

### Huntcliff School Curriculum Intent

At Huntcliff School we have designed a curriculum that provides every student with access to a broad and balanced range of subjects; a curriculum that is truly inclusive in its design to meet the learning needs of all students. The overall curriculum intent which has been developed jointly with staff and Trustees includes:

- provision of a curriculum that successfully prepares all students for the next steps and ultimately the world of work, recognising both local and global employment opportunities;
- supports students' wellbeing;
- prepares students for life in modern Britain;
- provides students with a deep knowledge base;
- develops creativity and imagination;
- develops higher levels of general and subject specific vocabulary;
- develops transferable problem solving and analytical skills;
- develops students' skills of applying knowledge to new scenarios;
- develops and promotes life-long learning.

At the heart of our curriculum ambition is the development in students of a love of learning, one that will enable them to realise their full academic and social potential.

### Subject Curricula Aims

#### Art

**Our aims for KS3** – what we aim to achieve through our Y7-9 programme of study:

- To develop a clear understanding and implementation of the different disciplines within art and design.
- To experience through a wide and varied range of projects different mediums thus being able to identify their own strengths and weaknesses.
- Develop an appreciation for world of Art, Craft and Design.

**Our aims for KS4** – what we aim to achieve through our Y10-11 programme of study:

- A clear understanding of the design process
- Develop a love for the subject that goes beyond the confines of the classroom – the do art because they love it, not just because they have to.
- They see the world in a different way and can distinguish and appreciate a wide range of artwork, even if they do not like it.

#### Careers

**Careers curriculum intent: the provision of a curriculum that:**

- contributes to raising achievement, especially through motivation to succeed in their future direction post 16 and beyond
- develops a secure knowledge of careers information, advice and guidance to support informed decisions as to their next steps
- supports inclusion, challenges stereotyping and promotes equality of opportunity
- encourages participation in continued learning including higher education and further education and prepares students for the world of work in modern Britain

- develops enterprise and employment skills
- reduces drop out from and course switching in education and training
- contributes to the economic prosperity of individuals and communities
- meets the needs of all our students through appropriate differentiation and bespoke provision
- focuses students on their future aspirations
- involves parents and carers

Our aims for KS3 – what we aim to achieve through our **Y7-9** programme of study is an exploration of the world of work. Y7-9 intent is to **motivate** (engage in activities with the world of work and motivated to pursue a job or career) and be **aware** (options, LMI and beyond and a developing awareness of their strengths and weaknesses). Students will become **aligned** through option choices to support their aspirations.

Our aims for KS4 – what we aim to achieve through our Y10-11 programme of study is to apply their knowledge of the world of work to prepare them for post 16 decision making. By Y11 students will be **motivated** and **aware** but increasing **aligned** to make choices supporting their aspirations and are aligned to LMI. In addition; they **acquire** skills and behaviours necessary for their chosen employment and **attain** and are successful in their transition to post 16.

## English

**Our aims for KS3** – what we aim to achieve through our Y7-9 programme of study:

- To have narrowed the gap between KS2 starting points and national average age expectations
- To have encouraged a love of wider reading ethos
- To have supported the development of pupils' formal and informal written communication so they can function in society and express themselves
- To have supported the development of pupils' oral communication so they can function in society and express themselves
- To have helped pupils to enjoy discussing ideas in and about a range of literature
- To have supported developing pupils' language and vocabulary so they can engage with others
- To have encouraged pupils to develop their own creativity in writing and speaking
- To have worked with other teams to ensure that pupils have developed basic skills in writing, spelling, grammar and reading to be able to function successfully in society
- To build self-confidence and ability to express their understanding and be able to apply new learning.

**Our aims for KS4** – what we aim to achieve through our Y10-11 programme of study:

- To build upon the foundations set at Key stage 3
- To facilitate the development and mastery of the skills required so that pupils meet or beat their expected progress measures
- To build resilience through layering, scaffolding and challenge
- To engage with a range of more mature texts in an analytical and thoughtful manner
- To develop the maturity and sophistication of their written communication across a wide range of fiction and non-fiction forms
- Develop their ability to apply exam strategies and knowledge of relevant mark schemes

- To have supported the development of pupils' oral communication so they can function in society and express themselves
- To apply understanding of the contexts behind texts and how this influences and shapes them

### **Citizenship**

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

The national curriculum for citizenship aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Some of this content is delivered via cross-curricular links with subjects (e.g. History/enrichment/Maths) but we have ensured full coverage within the Step Up programme as well as assemblies and Form time or bespoke programmes to meet the needs of specific individuals. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

#### **Key stage 3**

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils should be taught about:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

- the functions and uses of money, the importance and practice of budgeting, and managing risk.

#### **Key stage 4**

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Pupils should be taught about:

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

#### **Enrichment**

As part of the curriculum offer this year we are introducing an Enrichment programme. This is designed to complement the traditional curriculum in KS3 and KS4. This is an exciting opportunity for children to broaden their experiences, acquire new skills, and further strengthen personal and social development, including the strengthening of team work and building positive relationships.

As a rural school we are very aware that that so many of our children travel by bus to school and are therefore unable to stay behind to attend extra-curricular activities after school. Bringing this enrichment into the curriculum will enable every child to participate. We have selected five different categories of activities which over time, we hope pupils will experience. There will be opportunities for:

- creativity
- sport
- volunteering work
- problem-solving

### History

**Our aims for KS3** – what we aim to achieve through our Y7-9 programme of study:

- To have the ability to describe, explain, analyse and evaluate key topics of British, European and World history
- To develop skills of enquiry, research, analytical thinking and communication
- To apply those skills within an increasingly broad historical context

**Our aims for KS4** – what we aim to achieve through our Y10-11 programme of study:

- To develop a deep knowledge base: linked to development through time (Crime & Punishment) as well as in-depth and period studies of (Nazi Germany, the Cold War, Anglo Saxon and, Normans)
- To develop key concepts (see below)
- To apply those skills developed at KS3 within an increasing breadth of contextual knowledge.
- Preparation and practice for GCSE exams.
- To enable transition to KS5

### Information Technology & Computing

**Our aims for KS3** – what we aim to achieve through our Y7-9 programme of study:

- We aim to prepare student for the reality of today's IT world to they can navigate it multiple and interconnected facets safely and contribute to themselves and society through its use
- We aim to prepare students to make an informed options choice at the end of KS3.
- We aim to prepare students in KS3 to move into KS4 with flexible IT skills and confidence.
- We aim to provide a balance between technical computing curriculum knowledge and practical IT skills, useful to future studies and careers.
- Provide engaging and relevant project-based teaching units for students in order to cover the national curriculum.

**Our aims for KS4** – what we aim to achieve through our Y10-11 programme of study:

- We aim to prepare our students for life outside school where IT plays a critical role and expanding role.
- Ensure our students have the necessary skills and knowledge to progress.
- Ensure students obtain a set of transferable skills which include IT that can be used to solve a wide range of problems in differing situations.
- We aim to prepare student to progress from KS4 onto level 3 qualifications that will result in productive careers and jobs requiring IT.
- Provide students with enough information to help them make informed IT related career choices for the future.
- Instil an enthusiasm in IT that is lifelong, productive and interesting.

## Maths

**Our aims for KS3** – what we aim to achieve through our Y7-9 programme of study:

KS3 provides the bedrock of knowledge for success at KS4. It aims to address gaps in knowledge from KS2 into KS3 and to deepen students' knowledge in Mathematics. Specifically;

- In Year 7 and 8 we build Upon the learning from KS2 whilst identifying and addressing any gaps in learning and knowledge.
- The Year 9 mathematics curriculum represents the first year of the EdExcel GCSE route. The route map for this GCSE is specifically designed to support a cumulative development of skills and capabilities, and a deeper understanding of mathematical concepts.

**Our aims for KS4** – what we aim to achieve through our Y10-11 programme of study:

KS4 aims to prepare students with the mathematical toolkit for the GCSE examination, further study and the world of work.

- The Year 10 & 11 mathematics curriculum represents the second and final year of the EdExcelGCSE route.
- The route map for this GCSE is specifically designed to support a cumulated development of skills and capabilities, and a deeper understanding of mathematical concepts

## Modern Foreign Languages

**Our aims for KS3** – what we aim to achieve through our Y7-9 programme of study:

- To have opened their minds to new cultures and given them a willingness to accept and embrace similarities and differences.
- To have the confidence to communicate on a basic level with native speakers using productive and receptive skills.
- To use problem solving skills to work out new language.
- To promote employability skills such as working with others, communication skills and developing memory
- Use accurate pronunciation so that they can be understood by a native speaker
- To provide the foundations in language learning so that pupils are equipped with the skills to learn further languages

**Our aims for KS4** – what we aim to achieve through our Y10-11 programme of study:

- Be able to communicate and interact in a variety of contexts in speech and writing with confidence
- Deepen their knowledge on how language works and widen their vocabulary knowledge
- To enable them to pursue courses and careers where a language is a prerequisite and maximise their potential when they leave school
- Understand a wider variety of authentic texts such as brochures, films and songs.

### Physical Education

**Our aims for KS3** – what we aim to achieve through our Y7-9 programme of study:

- To develop core skills across a range of activities
- To develop the confidence to aim for excellence
- To participate in a range of activities
- To develop an enjoyment of physical activity
- To be physically active for a sustained period of time
- To have opportunities for competition within lessons, inter-house and extra-curricular
- To develop concepts and vocabulary for KS4 exam courses
- To develop a set of core values for life – passion, self-belief, respect, honesty, determination and teamwork
- To be able to learn and perform individually and as a team

**Our aims for KS4** – what we aim to achieve through our Y10-11 programme of study:

- To develop skills across a wide range of activities
- To show excellence within some areas
- To participate in a wide range of activities
- To develop an enthusiasm for taking part in activity outside of school for own health and well being
- To be physically active for a prolonged period of time
- To have taken part in competition
- To embed the set of core values and demonstrate in life as well as sport
- To take responsibility for learning and progress of self and others

### Sports Science Students

- To develop deeper understanding of key concepts for those on Sport Science course
- To be able to design and implement training programmes to improve health and sport
- To use nutrition and psychology as a way to narrow the gap in sport and achieve personal best

### Personal, Social, Health and Economic Education (PSHE)

- PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.
- PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.
- A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

- PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives. PSHE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve (see our evidence briefing A curriculum for life: the case for statutory PSHE education).
- The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing.

### Religious Education

**Our aims for KS3** – what we aim to achieve through our Y7-9 programme of study:

- To have the ability to describe, explain, analyse and evaluate key topics of RE and ethics and morals
- To develop skills of enquiry, research, analytical thinking and communication
- To have the ability to describe, explain, and evaluate key topics of key religions (Christianity) individuals and places
- To develop skills of enquiry, research, analytical thinking and communication

**Our aims for KS4** – what we aim to achieve through our Y10-11 programme of study:

- To develop a deep knowledge base: Hinduism and Christianity, and to focus on thematic studies (family and relationships; religion and life; religion, crime and punishment and religion, human rights and social justice)
- To develop key concepts
- To further develop skills of enquiry, communication and application at GCSE level

### Science

**Our aims for KS3** – what we aim to achieve through our Y7-9 programme of study:

- To develop technical skills across a range of practical investigations and employ mathematical analytical skills which contribute to personal development and team work
- To work safely in the parameters of lab safety
- To develop long term memory and application (based upon the spiral curriculum)
- To develop an enjoyment and love of science
- To develop enthusiasm for KS4 exam courses by developing career and future choices
- To be able to learn and perform individually and as a team when working scientifically
- Continually review our curriculum offer so that best opportunities are provided to students

**Our aims for KS4** – what we aim to achieve through our Y10-11 programme of study:

- To develop technical skills, critical understanding and application across the range sciences
- To engender safe working and applied lab skills



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- To be able to analyse, evaluate and apply statistical reasoning to data
- To have taken part in extended study by developing revision skills, personalised resources using PIXL revisit strategies
- Development of awareness of careers in science and how science affects the world
- Construction of key term and key word glossaries to enable students to correctly use terms