Post 16 Curriculum Overview

2025-2026

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	Autumn Term	**Spring Term**	**Summer Term**
GCSE English Language	**GCSE English** is a core subject and is taken by those learners who have previously gained grade 3, or those learners who have achieved Functional Skills Level 2 English whilst studying in Post 16. GCSE emphasises the quality and accuracy of writing and core writing skills, such as spelling, punctuation and grammar. This allows learners to demonstrate their ability in functional English. This also offers opportunities to investigate and analyse language, experiment and use language creatively. **At Entry Level** 1 to Level 2 Edexcel Functional Skills English helps learners to build basic and relevant literacy skills and is suitable for learners in Key Stage 5.		
	GCSE English Language		
	Term 1: **Language focus** Paper 1: Q1 & 2 Paper 1: Q3 & 4 & 5 Paper 2: Q1 & 2 Paper 2: Q3 & 4 & 5 Assessment and analysing previous exam results Teach technique and skills required to select correct answers for paper 1 and 2. ▪ Practice retrieval and inference skills in response to modern text ▪ Opportunities for non-fiction writing – letter writing, diary entries ▪ Textual analysis and annotation of language features e.g. metaphor ▪ Application of structural techniques	**Term 2:** **Language focus** **Mock Exam** Paper 1: Q 1 – 5 **Mock Exam:** Paper 2: Q1 – 5 ▪ Continue to develop language analysis skills ▪ Complete mock papers and work through own areas for development	**Term 3:** **Language focus** ▪ Evaluate effect of own creative writing ▪ Course review ▪ Review difficult topics individually ▪ Resit exams ▪ Final assessments

	Functional Skills Entry Level 1		
	Term 1: ▪ Introduction to course and basic literacy skills ▪ Basic reading skills ▪ Basic writing skills ▪ Basic speaking and listening skills ▪ Reading simple texts ▪ Writing practice ▪ Speaking and listening activities ▪ Review and assessment	**Term 2:** ▪ Reading and understanding texts ▪ Writing with purpose ▪ Speaking and listening in context ▪ Review and practical assessment ▪ Building vocabulary ▪ Using vocabulary in context ▪ Advanced reading skills ▪ Advanced writing skills ▪ Advanced reading strategies	**Term 3:** ▪ Writing with purpose ▪ Speaking and listening in context ▪ Review and practical assessment ▪ Consolidation and preparation for final assessment ▪ Consolidation of writing skills ▪ Consolidation of speaking and listening skills ▪ Review and practical assessment
	Functional Skills Entry Level 2		
	Term 1: ▪ Introduction to course and basic literacy skills ▪ Basic reading skills ▪ Basic writing skills ▪ Basic speaking and listening skills ▪ Reading simple texts ▪ Speaking and listening activities ▪ Review and assessment	**Term 2:** ▪ Reading and understanding texts ▪ Writing with purpose ▪ Speaking and listening in context ▪ Review and practical assessment ▪ Building vocabulary ▪ Using vocabulary in context ▪ Advanced reading skills ▪ Advanced writing skills ▪ Reading comprehension ▪ Writing with purpose ▪ Advanced reading skills ▪ Review and practical assessment ▪ Advanced reading strategies	**Term 3:** ▪ Writing with purpose ▪ Speaking and listening in context ▪ Review and practical assessment ▪ Consolidation of reading skills ▪ Consolidation of writing skills ▪ Consolidation of speaking and listening skills ▪ Final assessment and review

Functional Skills Entry Level 3		
Term 1: ▪ Introduction to course and initial assessment ▪ Reading for meaning and writing sentences ▪ Using punctuation correctly ▪ Describing people and places ▪ Writing short stories ▪ Understanding instructions and giving directions ▪ Reading and writing formal letters ▪ Speaking and listening skills - role playing	**Term 2:** ▪ Summarising information ▪ Understanding reports and forms ▪ Speaking and listening ▪ Speaking and listening skills - role playing ▪ Reading more complex texts, analysing key ideas, practising summarisation and report writing. ▪ Developing advanced speaking and listening skills, engaging in debates, practising formal and informal language use.	**Term 3:** ▪ Formal and informal language use. ▪ Exploring creative writing and more in-depth reading comprehension through stories, poems, and articles. ▪ Review and assessments, final project presentations, focusing on overall progress in reading, writing, speaking, and listening.
Functional Skills Level 1		
Term 1: **Reading, Writing, and Speaking, Listening & Communication outcomes, following these themes:** • Technology & Social Media • Sport & Leisure • Animals **Skills covered include:** Speaking, Listening & Communication: • Discussion • Asking questions and making requests • Presenting ideas Reading: • Identifying the main points in a text • Inferring meaning of new vocabulary • Distinguishing between facts and opinions • Comparison Writing:	**Term 2:** **Reading, Writing, and Speaking, Listening & Communication outcomes, following these themes:** • Renting a new home • Environment & sustainability **Skills covered include:** Speaking, Listening & Communication: • Discussion • Asking questions and making requests • Presenting ideas Reading: • Using reference materials to find the meanings of new words • Using organizational and structural features to locate information • Identifying types and purposes of texts Writing: • Proof-reading, editing and redrafting skills	**Term 3:** **Reading, Writing, and Speaking, Listening & Communication outcomes, following these themes:** • Transport & Travel • Health & Healthcare **Skills covered include:** Speaking, Listening & Communication: • Discussion • Asking questions and making requests • Presenting ideas Reading: • Revision of all reading skills Writing: • Revision of all writing forms **External assessments**

	• Proof-reading, editing and redrafting skills • Articles • Reports • Reviews **Mock assessments**	• Letters • Emails • Forum contributions **Mock assessments**	
	Functional Skills Level 2		
	Reading, Writing, and Speaking, Listening & Communication outcomes, following these themes: • Health, Wellbeing and Education • Heath and Sporting Events • Travel and Fundraising **Skills covered include:** Speaking, Listening & Communication: • Discussion • Asking questions and making requests • Presenting ideas Reading: • Identifying the main points in a text • Inferring meaning of new vocabulary • Distinguishing between facts and opinions • Comparison Writing: • Letters • Emails • Forum contributions • Proof-reading, editing and redrafting skills **Mock assessments**	**Reading, Writing, and Speaking, Listening & Communication outcomes, following these themes:** • Social Events • School and College Life • Leisure **Skills covered include:** Speaking, Listening & Communication: • Discussion • Asking questions and making requests • Presenting ideas Reading: • Using reference materials to find the meanings of new words • Using organizational and structural features to locate information • Identifying types and purposes of texts Writing: • Articles • Reports • Reviews • Proof-reading, editing and redrafting skills **Mock assessments**	**Reading, Writing, and Speaking, Listening & Communication outcomes, following these themes:** • Holidays and Festivals • Life Skills • Technology and Social Media **Skills covered include:** Speaking, Listening & Communication: • Discussion • Asking questions and making requests • Presenting ideas Reading: • Revision of all reading skills Writing: • Revision of all writing forms **External assessments**

GCSE Maths	GCSE (9-1) Mathematics aims to provide evidence of students' achievements against demanding and fulfilling content, to give students the confidence that the mathematical skills, knowledge and understanding that they will have acquired during the course of their study are as good as that of the highest performing jurisdictions in the world. At Entry 1–Level 2, Edexcel Functional Skills Maths helps pupils to build basic and relevant literacy skills and is suitable for pupils in Key Stage 5.		
	GCSE Maths		
	Term 1:	**Term 2:**	**Term 3:**
	Proportional reasoning Ratio Rates Direct proportion	**Numerical reasoning** Types of number Fractions and percentages	**Representations** Probability Constructions Representing data
	Numerical reasoning Number sense Accuracy Calculation	**Proportional reasoning** Averages ratios & fractions Context problems	**Examination preparation** Revision & past paper practice
	Algebraic reasoning Equations & inequalities Straight line graphs Quadratic & other graphs	**Geometric reasoning** Area and volume Transforming shapes Right-angled triangles	
	Geometric reasoning Angles rules Shape properties Similarity	**Algebraic reasoning** Manipulating algebra Sequences	
	Entry 1		
	Term 1: Place value (within 20) Addition and subtraction (within 20) Shape	**Term 2:** Length and height Mass and volume Position and direction	**Term 3:** Money Time Statistics Exams
	Entry 2		
	Term 1: Place value	**Term 2:** Money	**Term 3:** Fractions

Addition and subtraction Multiplication and division Fractions Shape Time	Multiplication and division Length and height Mass, capacity and temperature Statistics	Time Position and direction Multiplication and division Decimals Exams

Entry 3

Term 1:	**Term 2:**	**Term 3:**
Place value Addition and subtraction Multiplication and division Length and perimeter Fractions A Mass and capacity	Money Time Shape Statistics Place value Multiplication and division	Length and perimeter Decimals Money Time Statistics Position and direction Exams

Level 1

Term 1:	**Term 2:**	**Term 3:**
Place value Multiplication and division A Fractions Perimeter and area Shape Decimals Negative numbers Converting units	Volume Place value Addition, subtraction, multiplication and division Converting units Ratio Algebra Decimals	Fractions, decimals and percentages Area, perimeter and volume Statistics Place value and ordering Sets and probability Three dimensional shapes Maths and money Exams

Level 2

Term 1:	**Term 2:**	**Term 3:**
Place value and ordering integers & decimals Understand and use algebraic notation Fractions, decimals and percentages Solving problems with multiplication and division Operations & equations with directed number Addition and subtraction of fractions Developing number sense	Working in the Cartesian plane Representing data Tables and probability Fractions and percentages Number sense Angles in parallel lines and polygons Area of trapezia and circles Measures of location	Three dimensional shapes Constructions and congruency Using percentages Maths and money Solving ratio and proportion problems Rates Working with circles Position and direction Percentages and interest

	Sets and probability		Exams

BSL	In KS5 pupils will follow the Signature Level Certificate in BSL. Pupils will be taught according to their individual ability and needs.

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<tr><td colspan="3" align="center">Level 1</td></tr>
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Term 1:

Address, greet and take leave
Understand and produce fingerspelling for names and places.
Use and recognise strategies for clarification
Personal information (Q&As)
Recognise and use local numbers (age, general numbers)
Describe a range of weather conditions
Give and receive information about different ways of travelling
Give simple directions in places or buildings
Ask for directions using a range of vocabulary
101 assessment

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Term 2:
Describing people
Animals and pets
Interests and activities
Food and drinks
Give, ask and understand information including

Vocabulary
Handshapes
Numbers
Sign at appropriate pace and flow
Placements
BSL order
Fingerspelling
Turn taking
102 assessment

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Term 3:
Daily lives and routine
Weather
Transports
Getting around
Give, ask and understand information about every day life

Vocabulary
Handshapes
Number
Sign at appropriate pace and flow
Placements
BSL order
Fingerspelling
Turn taking
103 assessment

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<tr><td colspan="3" align="center">Level 2</td></tr>
<tr>
<td>
Term 1:
Transports
Building/activities
People
Weather
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Term 2:
Food shopping/eating out
Cooking at home
Daily routine for eating and drinking
Spending
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Term 3:
First pet
Family day out
Birthday present
Bike ride
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Productive skills including	Conversational skills including	Receptive skills and linguistics features including
- vocabulary - Role shift - Placement - Fingerspelling - NMF/BSL order 202 assessment	- A wider range of Vocabulary - Questioning skills /Turn-taking - Fingerspelling - NMF/BSL order - Signing Space, pace and flow 203 assessment	- Directional verbs - Negation and affirmation - Regional variation in BSL - Question forms 201 assessment
Level 3		
Term 1: **Deaf History and Culture** **Consumer and daily living** **Education and training** Presentation skills including - Develop research skills - Preparing a presentation - Delivering a presentation - Mock assessments/Self assessments - A1 assessment	**Term 2:** **Home life** **Social and Recreational activities** **Employment** Conversational skills including - Independent research Initiate and maintain dialogue - Respond to and make requests or enquiries. - Mock assessments/Self and peer assessments - A2 assessment	**Term 3:** **Employment** **Home life** **Consumer** Receptive skills: - Understand sustained signed communication containing varied language - Deaf studies - A3 assessment
Level 4		
Term 1: **Education** **Health and wellbeing** **Society and Politics** Presentation skills including - LO1:Use receptive and productive skills to engage in extended social interaction - LO2:Maintain fluency, grammatical accuracy and coherence in sustained contributions containing extended language - A1 assessment	**Term 2:** **Media and Culture** **Science and Technology** **Employment and Business** Conversational skills including - LO1: Use receptive and productive skills to engage in extended social interaction - LO2: Maintain fluency, grammatical accuracy and coherence in sustained contributions containing extended language - A2 assessment	**Term 3:** **Receptive practice for all 6 topics.** Receptive skills including - LO3:Understand sustained signed communication containing extended language - A3 assessment
Speech & Language Therapy (SaLT)	Speech and Language Therapy is embedded into the school timetable and delivered through a combination of role play, pictures, short stories, video analysis and off site experiences.	

	Autumn Term 1 ▪ **Language for Thinking: Critical Thinking and Problem Solving (Guttering)**	Spring Term 1 Narrative: Autobiographical Narrative ▪	Summer Term 1 ▪ **Vocabulary: Figurative Language**
Language for Thinking Blanks 1-4	• **Why, how do you know, justifying, predicting, inferring, giving opinions.** • **Summarising, reflecting, evaluating.** **Problem solving, critical thinking**	Describe a photo of themselves doing something.	• Blanks 3 describing, Blanks 4 explaining its meaning
Social Communication	• Team negotiating skills Leading a group, participating in group	• Listening to peer contributions. Asking peers questions	• Thinking about when and how to use. Formal and informal language.
Stories and Personal Narratives	Summarise strategies and pit falls discovered last week. Elaborate on this account with success suggestions.	• **Retell the story, including feelings and outcome** **Retall story with elaborated ideas from questions / comments asked during first retell**	Telling a real life story linked with figurative language
Vocabulary **Spoken/Written**	Long, short, fast, slow, balanced, tip, drop, careful, focused,	Linked with topic of photo and recount	**When words don't mean what they say**
Sentence Construction **Spoken/Written**	• Recording instructions to redo activity Providing opportunities to others to communicate.	Written English use to add elaborated comments to main story. Visuals and maintenance	**Phrases for metaphors / similies**
Speech **Spoken/Written**	• BSL or Speech depending upon student. • Ability to modality switch. Comfortable communication in group between peers	Practice speaking in front of others when telling a story, becomes a mini presentation	• Figurative language is used more in written English. Identifying figurative language in literature samples
	Autumn Term 2 **Social Communication: SmiLE (Work Experience Module)**	Spring Term 2 **Sentence Construction: Conundrums**	Summer Term 2 **Revision and Memory Strategies:**
Language for Thinking Blanks 1-4	• Problem solving, critical thinking • of mind • Future planning Prioritising linked with Executive Functioning.	• Problem solving, • Reasoning, forming arguments • Giving and opinion Making decisions	• Memory strategies Predicting future to support retaining information.
Social Communication	• **How to find out information beforehand** • **Think Plan Prepare e.g travel, clothes** • **Formal vs informal contexts** • **Behaviours: different in the work place** • **Communication tool kit**	• Discuss in groups • Debating Listening to others' ideas	• Peer group interactions Turn taking games

	My good communication, my responsibility and impact as a deaf communicator in the work place.		
Stories and Personal Narratives	• Remembering steps of routine Referring to previous similar experiences and learning from these.	Retaining the conundrum and retelling it including opinions from self and others	Stories which contain prescribed words which need to be remembered.
Vocabulary Spoken/Written	• Topic based vocabulary, • Address emails, travel, Tasks vocabulary	Topic Vocabulary	• Nouns as part of memory sequences How to group language into categories to retain in blocks
Sentence Construction Spoken/Written	Tool kit using written English in emails and to communicate with others who don't know BSL	• Writing my opinion and comparing it with others. Lists of pros and cons etc.	Writing down a sentence including correct word order and grammatical features.
Speech Spoken/Written	Strategies to me make my speech intelligible in context at work	• Spoken and written summaries of the discussion. Debate with peers giving opinions and making choices	Using spoken English as part of recall strategies

Maximum 1 hour focus on random multiple choice questions and hazard perspective each lesson.
Last 20 minutes finishing off with real life experience

Driving Theory	**Term 1:** **Introduction and basic concepts** ▪ Introduction to driving theory ▪ Road signs and markings part 1 ▪ Road signs and markings part 2 ▪ Attitude and safety margins **Hazard perception and vehicle handling** ▪ Hazard perception part 1 ▪ Hazard perception part 2 ▪ Vehicle handling part 1 ▪ Vehicle handling part 2	**Term 2:** **Rules of the road and traffic procedures** ▪ Rules of the road part 1 ▪ Rules of the road part 2 ▪ Traffic procedures part 1 ▪ Traffic procedures part 2 **Vulnerable road users and weather conditions** ▪ Vulnerable road users part 1 ▪ Vulnerable road users part 2 ▪ Weather conditions part 1 ▪ Weather conditions part 2	**Term 3:** **Vehicle loading and motorway driving** ▪ Vehicle loading ▪ Motorway driving part 1 ▪ Motorway driving part 2 ▪ Motorway driving part 3 **Accidents and emergency situations** ▪ Dealing with accidents part 1 ▪ Dealing with accidents part 2 ▪ Emergency situations part 1 ▪ Emergency situations part 2 **Revision and mock tests** ▪ Revision part 1 ▪ Revision part 2

			- Mock theory tests - Final preparations
Owning a vehicle	**Term 1:** **Introduction and basic concepts** - Introduction to driving theory - Road signs and markings part 1 - Road signs and markings part 2 - Attitude and safety margins **Hazard perception and rules of the road** - Hazard perception part 1 - Hazard perception part 2 - Rules of the road part 1 - Rules of the road part 2	**Term 2:** **Traffic procedures and vulnerable road users** - Traffic procedures part 1 - Traffic procedures part 2 - Vulnerable road users part 1 - Vulnerable road users part 2 **Weather conditions and vehicle documentation** - Weather conditions part 1 - Weather conditions part 2 - Road tax and MOT part 1 - Road tax and MOT part 2	**Term 3:** **Car insurance and motorway driving** - Car insurance part 1 - Car insurance part 2 - Motorway driving part 1 - Motorway driving part 2 **Accidents and emergency situations** - Dealing with accidents part 1 - Dealing with accidents part 2 - Emergency situations part 1 - Emergency situations part 2 **Revision and mock tests** - Revision part 1 - Revision part 2 - Mock theory tests - Final preparations
Preparation for Adulthood PSHE	In KS5 learners will follow a curriculum working towards preparing for adulthood, this will incorporate a Personal Social and Health Education (PSHE) curriculum personalised for deaf students. It will cover a variety of skills and knowledge to help prepare for independent living. Learners will be taught according to their individual ability and needs.		
	Term 1: **Health and wellbeing** Health and wellbeing Transition to P16 /colleges – Staying safe Community safety -in and outside college Personal safety Online safety Safe relationships Managing stress	**Term 2:** **Personal values – prejudice and discrimination** Relationships Diversity and inclusion Extremism/radicalisation Consent Harassment Coercion	**Term 3:** **Relationships – how to be safe – safe sex, contraception, STIs** Fertility Checking your health Cancer awareness Having a good relationships with food 30 plants a week Balanced plate/reading food labels

	-strategies for positive mental health Mental illnesses Creative activities Halloween – why this is good for you. **Living in the wider world** Readiness for work Benefits for work Different types of work Career profiles CV – personal details and achievements CV – personal statements skills and qualities	Stalking Budgeting at home Government benefits Rent and mortgages Planning for the future Re-visit CVs **Living in the wider world** Benefits of voluntary work Accessing BSL interpreters and how to use them Benefits of casual/part time work PA services – how to use/access them Why do deaf people need Access to work?	Preparing a simple meal with family and friends **Health and wellbeing** Understanding adult services How to make a medical appointment First aid Planning holidays and social activities Planning ahead Summer jobs Voluntary work CV final Evaluation of the year
Duke of Edinburgh Silver or Gold Award	In KS5 learners will follow a curriculum working towards the silver or gold Duke of Edinburgh Award. It will cover a variety of skills and knowledge to help prepare for the award. Learners will be taught according to their individual ability and needs.		
	Term 1: **What is Silver (or Gold) DofE?** ▪ How is it the same and different to their Bronze Award? ▪ Go through each section and the time they involve. This will be a basic introduction, recap, or reminder depending on when students completed their Bronze Award. ▪ Go through the 4 sections and what they involve: - how many months and activities ▪ Go through their accounts with them	**Term 2:** **Map skills/walking** **Map skills** – following routes and practising map reading at local parks. Using walking boots, clothes and the rucksacks they will use for the expeditions, go out to parks and practise using OS maps: Markeaton Darley Park Allestree Osmaston	**Term 3:** **Map skills/walking** **Map skills** – writing route cards and following routes and for their practice and actual expedition walks. Using walking boots and rucksacks they will use for the expeditions, go out to parks and practise using OS maps: Markeaton Darley Park Allestree Osmaston

	▪ Start on the skill and voluntary sections so they can be ongoing throughout the year with aim to complete by the end of the year: ▪ Use the programme planners on dofe.org Discuss with individual students. **Camping Skills** Setting up and putting down tents. Use of trangias, set up, cleaning and packing them away. Cooking with different food so they can taste and learn how to cook it using utensils they'll have when camping, i.e., no use of a jug to measure, so making a mark on a cup. Packing rucksacks – what to include. Sort out rucksacks at this point so students can visualise theirs and practise packing it or wearing it when they go out of practice walks. Similarly, get students to sort out walking boots that they will wear when on practice walks so they are used to them. Look at students' fitness levels and how they will cope with walking.	Students to organise their own packed lunches or snacks and drinks to take with them for walks. Students write lists of food and drink they will be taking on expedition. Practice cooking it in P16 or residence so they are familiar with the instructions, etc.	Practise cooking outside using trangias. Carry equipment in rucksacks on practice walks.