



JWS Explainer:

Our approach to The Curriculum



Committed to Excellence

What is an 'explainer'?

Through our 'explainer' series of booklets we aim to give clarity to the approaches we take in key areas of the school. Whether you are a member of staff, a student, parent/carer, governor or professional we hope this guide helps you learn more about our school and how we pursue our commitment to excellence in all we do.

About this 'explainer' on The Curriculum

Our curriculum is broad and balanced, tailored to meet the demands of our five core values: aspiration; endeavour; respect; creativity and participation.

Aspiration

We are committed to a curriculum that:

- Maintains a programme of development that seeks to constantly improve the standards of achievement across the school;
- Has the highest expectations of all our students and teachers;
- Provides a rigorous academic and vocational curriculum that is challenging, enriching and accessible to all.

Endeavour

We are committed to a curriculum that:

- Sets challenging targets for students;
- Celebrates and encourages the importance of grit and determination to improve achievement;
- Prepares students for the academic demands of national examinations and assessments.

Respect

We are committed to a curriculum that:

- Promotes students' spiritual, moral and cultural development and the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance;
- Helps students grow in personal confidence and encourages them to believe in their limitless potential;
- Promotes relationships in classrooms that facilitate and maximise learning.

Creativity

We are committed to a curriculum that:

- Facilitates creative opportunities in all subject areas;
- Recognises the importance of the arts;
- Explores opportunities for innovation and expression.

Participation

We are committed to a curriculum that:

- Provides opportunities for students to work in teams;
- Differentiates between the varying learning needs of our students to ensure accessibility;
- Recognises the importance of formal and informal opportunities both inside and outside the normal school day.

Curriculum Map

The curriculum map shows timetabled lessons only and does not include twilight options or enrichment opportunities.

	Compulsory
	Option

The number of 50 minute periods per week is shown for each subject.

KEY STAGE	YEAR	Subject																											
		English/English Lit	Maths	Sciences	Art	Business Studies	Computing	Dance	Drama	Design Tech/Graphics	Economics	Engineering	French	Further Maths	Geography	German	History	Hospitality	ICT	Italian	Lifelong Learning	Music	Core PE	Physical Education	Politics	Religious Studies	Sociology	Sport	Travel and Tourism
KS3	7	4	4	4	1				1	2			2		2	2	2		1	2	1	1	2			1			
	8	4	4	4	1				1	2			2		2	2	2		1	2	1	1	2			1			
KS4	9	5	5	5	3	3	3	3	3	3		3	3		3	3	3	3	3	3	1	3	2	3		3		3	
	10	5	5	6	3	3	3	3	3	3		3	3		3	3	3	3	3	3		3	2	3		3	3	3	
	11	5	5	6	3	3	3	3	3	3		3	3		3	3	3	3	3	3		3	2	3		3	3	3	
KS5	12	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		5		5	5	5	5	5	
	13	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		5		5	5	5	5	5	

Our key stages

Key Stage 3

In the Lower School (Years 7 and 8), students follow a rich and varied range of subjects closely aligned to the National Curriculum. The core subjects of English, mathematics and science are taught alongside the foundation subjects of art, drama, design and technology, French, geography, German or Italian, history, ICT, Lifelong Learning, music, PE and religious studies. Students also have enrichment opportunities to study Spanish or Mandarin.

Key Stage 3 Curriculum Map

YEAR	English	Maths	Sciences	Art	Drama	Design Tech	French	Geography	German	History	ICT	Italian	Lifelong Learning	Music	Core PE	Religious Studies
7	4	4	4	1	1	2	2	2	2	2	1	2	1	1	2	1
8	4	4	4	1	1	2	2	2	2	2	1	2	1	1	2	1

Key Stage 4

Students at The John Warner School start their GCSE and BTEC courses at the beginning of Year 9 and complete qualification at the end of Year 11. Compulsory elements at key stage 4 are English (English Language and Literature), mathematics and science. Students either take separate sciences (biology, chemistry and physics) or the Science Trilogy GCSE. Students then opt for an additional 4 subjects. The majority of our students are expected to opt for either history or geography and a modern foreign language (French, German, Italian or Spanish). A further 14 subjects are available for students to choose from. The provision of Lifelong Learning, including compulsory aspects of religious education and PSHE, is delivered through form periods and specific enrichment days.

Key Stage 4 Curriculum Map

YEAR	English/English Lit	Maths	Sciences	Art	Business Studies	Computing	Dance	Drama	Graphics	Engineering	French	Geography	German	History	Hospitality	ICT	Italian	Lifelong Learning	Music	Core PE	Physical Education	Religious Studies	Sociology	Sport
9	5	5	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	3	2	3	3		3
10	5	5	6	3	3	3	3	3	3	3	3	3	3	3	3	3	3		3	2	3	3	3	3
11	5	5	6	3	3	3	3	3	3	3	3	3	3	3	3	3	3		3	2	3	3	3	3

Key Stage 5

Students joining our Sixth Form follow A Level and BTEC courses in Years 12 and 13. Students typically study 3-4 subject areas from a choice of 29. On top of their regular studies, students in the Sixth Form also follow an enrichment qualification in either finance or the extended project. The provision of Lifelong Learning, including compulsory aspects of religious education and PSHE, is delivered through form periods and specific enrichment days.

Key Stage 5 Curriculum Map

YEAR	English Lit	Maths	Sciences	Art	Business Studies	Computing	Dance	Drama	Design Tech	Economics	Engineering	French	Further Maths	Geography	German	History	Hospitality	ICT	Italian	Music	Physical Education	Politics	Religious Studies	Sociology	Sport	Travel and Tourism
12	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
13	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

Primary transition: Moving towards a curriculum for years 5-8

As part of The Hoddesdon School Trust we work closely with our primary colleagues to develop a transition curriculum for students in keys stages 2 and 3. Staff across the trust share teaching and learning approaches and map curriculum topics to maximise the academic progress made by our students.

Our options

There are various points at which students are asked to make choices about which subjects they take. Students and parents/carers are provided with extensive information and guidance to help them make the best possible choices through the school's 'futures' developments and 'pathways' procedures.

Key Stage 3 Language Choice

Parents/carers are provided with information regarding the choice of a second language (Italian or German) as part of the transition process.

Key Stage 4 Options

In the second half of Year 8, students are asked to consider which options they would like to take in Key Stage 4, the teaching of which begins at the start of Year 9.

The majority of our students (c.90%) are expected to follow the English Baccalaureate subjects of English (Language and Literature), mathematics, science, history or geography and a modern foreign language (French, German, Italian or Spanish). These students can then choose an additional two subjects from our option blocks which are designed to ensure the majority of students get their first choices. A minority of students (c.10%) are expected to choose one subject from history, geography or a language alongside the compulsory elements of English, mathematics and science. These students then have three additional options from the blocks. No student is barred from any subject that is offered in the main curriculum timetable.

Key Stage 5 Options

Students in Year 11 engage in their options during the autumn term. Students are made aware of all the available pathways including Sixth Form, college and apprenticeship opportunities.

Students who opt to join the Sixth Form are able to choose three or four options from 29 subject areas covering both academic and vocational qualifications. Some students will take a purely academic route where they will be encouraged to choose at least two enabling subjects, most favoured by universities, while others will take a mixed or vocational route.