



JACK HUNT SCHOOL
Hard work Integrity Kindness

KS3

CURRICULUM INFORMATION

September 2023



PETERBOROUGH KEYS
ACADEMIES TRUST

CURRICULUM BOOKLET 2023

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INTRODUCTION

KEY STAGE THREE CURRICULUM (Year 7, 8 and 9)

Our curriculum aims to improve the life chances and opportunities of our students. It's designed to match the aspirations of our community, both engendering in our pupils a love of their subjects and the process of learning and giving our students a transformative experience through a broad and knowledge-rich curriculum. This ties closely into our mission statement – ensuring that all our students are well-educated, of good character, and are ready for ambitious next steps. When it comes to ensuring our students are successful, we believe that it's the curriculum that matters most – what pupils actually learn which will help them have successful and fulfilling lives.

Our curriculum allows students to 'acquire knowledge that takes them beyond their experience... knowledge which many will not have access to at home, among their friends, or in the communities in which they live' (Michael Young). We believe that this knowledge empowers: it gives students the confidence to learn more, think both critically and creatively, and to be able to participate in society. Powerful knowledge is a question of social justice: children need this knowledge to understand and interpret the world, and without it they are dependent on those who have it. It ensures our pupils can 'hold their own' and compete when they leave Jack Hunt School.

We want our students to be excited about what they have learned and to leave them wanting to know more. Our curriculum is designed to foster curiosity, so that our pupils identify the knowledge that they acquire not merely as a means to an end but as a source of interest and enjoyment in itself.

The Key Stage 3 curriculum is kept under constant review but currently consists of:

My World (Year 7)

Art

Design Technology (Food, Product Design)

Drama

English

Geography

History

ICT and Computing

Languages (French, Spanish and Urdu)

Mathematics

Music

Personal Development Education

Physical Education

Religious Education

Science

A range of extra-curricular and enrichment opportunities are available to extend students' learning.

Parental Involvement in Learning

A student's success depends on a real partnership between the school, the student and the parents. At Jack Hunt School we understand that once a child starts their secondary education, they may well be learning subjects with which you feel you cannot help. Sometimes, however, supporting students is more about facilitating their learning and encouraging them, rather than offering subject specific help, for example:

- ensuring they have a quiet place in which to do their homework;
- helping them organise their time by going through their homework planner with them;
- ensuring they have access to the correct equipment and books (either at home or by taking them to the library for example);

- talking through their work with them;
- encouraging them to take part in extra-curricular activities which will enrich the
- mainstream curriculum.

Throughout a student's time with us, we are committed to informing both parents and students alike about their attainment and giving constructive advice to ensure progress.

There are subject evenings for all year groups throughout the year. Parents are, however, welcome to make an appointment with staff outside these times if they would like to discuss particular issues.

Progression into Key Stage 4

During Year 9 our students will follow a series of sessions during their Personal Development Education lessons, which will enable them to make informed choices about their GCSE or Vocational options. Parents will also be given similar information via an information evening and booklet so that they can support their child during this crucial period.

MY WORLD

'Igniting a culture of excellence'

Through the My World curriculum we ensure all Year 7 students have access to a rigorous and challenging curriculum that builds upon their prior knowledge to provide them with best possible start both academically and socially whilst instilling our culture of excellence.

AIMS OF THE CURRICULUM AREA

Personal Best - High aspirations for all. Re-drafting is considered paramount in aiding students understanding they can achieve improved outcomes through hard work and effort.

Leadership - Foster and embed the development of positive learning behaviours across the curriculum, to enable each student to confidently lead and engage in exhibitions of excellence.

Learning - Provide all students with ambitious, rigorous project themes that nurture academic excellence, independence and confidence whilst providing a diverse range of learning opportunities.

Opportunity - Enrich and stretch students within a broad curriculum whilst fostering a joy of discovery, creativity, independence and personal decision-making.

Community - Enable students to feel a strong sense of belonging through positive relationships with staff and peers and use the curriculum to increase awareness and engagement in local, national and international community issues.

Year 7 spend 6 hours a week in My World taught by a single teacher in their own classroom to build strong relationships with fewer teachers, facilitate the time necessary for students to produce work to an excellent standard and reduce their timetable down to 10 subjects to make it more manageable. 'My World' is formed from a contextual backdrop of the Humanities, PDE and ICT that Jack Hunt School have now been delivering for 5 years. The curriculum is characterised by thematic learning through carefully crafted projects working towards a high quality final piece of work that is exhibited to parents and our local community. Every project is underpinned by literacy development through explicit teaching of key vocabulary, weekly guided reading and the construction of at least one high quality sentence every lesson. The last week of each project is spent editing and re-drafting work to familiarise students with this process and to ensure that their final project outcomes are to exhibition standard.

STUDENT ORGANISATION

Students are organised into teaching groups depending upon their House in order to provide closer support with transition and to prioritise the importance of relationships in school from the start. We also have three Nurture classes that run alongside our mainstream groups that cover the same project content in a modified, small group learning environment; not only does this enable us to meet the needs of all students, but also reduces the class size of our mainstream groups.

RESOURCES

My World classes are taught in a recently refurbished block which was designed specifically for this curriculum ; retractable walls enable us to open up the space for external guest speakers, exhibitions, assemblies and summative testing. We have a class set of iPads as well as 2 class sets of virtual reality enabling headsets that help to contextualise project content. Every scheme and lesson has

been designed by the Jack Hunt My World staff team, with the support of subject departments, to ensure they best suit the needs of our students and our desired outcomes. Bespoke resource booklets, that feature maps, timelines, lesson slides and key vocabulary, are distributed to every child every lesson so they can work at their own pace when appropriate and refer back to previous content and lessons. The books also feature an 'out of classroom' workbook that is utilised when a child is on school site but for safety or well-being reasons, isn't in the classroom.

CURRICULUM OUTLINE

We begin the year with a 4 week introduction block which includes both library and ICT inductions as well as baseline testing, an in-depth introduction to Jack Hunt's expected learning behaviours and the My World culture of excellence through a weekly Year 7 assembly. We then study the following:

1. Remembrance – why do we remember World War 1?
2. Peterborough through time – how did Peterborough become the city it is today and what will it be like in the future?
3. Sustainability – why is sustainability so difficult?
4. Medieval Powers – who was the most influential Medieval global power?
5. Being a Jack Hunter – this is a student led project with students selecting their own focus.

Project overviews, that break down the core content lesson by lesson, are available for parents to access via the school website and enable staff, students and the wider school community to have a thorough understanding of what we are studying in My World when.

Students spend between 5-9 weeks on our meticulously planned projects to develop their understanding of a number of core skills and concepts that we have worked with subject Curriculum Area Leaders to establish, to ensure they will build upon these in Year 8 and beyond. Statutory Personal Development content is delivered in a consolidated one week block in February.

AFTER YEAR 7

Students start studying subjects discretely from Year 8 building upon the key concepts that have been covered within Year 7. Students also have the opportunity to join the My World Ambassador team who act as advocates for our unique curriculum offer, supporting in the running of our Exhibitions of Excellence alongside other leadership opportunities.

FOR MORE DETAILS CONTACT
Ms V Bracken – Head of Year 7 Curriculum

ART

AIMS OF THE CURRICULUM AREA

- Through the provision of interesting stimuli, and the opportunity to learn and practise creative skills using a wide range of materials and equipment, we aim to give students the confidence and ability to express their personal ideas through the production of both two and three dimensional items of Art.

TEACHING METHODS

- In Years 7 to 9 all members of a class work from common starting points, using a range of equipment and materials in order to develop skills. However students take part as individuals within the class and personal interpretation of ideas is encouraged.

STUDENT ORGANISATION

- All classes are mixed ability.

RESOURCES

- The department is well resourced with a wide range of Art and Design materials and equipment. The department has a suite of computers that are used for research and for Graphic design projects. There are three main Art rooms and a specialist room for photography.

KEY STAGE 3 CURRICULUM OUTLINE

- Students gain experience and skills in Art and Design through participating in set projects in Years 7 to 9. Care is taken to ensure that projects are designed so that all students regardless of ability can take part at their own level.
- Projects ensure that by the end of Year 9, students will have worked in both two and three dimensions, using a range of media: painting and drawing, printing, digital media, and ceramics. Students will also be made aware of the work of well known artists and designers as a part of every project.

AFTER KEY STAGE 3

- In Years 10 and 11 and in the Sixth Form, students taking Art and Design to examination level will be helped to develop their individual ideas for work to meet the necessary coursework requirements. Under the guidance of staff, students are able to choose to work in appropriate materials.
- There are two options for Art and Design at GCSE, Fine Art and Graphic design, all students are entered for the EDUQAS GCSE examination under whichever endorsement they have been studying.
- Sixth Form students taking the subject are entered for the EDUQAS A Level Art and Design.

OTHER ACTIVITIES

- Students of all ages are encouraged to use the Art areas out of normal lesson times to continue with classwork or to produce further items. Specialist Art Clubs also run after school and some lunchtimes. At lunchtimes the department is open and staff are available for guidance. Students in the Upper School can also work after school on coursework by prior arrangement with staff.

FOR MORE DETAILS CONTACT

Mrs A Jones or Mrs D Henning – Co- Curriculum Area Leaders for Art

DESIGN AND TECHNOLOGY

AIMS OF THE CURRICULUM AREA

- To provide rich, stimulating and varied learning experiences for students so that they are able to problem solve, design and realise their designs with confidence.
- To develop a sound knowledge of designing and manufacturing including the uses of ICT.
- To understand and appreciate the impact of design and technological development upon society.

TEACHING METHODS

- Whole class teaching
- Student centred learning
- Group work
- Problem solving
- Working independently
- Investigatory work

STUDENT ORGANISATION

- All groups are mixed ability

RESOURCES

- Three multi-material workshops
- Two fully functioning kitchens
- Sewing machines
- Machine and Casting area
- Access to ICT facilities including Laser cutters and a 3D printer
- A variety of teacher prepared worksheets
- A range of text books covering all material areas at Key Stage 3, 4 and 5.

KEY STAGE 3 CURRICULUM OUTLINE

- Years 7 students undertake a foundation course in Design and Technology, Food and Nutrition and Textiles.
- Year 8 rotate across three material areas ; Metals & Casting, Food and Timbers
- Year 9 rotate across three material areas ; Polymers, Textiles and Food

AFTER KEY STAGE 3

- Years 10 and 11 students may choose to study Level 1 / 2 Hospitality and catering or GCSE Design and Technology.
- Examination courses include:- AQA GCSE Design and Technology, WJEC Level 1 / 2 Hospitality and catering.

OTHER ACTIVITIES

- GCSE and A Level support sessions
- At lunchtimes the department is open and staff are available for guidance. Students in the Upper School can also work after school on coursework by prior arrangement with staff.

FOR MORE DETAILS CONTACT

Miss M Loveridge – Curriculum Area Leader for Design and Technology

DRAMA

AIMS OF THE CURRICULUM AREA

- To enable students to develop a range of personal qualities such as perseverance, initiative, confidence, individual awareness and group sensitivity.
- To allow students to develop informed opinions and be able to support them by reasoned arguments free from prejudicial intolerance.
- To enable students to be familiar with a body of knowledge, principles, skills, techniques and vocabulary related to Drama and effective communication.
- To enable students to work independently and as part of a team in varied activities.
- To employ teaching methods and resources that allow all students to have equal access to Drama and to experience success and enjoyment in their work through their own efforts.
- To value each individual and so encourage each student to feel the value and worth of others. In doing so, to encourage empathy, so that each student approaches issues of race, gender and ability with tolerance and insight.

TEACHING METHODS

- Key Stage 3 - Staff employ a variety of practical and written activities during a lesson where students might be asked to work individually, in pairs, in small groups or as a class.
- Key Stage 4 - Students share ideas whilst working through six specific areas, including character and context, genre style and conventions and the semiotics of theatre.

STUDENT ORGANISATION

- All Drama groups are mixed ability - in Years 7, 8 and 9 students are in their main teaching groups.

RESOURCES

- The department has a Drama Studio equipped with stage lighting, audio/visual equipment and portable staging.

KEY STAGE 3 CURRICULUM OUTLINE

- Students experience a wide range of topics designed to deepen their understanding of human interaction and to raise issues which are relevant and which students can explore to develop insight and informed opinions.
- Some of the topics which are covered include: Play scripts, Shakespeare, Commedia Dell'Arte, Physical Theatre, Bullying, justice, live theatre and a variety of play texts to link with GCSE and A level study.

AFTER KEY STAGE 3

- In Year 10 students have the opportunity to take Drama at GCSE and will work in mixed ability classes taken from the whole Year group.
- Years 10 and 11 Drama GCSE
- Years 12 and 13 Theatre Studies A Level.

OTHER ACTIVITIES

Drama Club – Wednesday lunchtime with Miss Lynn
Theatre trips and GCSE and A level rehearsals.

FOR MORE DETAILS CONTACT

Mrs A King – Curriculum Area Leader for Drama

ENGLISH

AIMS OF THE CURRICULUM AREA

- To deliver a knowledge-engaged curriculum that builds on knowledge and skills from KS2 and prepares students for KS4, GCSE exams, and beyond.
- To develop students to become well-rounded, lifelong learners through a focus on awareness, aspiration, and excellence.
- To ensure a strong foundation in the fundamentals of English while offering opportunities to enhance cultural capital and experience a wide range of voices.
- To make English an active, safe, and enjoyable subject in which all students can participate and achieve.
- To challenge every individual to reach their full potential.

TEACHING METHODS

- Lessons have been planned to address our eight key concepts: aspiration, awareness, character, figurative language, narrative, rhetoric, structure and vocabulary. Lessons will involve explicit technical proficiency practice, and will revolve around a key text. Lessons will involve teacher modelling and scaffolding and incorporate school wide Cold Calling and Think, Pair, Share strategies
- Student progress will be continuously monitored with a balance of low-stakes weekly quizzes and in-class checks through intentional circulation and checking for understanding.
- Intervention will be targeted through individualised support, targeted feedback, and small group teaching when appropriate.

STUDENT ORGANISATION

- All classes are taught in groups with a range of current attainment.

RESOURCES

- A wide range of novels, poetry collections, plays, short stories and non-fiction texts are used throughout KS3 to ensure students are exposed to different voices within texts.
- Students also have access and are directed to utilise Bedrock Vocabulary, including some directed lesson time.
- Students are encouraged to utilise the library to continue independent reading as well as make use of lunchtime book clubs (e.g. Carnegie) to promote a love of reading.

KEY STAGE 3 CURRICULUM OUTLINE

- Students will study a continuum of both English literature and the English language throughout history with focuses on key areas, such as the Renaissance, the Romantic period, the Victorians, and contemporary society in year 7 before studying a range of themes that are crucial for enjoyment and understanding in English.
- Grammar, punctuation, and style analyses and practice are incorporated throughout all lessons in KS3.
- Each unit will feature fiction, non-fiction, and poetry with a blended approach to reading and writing.
- Knowledge taught in each unit will be applicable beyond specific texts and will be revisited throughout the year, ensuring that students can connect and apply their learning. Skills development from applying the knowledge learnt will progress through the years; year 7 has a greater focus on comprehension in comparison with years 8 and 9 which explore further analysis, evaluation and comparison.
- Extended writing will be completed once every three weeks in KS3, alternating between creative and analytical forms.

AFTER KEY STAGE 3

- All students will follow a Language and Literature linear course building on the skills developed throughout the KS3 Curriculum
- At Key Stage 4, students take two GCSE examinations, in English Language and English Literature, and may proceed to A level study in the Sixth Form.

- The department offers English Literature A-Level and English Language & Literature A-Level courses post-GCSE.

OTHER ACTIVITIES

- Opportunities for theatre visits are provided throughout the age ranges when possible.
- Opportunities to celebrate literature or engage in clubs such as National Poetry Day, World Book Day, Carnegie reading groups, participating in the school magazine, and other initiatives that follow student interest are all possible and encouraged.

FOR MORE DETAILS CONTACT: Mr D Hemmings – Curriculum Area Leader for English

GEOGRAPHY

AIMS OF THE CURRICULUM AREA

- To develop a genuine interest and enthusiasm for the study of physical and human geography
- For students to engage with topical case studies which underpin and support their contextual knowledge
- By studying contextual events, case studies and human stories our students will be able to reflect upon, assess and better understand the physical and human world we live in.
- To develop and enhance the development of geographical skills through activities including discursive debates, real time digimaps, scientific analysis, graphical analysis, reasoning and revision organisational skills.
- To help students to better understand the varying country development levels and implications for human geography.
- To develop the student's literacy resilience. Our topical units have imbedded opportunities to encourage students to improve their reading, writing, visual and information literacy.

TEACHING METHODS

The department uses a range of methods including:

- Individual, paired and group work
- Class structured discussions
- independent research
- Fieldwork and geographical investigations
- Digimaps and Ordnance Survey maps
- Decision making exercises
- developing hypotheses and testing
- peer assessment.

STUDENT ORGANISATION

- All geography classes are mixed ability within Years 8 and Year 9

RESOURCES

- The department has a variety of textbooks available. The core texts at Key Stage 3 are: Foundations, Connections and Interactions, and Geog. 1, 2 and 3. We also have built up, and are constantly reviewing, video clips and worksheets to cater for all abilities, which staff in the department have created. iPads and IT classrooms are also booked out during Geography lessons for current, up to date research and use of Geographical Information Systems (GIS) to view, analyse and interpret places and data.

KEY STAGE 3 CURRICULUM OUTLINE

- Geography is concerned with the study of places, the human and the physical processes that shape them and the people who live in them. Students will consolidate and extend their knowledge of the world's major countries and their physical and human features. Students will understand how geographical processes interact to create distinctive human and physical landscapes that change over time. 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 and geographical skills in analysing and interpreting different data sources. In this way students will continue to enrich their locational knowledge and spatial and environmental understanding.
- Our sequence of learning is outlined below:

Year 8

- Ecosystems
- Resource Sustainability
- Development Gap

- Urban Environments
- Weather & School Environment
- Climate Change

Year 9

- Violent Earth
- Globalisation & Superpowers
- Population & Migration
- Cracking Coasts & DME
- Resource Management
- Water Resources

AFTER KEY STAGE 3

- Geography is an optional subject at GCSE level where students are taught modules on the physical, human and environmental aspects of Geography. They are also assessed on their decision-making and fieldwork skills. The GCSE course follows the Edexcel A syllabus.
- At A-Level students follow the Edexcel syllabus which offers units that allow a balance between students' own particular physical, human and/or environmental interests and key geographical topics that provide them with the knowledge, understanding and skills for further study at higher education or for employment.

FOR MORE DETAILS CONTACT

Mr N Wilmore – Curriculum Area Leader for Geography

HISTORY

AIMS OF THE CURRICULUM AREA

- To develop a genuine interest and enthusiasm for the study of past events and people.
- For students to realise that the world of the present was formed by the events of the past and that the ripples of their effects continue to effect the world of the future.
- By studying events, choices, decisions of the past students will be able to reflect upon, assess and better understand the world and community they live in.
- To promote the development of historical skills such as problem solving, communication, debating, reasoning and organisational skills.
- To help students to better understand the various cultures of the world.
- To develop the many different forms of literacy. Our lessons encourage students to improve their reading, writing, visual and information literacy.

TEACHING METHODS

The department uses a range of methods including:

- debate and structured discussion
- independent research
- role play
- presentations
- developing hypotheses and testing
- examination of historical sources
- use of educational visits to develop understanding – we take students to the battlefields and memorial sites of World War One in Belgium and France. We also visit the Black County Museum to explore life in the Industrial Revolution
- peer assessment.

KEY STAGE 3 CURRICULUM OUTLINE

- At Key Stage 3 students follow the National Curriculum. Our learners will explore medieval worlds, the changing nature of Britain between 1066 and 1990. We also explore key world events such as the Holocaust, the Industrial Revolution and the Civil Rights Movement.
- Year 8 focusses on the development society. It starts with medieval England and finishes with the Industrial Revolution, focussing on the changes that takes place within society and government.
- Year 9 focusses on the evolution of a Modern World. Topics include further study on the World Wars, the Holocaust and how rights have changed, including Civil Rights and Women's rights.
- Students will also experience the key concepts that underpin the discipline of History, these include ; cause and consequence, significance, change and continuity and interpretations.
- Students will also learn skills which will prepare them for further academic study – such as information analysis and extended writing.

AFTER KEY STAGE 3

- At Key Stage 4 students follow Edexcel History or OCR Ancient History. Both courses are 100% examination based and comprise of four units each.
- At A Level students examine a range of British and International topics, including the Norman Conquest ; the causes and impact of WW1 and WWII ; Russia between 1865 and 1965 ; and an independent study.

FOR MORE DETAILS CONTACT

Mrs E Billitt - Curriculum Area Leader for History

ICT AND COMPUTING

AIMS OF THE CURRICULUM AREA

- To develop confident digital citizens who understand the power of the digital world. It uses accessible, challenging and engaging projects that empower students and promotes the productive use of ICT.
- To enable students to feel able to utilise technology, to understand how it works and how to make it work for them; making them feel in control.
- All students should have the opportunity to write their own computer programs

TEACHING METHODS

- A variety of teaching and learning methods and styles are used, including whole class instruction, demonstration, collaborative learning, individual work, multi-media tutoring materials, electronic worksheets and online learning resources.

STUDENT ORGANISATION

- Students receive a one hour per week ICT & Computing lesson in Years 8 and 9.
- All students are taught in mixed ability groups.

RESOURCES

- The school has 6 computer rooms of 32 PCs. These are fully networked and all run office software and have internet access.

KEY STAGE 3 CURRICULUM OUTLINE

Digital Literacy

- What the cloud is and how to utilise cloud services
- To be proficient in using a range of digital online/offline applications
- How to transfer skills from one application to another
- How to use search engines effectively
- How to identify accurate information in the digital world
- To use blogs, social networks and other online digital tools

Digital Citizenship

- To be responsible when using social networks, technology and other online tools
- To understand the possible dangers they can face online
- To learn how to deal with situation they may encounter online
- To understand the impact ICT has on the world around them
- The positive and negative effects of ICT on their lives
- To learn how to use privacy setting on social networks

Digital Creativity

- The importance of evaluating existing digital content
- To consider audience and purpose when designing and creating digital products
- How to effectively combine text and images to produce effective digital products
- To learn how to effectively edit, repurpose and combine digital elements.
- The importance of self and peer evaluation
- To be effective when working independently as well as when collaborating with team

Computing

- To be able to create interactive games by using a visual programming language
- To learn a textual programming language and related computational terminology
- To learn about the hardware components inside a computer/tablet/smartphone
- To learn what an operating system is and why it is used
- To understand the history of Computer Science, as well as key figures in history
- To understand what an algorithm is and why they are used

AFTER KEY STAGE 3

At Key Stage 4 students can opt to take OCR IT. This course is 40% examination and 60% coursework.

FOR MORE DETAILS CONTACT : Mr R Kent - Curriculum Area Leader for ICT and Computing

MATHEMATICS

AIMS OF THE CURRICULUM AREA

- Mathematical fluency and problem solving is at the heart of our approach to teaching Mathematics, especially at Key Stage 3.
- We follow the WhiteRose scheme of learning, which aims to build solid foundations and encourages students to make links between the many areas taught in the Maths curriculum.

TEACHING METHODS

- Teaching methods focus on developing students' concrete, pictorial and abstract understanding of mathematical concepts.
- These methods include solving problems, not just with the use of equations, but by using objects and pictures so as to represent the information in a more accessible way for students.

STREAMED CLASSES

- Students are placed in bands from the beginning of Year 7 according to information received from primary schools, Key Stage 2 SAT results and our Year 7 Baseline assessment.
- This banding is flexible and movement between groups is reviewed regularly in the department based on class performance, homework completion and key assessment points (Autumn, Spring and Summer).

CURRICULUM AND RESOURCES

- Students in year 7 will start the WhiteRose scheme of work, which is built from the National Curriculum programme of study that focusses on students' foundational knowledge and application towards problem solving. This follows on from the scheme of work followed by most of our feeder Primary Schools.
- Students will continue their progression through the fields of Number, Algebra, Geometry and Statistics.
- Homework is set on-line via Sparx Maths. These tasks are set weekly and follow each classes' scheme of work, regularly consolidating current and past learning. The platform uses an AI to learn the level of each pupil and gives them tailored questions at a suitable level.

AFTER KEY STAGE 3

- Students in Years 10 and 11 focus on preparing for the Edexcel GCSE Mathematics qualification for students completing the Higher or Foundation course. This course concludes with the GCSE Mathematics examination in June of Year 11.
- At Key Stage 5 students study modules to achieve an AQA A Level Mathematics qualification in June of Year 13. The topics covered include Pure Mathematics and the Applied topics: Statistics and Mechanics. Students also have the option to study the AQA A level Further Mathematics alongside A Level Mathematics.
- ICT skills are used in various forms of study in all Key Stages.

OTHER ACTIVITIES

- Students can participate in the United Kingdom Mathematical Challenges at Junior, Intermediate and Senior levels.
- Sparx Maths Homework club – which currently runs on a Monday and Friday lunch time in room 322 where students can seek support from Maths teachers with their Sparx Maths homework.
- Targetted revision sessions for students in Year 11, before and after school.
- Student-led tutoring for students in KS5 supporting younger students in the school with their mathematics.
- Team Mathematics Challenges that take place throughout the year, in which students compete against young mathematicians in other local schools.

FOR MORE DETAILS CONTACT

Mr M Almen – KS3 Coordinator for Maths

Ms E van der Ark – Curriculum Area Leader of Mathematics

MODERN FOREIGN LANGUAGES

AIMS OF THE CURRICULUM AREA

- To enable all students to understand and to communicate effectively in a foreign language.
- To offer insights into the culture and civilisation of the countries where the language is spoken.
- To encourage positive attitudes to language learning and to speakers of foreign languages.
- To give students the opportunity to develop links with and visit countries where the language is spoken when appropriate.

TEACHING METHODS

- A variety of teaching and learning styles are used, including whole class teaching, group work, pair work, individual work and use of online resources.
- Students work on the four language skills: speaking, listening, reading and writing.

STUDENT ORGANISATION

- Students are taught in mixed ability groups in Year 7, 8 and 9.

RESOURCES

- All classrooms are equipped with interactive whiteboards.
- Students will have access to online resources they can use to support their learning at home; homework will be weekly vocabulary lists accessible online via www.quizlet.com .

KEY STAGE 3 CURRICULUM OUTLINE

- All Year 7 choose between French, Spanish or Urdu before the start of Term.

Our aim is to ensure that all students :

- understand and respond to spoken and written language from a variety of authentic sources.
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- discover and develop an appreciation of a range of writing in the language studied.

AFTER KEY STAGE 3

- Students can take French, Spanish and Urdu to GCSE as long as they have studied the language in KS3.
- French, Spanish, and Urdu are then offered at A Level.
- Students have the opportunity to take examinations in Home Languages where available at GCSE and A Level.

FOR MORE DETAILS CONTACT

Mrs L Baird, Curriculum Area Leader for Modern Languages

MUSIC

AIMS OF THE CURRICULUM AREA

- To promote learning and enjoyment through practical music making and a sensitive response to Music.
- To achieve a good reputation by expecting the highest standards of music making and learning.
- To provide experience of fulfilment by striving to reach high artistic and technical standards.

TEACHING METHODS / STUDENT ORGANISATION

- At Key Stage 3, students are taught in mixed ability classes. Ensemble and compositional work features the use of a varied range of instruments, ie tuned and untuned percussion, string, woodwind, brass and drums. The use of music technology plays a large part of curriculum delivery with students in all year groups composing in Digital Audio Workstations (DAWs) such as Logic Pro and scorewriting in Sibelius.
- Students are encouraged to use their own instruments whenever appropriate in the music classroom.
- In Year 9, students selected to take the music option, will have the opportunity to follow the *Musical Futures* programme, both supporting KS3 and preparing students for their chosen routes through KS4.
- KS4 curriculum offers OCR GCSE. Our KS5 curriculum is delivered through the AQA Advanced Music specification. In both Keystages, students are taught in option classes and work both in groups and alone. They use their own instruments and have full access to the resources of the department.

RESOURCES

- Many of the Key Stage 3 topics are designed and written by departmental staff to suit the needs of students at Jack Hunt School following National Curriculum guidelines. All units contain a large element of blended and flipped learning allowing all students to log in to their lessons online both at school and at home. Many of the units are student led with extension activities designed to extend all students and encourage accelerated progress. All students have access to a free online Digital Audio Workstation (DAW) to use at home which is designed to complement their creative activity within the traditional lesson framework in the lesson timetable.
- At GCSE and A Level we use materials and resources published by the exam board, supported by a wealth of text book and sheet music appropriate to individual needs.
- The department has large instrumental resources including fully-equipped keyboard, guitar and drum rooms, together with a range of tuned and untuned percussion.
- There is a modern Recording Studio designed to professional standards that has a 'live' room to support the use of music technology.
- Students benefit from two large music specific classrooms both fitted with computers and keyboards to help develop ICT in music lessons. This is achieved mostly through Logic Pro X and Sibelius 7 software.
- We also have 7 specialist peripatetic music staff who teach individual and shared lessons to students on instruments of their choice.

KEY STAGE 3 CURRICULUM OUTLINE

- The department follows the National Curriculum programme of study.
- Performing and composing activities are fully integrated with listening and work related to learning about the theory of music. Students are encouraged to appraise their own work and music composed by others.
- In Key Stage 3, topics are designed to enhance musical experience for all students reflecting the diverse culture of the school. Studying a variety of styles, genres and traditions adds to the quality of understanding displayed by students. Students are also given an opportunity to take this further by learning additional music in lunchtime or after school activities.

AFTER KEY STAGE 3

- Throughout GCSE and A Level Music, students are encouraged to work to a more ambitious and refined level. Independent practise and listening skills are expected at this level to develop understanding.

EXTERNAL EXAMINATIONS

- GCSE and A Level Students are entered for external examinations. The department enters students for both practical instrumental and graded theory examinations provided by the Associated Board of the Royal Schools of Music and Trinity Guildhall School of Music.

OTHER ACTIVITIES

- The department promotes the following activities: Concert Band, Jazz Band, Wind Ensemble, A Cappella Choir, String Group, Guitar Group and a Music Production Group. The department also works with other staff to put on a whole school musical each year.

FOR MORE DETAILS CONTACT

Mr L Watson – Curriculum Area Leader for Music

PERSONAL DEVELOPMENT EDUCATION (PDE)

AIMS OF THE CURRICULUM AREA

- To enable students to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. These skills and attributes include resilience, self-esteem, risk-management, teamwork and critical thinking.
- To enable students to develop the knowledge, skills and understanding they need to play a full part in society as active and responsible citizens.
- To enable students to learn about careers, learning and work so that they can manage their own development and make life choices and decisions that will benefit their own wellbeing and contribute to the wellbeing of others.

TEACHING METHODS

The department uses a range of methods, including:

- Individual, paired and small group working
- debate and structured discussion
- independent research
- role play
- presentations
- participation in active citizenship projects
- use of ICT programs including PowerPoint, DVD and online careers programs
- analysis and interpretation of text-based sources
- opportunities for engagement with employers and other visiting speakers

STUDENT ORGANISATION

- All PDE classes are taught in mixed ability groups.

RESOURCES

- The department utilises a range of ICT and multi-media resources.
- Opportunities for independent careers guidance to support decision-making regarding post 14 options.

KEY STAGE 3 CURRICULUM OUTLINE

- In PSHE lessons, students learn about key core themes of health and wellbeing, relationships and sex education and living in the wider world (including economic wellbeing)
- In Citizenship lessons, students learn about politics, parliament and voting as well as human rights, justice, the law and the economy.
- In Careers and work related learning lessons, students participate in career and work related learning activities to discover more about themselves, find out about careers and the world of work and develop skills for career wellbeing and employability. Students will also be supported to make decisions about their post 14 options.

AFTER KEY STAGE 3

- Students may choose to study Citizenship at GCSE.
- Students will continue to learn about health and wellbeing, relationships and sex education and living in the wider world, as appropriate to this age group.
- Students continue to participate in career and work related learning activities (including work experience) to discover more about themselves, find out about careers and the world of work and develop skills for career wellbeing and employability. They are supported to make decisions about their post 16 options.

FOR MORE DETAILS CONTACT

Mrs S McCracken – Curriculum Area Leader for Personal Development Education

PHYSICAL AND HEALTH DEPARTMENT

AIMS OF THE CURRICULUM AREA

- To contribute to and complement the aims and objectives of Jack Hunt School.
- To provide equality of access for all students to a broad, balanced and relevant curriculum.
- To provide an enjoyable and stimulating programme which develops students physically, socially, emotionally and cognitively in accordance with the National Curriculum.
- To offer a range of experiences to meet the needs of individual students and encourage active involvement as performers, leaders and officials.
- To promote the development of physical competence and confidence in movement activities.
- To foster the development of co-operation, fair play and good sporting behaviour.
- To improve knowledge and understanding of Health and Wellbeing.

TEACHING METHODS

- Students are taught knowledge, skills and understanding through whole class, group, paired and individual work.
- Opportunity is given for students to work at their own level and progress at their own pace enabling self esteem to motivate active decision-making.

STUDENT ORGANISATION

- At Key Stage 3 in Years 7, 8 and 9 students are taught in ability classes in single sex groups.

KEY STAGE 3 CURRICULUM OUTLINE

- At Key Stage 3 students participate in activities from the National Curriculum areas including: outwitting opponents in games, accurate replication in gymnastics, performing at maximum levels in athletics and identify and solving problems in orienteering.
- Students are introduced to health and fitness activities.
- Assessment takes place during each block of work assessing student's body, brain and beyond skills.

AFTER KEY STAGE 3

- At Key Stage 4 in Years 10 and 11 students are taught in single sex groups.
- At Key Stage 4 students follow an options programme which includes an extension of the Key Stage 3 activities, providing opportunities to study activities in greater depth.
- Students may also opt for GCSE Sport Science or Cambridge National Sport Studies.
- Sixth Form students follow a core programme of activities making use of school based facilities.
- A Level Sports Studies is studied over two years and comprises of a theory and practical element. The theory element focuses on the factors affecting participation in physical activity and sport. Students will study applied anatomy and physiology, skill acquisition, sport and society, biomechanics, sport psychology, sport and society and technology in sport. This will be assessed in a 2 x 2 hour written exam and is worth 35% each of the final grade. For the practical performance students are assessed as a performer in the full sided version of one activity. This also includes a written analysis of performance. This is a non-exam assessment and will be assessed through internal and external moderations and is worth 30% of the final grade.
- The Higher Sports Leaders Award is a popular option for Sixth Form students leading to a nationally recognised qualification.
- Gifted and Talented sport performers get support through our Junior Athlete Education mentoring.

OTHER ACTIVITIES

- An extensive programme of activities operate during lunch time and after school. It is changed half termly to promote mass participation whilst developing excellence through inter-school to national competition.
- Additional trips and visits are arranged throughout the year to spectate at a variety of sporting competitions.

FOR MORE DETAILS CONTACT

Miss H Jeal – Curriculum Area Leader for PE

RELIGION, PHILOSOPHY AND ETHICS

AIMS OF THE CURRICULUM AREA

- To contribute to the spiritual, moral, cultural and social development of all students.
- To develop students' ability to make reasoned and informed responses to religious, non-religious, ethical and moral issues.
- To appreciate both religious and non-religious views as a significant element in human experience.
- To identify, investigate and respond to fundamental questions of life raised by religion and by human experience.
- To promote the development of problem solving, communication, debating, reasoning and organisational skills.
- To help students to better understand the various cultures and belief systems of the world.
- To develop the many different forms of literacy.

TEACHING METHODS

- A variety of teaching methods are used, including independent research, group presentations, debate and structural discussions, project based learning, whole class teaching, and the use of ICT and full implementation of iPads from year 10 through to year 13.

STUDENT ORGANISATION

- All students are taught in mixed ability groups. Year 7 RPE is now a part of 'My World'. Years 8 and 9 students are taught in teaching groups. At GCSE level, students are taught in mixed ability groups.

RESOURCES

- The department provides students with text books and a variety of worksheets and booklets.
- OneNote is used to provide students access to all resources that they need to GCSE and A Level
- The department is also fortunate in having a wide range of artefacts and other visual resources.
- In addition the department makes good use of the resources of an excellent library.

KEY STAGE 3 CURRICULUM OUTLINE

- We have emended the Cambridgeshire Agreed Syllabus which was launched in May 2018. This syllabus requires the major world religions to be taught at Key Stage 3 as well as non-religious views such as Atheism and Humanism. The curriculum also contains modules related to social, ethical, moral and current issues.
- In year 8, students are taught about the major 6 religions of the world. The Abrahamic faiths are taught from youngest to oldest, Islam, Christianity and then Judaism. After this the faiths originating in India are taught youngest to oldest again, Sikhism, Buddhism and Hinduism. For each, students are taught about the religion and then asked to consider what lessons can be taken from each.
- In year 9, students are taught about Atheism and the Humanist worldview, then we look at the different approaches to the origins of life and the universe focusing on the compatibility of religion and science.
- After this, we focus upon introducing the idea of authority in religion by completing lessons on the main figures and holy texts of Christianity and Islam. Students then discuss ethics, morality and examples of moral people from history.

AFTER KEY STAGE 3

- In Years 10 and 11 all students can opt to follow a full GCSE course in Religious Education.
- The remaining KS4 students have one Core RE lesson every fortnight but this is not examined.
- Students can also sit an A level in Philosophy, Ethics and Islam. We offer the students the opportunity to develop their argument construction and critical thinking skills.

FOR MORE DETAILS CONTACT

Mr J Buley – Curriculum Area Leader for Religion, Philosophy and Ethics

SCIENCE

AIMS OF THE CURRICULUM AREA

- For the students to be scientifically informed citizens so that they can apply their knowledge and understanding to enable them to make informed decisions and function in an increasingly scientific and technological society.
- For the Science that they learn to be a basis for further study.
- To provide opportunities to develop skills, both practical and analytical.
- To help develop an “enquiring” mind.
- For Science to be enjoyable, stimulating and carried out in a safe environment.
- For the students to recognise that “Science” is at work all around them and not just in laboratories.

TEACHING METHODS

Key Stage 3 Science is taught using a variety of teaching methods including retrieval tasks, video clips, ICT research, presentation of research, investigations and practicals, worksheets, paired and group discussion and questioning.

STUDENT ORGANISATION

- Students are taught in mixed ability groups in year 7, 8 and 9.

RESOURCES

- A suite of fully equipped laboratories.
- Students will have access to online resources that they can use to support their learning at home, including an online textbook.
- Students will be set half-termly consolidation homework on Seneca Learning.

KEY STAGE 3 CURRICULUM OUTLINE

- Year 7 : Introduction to Biology (cells, breathing, the skeleton and reproduction), Introduction to Chemistry (particle model, atoms and some chemical reactions), Introduction to Physics (forces, sound, light and space)
- Year 8 : Biology topics (healthy lifestyle, photosynthesis, ecosystems and inheritance), Chemistry topics (metals and non-metals, separation techniques, materials and the rock cycle), Physics topics (energy, electricity, and motion).
- Year 9 : During the first part of the year students will review, apply and extend their knowledge across topics introduced in year 7 & 8. From Easter students will start to explore the knowledge and skills needed to be successful in AQA GCSE Combined Science.

AFTER KEY STAGE 3

- The majority of students will study AQA GCSE Combined Science, which involves studying a range of Biology, Chemistry and Physics topics. The Combined Science qualification is equivalent to 2 GCSEs. Students who have performed well during year 8 & 9 in Maths and Science will be invited to select the Separate Science option, gaining three GCSEs in AQA GCSE Biology, Chemistry and Physics.
- In Years 12 and 13, A Level Physics, Chemistry and Biology are offered alongside BTEC Level 3 Applied Science.

FOR MORE DETAILS CONTACT

Mrs J Gamble – KS3 Coordinator for Science

Miss S Marsh– Curriculum Area Leader for Science