students will examine offences and defences in depth, and contract law, exploring the agreements that underpin commerce and daily life. The year concludes with an exploration of advanced legal concepts, including theories of law and its moral and philosophical foundations, encouraging students to critically evaluate the role of law in society.					
Additional Information					

Life Studies Curriculum Overview



Brief Overview...		Key Stage	Qualification Details	Exam Board
Life Studies is a fundamental part of the curriculum. The subject explores up to date, innovative topics that students can both relate to and explore. Within each topic, students explore a range of themes each half term and cover a wide range of content, information that feed into their half termly assessment – all age appropriate and differentiated accordingly.	Key Stage 3	N/A		
	Key Stage 4	N/A		
Department Staff				
• Miss Rowbotham	• Year team teachers			
Key Stage 3			Year 7, Year 8 & Year 9	
Throughout KS3 students study one hour a week and cover a new topic each half term. These topics include statutory content covering healthy relationships and sex education and careers and enterprise. Other topics include mental health, e-safety, money management and the wider world.				
Key Stage 4			Year 10 & Year 11	
Throughout KS4 students study one hour a week and cover a new topic each half term. These topics include statutory content covering healthy relationships and sex education and careers and enterprise. Other topics include mental health, e-safety, money management and study skills.				
Key Stage 5			Year 12 & Year 13	
Students follow a planned programme designed by CW within the sixth form – this does not link with the overall Life Studies in KS3/KS4.				
Additional Information				
Students are provided with half termly assessments which cover the whole topic where appropriate. These will be completed and recorded in their half termly booklets. Each assessment will utilise the study skills taught to students throughout the year and include techniques such as flash cards, mind maps and knowledge organisers.				
Updated: 30/09/2025			Review Date: October 2026	



Mathematics Curriculum Overview



Brief Overview...	Key Stage	Qualification Details	Exam Board
Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.	KS4	Entry Level Maths	AQA
	KS4	GCSE Maths	AQA
	KS4	Statistics GCSE	Edexcel
	KS4 / KS5	Level 2 Further Maths	AQA
	KS5	Resit GCSE	AQA
	KS5	Level 3 Core Maths	AQA
	KS5	A-Level Mathematics	Edexcel
	KS5	A-Level Further Maths	Edexcel

Department Staff						
• Mrs Collins	• Mr Frost	• Mrs Davies	• Mr Atkinson	• Mrs Brocklehurst	• Miss Catley	• Mr Compston
• Mr Grazier	• Mr Lewchenko	• Mr Nippress	• Mr Raw	• Mrs Wells	• Mr Lewis	• Mrs Hart
• Mrs Broadley	• Miss Wilson					

Key Stage 3 Year 7, Year 8 and Year 9

In Year 7 Pupils are initially taught in mixed ability classes, after 3 weeks pupils are then set into ability groups. Pupils will receive 7 hourly lessons a fortnight with each half term focussing on a mix of the four main areas of maths; Number, Algebra and function, Geometry and measure, and Data handling. Each area will be broken down into strands and each strand into learning objectives. Three times over the year students will sit a linear assessment which will be made up of skills learnt over the last two units of work. Low stakes skills checks will also take place throughout each unit as a form of self assessment which should aid revision. After each test quality feedback will be provided and progress will be reported. Once progress is reported intervention will be put in place for those who have made less than expected progress. Homework will be set on Sparx maths weekly.

Key Stage 4 Year 10 & Year 11

In Year 10 and 11 all pupils continue to study the core subject of mathematics. They will be taught in tiered ability classes and will be entered into one of two tiers, either foundation or higher, with the grades available as follows: Higher – 9,8,7,6,5,4,3(for those extremely close to a 4),U Foundation – 5,4,3,2,1,U
The GCSE will consist of 3 papers each 90 minutes long, two of which are calculator and one is non-calculator. All papers have the same weighting (33.3%).
Like with KS3, students will receive objective lists at the start of each unit to aid self assessment and revision, they will sit a unit assessment three times a year which will be made up of skills learnt in the previous two units. After each test quality feedback will be provided and progress will be reported. Once progress is reported intervention will be put in place for those who have made less than expected progress. Also like KS3, homework will be set on Sparx maths weekly. For year 11 from October half term a past paper will be set fortnightly and worked solutions will be emailed home the following week, it is expected that students work through these to improve their understanding and exam technique.

For those needing an alternate qualification we offer the entry level maths which is co-teachable with GCSE. This is certificated in January through a series of in class assessments.

Key Stage 5

Year 12 & Year 13

At KS5 we offer a wide range of qualifications.

A-Level maths is specified content of pure maths (67%), mechanics (16%) and statistics (16%). The examination is at the end of Y13 with 3 papers, 2 pure and 1 applied, each 2 hours long.

A-Level further maths consists of 4 papers, each 90 minutes long. This is made up of two pure papers with specified content and two optional papers, pupils can chose from further pure, further mechanics, further statistics or decision.

L2 Further maths and L3 core maths will both be taught as an enrichment subject with 3 lessons a fortnight. This can be assessed at the end of Y12 or Y13 depending on each pupil's capability.

GCSE resit classes receive at least 6 lessons a fortnight. Pupils will be entered either into the November or June exams depending on their efforts and capability.

Additional Information

KS5 A-Level mathematicians have the opportunity to visit Amsterdam and Rome to see maths in practise along with escape room visits which incorporate A-Level maths revision.

Able KS3-KS5 mathematicians are given the opportunity to take part in maths challenge events and competitions.

Support Sessions extra to the curriculum will run for KS5 students to which they may be sent if underachieving or they can attend voluntarily for any extra support.

Revision sessions will run for all Y11s as P6

Throughout the year, events such as pi dingbats and Christmas treasure hunt will take place to encourage engagement with mathematics across all key stages.

Updated: 3rd November 2025

Review Date: October 2026

Media Studies Curriculum Overview

Brief Overview...				Key Stage	Qualification Details	Exam Board
DID YOU KNOW? It has been reported that adults in the UK are consuming media for almost 8 hours a day. That's 8 hours a day watching films and TV, reading newspapers and sifting through online and social media. For teenagers it's a staggering average of 12 hours a day! At Hornsea School Media Studies is a thriving and successful subject, offered to students at A Level. It combines practical skills with a deeper understanding of the media industry in all its various forms. In the postmodern world in which we now live, media is everywhere and this subject looks to promote an analytical and theoretical understanding of something that is so often taken for granted. Set products, in a range of forms and genres, that students will both be able to engage with and think critically about are used to support an in-depth analysis whereby students will be expected to engage with audience theories, stereotyping/representations and media language techniques. Advertising, marketing, websites, social media, the film industry, TV and the music industry are all studied. There is an assessed practical project where students will produce media products to a set brief. This might be a film marketing campaign, a new magazine, a website or a TV trailer, for example.						
				KS5	A Level Media Studies	Eduqas
				<i>"In our media-saturated age, it's vital that young people can evaluate competing sources of information, and communicate effectively within a fast-changing digital environment. They need critical knowledge of media texts, audiences and digital culture, and of the complex political economy and technology which underpin them"</i> PROFESSOR SONIA LIVINGSTONE, OBE, LSE.		
Department Staff						
• Mrs Chilton		• Mr Skinner		• Ms Rowbotham		
Key Stage 3						
Year 7, Year 8 & Year 9						
N/A						
Key Stage 4						
Year 10 & Year 11						
N/A						
Key Stage 5						
Year 12 & Year 13						
A Level: This qualification is 30% controlled assessment (NEA) and 70% examinations. The examinations comprise 2 units, both of which are sat at the end of Year 13. These are called 'Media Products, Industries and Audiences' and 'Media Forms and Products in depth'. Students will be expected to apply their theoretical understanding to a range of unseen and set products and to analyse language, representations and meanings appropriately. The role of the audience in interpreting products and industry regulations will also be examined. The NEA is a cross-media production where students are required to respond to a set brief working on different media products in different forms. Typically, these will involve the music industry, TV, the film industry, websites/online media, advertising/marketing and magazines. The examination board provide a varied set of briefs for students to select their NEA topic from and these change annually. There will be clear instructions regarding product requirements as well as a clearly defined audience						



to target.

Additional Information

In A Level Media Studies practical assignments are scattered through the course to help build on students expertise and skills prior to them commencing their NEA. The majority of the course, however, is analytical and discursive in focus. Close textual analysis alongside skills of critical thinking are promoted. We aim to produce independent thinkers able to navigate the complex world of today's global media industry. We also facilitate their practical work and production skills. When possible, all our students have the opportunity to visit the Bradford Museum of Film and Photography or the Aesthetica Film Festival in York. Workshops/masterclasses with industry professionals also run on a more ad hoc basis depending on interest and availability.

Updated: 7th October 2025

Review Date: October 2025

Modern Foreign Languages Curriculum Overview



Brief Overview...		Key Stage	Qualification Details	Exam Board	
Language learning for all is very important at Hornsea School; it plays an important part in actively broadening our students' horizons. All students study French in KS3 and have the opportunity to participate in visits to France. The large majority of students take GCSE in MFL which is highly regarded by employers and higher education institutions.		KS4	GCSE French	Edexcel	
		KS5	A Level French	AQA	
Department Staff					
• Mrs Johnson	• Mr Field	• Mrs Anastasi	• Mrs McNaught-Roberts	• Mrs Booker	• Mrs Dearing
• Mrs Rodriguez-Johnson					
Key Stage 3			Year 7, Year 8 & Year 9		
Throughout KS3, students study French. This year, Y7 are taught in their tutor groups and in Y8, the students are taught in broad ability groupings and are in these teaching groups for French, English & Science. Language learning will build on the basics covered in the primary curriculum and is skills based. Students will learn to express themselves on a range of topics and will develop their cultural understanding of the French speaking world. Listening, speaking, reading, writing and grammar form the basis of all French lessons.					
Key Stage 4			Year 10 & Year 11		
Recent Change of Specification/exam board (from AQA to Edexcel): Students will be placed in Foundation (Grades 1-5) or Higher (Grades 4-9) groups for their GCSE. Listening, Reading, Speaking (NEA) & Writing are all assessed in terminal examinations and cover the following thematic contexts: 1. My Personal World, 2. Lifestyle & wellbeing, 3. My Neighbourhood, 4. Media & Technology, 5. Studying and my future, 6. Travel & Tourism.					
Key Stage 5			Year 12 & Year 13		
Students need a GCSE at a 6 or higher to study A-Level French. The course covers many aspects of society and artistic culture of the country of the language being studied as well as the study of a set film (Year 1) and set book (Y2). The exams consist of listening, reading, translation, essays & speaking. Work experience in a French speaking country is encouraged. We also offer French enrichment course to 6 th Form Students and we are currently considering using the DELF (Diplome d'Études en Langue Française) – offered by the French National Education Ministry - to gain accreditation for our students.					
Additional Information					
Homework will consist of learning vocabulary and grammar, preparing and learning speaking/written material and reading comprehension exercises.					
Updated: October 2025				Review Date: October 2026	

Music Curriculum Overview



Brief Overview...	Key Stage	Qualification Details	Exam Board
At Hornsea School, music is an integral part of our students' performing arts experience. Lessons at KS3 aim to give students a broad appreciation of a wide range of music styles and we use a combination of instrumental, vocal and technology-based tasks. We offer a range of extra-curricular activities to encourage students in their involvement with practical music-making. At KS4 and 5 we aim to prepare students for work in the music industry through realistic scenario-based tasks and use of industry standard equipment in our recording studio and computer suite.	KS4	GCSE Music	Edquas
	KS5	BTEC L3 Extended Certificate in Music Performance	Edexcel/Pearson

Department Staff

- Mrs Turnbull
- Mrs Hirst

Key Stage 3

Year 7, Year 8 & Year 9

Pupils are taught in mixed ability classes. KS3 have 2 hours per fortnight, working on musical projects that are continually assessed. These projects alternate between practical music making lessons (keyboards, percussion, guitars, etc.) and computer-based composition projects. Projects include Funk, Music for Adverts, Improvisation and Keyboard skills in Y7, Blues, Film Music, Baroque and The Beatles/Guitars in Y8 and Jazz, Remix, Popular music and Romantic music in Y9.

Key Stage 4

Year 10 & Year 11

Year 10 and 11 study Eduqas GCSE Music. This course consists of 30% performance, 30% original composition and 40% listening and appraising examination based on unprepared listening extracts and two set works.

Key Stage 5

Year 12 & Year 13

Y12 and 13 study L3 BTEC National Extended Certificate in Music Performance. This course is equivalent in value to an A level and comprises four units (three mandatory and one optional). Units include Music theory and harmony, Professional Practise in the Music Industry, Ensemble performance and Solo performance. 70% of the work submitted is coursework and 30% is PSA work which is completed under exam conditions and marked by Pearsons.

Additional Information

Students are offered opportunities to see live orchestras and performances as they come up in Hull and the surrounding area. Our students take part in a range of other activities including the East Riding Battle of the Bands competition and the Hornsea Music Festival, and a range of compositional projects with outside agencies such as Manchester Camerata, WeCompose and Music & Energy with Sinfonia Viva.

Students are able to take instrumental lessons on a wide range of instruments through our peripatetic offer with teacher coming into school on a weekly basis.

Updated: October 2025

Review Date: October 2026

Physical Education Curriculum Overview



Brief Overview...	Key Stage	Qualification Details	Exam Board
At Hornsea School, Physical Education is a fundamental part of our pupil's everyday experience. Pupils receive a minimum one hour of high quality Physical Education per week plus access to a range of extracurricular activities that will enrich their time dedicated to physical activity.	KS4	GCSE PE	OCR
	KS4	C Nat Sport Studies	OCR
	KS5	A Level PE	OCR
	KS5	BTEC Sport	Pearson's
	KS5	Sports Leaders Award	

Department Staff					
• Mr Naylor (HOD)	• Mrs Dixon	• Miss Mills	• Miss Wilson	• Mr Lewis	• Mr Leaf
• Mr Brocklehurst	• Mr Dexter				
Key Stage 3			Year 7, Year 8 & Year 9		
Pupils in KS3 are taught in mixed ability classes at Year 7 and 8, with single sex classes at year 9. Students will be given opportunities to gain the skills necessary to develop a healthy lifestyle. Further opportunities to develop skills will be provided at extra-curricular clubs. Students will experience a wide range of activities and content during their PE lessons including: athletic activities; fitness; trampolining; invasion games; net and ball games; striking and fielding games; OAA. The PE Department have their own House System which all students in KS3, participation in extra-curricular clubs and fixtures are worth house points, allow with gold cards that may be awarded in lesson. The houses are Burrow, Felix, Root & Williams.					
Key Stage 4			Year 10 & Year 11		
GCSE PE is 60% examination based, 30% practical & 10% controlled assessment. Students must be assessed in 3 practical activities (1 team, 1 individual & 1 choice) The examination is split into 2 units: 1) Applied Anatomy & Physiology 2) Social-Cultural Issues in Sport. C Nat Sport Studies is a more vocational course with 4 units, 2 mandatory (Contemporary Issues, Sports Skills) students are assessed via witness statement in 1 team and 1 individual sport. Students also take two optional units likely to be sports leadership and sport in the media. All students regardless of option choice will take part in 1 hour of PE per week.					
Key Stage 5			Year 12 & Year 13		
A Level PE is 70% examination based & 30% practical. Students must be assessed in 1 practical activity and complete a verbal analysis of performance. The examination is split into 3 units: 1) Physiological Factors Affecting Performance 2) Psychological Factors Affecting Performance 3) Socio-Cultural Issues Affecting Performance KS5 BTEC Sport BTEC Level 3 Extended Certificate. Consists of four separate units taught across the two year course. Two units (Anatomy & Physiology and Fitness, Training and Programming for Health, Sport and Well-Being) are externally assessed. Professional Development in the Sports Industry and the optional unit are internally assessed coursework units.					
Additional Information					

Please follow @HSLCPE for more information and updates from the PE Department

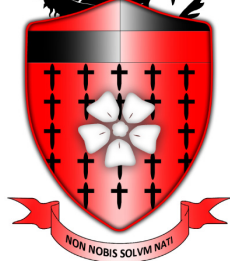
Updated: 03/11/2025

Review Date: October 2025

Photography, Moving Image and Animation Curriculum Overview



Brief Overview...		Key Stage	Qualification Details	Exam Board
A Level Photography, Moving Image and Animation is a popular and successful course at Hornsea which develops students' skills and understanding in a range of creative and exciting disciplines. It dovetails perfectly with other subjects like Media and Art and is an ideal qualification for students wishing to study creative subjects at University or follow an artistic career pathway. We also offer Photography at GCSE Level. This will give students an introduction to the essential skills required in this discipline prior to studying the subject at A Level where students can expand their skills in moving image and animation.		KS5	A-Level Photography	OCR
		KS4	GCSE Photography	OCR



Department Staff					
• Mr Skinner		• Mrs Mottram		• Mrs Johnson	
Key Stage 4				Year 10 & Year 11	
In Year 10, students are introduced to Camera Controls, Researching and Analysing Photographers' Work, Evaluating and Presenting Work, Developing Ideas, Image Manipulation and Experimentation through a series of workshops, tutorials and assignments. Regular progress checks are undertaken throughout the course. The students then begin work on their assessed Portfolio unit. The course is assessed at the end of Year 11 for which students complete their Portfolio of work which accounts for 60% of the grade. They are then presented with an Externally Set Task by the awarding body which counts for the remaining 40% of the grade. Students produce all their work in a digital portfolio which demonstrates their progress and develops presentation skills.					
Key Stage 5				Year 12 & Year 13	
In Year 12 students are introduced to Camera Controls, Digital Portfolio Presentation and Structure, Researching and Analysing Photographers' Work, Adobe Photoshop and other image manipulation and experimentation techniques. They also undertake workshops in moving image and animation. This is delivered via practical sessions, one-to-one tutorials, self-directed assignments and progress checks. The students undertake practical work on a Personal Investigation into a theme or genre of their own choosing and a written related study up to a maximum of 3,000 words. This is studied until February in Year 13 when OCR issue the Externally-Set Assignment. For this unit, students respond to a choice of briefs set by OCR, again using the working methods which they have become familiar with through the two year course. Students are given regular assessments and feedback using OCR criteria giving them an indicative grade of 'where they are at' in terms of progress. Students produce their work via a digital portfolio which can be used for University or College interviews.					
Additional Information					

There is no requirement to purchase a camera to study GCSE/A Level Photography at Hornsea as we have a range of loan cameras and supplementary equipment which can be signed out in order to complete practical assignments. Further information is available by contacting Mr. Skinner on skinners@hslc.co.uk

Updated: 28th November 2024

Review Date: October 2025

Curriculum Overview (GCSE & A-level Physics)



Brief Overview...	Key Stage	Qualification Details	Exam Board
Physics is the study of energy, forces, mechanics, waves, and the structure of atoms and the physical Universe. The course includes both theoretical and practical lessons, with plenty of opportunity to devise, complete and analyse investigations. Physics plays an important role in understanding the basic laws that govern the Universe.	KS4	GCSE Physics	AQA
	KS5	A level Physics	AQA

Department Staff

• Miss Newsholme	• Mr Pearson	• Mr Bateson	• Mrs Nicholson	• Mr Knapton	• Miss Schofield
• Mrs Shipley	• Dr Shipley	• Mr McKenzie	• Mr Wilkinson	• Ms Smith	•

Key Stage 3

Year 7, Year 8 and Year 9 (Autumn)

The principal focus of science teaching in key stage 3 is to develop a deeper understanding of a range of scientific ideas in the subject disciplines of biology, chemistry and physics. Pupils should begin to see the connections between these subject areas and become aware of some of the big ideas underpinning scientific knowledge and understanding. All year 7 classes are taught by two science teachers as mixed ability classes for the first half term. Baseline assessments are completed in this half term, these results, along with English and Languages are used to select some students to be taught as a highly able group. The majority of the year group remains as mixed ability classes. These groups are checked and moderated throughout the year and the same groups continue into year 8. In year 9, pupils spend the first term looking at key scientific and practical skills.

Key Stage 4

Year 9 (Spring term/Summer), Year 10 & Year 11

GCSE Physics is taught alongside Chemistry and Biology. Students are taught by three Science teachers. Current year 11 students (2026 leavers) have **opted** to study separate science. From 2025 onwards (current Y10), the sets are **selected** based on assessments from KS3 with the possibility of one or two sets following the separate science route. There are six papers to sit at the end of year 11; two biology, two chemistry and two physics, all 1 hour 45 minutes each. These papers are available in both higher and foundation tiers, each assessing knowledge and understanding from distinct topic areas. There is no centre assessed coursework instead pupils are expected to complete 16 required practical investigations across their science lessons. These contribute towards building practical skills which are assessed as part of the six exam papers. GCSE Physics includes progression in the subject content and consistency in the exam questions, so that students have the best preparation for A-level Physics.

Key Stage 5

Year 12 & Year 13

A wide range of topics are covered including Particle Physics, Mechanics, Electricity and Electromagnetism. The course includes both theoretical and practical lessons, with plenty of opportunity to devise, complete and analyse investigations. Students study an additional Astrophysics option during Year 13. The skills and some subject content are transferrable to other A- level subjects especially Chemistry and Mathematics. The course is assessed at the end of Year 13 with 3 external examinations.

Updated: October 2025

Review Date: October 2026

Nurture Group Curriculum Summary

Year(s) 7, 8 & 9



Brief Overview...

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. The Nurture Group (KS3) is a small, structured teaching group for pupils who experience access to teaching and learning difficult for a range of reasons. This could include a difficulty in developing literacy and numeracy skills, presentation of social and emotional difficulties/heightened anxiety, sensory and/or physical difficulties and/or communication/interaction difficulties. The small group environment offers access to teaching and learning in a safe and structured environment, providing an opportunity to develop relationships with trusted adults, raise self-esteem and develop resilience. There are occasions when a personalised approach to the curriculum is required, dependent on and in order to meet individual needs and aspirations. For example, on occasions it is beneficial to offer a mix of access to mainstream and small group provision.

All Nurture Group students follow a broad and balanced curriculum. Literacy and Numeracy lessons take place on a daily basis, providing opportunities for repetition and overlearning of skills required to access other subject areas. Nurture Group students will follow a timetable offering a broad range of subjects across the curriculum. The Nurture Group students are inclusive to the school community and have access to the wide-ranging opportunities, including extra-curricular activities, that secondary school offers alongside of their peers.

A discussion with parents/carers will always take place if it is felt appropriate for a young person to join the Nurture Group.

Subjects

Literacy
Numeracy
Science
French
Humanities
Design Technology (Food)
Art
ICT
Music
Drama
PE
Life Studies

Additional Information

For more information please speak to Mrs Parnaby (SENCO), parnabyv@hslc.co.uk

Personalised Pathway Curriculum Summary

Year(s) 10 & 11



Brief Overview...

As our young people progress into KS4, we aim to continue to offer small, structured teaching groups for pupils who experience access to teaching and learning difficult for a range of reasons. This could include a difficulty in developing literacy and numeracy skills, presentation of social and emotional difficulties/heightened anxiety, sensory and/or physical difficulties and/or communication/interaction difficulties. The small group environment at KS4 offers access to teaching and learning in a safe and structured environment, providing an opportunity to continue to develop relationships with trusted adults, raise self-esteem and develop resilience.

There are occasions when a personalised approach to the curriculum is required, dependent on and in order to meet individual needs and aspirations. For example, on occasions it is beneficial to offer a mix of access to mainstream and small group provision.

A discussion with parents/carers will always take place if it is felt appropriate for a young person to join the Y10/Y11 Personalised Pathway provision.

The Y10/Y11 Personalised Pathway curriculum aims to be broad and balanced and facilitate a range of options for the young people in relation to their next steps beyond HSLC/post 16. There is an additional focus on life skills and preparation for employment, for example interview skills. In addition to the core subjects, the students will follow a personalised curriculum which will consider the aspirations of the individual students. The course will comprise of a mix of GCSE and vocational qualifications. All NCFE and BTEC qualifications are assessed through controlled coursework and/or a portfolio of evidence. Careers Education Information and Guidance (CEIAG) also forms part of this pathway.

The Y10/Y11 Personalised Pathway Curriculum is overseen by: Mrs Parnaby (SENCO)

Subject	Qualification	Level
English Language	Y10 - Step Up to English	Entry Level (Bronze/Silver/Gold)
	Y11 – English Language GCSE	GCSE
Mathematics	GCSE	GCSE
Science (Trilogy) Dual Award	2x GCSEs	GCSE
French	FCSE	FCSE (Pass/Merit/Distinction)
Art & Design (DESIGN TECHNOLOGY)	GCSE	GCSE
Award in Creative Crafts (ART)	NCFE	Level 1
Award in Performance Skills (DRAMA)	NCFE	Level 1
Occupational Studies (FOOD & COOKERY)	NCFE	Level 1
Vocational Studies	BTEC	Level 1
ICT	Functional Skills	Level 1/Level 2
Pathways in Humanities	WJEC Award	Entry Level
Games	No qualification**	No qualification
**Games – There will be an opportunity for the students to study the BTEC Level 1 Sports Leader course.		
Life Studies	No qualification	No qualification

Additional Information

For more information please speak to Mrs Parnaby (SENCO), parnabyv@hslc.co.uk

Psychology Curriculum Overview



Brief Overview...	Key Stage	Qualification Details	Exam Board
At Hornsea school Psychology is a valued part of the KS4 and KS5 curriculum. Students in KS4 will learn topics such as Sleep and Dreaming, Psychological Problems and Social Influence. They are expected to apply mathematical skills to data and psychological research. Students in KS5 will learn about topics such as memory, obedience, phobias, aggression, schizophrenia and criminal behaviour. KS5 are expected to apply skills and knowledge from different topic areas to form opinions and undertake analysis in order to reach scientific conclusions, as well as carry out statistical analysis on results.	KS4	J203: GCSE Psychology	OCR
	KS5	9PSO: A level Psychology	Edexcel

Department Staff					
• Mrs Johnson	• Mrs Watson				

Key Stage 4	Year 10 & Year 11
This qualification is assessed through two separate examinations at the end of Year 11. The first exam is 'studies and applications in Psychology 1' where students will learn the following topics: Criminal Psychology, Development and Psychological Problems. The second exam is 'studies and applications in Psychology 2' where students will learn the following topics: Social Influence, Memory and Sleep and Dreaming. Throughout each topic, students will also study Research Methods. As well as brain and neuropsychology. The year 11 students will be examined in the Summer of 2025. The Year 10 students will be examined in the Summer of 2026.	

Key Stage 5	Year 12 & Year 13
This qualification is assessed through 3 separate examinations at the end of year 13. These exams are 'Foundations in Psychology', 'Options in Psychology' and 'Psychological Skills'. They study four topics in year 12 and a further two topics plus psychological skills in year 13. Throughout each topic the students must also study research methods. The year 13 students will be examined in summer 2025 and the year 12 students will be examined in summer 2026.	

Additional Information			
In year 12 students conduct an observational piece of research in Hornsea town centre for their practical work. Students in KS4 have the opportunity to attend a mock lecture from the department of Psychology at the University of York.			
Updated:	14 th October 2025	Review Date:	October 2026

Religion & World Views Curriculum Overview



Brief Overview...	Key Stage	Qualification Details	Exam Board
Religion & World Views is meaningful in any society where beliefs and values are important: it's about getting pupils to engage with the big questions of life and broadening their horizons of the world, people and cultures around them.	KS4	CORE RE GCSE Religious Studies (Short Course)	EDUQAS
	KS4	GCSE Religious Studies (OPTION – Full Course GCSE)	EDUQAS

Department Staff					
• Mrs Salisbury	• Mr Savage	• Miss K Brown	• Mr Slone	• Miss R Brown	• Mrs Schipper • Miss Saltmarsh

Key Stage 3	Year 7, Year 8 & Year 9
Students are taught in mixed ability tutor groups and are taught the following units based upon the East Riding Locally Agreed Syllabus for Religious Education Year 7 – The God Idea, Wise Words, Living as a Muslim, Year 8 – Sacred Earth, The Global Dimension, Fairness for All, Religion & STEM, The Future of Religion Year 9 – Students cover the content of two units for the EDUQAS GCSE Short Course Specification: Component Three: Study of a World Faith (Islam) – within this unit students explore Muslim beliefs about the nature of Allah, Prophet hood, Angels, the afterlife, and the key foundations of both Shia & Sunni faith. Component One: Unit One: Relationships – within this unit students explore the topics of family, sexual relationships, marriage, divorce & remarriage, issues of equality, gender prejudice & discrimination. Whilst the units followed are KS4/ GCSE units, progress is measured and reported using KS3 standards.	

Key Stage 4	Year 10 & Year 11
Year 10 – 11 All students receive 1 hour of CORE RE per fortnight. During these lessons students are taught the remaining two components for the EDUQAS Religious Studies GCSE Short Course Specification. Component One: Unit Two: Issues of Life & Death – within this unit students explore the topics of creation, the scientific theories on the creation of the world, the origins & value of human life, beliefs about death & the afterlife. Component 2: Study of Christianity – within this unit students explore the role of Christianity in Great Britain today, beliefs about the nature of God, creation, the person of Jesus and Christian beliefs about who he was and the meaning of key events within his life, salvation and the afterlife. GCSE OPTION RE follows the EDUQAS Religious Studies Full Course GCSE specification. This includes the four units taught through their CORE lessons which are revisited and reviewed to ensure a deeper understanding and knowledge. In addition students are taught the remaining four units which make up the EDUQAS Route A GCSE specification (Full course). These units are: Issues of Good & Evil – within this unit students explore causes of crime, aims of punishment, the death penalty, beliefs about good & evil & forgiveness. Issues of Human Rights – within this unit students explore attitudes and beliefs regarding human rights and challenging human rights, should we always have our human rights. Christianity Practices – within this unit students explore how Christians worship, the sacraments, celebrations & festivals, church growth and pilgrimage. Islam Practices – within this unit students explore the five pillars of Islam to understand what they are and their importance to Islamic life.	

Key Stage 5	Year 12 & Year 13
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Students are offered the opportunity to study Religious Studies at A Level. We offer the OCR specification.
All students receive Religious Education through the Sixth Form Personal Development programme at points determined by the Strategic Lead for Sixth Form. The lessons delivered are based around the suggested CORE RE units within the locally agreed syllabus.

Additional Information

Updated: 2nd October 2025

Review Date: October 2026

Curriculum Overview (GCSE Combined Science)



Brief Overview...	Key Stage	Qualification Details	Exam Board
Science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena.	KS4	GCSE Combined Science (Trilogy)	AQA
	KS5	See separate overviews	AQA

Department Staff

• Miss Newsholme	• Mr Pearson	• Mr Bateson	• Mrs Nicholson	• Mr Knapton	• Miss Schofield
• Mrs Shipley	• Dr Shipley	• Mr McKenzie	• Mr Wilkinson	• Ms Smith	

Key Stage 3

Year 7, Year 8 and Year 9 (Autumn)

The principal focus of science teaching in key stage 3 is to develop a deeper understanding of a range of scientific ideas in the subject disciplines of biology, chemistry and physics. Pupils should begin to see the connections between these subject areas and become aware of some of the big ideas underpinning scientific knowledge and understanding. All year 7 are taught by two science teachers as mixed ability classes for the first half term. Baseline assessments are completed in this half term, these results, along with English and Languages are used to select some students to be taught as a highly able group. The majority of the year group remains as mixed ability. These groups are checked and moderated throughout the year and the same groups continue into year 8. In year 9, pupils spend the first term looking at key scientific and practical skills.

Key Stage 4

Year 9 (Spring term/Summer), Year 10 & Year 11

Students are taught in sets by three Science teachers. The sets are based on assessments from KS3. We regularly review our setting arrangements to ensure progress for all. The vast majority of students will follow this course which leads to 2 GCSE grades (using the 1-9 scale). There are six papers to sit at the end of year 11: two biology, two chemistry and two physics, all 1 hour 15 minutes each. Papers are available in both higher and foundation tier. Each of the papers will assess knowledge and understanding from distinct topic areas. There is no centre assessed coursework to complete; instead pupils are expected to complete 16 required practicals across their science lessons. These contribute towards building practical skills which are assessed as part of the six exam papers.

Key Stage 5

Year 12 & Year 13

Please see separate subject overviews for Biology, Chemistry and Physics

Updated: October 2025

Review Date: October 2026

Sociology Curriculum Overview



Brief Overview...	Key Stage	Qualification Details	Exam Board
At Hornsea School Sociology is a valued and successful part of the KS4 and KS5 curriculum. Students learn about their own social identity and their place in, and relationships with, other social groups and institutions. For example, we are all members of a family, a peer group, a nation and we all have our own sexuality, ethnicity and, of course, gender. You are encouraged to think independently and critically about both British and global culture and how they are changing in the digital world in which we now all live. You will have the opportunity to find out about and discuss crucial social issues such as crime and punishment, inequality and social control. <i>It really is a course to open your mind and make you think, reflect and discuss!</i>	KS4	GCSE Sociology	Eduqas
	KS5	A-Level Sociology	OCR
		<i>"The difficulty in sociology, is to manage to think in a completely astonished and disconcerted way about things you thought you had always understood."</i>	

Department Staff

• Mrs Watson

• Ms Markham

Key Stage 4

Year 10 & Year 11

This Eduqas qualification is assessed via 2 examinations. These correspond to 2 components. In component 1 students study the Basics of Sociology (key terms, ideas and theories) followed by topics on the Family and Education. We might consider, for example, whether the family in Britain today is becoming more diverse and, if so, why? In the Education topic we will look at what exactly education is trying to do - socially control us, prepare us for the world of work or maintain stereotypical gender roles? In component 2 students study Research Methods, Crime and Deviance and Social Stratification/Inequality. You will learn to research and evaluate real life issues like a sociologist, consider why people commit crime and whether punishments for crime are effective, and look at how fair and equal today's British society really is. TRUE FACTS: for example, over their lifetime women's wages are on average 19% lower than men's; young black males are approximately 6 times more likely than other social groups to be 'stopped and searched' by the police; hate crime is the fastest growing crime in the UK. You will critically assess issues such as these using your sociological toolkit and knowledge of key sociological theories.

Key Stage 5

Year 12 & Year 13

This qualification is assessed via 3 examinations. These correspond to the units 'Introducing Socialisation, Culture and Identity', 'Researching and Understanding Social Inequalities' and 'Debates in Contemporary Society'. All examinations are sat at the end of the course in Year 13. In our first unit we will look at some of the famous youth sub-cultures such as the Punks and the Skins and other deviant youth sub-cultures such as gangs and drill music peer groups. We also take a look at emerging online youth sub-cultures such as pro-ana, alongside key celebrity influencers. We study the emergence of diversity in contemporary societies, for example in terms of sexuality and gender. In unit 2 we focus in-depth on inequalities such as discrimination in the workplace, ageism, racism, homophobia etc. These exist in all areas of society and we delve into several of these, comparing one society or culture with another and trying to understand both the reasons for such discrimination and the impact on certain members of society. Our final unit allows us to consider some really interesting issues linked with the emergence of the internet and digital communications. How this affects our identity and relationships, catfishing and online dating for example, and how it has influenced inequalities and crimes across the globe, such as human trafficking and global terrorism. We also focus in depth on Crime and Deviance, considering the various different sociological explanations for why some people are criminals and/or victims. We also study the effectiveness of our social control measures, e.g. CCTV, in reducing and preventing crime, the changing nature of deviance and social policies on reform and crime reduction. Newer crimes such as environmental, global, cyber, hate and state are also investigated – these really do open your eyes to the world we live in today.

Additional Information

No prior knowledge of Sociology is required, however a willingness to be open minded, to engage in discussion and to be ready to evaluate your own views and assumptions are crucial to your success. Students have the opportunity to take part in a criminology conference (often involving real life crime stories and ex-offenders) when available. We also aim to run a trip to a private school to look at the education/social class/inequality topics in a more 'hands-on' way.

Updated: 7th October 2025

Review Date: October 2025

Textiles Curriculum Overview



Brief Overview...		Key Stage	Qualification Details	Exam Board
Design and Technology is studied by all students in KS3. Classes are taught in mixed ability and students are given the opportunity to undertake the design and make process in Textiles, Graphics, Resistant materials and Food. Students have 3 lessons over two weeks and rotate across subjects		KS4	AQA Art and Design Textile	AQA
		KS5	AQA Art and Design Textiles	AQA
Department Staff				
• Mrs Field	• Ms Hodgson	• Miss Bruce		
Key Stage 3				Year 7, Year 8, Year 9
In year 7 students undertake a design and make project based on Hornsea Pottery, where they design and make a fabric fish. During the project students learn how to use the sewing machines, learn a range of embellishment techniques and complete the design process through a range of design ideas and samples. In year 8 students build on skill learnt in year 7. They undertake a design and make Gaudi cushion project focusing on a range of embellishment and construction techniques. Students learn to fabric crayon, hand stitch, batik, tie dye and build on their machine sewing skills. In year 9 students continue to build on technique skills as well as learning how to hand felt and bead. Students design and make a wreath suitable for the current season.				
Key Stage 4				Year 10 & Year 11
This course is 60% coursework and 40% exam. Students complete all work in a sketchbook and produce a final outcome for each design brief. This course builds on subject knowledge gained at KS3. During KS4 students complete Textiles workshops, run by visiting artists Kate Jordan and Charlotte Eldred. They are also introduced to further textiles techniques that include; lino cutting and printing, silk painting, sublimation, weaving, free hand embroidery.				
Key Stage 5				Year 12 & Year 13
Students are introduced to a variety of experiences that explore a range of textile media, processes and techniques. They will be made aware of both traditional and new media. Students are required to work in one or more area(s) of textile design, such as those listed below. They may explore overlapping areas and combinations of areas - fashion design, fashion textiles, costume design, digital textiles, printed and/or dyed fabric and materials, domestic textiles and wallpaper, interior design, constructed textiles, art textiles, installed textiles - Students will be expected to demonstrate skills, as defined in overarching knowledge, understanding and skills, in the context of their chosen area(s) of textile design. Students will be required to demonstrate skills in all of the following: - awareness of the elements of textile design, such as shape, line, scale, colour, texture, pattern, contrast and/or repetition in relation to the chosen area(s) of textile				

design

- awareness of intended audience or purpose for their chosen area(s) of textile design

Additional Information

We welcome visits or online talks from local artists and designers.
We are also very grateful for fabric donations from local businesses.

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For Further Information:

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