

Curriculum Policy

The curriculum at Hampton School represents one of the ways in which we attempt to achieve the stated aims of the School. The academic curriculum at Hampton School ensures that all students have equal access to and the opportunity to achieve through a relevant, broad and balanced curriculum. The curriculum is enriched by a wide range of co-curricular activities and offers all boys the opportunity to explore and access their full academic potential.

The curriculum at Hampton School shall endeavour to:

- supply supervised education for pupils of compulsory school age and education appropriate to the needs of pupils above compulsory school age
- be broad and balanced
- contribute effectively to the intellectual, physical, personal attainment and development of the pupils
- enable pupils to have the opportunity to learn and make progress
- allow pupils to develop a variety of learning techniques, including the ability to work on their own and as part of a group
- provide pupils with adequate preparation for the opportunities, responsibilities and experiences of adult life
- supply subject matter appropriate for the ages, gender, ethnicity and aptitudes of pupils
- provide an education aligned with an Educational, Health and Care Plan (EHC) where appropriate to each individual's needs
- provide appropriate support and produce an individual education plan that is regularly reviewed and updated, where a pupil has identified learning difficulties
- follow the principles of the SEN Code of Practice which refers to meeting the needs of disabled children within reference to the Equality Act 2010, whereby schools, 'must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.' SEN Code of Practice 2015, xix.
- Commit to supporting pupils with a disability, and work closely with parents, and external healthcare agencies to fully meet their needs.
- give pupils experience in linguistic education (for example, by requiring them to take at least one modern foreign language to at least GCSE level)
- give pupils experience in mathematical and numeracy education (for example, by requiring them to study Mathematics to at least GCSE level)
- give pupils experience in scientific and technological education (for example, by requiring all pupils to take all three science subjects to at least GCSE level)
- give pupils experience in physical education (for example, by requiring them to undertake PE and/or Games lessons every week throughout the School)

Date updated	September 2022	Date for next review	September 2023	Reason for review	Annual review
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- give pupils experience in aesthetic education (for example, by enhancing their awareness of their surroundings with displays and through School Assemblies)
- give pupils experience in creative education (for example, by requiring them to write creatively in English lessons to at least GCSE level and through the study of Art, Music and Drama)
- give pupils experience in human and social education and encourage self-esteem and motivation (for example through their experience of Geography, History, Religious Studies, Life Issues, Psychology, Ancient History and PSHE)
- enable pupils to acquire skills in speaking, listening and literacy
- provide for personal, social and health and economic education and give pupils experience in moral, spiritual and social education (for example through PSHE lessons, Life Issues lessons, Mindfulness lessons, School Assemblies and Form Tutor periods)
- promote respect for other people and increase awareness with regard to the protected characteristics under the Equality Act 2010
- offer specific impartial careers advice that is up to date and which enables pupils to make informed choices about a broad range of options, with a view to enabling each individual to fulfil his potential
- actively promote fundamental British values, via PSHE, School Assemblies and Schemes of Work in relevant subjects
- challenge discriminatory or extremist opinions or behaviours

The Curriculum – First to Fifth Years

The table below shows the curriculum pattern at present: **C** is core for all, and **O** is an option. The curriculum is continually under review and parents will be notified of any changes.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
National Curriculum Year	7	8	9	10	11
English	C	C	C	C	C
History	C	C	C	O	O
Geography	C	C	C	O	O
Religious Studies (GCSE)				O	O
Religious Studies/Life Issues	C	C	C	C	
Ancient History				O	O
Latin	C	C	O	O	O
Classical Greek			O	O	O
French	*	*	O	O	O
German	*	*	O	O	O
Spanish	*	*	O	O	O
Russian			O	O	O
Mandarin			O	O	O
Mathematics	C	C	C	C	C
Biology	C	C	C	C	C
Chemistry	C	C	C	C	C
Physics	C	C	C	C	C
Design Engineering	C	C	O	O	O
Art	C	C	O	O	O

	1st Year	2nd Year	3rd Year	4th Year	5th Year
National Curriculum Year	7	8	9	10	11
Drama		C	O	O	O
Coding and Computing	C	C	C		
Music	C	C	O	O	O
PE and Sport	C	C	C	C	C
PSHE	C	C	C	C	C

**The current practice is for boys to express a preference, on joining the School, between French, German or Spanish as their initial core Modern Foreign Language, taken to GCSE.*

Where a subject may be dropped after one or two years, its syllabus is carefully designed so that the shorter period of study will be of value in itself. In these ways, our curriculum provides, for every boy, both a broad, liberal education and the specialist preparation needed for further study.

Teaching Allocation – First to Fifth Years (one period = 40 minutes)

	1st Year	2nd Year	3rd Year	4th Year	5th Year
National Curriculum Year	7	8	9	10	11
	ppw	ppw	ppw	ppw	ppw
English	4	4	4	4	5
History	2	2	2	4	4
Geography	2	2	2	4	4
Religious Studies (GCSE)				4	4
Religious Studies	2	2	1		
Life Issues/Mindfulness				1	
Ancient History				4	4
Latin	3	3	3	4	4
Classical Greek			3	4	4
French/German/Spanish	4	4	3	4	4
Russian			3	4	4
Mandarin			3	4	4
Mathematics	4	4	4	5	5
Biology	2	2	3	3	3
Chemistry	2	2	3	3	3
Physics	2	2	3	3	3
Design Engineering	2	2	3	4	4
Art	2	2	3	4	4
Drama		1	3	4	4
Coding and Computing	1	1	1		
Music	2	2	3	4	4
PE and Sport	4	4	3	3	3
PSHE	1	1	1	1	1

Boys are prepared in the First to Fifth Years for GCSE (and IGCSE).

'Core' subjects

English#

English Literature#

Mathematics#

Biology#

Chemistry

Physics#

French#, German# or Spanish#

Option subjects (three from)

Art

Ancient History

Computer Science

Drama

French#, German#, Mandarin#, Russian or Spanish#

Geography#

Classical Greek

History#

Latin

Music#

Religious Studies

denotes that an IGCSE specification is followed. All boys take triple award sciences

Most GCSEs are taken in the Fifth Year, but boys taking combined Latin and Greek will sit Latin in the Fourth Year, followed by Greek in the Fifth Year. Some pupils will take GCSE Further Mathematics alongside GCSE Mathematics in the Fifth Year.

The Curriculum in the Sixth Form

Sixth Form boys follow the examination boards' A level or International A Level specifications. However, the Hampton Sixth Form curriculum is designed to achieve breadth and balance beyond the A level courses. All boys take wide-ranging curriculum enrichment courses, undertake highly praised community service, and have a huge range of co-curricular activities available to them. An in-house Extended Project Qualification is also available to Sixth Formers.

In the Lower Sixth, the basic pattern of the academic curriculum allows for the study of four subjects. Three of these will be full linear Sixth Form qualifications, examined at the end of the Upper Sixth year. The fourth subject is dropped at the end of Lower Sixth. Although boys indicate their likely preference for which subject they will drop, where timetabling and the course content allows, they can change this preference during their Lower Sixth year.

The following subjects may be chosen in almost any combination for the Lower Sixth year and are currently available in the Upper Sixth to A2 level:

Ancient History

Art

Biology

Chemistry

Economics

English Language

English Literature

Ethics with Philosophy

French

Geography

German

Government & Politics

Classical Greek

History

Latin

Mathematics or Mathematics and Further Mathematics

Music

Physics

Psychology

Religious Studies

Russian

Spanish

Theatre Studies

The standard teaching allocation is seven periods per week in the Lower Sixth and nine periods per week in the Upper Sixth.

Curriculum Development, Management and Delivery

Curriculum delivery is managed by one of the Deputy Heads (currently Dr Sarah Hendry), in leading the team of Heads of Department (HoDs). The HoDs Committee meets regularly each term to discuss issues affecting teaching and learning and the delivery of the curriculum.