

# CURRICULUM BLUEPRINT

*John O'Gaunt School inspires a passion for learning and achievement that is founded on our core values of Ambition, Care and Courage. Every person is highly valued and encouraged to achieve their full potential. Students are supported to develop and express their character, empowering them to positively contribute to their communities.*

*Our school will deliver a curriculum that has at its heart the intention to be **inclusive and ambitious** to enable students to be the best they can possibly be by removing barriers and ensuring social justice.*

## Ambition

Our students, irrespective of their starting points and backgrounds, have the right to the same knowledge and experiences. Every child will have doors to their future opened by ensuring that they are prepared for the next stage of their lives with appropriate knowledge, skills and experience.

### **This is achieved by:**

- Our school curricula is inclusive, aspirational and never narrows the entitlement to knowledge especially for our most vulnerable students.
- We have a specific focus upon the importance of improving literacy for all of our students in both the spoken and written language of each subject to better develop and close gaps in student's cultural capital.
- End-points and starting points will be clearly defined and appropriate, providing a map through each subject for all Year groups and key stages.

## Care

Our students will receive a curriculum that places equal importance on knowledge, intellect and creativity alongside moral, spiritual, emotional and physical development. School curricula will deliver breadth across the key stages to deepen students' experiences and understanding of the world around them.

### **This is achieved by:**

- We invest in our teaching staff to ensure that they have access to high quality CPD, as we believe that great teachers deliver great lessons.
- Assessments are meaningful and driven by the curriculum to sustain exceptional outcomes for all students.
- Our curriculum is regularly reviewed to ensure it is relevant and coherent.
- Curricula will be sequenced using evidence-based research on how children learn and how to transfer key knowledge to long-term memory.

## Courage

Curricula will be designed with clear and logical sequencing to secure knowledge at each stage. Subjects will be true to their discipline whilst forging powerful links between subjects, as well as to students' own experiences and the real world.

### **This is achieved by:**

- Recognising student's prior learning, to provide first hand learning experiences, allow students to develop interpersonal skills, build resilience through a positive mind-set and become critical thinkers.
- Feedback is designed to support and motivate our students by being meaningful, purposeful and timely.
- We deliver a curriculum that places equal importance on every aspect of a child's education, ensuring the development of key qualities.

# KEY STAGE 3

At Key Stage 3, all students experience a broad range of subjects. Students are taught in mixed ability groups in all subjects, with the exception of Design Technology. Design & Technology is taught on a carousel and the students study different Design Technology topics every half-term.

## Curriculum Delivery at each Key Stage

During their five-year journey, students make subject choices from Year 9 into 10. Whilst for pastoral and logistical reasons we still refer to the two key stages separately, when it comes to the curriculum, we have moved away from thinking about the curriculum in separate key stages, instead subjects are mapped across the entire five years as a learning journey.

Subject	Hours in Year 7	Hours in Year 8	Hours in year 9
English	7	7	7
Science	6	7	7
Mathematics	7	7	7
Geography	2	2	3
History	2	2	3
RS	2	2	2
PHSCE	2	2	2
French	4	3	4
Art	3	3	2
Music	3	3	2
Drama	3	3	2
Computing	2	2	2
Design Technology	3	3	3
Physical Education	4	4	4

# KEY STAGE 4

## The EBacc

Our Key Stage 4 curriculum offer is based on the principle of student choice. Each year we gather data on the destinations of our students; this has consistently indicated the significant majority choose to go on to further education. To this end, when completing the GCSE option process, we encourage a journey which sees students take the EBacc range of subjects. This breadth of academic study prepares them for the rigours of further education which most of them will subsequently choose. Within this, the majority of students will take a language at GCSE. We place great value in taking a Language at GCSE, because of the opportunities that such a qualification can give a young person upon leaving school. Moreover, research shows that taking a Language at GCSE, can also help improve a young person's performance in English and Maths.

Subject	Hours in Year 10	Hours in Year 11
English	8	8
Mathematics	8	8
Science	9	9
Option Subjects	5	5
PHSCE	1	1
Core Physical Education	4	4

# BRITISH VALUES

John O' Gaunt School is committed to serving its community. The curriculum plays a vital role in promoting and reinforcing British Values. We enable students to acquire knowledge of, and respect for, British public institutions and services and to appreciate and respect their own and others' cultures.

Our curriculum provides a mechanism through which we seek to confer cultural capital on our students. We want their education to be rich with 'the best that has been thought and said'. "A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables [all] pupils to clamber into the discourse and practices of educated people, so that they gain the powers of the powerful." (Counsell) However, we recognise that historic and present-day imbalances of power have denied many people an equal voice. Our curriculum design will consider cultural capital within these parameters and its ongoing review will attempt to address these imbalances by amplifying the voices of all people, including those with 'protected characteristics'. Therefore, we will use the curriculum to build students' cultural capital, but also to engage them in a debate about whose knowledge is powerful; to see the curriculum itself as a curated interpretation of knowledge and one which should be challenged and refined to reflect the lessons society continues to learn.

The Philosophy, Religion and Ethics curriculum, which is compulsory for all students up to the end of Key Stage 4, provides a broad and balanced education on a range of faiths, religions and cultures. Form times and Assemblies are also utilised to explore issues of RSE and contemporary moral issues. Dedicated PSHE lessons ensure students are able to explore these issues in depth. Through many aspects of our curriculum, Social, Moral, Spiritual & Cultural education (SMSC), we help students to develop their self-knowledge, self-esteem and self-confidence. We encourage students to accept responsibility for their behaviour, show initiative and contribute positively to society.