

Hanson School Curriculum Rationale

Our Curriculum is the totality of all the learning and teaching experiences that are planned for our students across their time at Hanson School.

Our 'Learn, Lead, Achieve' statement highlights the way we instil ambition and aspiration in our students. Our curriculum is underpinned by our set of values to ensure a shared clarity of purpose:

- Happy
- Succeed
- Independent
- Confidant
- Collaborate
- Respectful
- Responsible
- Leaders
- Aspirational
- Integrity
- Inspirational



Hanson is a unique school with first class facilities. We serve our local community and we work closely with our partners to plan a set of learning experiences that meet the needs of our students. In addition, we use local and national labour market intelligence to plan courses to best prepare of young people for life beyond school. We have the highest standards and expectations for all students and we strive to provide a curriculum that respects the needs of all students, as well as one that encourages young people to seek continuous development and improvement.

Our curriculum:

- offers opportunities for students to achieve success
- is coherent, progressive and follows national curriculum guidelines
- provides deep, sustained and valuable learning for all students
- provides opportunities to develop high levels of reading, literacy and numeracy across all curricular areas
- promotes opportunities across the curriculum for the development of student health and well being, SMSC and MBV
- recognises the importance of digital literacy and provides opportunities for the development of the skills students need to function in a technological world
- provides a range of courses which challenge, engage and motivate students
- promotes learning across a wide range of contexts and experiences

We recognise that to provide our young people with rich learning experiences in a range of contexts it is crucial to work in partnerships with others. Expertise often lies beyond the school and learning opportunities are regularly planned with partner organisations.

Our rationale has been developed in consultation with all members of our school community. This inward and outward looking approach to curricular development is aimed at supporting young people to develop 21st century transferable skills that prepare students to be successful within a complex, ever changing employment market.

Our aim, through our curriculum is to develop young people:

- who are confident, prepared to take calculated risks, can cope with change and view failure as part of the learning process
- who feel included in their community with an active desire to contribute politically, socially, culturally and economically
- who have high expectations of self and an ambitious vision for their future
- who have a intense work ethic that results in them achieving, and exceeding, their academic potential
- who are respectful, tolerant and empathetic towards the values and beliefs of others
- who are happy and have a desire to pursue a healthy, active lifestyle
- who are self-aware and know their own strengths through reviewing and evaluating their progress
- who have a range of transferrable skills for learning life and work including: communication; collaboration; critical thinking and creativity skills
- who are capable of making informed decisions and are aware of their rights and responsibilities

Hanson aims to ensure that all young people experience an inclusive learning environment that supports all our students towards a positive and sustained, post-school destination.

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

This is delivered through a range of learning pathways that meet the needs of all learners. These pathways often include 'blended' learning experiences with a combination of academic and vocational learning to ensure students have the opportunity to develop across a range of different learning contexts. The purpose of these experiences is to help children and young people to become successful learners, confident individuals, responsible citizens and effective contributors.

Our extra-curricular programme aims to deliver both excellence in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering equity so that every child and young person should thrive and have the best opportunity to succeed regardless of their social circumstances or additional needs.

Hanson School Curriculum Design

During 2018-19 we conducted a full review of our approach to curriculum. This concluded that our curriculum could only be effective if we had a clear set of narratives for each subject that identify exactly what content and knowledge are critical for students to progress through the curriculum in each year. We developed coherent and sequenced plans for each subject, from which we could effectively plan an appropriate curriculum with enriching content with well-constructed sequencing and curriculum mapping throughout Years 7 to Year 13.

These curriculum intent documents encompass curriculum rationale and curriculum narrative documents, detailing key knowledge required by the end of each year. These documents were designed to clearly identify and underpin the curriculum progress expected from students over time.

Intent (Curriculum RATIONALE)

- Why do we teach these concepts/this content?
- How do we embed subject specificity into every subject discipline?
- How do we cover the national curriculum and meet examination specifications?
- Where does our intent overlap with that being met in other subjects? How well is this cross-curricular knowledge integrated in our sequence planning?
- How does the subject contribute to 'cultural capital'?

Implementation (Curriculum NARRATIVE Cycles)

- The clear sequencing of learning
- Clarity of approach to retrieval and mastery
- The approach to reading in the subject – what do learners read beyond lesson material?
- Creation of a detailed delivery map / spiral scheme of learning
- How does our delivery map reduce staff workload?
- How does the delivery map support student mastery through spiral teaching?

Impact (IMPACT through learner PROGRESS)

- Progress through the curriculum and how to judge it
- Retrieval and mastery
- Low-stakes testing
- Formal assessment
- Outcomes

Following the curriculum review undertaken, we are now working toward the following vision for the Hanson curriculum. This is currently in a transition phase, with our curriculum intent and narratives shared on our website for transparency.

By 2021 it is our expectation that:

Our ambitious curriculum provides every single student with the skills, confidence and cultural capital that is the foundation for their long-term success, as well as the qualification levels necessary to access appropriate

next steps in education and eventually employment. Our curriculum extends beyond our own timetable and supports our students' broader experience, including a commitment to work with other educational partners.

Rather than view studies as two distinct phases KS3 and KS4, our curriculum provides our students with the opportunity to explore what interests them and develop a range of skills. In Years 7 and 8 we offer a broad and balanced, knowledge-rich curriculum that gives our students a strong academic grounding in preparation for GCSE or equivalent study. Year 8 students are more engaged because they are focused on the next stage of their learning.

Curriculum planning is clear, sequenced and spiral in nature, and almost all students are expected to study the core academic subjects for all five years of their time at Hanson. Planning prioritises the importance of threshold concepts, knowledge retrieval and low-stakes testing. Students learn consistently across all five years of their secondary education and are supported to attain highly in national exams, despite lower than average KS2 starting points.

In Years 9, 10 and 11 we offer a high-quality, academic curriculum, organised over three years to ensure our students achieve their potential and experience in-depth learning. Option choices allow for all students to add important subjects from the realms of the arts, technical and physical subjects to their academic entitlement. Teachers have time in Year 9 to reinforce foundation concepts, which will be built upon as they progress through Years 10 and 11.

Our curriculum has subject-specific knowledge at its heart, and we look to the academic disciplines for guidance on the most powerful knowledge to teach. We also seek to learn from research about how this knowledge can be retained in long-term memory, so that every child can reach their full potential and achieve excellent outcomes.

The knowledge learnt in both the classroom and for homework forms the basis of regular knowledge tests. We believe this knowledge will give our students both the cultural capital and the academic underpinning they require to make them exceptional learners at GCSE and beyond.

Teaching is clear. Planning ensures that it constantly builds on previous learning, with retention and unsupported recall prioritised to ensure secure progress for all students, including those who are disadvantaged or have additional needs.

The numbers below represent hours per week. Hanson operates a 5.5 hour lesson per day, 28 lessons/week.

Curriculum Design					
Year Group	KS3			KS4	
	7	8	9	10	11
English (Literature)	English	4	4	5	5
	Mathematics	4	4	5	4
	Science	3	4	5	5
	History	1	1	1 Option (mtw)	1 Option (mtw)
	Geography	1	1	2	3 lessons per week
Modern Foreign Languages	2	2	2	2	
Creative Arts	Creative Arts	3	2	2	2
	Computing	1	1	Options	2 Options
	Design & Technology	2	2	2	3 Lessons each per week
PSHE	1	1	1	1	
Physical Education	2	2	2	1	1
Religious Education	1	1	1	1	1
Total	25	25	25	25	25
Courses at Key Stage 4					
English & Communication			Mathematics & Numeracy		
English Language GCSE			Mathematics GCSE		
English Literature GCSE					
MFL GCSE			Creative & PE		
Sciences			Art GCSE		
Combined Science GCSE			Dance GCSE		
Biology GCSE			Music GCSE		
Chemistry GCSE			Sport GCSE/BTEC		
Physics GCSE			Public Services BTEC		
			Drama GCSE		
Humanities & Social Science			Business & Technology		
History GCSE			Business GCSE/BTEC		
Geography GCSE			Computing GCSE		
Sociology GCSE			Product Design GCSE		
Religious Studies S.C. GCSE			Food GCSE		
			Textiles GCSE		
			Health & Social Care GCSE		

Hanson School Curriculum Offer

Our curriculum is broad, balanced and personalised to the needs of every Hanson learner. We have a 2 year KS3, 3 year KS4 and 2 year KS5. Students are currently organised in two bands in Years 7-11 (academically balanced) and organised pastorally through year teams Years 7-13. We operate a 25 periods, 1 hour per lesson, 1 week timetable.

CURRICULUM PLAN 2019-2020

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
KS3	Y7	English			Maths			Science			French	Spanish	History	Geog	ICT	Food	PD	Art	Music	Drama	PE	RS	PSHCE			
	Nurture	English			Maths			Science			Literacy	History	Geog	ICT	Food	PD	Art	Music	Drama	PE	RS	PSHCE				
	Y8	English			Maths			Science			MFL	History	Geog	ICT	Technology	Creative Arts	PE	RS	PSHCE							
	Nurture	English			Maths			Science			Literacy	History	Geog	ICT	Technology	Creative Arts	PE	RS	PSHCE							
Y9	Pathway	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	Ebacc	English			Maths			Science			MFL			Humanities			Option C	PE	RS	PSHCE						
	GCSE	English			Maths			Science			EBACC Option			Option B	Option C	PE	RS	PSHCE								
	Progress	English			Maths			Science			Option B			Option C	PE	RS	PSHCE									
Y10	Pathway	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	Ebacc	English			Maths			Science			MFL			Humanities			Option C	PE	RS/PSHCE							
	GCSE	English			Maths			Science			Option A			Option B	Option C	PE	RS/PSHCE									
	Progress	English			Maths			Science			Option B			Option C	PE	PSHCE										
Y11	Pathway	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	Ebacc	English			Maths			Science			PE	RS/PSHCE	Option C			Humanities			MFL							
	GCSE	English			Maths			Science			PE	RS/PSHCE	Option C			Option B	Option C	Option A								
	Progress	English			Maths			Science			PSHCE	PE	Option B			Option B	ASDAN/Pub Serv									
	College	English			Maths			Science			PE	Bradford College Day*			PSHCE	Option A										

Key Stage 3 Curriculum

In lower school students follow the national curriculum and we concentrate on developing problem solving and independent learning skills that become the foundation of academic success. We also ensure numeracy and literacy ability is fully developed to allow students to progress well in all their subjects. In upper school students opt for subjects that suit their aspirations and we support them throughout with wide enrichment opportunities that build their confidence.

Curriculum area	Year 7	Year 8
English including literacy intervention	✓	✓
Mathematics including numeracy intervention	✓	✓
Science	✓	✓
History and Geography	✓	✓
Modern Foreign Languages (French/Spanish) #	✓	✓
Creative Arts including Art, Drama and Music	✓	✓
Design and Technology including Food, Textiles, Product Design	✓	✓
Computer Science	✓	✓
Physical Education (PE)	✓	✓
Personal, Social, Health and Citizenship Education (PSHCE)	✓	✓
Religious Studies	✓	✓

Some Hearing Impaired students take BSL rather than French or Spanish. Some students have additional English support in Years 7 and 8 and an additional Literacy and Numeracy lesson in Year 9.

All students in Years 7 and 8 take part in the Accelerated Reading programme and are expected to have 'a book in their bag' at all times. They are encouraged to read for a minimum of 20 minutes each day and have regular reading tests.

Key Stage 4 Curriculum

The Key Stage 4 curriculum has been constructed on the belief that providing choice and opportunity will help to ensure our students are successful and fully prepared to meet the challenges of our rapidly changing society. We are fully committed to helping **all** our learners meet their potential, whatever that might be. For some this will come in the form of academic achievement at the highest level with 8 high GCSE grades. For others a more practical ‘blended’ experience may result in a mix of GCSEs and vocational qualifications. Neither of these pathways is ‘better’ than the other. What is important is for the learner to succeed in a range of subjects that will help them progress further in education or towards a career. We hope that by working in partnership with students, parents and carers we can ensure that every child embarks on the very best courses possible to maximise their chances of academic and personal success.

At Hanson all students will take courses in the following core subjects:

- English
- Mathematics
- Science
- Physical Education
- Religious Studies

Some students will take the short course qualification in Religious Studies, however there is no qualification in Physical Education unless this is chosen as an option.

We have carefully selected subjects in each of 3 blocks to ensure that the students have access to as many options as possible and still receive a broad, balanced and inclusive curriculum. Subjects have been arranged in blocks to allow students to select qualifications within the Ebacc suite and students will make one choice from each block, to make a total of 3 options.

Year 9		
Band 1	Band 2	Progress Pathway (Vulnerable)
Core Examined		
English Language English Literature Maths	English Language English Literature Maths	English Language English Literature Maths
Science		
Combined (selected students will pick up Science Triple from Year 10 onwards)	Combined Science	
Option 1		
Art, BTEC Business, BTEC Sport, Computing, Dance, Food Technology, Geography, Health & Social Care, History, Physical Education, Resistant Materials, Sociology		Art, BTEC Business, BTEC Sport, Dance, Food Technology, Geography, Health & Social Care, History, Resistant Materials
Option 2		
BTEC Business, BTEC Sport, Drama, Food Technology, Geography, Health & Social Care, History, ICT, Music, Resistant Materials, Sociology, Spanish		BTEC Business, BTEC Sport, Drama, Food Technology, Geography, Health & Social Care, History, ICT, Music, Resistant Materials
Option 3		
Art, Business, Computing, Drama, French, Geography, History, ICT, Sociology		Additional English & Maths
Non-Examined		
Physical Education Religious Studies (selected students will continue this as a short course qualification from Year 10 onwards) PSCHE		
After School Examined		
Religious Studies Full Course		

Students in Band 1 and 2 have the ability to study the Ebacc suite of qualifications through their individual choices. All students in Band 1 and 2 have to pick one of Language, Humanity or Computing to fill the Ebacc Progress 8 slot.

Year 10		
Band 1	Band 2	Progress Pathway (Vulnerable)
Core Examined		
English Language English Literature Maths	English Language English Literature Maths	English Language English Literature Maths
Science		
Combined or Triple Science	Combined Science	
Option 1		
BTEC Sport, Business, Computing, Food Technology, Geography, History, ICT, Physical Education, Sociology, Spanish, Textiles		BTEC Sport, Business, Food Technology, Geography, History, ICT, Textiles
Option 2		
Art, BTEC Business, Computing, Drama, French, Geography, Health & Social Care, History, Music, Resistant Materials		Art, BTEC Business, Drama, Geography, Health & Social Care, History, Music, Resistant Materials
Option 3		
Art, BTEC Business, BTEC Sport, Business, Computing, Health & Social Care, History, Sociology		Additional English & Maths
Other examined		
Religious Studies short course		
Non-Examined		
Physical Education PSCHE (if not studying Religious Studies short course)		
After School Examined		
Dance (one after school & 1 PE lesson) Religious Studies Full Course		

Students in Band 1 and 2 have the ability to study the Ebacc suite of qualifications through their individual choices. All students in Band 1 and 2 have to pick one of Language, Humanity or Computing to fill the Ebacc Progress 8 slot.

Year 11				
Band 1	Band 2	College Pathway	Progress Pathway	Progress Pathway (Vulnerable)
Core Examined				
English Language English Literature Maths	English Language English Literature Maths	English Language English Literature Maths	English Language English Literature Maths	English Language English Literature Maths
Science				
Combined or Science Triple			Combined Science	Entry Level Science
Option 1				
Computing, French, History, Geography, Spanish, Science Triple			Public Services	Asdan
Option 2				
Art, Business, Childcare, Food Technology, Geography, History, Physical Education, Resistant Materials, Sociology		College option	Art, Business, Childcare, Food Technology, Geography, History, Physical Education, Resistant Materials, Sociology	
Option 3				
Art, Business, Computing, Health & Social Care, History, Physical Education, Resistant Materials, Science Triple, Sociology		College option	Additional English & Maths	
Other examined				
Religious Studies short course				
Non-Examined				
Physical Education PSCHE (if not studying Religious Studies short course)				
After School Examined				
Religious Studies Full Course				

Students in Band 1 and 2 have the ability to study the Ebacc suite of qualifications through their individual choices. Legacy Curriculum – we no longer offer a College Pathway to Year 9 and 10.

Key Stage 5 Curriculum

As with Key Stage 4 our Key Stage 5 curriculum offers as much choice and as many opportunities as possible to ensure our Post 16 students are successful and fully prepared to meet the challenges of our rapidly changing society. At Key Stage 5 students follow courses that lead to nationally recognised qualifications, either A Level, Applied General qualifications or a combination of both.

In Year 11 all learners are carefully guided through the pathways process. GCSE resits in Maths and English are offered and have to continue to be studied until a grade 4 (or C) has been achieved. We have a strong guidance and enrichment programme to build students confidence and increase their résumés in preparation for life beyond sixth form.

Due to the changes to the specifications of the A Levels, these have moved to a two year linear assessment system. At Post 16 most students embark on a two year course. All our Post 16 students take at least three subjects plus one enrichment option. The options available to learners at Key Stage 5 are mainly Level 3 qualifications but we do offer some Level 2 provision to ensure we meet the needs of all learners.

Our Post 16 students complete Political Science in Year 12 and an Extended Project in Year 13, to promote independent study and to prepare students with the tools required for future research, all students develop the skills needed to undertake an Extended Project.

We also offer a Football or Dance Academy pathway which is run alongside external providers. Students spend part of their time either in coaching or Dance workshops and the remainder at Hanson studying for their Level 3 qualification. There is also the ability for students to continue studying GCSE English and Maths.

Year 12				
Block A	Block B	Block C	Block D	Block E
Level 3 A Level				
Biology	Art Maths Spanish	Chemistry Product Design Music	History Psychology	French Further Maths Physics Sociology
Level 3 Applied General				
Applied Business Applied Science Public Services	Health & Social Care Sport	Applied Business Applied Science Health & Social Care	Applied ICT Applied Science	Health & Social Care Sport
Non qualification				
Higher Education Political Science	Higher Education Political Science	Higher Education Political Science	Higher Education Political Science	Higher Education Political Science
English/Maths Resit				
		GCSE English resit	GCSE Maths resit	GCSE English resit
Level 2 Pathway				
Applied Science Level 2	GCSE English resit	GCSE Maths resit	Applied ICT Level 2	Public Services Level 2

Year 13				
Block A	Block B	Block C	Block D	Block E
Level 3 A Level				
Biology English Literature	Maths Psychology Spanish	Further Maths Music Performing Arts Sociology	Art Chemistry Psychology	Biology History Physics
Level 3 Applied General				
Health & Social Care Sport	Applied Science	Public Services	Applied Business Health & Social Care Sport	Applied Business Applied ICT Applied Science
English/Maths Resit				
	GCSE English or Maths resit	GCSE English Resit		GCSE Maths resit
Academic				
Extended Project		Extended Project		
Non qualification				
Enrichment	Enrichment	Enrichment	Enrichment	Enrichment

Appendix 1

The numbers below represent hours per week. Hanson operates a 5 x 1 hour lesson per day, 25 lesson week.		Curriculum Design				
		KS3		KS4		
Year Group		7	8	9	10	11
English Baccalaureate	English	4	4	5	5	5
	Mathematics	4	4	5	4	4
	Science	3	4	5	5	5
	History	1	1	1 Option (min) 2 lp/w	1 Option (min) 3 lessons per week	
	Geography	1	1			
	Modern Foreign Languages	2	2	2 lp/w		
Creative Arts		3	2	2 Options 2 lp/w	2 Options 3 Lessons each per week	
Computing		1	1			
Design & Technology		2	2			
PSCHE		1	1	1		
Physical Education		2	2	2	1	1
Religious Education		1	1	1	1	1
Total		25	25	25	25	25
Courses at Key Stage 4						
English & Communication			Mathematics & Numeracy			
English Language	GCSE		Mathematics	GCSE		
English Literature	GCSE					
MFL	GCSE		Creative & PE			
			Art	GCSE		
			Dance	GCSE		
			Music	GCSE		
			Sport	GCSE/BTEC		
			Public Services	BTEC		
			Drama	GCSE		
Sciences						
Combined Science	GCSE					
Biology	GCSE					
Chemistry	GCSE					
Physics	GCSE					
Humanities & Social Science			Business & Technology			
History	GCSE		Business	GCSE/BTEC		
Geography	GCSE		Computing	GCSE		
Sociology	GCSE		Product Design	GCSE		
Religious Studies	S.C. GCSE		Food	GCSE		
			Textiles	GCSE		
			Health & Social	OCR		