



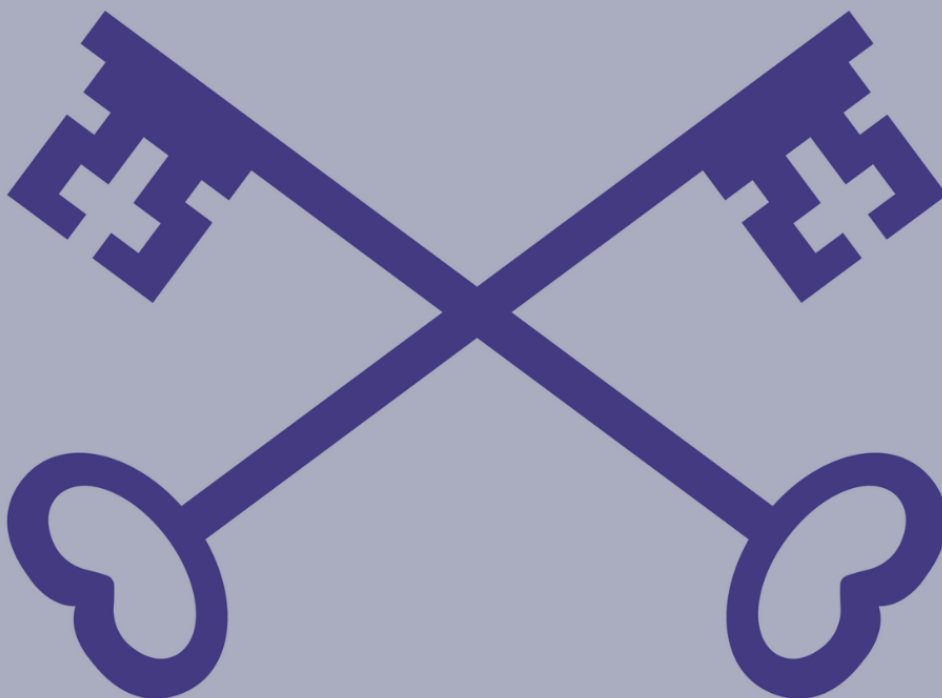
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JACK HUNT ACADEMY

KS3

**CURRICULUM
INFORMATION
SEPTEMBER 2025**



CURRICULUM BOOKLET 2024

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INTRODUCTION

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

At Jack Hunt Academy, we want our curriculum to embody our mission statement – ensuring all our students are: well-educated; of good character; and ready for ambitious next steps.

We believe that to be well-educated, all our students must have access to an ambitious, broad, balanced and knowledge-rich curriculum which allows our learners to be critical and reflective thinkers. Our curriculum engenders students to develop their vocabulary, literacy and oracy skills through explicit teaching which is accessible to all. Alongside knowledge acquisition, our curriculum develops learners' curiosity, creativity and independence.

Jack Hunt Academy is a diverse and vibrant community where good character is championed. There is a culture of high expectations and positive learning where different people's voices are heard and represented throughout our curriculum. We want our students to be excited about what they have learned and to display effective learning habits to achieve excellent academic outcomes.

It is important students are ready for ambitious next steps (e.g. University or Apprenticeships) by being aspirational for the future, and willing to celebrate their own and the achievement of others. We want students to take advantage of all the broad range of personal development opportunities by adopting our school values of Hard Work, Integrity and Kindness.

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

My World (Year 7)

Art

Design Technology (Food, DT, Textiles)

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 Academy 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/EduLink 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.

Parents are welcome to make an appointment with staff 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.

'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 Academy 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. The curriculum 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. There is a strong emphasis on editing and re-drafting work to familiarise students with this process and to ensure that their final project outcomes are to exhibition standard.

RESOURCES

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 indepth 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:

- Remembrance – why do we remember World War 1?
- Peterborough through time – how did Peterborough become the city it is today and what will it be like in the future?
- Sustainability – why is sustainability so difficult?
- Medieval Powers – who was the most influential Medieval global power?
- 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 our wider school community to have a thorough understanding of what we are studying in My World and when.

Students spend between 5-9 weeks on our meticulously planned schemes of learning 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 during the academic year.

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

Dr J Young – Acting Head of Year 7 Curriculum

ART

AIMS OF THE CURRICULUM AREA

Through the provision of interesting stimuli, and the opportunity to learn and practice 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.

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. Art and Design at GCSE and 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 use 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 working

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

- Year 7 students undertake a foundation course in Design and Technology, Food and Nutrition and Textiles.
- Year 8 rotate across three material areas ; DT, Food and Textiles
- Year 9 rotate across three material areas ; DT, Food and Textiles

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.
- Years 12 & 13 students may choose level 3 Product Design.

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.

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 – Is offered every week. 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.

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, the school magazine, and other initiatives that follow student interest are all possible and encouraged.

FOR MORE DETAILS CONTACT

Mrs J Tuit – 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.

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, videoclips 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
- Energy Security

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 the First World War and Second World War; Russia between 1855 and 1964 ; 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.

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 - ICT and Computing

MATHEMATICS

AIMS OF THE CURRICULUM AREA

- Mathematical fluency and problem solving is at the heart of our approach to teaching Mathematics.
- 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 to represent the information in accessible ways 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 Number, Algebra, Geometry and Statistics.
- Homework is set online via the website SparxMaths. 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 either the Higher or Foundation course which concludes with the GCSE Mathematics examination in June of Year 11.
- At Key Stage 5 students study modules to achieve an Edexcel A Level Mathematics qualification in June of Year 13. The topics covered include Pure Mathematics and the Applied topics: Statistics and Mechanics. Students also can study the Edexcel A level Further Mathematics alongside A Level Mathematics.
- Calculator skills are used in various forms of study in all Key Stages.

OTHER ACTIVITIES

- Students can participate in the UK Mathematical Challenges at Junior, Intermediate and Senior levels.
- SparxMaths Homework club – students will have access to support from Maths teachers with their Homework each lunchtime.
- Targeted revision sessions for students in Year 11 and Year 13.
- Year 12 Problem-solving programmes run by the AMSP
- Support with university admissions tests for Year 12/13 students
- Team Mathematics Challenges take place throughout the year, in which students compete against young mathematicians in other local schools.

FOR MORE DETAILS CONTACT

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.

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

- Develop musical skills: Nurture students' instrumental, vocal, and compositional abilities through structured learning.
- Explore diverse musical genres: Introduce students to a wide range of musical styles, cultures, and historical contexts.
- Encourage creativity: Foster creativity and self-expression through composition and improvisation activities.
- Promote listening skills: Enhance listening skills and critical analysis of music through active listening exercises.
- Build confidence and collaboration: Encourage teamwork and performance skills through ensemble playing and group projects.
- Cultural and historical understanding: Provide insight into the cultural and historical significance of music across different societies and time periods.
- Preparation for further study: Lay the foundation for continued study and enjoyment of music at higher levels of education or as a lifelong interest.

TEACHING METHODS / STUDENT ORGANISATION

- At Key Stage 3, students learn in mixed-ability classes where ensemble and compositional work feature a diverse array of instruments including tuned and untuned percussion, strings, woodwind, brass, and drums. The curriculum heavily integrates music technology, with students composing in Digital Audio Workstations (DAWs) like Logic Pro and notating music in Sibelius. Students are encouraged to use their personal instruments whenever they are suitable in the music classroom.

RESOURCES

- Key Stage 3 music topics are custom designed by our dedicated departmental staff to meet the needs of our students while adhering to National Curriculum guidelines. Each unit incorporates a significant blend of flipped and blended learning, allowing students to access lessons online from both school and home environments. Our approach emphasises student-led learning, with extension activities tailored to challenge all learners and promote accelerated progress.
- To enrich creative activities within traditional lesson structures, every student has access to a free online Digital Audio Workstation for use at home. This complements their in-class learning and integrates seamlessly into our lesson timetable.
- Our department boasts extensive instrumental resources, including fully-equipped keyboard, guitar, and drum rooms, as well as a variety of tuned and untuned percussion instruments.
- We take pride in our modern recording studio, designed to professional standards and featuring a 'live' room that supports advanced music technology use. Two spacious music-specific classrooms, equipped with computers and keyboards, facilitate ICT integration in music lessons, primarily through industry-standard software like Logic Pro 11 and MuseScore.
- Additionally, our department benefits from a plethora of specialist peripatetic music staff who provide individual and shared lessons on a wide range of instruments chosen by our students. This ensures personalised instruction and comprehensive musical development across all levels.

KEY STAGE 3 CURRICULUM OUTLINE

- At Key Stage 3, our curriculum is designed to enrich the musical experience for all students, reflecting the diverse cultural tapestry of our school community. Exploring a wide array of musical styles, genres, and traditions enhances students' depth of understanding. Additionally, students have opportunities to further their musical interests through learning additional music during lunchtime or after-school activities, promoting broader musical engagement and enrichment.

- The music department at Jack Hunt School aligns closely with the National Curriculum programme of study, where performing and composing activities are seamlessly integrated with listening and theoretical music learning. Students are actively encouraged to appraise their own compositions as well as music created by others, fostering critical thinking and appreciation skills.

AFTER KEY STAGE 3

Throughout GCSE and A Level Music, students are encouraged to elevate their skills to a more advanced and sophisticated level. At Key Stage 4, students can study either Music Technology or GCSE Music.

EXTERNAL EXAMINATIONS

- The department facilitates practical instrumental examinations and graded theory examinations offered by esteemed institutions such as the Associated Board of the Royal Schools of Music and Trinity Guildhall School of Music.
- These examinations provide students with valuable opportunities to demonstrate their musical proficiency and receive formal recognition of their skills and knowledge in both practical performance and theoretical understanding.

OTHER ACTIVITIES

The music department actively promotes a variety of extra-curricular activities to enrich students' musical experiences:

- Jazz Band: Exploring and performing jazz repertoire, fostering improvisation skills.
- Ensemble Choir: Vocal ensemble focusing on singing without instrumental accompaniment, exploring harmonies and vocal techniques.
- String Group: Ensemble for string instruments, performing classical and contemporary repertoire.
- Guitar Group: Bringing together guitar enthusiasts to play and perform several styles of music.
- Music Production Group: Exploring music technology and producing original compositions using digital tools.
- Rock Academy: Offering students hands-on experience in rock music, focusing on band formation, instrumental skills, songwriting, performances, music theory, recording, and industry insights.
- Music Theory: Offering advanced learning and practical application of music theory beyond the curriculum. Preparing students for exams, fosters group discussions, explores diverse topics, and enhances overall musical understanding.

FOR MORE DETAILS CONTACT
Mr M Burns – Music Co-ordinator

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 learning 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

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.

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. Leadership and developing mental resilience feature on the curriculum as well as rambling and sport education.
- 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.
- Alevel Sports Studies can be studied at KS5 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 such as Wimbledon, field hockey and T20 cricket.

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 work, 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.

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 at GCSE and A Level
- The department is also fortunate in having a wide range of artefacts and other visual resources.

KEY STAGE 3 CURRICULUM OUTLINE

- We have embedded 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 attainment groups in year 7, 8 and 9.

RESOURCES

- A suite of fully equipped laboratories.
- Access to online resources that they can use to support their learning at home.
- Students will be set weekly 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

- Most 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 follow the separate science route, gaining three GCSEs in AQA GCSE Biology, Chemistry and Physics.
- In Year 12 and 13, A Level Physics, Chemistry and Biology are offered alongside BTEC Level 3 Applied Science.

FOR MORE DETAILS CONTACT

Miss J Haynes & Miss H Tipper – Acting Curriculum Area Leaders for Science