

Hockerill Anglo-European College

Key Stage

3

**Curriculum
Guide**

Foreword

Moving to secondary school is an important stage in your child's education. It is a time for them to consolidate previous learning and strengthen existing skills whilst at the same time acquiring new knowledge and skills.

Deciding which secondary school is the right one for your child is a daunting task and we have produced this curriculum guide as an aid to this process. We hope that this guide, along with a visit or open day experience, will allow you to decide whether Hockerill Anglo-European College provides a curriculum which will suit your child.

Hockerill is a specialist school and has chosen Languages and Music as its areas of curriculum specialism. We do not ignore the other curriculum areas, however; on the contrary, these areas are as highly valued as our specialities. We pride ourselves on a dynamic and modern curriculum within the framework of a traditional ethos.

Since September 2005 we have been modelling the Year 7 curriculum on the IB Middle Years Programme (MYP). Whilst subject titles and compliance with the National Curriculum are not adversely affected, the revised curriculum has greater coherence, is more holistic and is more personalised than its predecessor. All students continue to take GCSEs and (where appropriate) early entry A levels.

At Hockerill we aim to ensure that every child in the College maximises their potential. Our curriculum seeks to stretch students so that they are fulfilled and stimulated. To this end we have an excellent pastoral support network in place where students can receive help, encouragement and advice via their form tutor. We offer support and encouragement to all our students. The curriculum follows the National Curriculum guidelines in its provision but we, at Hockerill, believe we offer far more, both in terms of co-curricular activities and other opportunities (eg a vast array of visits and MYP days), all of which foster personal development.

This guide contains documents from each department outlining their curriculum provision and detailing their aims and ambitions for your child when entering the College in Year 7. I hope this provides the information you need to make an informed decision about the suitability of our curriculum for your child.

We wish you success in making the correct choice for your child. We look forward to welcoming all successful applicants to our friendly community.



Mr G D Roberts
Assistant Principal/Director of Studies

An Introduction to the International Baccalaureate Middle Years Programme (MYP)

The MYP is an exciting and motivating curriculum framework for students between the age of 11 and 16. This is a crucial phase in children's personal, social and intellectual development. As they mature they need challenging learning experiences which are relevant to them and to the outside world which awaits them. The MYP does not claim to have all the answers but it is designed to help them in their search for a sense of place and value in their natural and social environment.

The MYP is based on three fundamental concepts:

1. Intercultural awareness: a sense of appreciation of, and interest in, the diversity of the world and its cultures, and respect for others' ways of life.
2. Communication: the skills required to express ideas and information confidently and clearly in more than one language and in a variety of modes of communication.
3. A holistic view of education: knowledge and ideas are deeply interrelated across subject boundaries; each individual learns as a whole person, all of whose experiences are relevant to his or her learning.

In more practical terms the MYP aims to help students to develop:

- the ability to be life-long learners
- responsibility for their own learning through a personalised approach
- the capacity to adapt to a rapidly changing world
- problem-solving and practical skills
- intellectual rigour
- the capacity and self-confidence to act individually and within groups
- an awareness of global issues and a willingness to act responsibly
- the ability to engage in effective communication across frontiers
- respect for others and an appreciation of similarities and differences.

All lessons are taught through reference to one or more of the 'Areas of Interaction', through which the subject areas link together. Think of the Areas of Interaction as a kind of glue which binds all the subject areas together; these 'thinking tools' give depth and meaning to what is done in the classroom and allow students and teachers to make links between the subjects. They also illuminate the links between the classroom and the world; they provide exciting opportunities and make what pupils learn personal and relevant.

Approaches to Learning (AtL) is central to all subjects and is concerned with developing effective study skills, critical thinking and reflection. It seeks to develop responsible learners who have the attitude to become life-long learners and responsible citizens. It asks: 'How do I learn best? How do I know? How do I communicate my understanding?'

Community and Service (C & S) encourages awareness of the different communities we belong to, as well as a willingness to respond to the needs of others and become involved in community service. It asks: 'How do we live in relation to each other? How can I contribute to the community? How can I help others?'

Human Ingenuity (HI) explores and celebrates the way in which our human minds have shaped and influenced the world, through the physical things we have made, by how we interact with each other, by how we solve and create problems, by how we transform ideas and by how we rationalise our thought. It asks 'What, why and how do we create? What are the consequences?'

Environments (Env) considers a variety of environments (natural and man-made), their qualities and our responsibilities in creating and conserving them. It asks: 'Where do we live? What resources do we have or need? What are my responsibilities?'

Health and Social Education (HSE) teaches pupils to understand and care for their physical, social and emotional health and intelligence as well as interact positively with others. It asks: 'How do I think and act? How am I changing? How can I look after myself and others?'

The Areas of Interaction are like lenses through which students and teachers can look and explore any topic in any subject. Their purpose is to:

1. Enable learners to see a topic from a number of different viewpoints.
2. Provide a structure for discussing and reflecting on an issue.
3. Help young people to understand that issues are often complicated and inter-related, and that most real world problems require skills and experience from a number of different disciplines.
4. Help students to understand how their learning applies to the outside world.

Language A (English)

Language A should lead to a greater awareness of the fundamental concepts of the Middle Years Programme

- holistic learning
- intercultural awareness
- communication.

In particular the programme has a double role to play.

1. It provides the basic tool of communication by
 - enabling efficient learning and practice of other subjects within the College
 - developing social contacts
 - encouraging creative and constructive self-expression.
2. It provides the study of a broad variety of forms of expression through language by
 - fulfilling cultural and intercultural roles
 - influencing the personal, moral and spiritual development of the student through literature
 - deepening the student's understanding of human nature, values and sense of community.

Language A includes the five skill areas **speaking, listening, reading, writing and viewing** and students are presented with opportunities to consider and use language at levels appropriate to their understanding.

Speaking and Listening – The programme goes beyond the simple concept of the ability to speak and listen but aims to develop skills that are important in life such as the ability to work in a team, to present oneself well in front of others and to evaluate the success of one's own work. Students will also be given the opportunity to take a LAMDA examination (London Academy of Music and Dramatic Art).

Reading of Fiction and Non-Fiction – Students study texts which range from Shakespeare to modern twentieth century and international texts. They are encouraged to make critical comparisons and judgements whilst ensuring that contemporary social, cultural and historical issues are addressed, including an understanding of equality of opportunity and other matters of citizenship.

Writing – Students are taught to write in a wide variety of styles, e.g. writing to imagine / explore and entertain, writing to inform / explain and describe, writing to review / analyse and comment.

Viewing – Students are taught skills in four strands, namely text conventions, understanding text, communication and context and critical awareness. For the purposes of Language A visual text is one that contains an image, a series of images or moving texts.

The five skills are given equal weight although the assessment criteria are more concise.

Criterion A	Content	Maximum 10
Criterion B	Organisation	Maximum 10
Criterion C	Style and language usage	Maximum 10

The skills are delivered through a number of units such as Who Am I? Shocking Shakespeare, Writing the World, Chaucer, Popular Culture and Cartoons and each lesson focuses on one or more of the Areas of Interaction – Approaches to Learning, Community and Service, Human Ingenuity, Environment and Health and Social Education.

Mathematics

Mathematics is a very important subject which students will study every year at Hockerill Anglo-European College. We study it for the beauty of the subject and as a tool for other subjects and later life. For example, some of the work is about geometrical and number patterns, and the relationships between numbers. Topics such as percentages, graphs and calculator skills are those which students may well use in Geography, Science, Computer Technology and in many every day situations.

Schemes of work are based on the Middle Years Programme and resources are textbook-based supported by worksheets and other appropriate material. Accelerated courses for the most able mean that early entry is possible earlier in Year 11.

In MYP mathematics, the four main objectives support the IB learner profile, promoting the development of students who are knowledgeable, inquirers, communicators and reflective learners.

Knowledge and understanding promotes learning mathematics with understanding, allowing students to interpret results, make conjectures and use mathematical reasoning when solving problems in school and in real-life situations.

Investigating patterns supports inquiry-based learning. Through the use of investigations, teachers challenge students to experience mathematical discovery, recognize patterns and structures, describe these as relationships or general rules, and explain their reasoning using mathematical justifications and proofs.

Communication in mathematics encourages students to use the language of mathematics and its different forms of representation, to communicate their findings and reasoning effectively, both orally and in writing.

Reflection in mathematics provides an opportunity for students to reflect upon their processes and evaluate the significance of their findings in connection to real-life contexts. Reflection allows students to become aware of their strengths and the challenges they face as learners.

Overall, MYP mathematics expects all students to appreciate the beauty and usefulness of mathematics as a remarkable cultural and intellectual legacy of humankind, and as a valuable instrument for social and economic change in society.

Mathematics is like a jigsaw and students will find themselves re-visiting topics regularly each time in greater depth. Most topics build on others so that gradually one can see 'the whole picture'.

In the Year 7 course students are taught in their form groups until October half term and then formal assessments help in placing students into sets.

The emphasis in the first year is on obtaining an overview of the major areas of MYP Mathematics. In Years 8 and 9, more emphasis is placed on learning how to use algebra as a means of communicating mathematically and developing great problem-solving confidence.

Students will also carry out open-ended mathematical projects, which will help them to use mathematics in a more investigative way.

Science

In Years 7, 8 and 9 the course is based on the popular Spotlight Science scheme. The curriculum is often referred to as 'spiral' in that the same areas are revisited and developed year on year. The modules are of between two and three week's duration with an MYP assessment task part way through and a standardised test at the end. The assessments are used to monitor student performance and progress.

Some of the aims of Science teaching at Hockerill are:

- To develop the students' ability to design and carry out experiments, evaluate evidence and solve problems.
- To develop abilities and skills that are useful in everyday life and that encourage safe practice.
- To acquaint students with and heighten their awareness of, the nature and properties of materials and living organisms and the phenomena associated with the various interactions between them.
- To foster the development of the concepts and principles of Science through which we endeavour to make sense of, and control to our benefit the world in which we live.
- To develop students' awareness of the relationships and interactions between Science, technology and society.
- To provide a course which allows cross-curricular links to be established so that the knowledge, skills and attitudes included in the course can be experienced in a wider context and the whole College curriculum.

Year 7

The students are taught in mixed ability form groups. The Year 7 modules are: *Safety, Living things, Matter, Space, Forces, Acids and alkalis, Human reproduction, Electricity, Materials, Environment and Rocks.*

Year 8

The students are set according to ability, decisions being made using the results of the previous year's assessments. The Year 8 modules are: *Forces, Plants, Chemical reactions, Human biology, Energy, Food, Light and sound, Pollution, Heat energy transfer and a teacher-set project.* There are 5 sets in Year 8.

Year 9

This completes the coverage of the National Curriculum Programme of Study at KS3. It also allows time for revisiting areas that require revision or clarification. The Year 9 modules are: *Elements, Forces, Variation, Chemical reactions, Light and sound, Health, Matter, Electricity and magnetism.* The top 2 sets will start their GCSE courses in the three Sciences after Christmas. The other 3 sets do not start on their GCSE courses in Science and Additional Science until the end of Year 9.

Language B (French and German)

Before coming to Hockerill, Year 6 students indicate whether they would prefer to study German or French as their first foreign language, however, the College reserves the option to allocate the first language. The growing number of French native speakers arriving in the College and growing popularity of German made the introduction of a German Bilingual Section desirable and, considering the increased importance we attach to the learning of German, totally appropriate. Since then we have seen continuously growing numbers of students studying German as first language in the German Bilingual Section. After three months all students will be assessed in their first language and set in groups according to ability, the top groups in each language will become the bilingual groups. The French and German bilingual groups are given intensive practice but, in effect, study the same material as those in the other groups. Students studying French and German concentrate on basic topics, including personal identification and leisure activities, in a programme which links in perfectly with the areas of interaction of the Middle Years Programme.

The French groups are offered a 7-day trip to our Pyrenees base at La Coûme or a 3-day visit to Northern France, while the German Bilingual group have the opportunity to visit Freiberg.

Some music lessons are taught through Language B to all Year 7 students.

In Year 8 we organise a class-to-class exchange between the Bilingual 1 French set and its equivalent class in Dagneux for 2/3 weeks in June and a similar arrangement is made for the German bilingual group and its equivalent class in Münster. A study visit to our base at La Traverse forms a compulsory part of the programme for the Bilingual 2 French set. The parallel French groups are offered a week-long study visit to La Coûme.

In Year 8 the Bilingual groups receive a proportion of their History and Geography lessons in French/German as part of their preparation for later years. All students will also be having some Science through French and a module of Maths through French / German in Year 8.

All Year 8 classes studying French as their first foreign language commence their study of German. The German Bilingual group study French as their second foreign language.

Where French and German are first foreign languages, students build on the language learned in Year 7 through studying such topic areas as school and holidays and widen their knowledge of grammar through covering past and future tenses.

From the start of Year 9 the full immersion programme starts for the bilingual groups with regular teaching in the French/German language taking place in disciplines other than French or German – initially History and Geography.

Students who study French in the parallel groups may opt to take part in an exchange with our partner school in Liege.

Language learned in Year 9 covers a variety of more sophisticated topics such as the environment, and consolidates key grammar points introduced the previous year. We enter students in both Bilingual groups for their GCSE at the end of Year 9.

Students in all years are entitled to at least one session in the multi-media suite per month and may occasionally have lessons in the audio laboratory or use the videoconference facilities in conjunction with our partner schools and our French base at La Coûme.

Technology (Design Technology, Computer Technology)

Technology at Key Stage 3 is concerned with the learning of skills, which will allow the student to operate effectively and creatively in the made-world. All students are timetabled for 7 periods of Technology per cycle per year. These 7 periods are divided between Design Technology (5 periods) and Computer Technology (2 periods). Prep is set on a regular basis and students are expected to work across the subject areas wherever possible.

Design Technology (DT)

The Year 7, 8 and 9 students experience DT through the Middle Years Programme. Working on small scale practical projects involving woods, metals, plastics, electronics, textiles and food the students explore the relationships between learning styles, human development and health and social education, as well as how designers interact with the environment.

The DT course in Year 9 provides all students with the opportunity to work in small design groups on a range of focused tasks that are linked by a common theme. Considerable emphasis is placed on the importance of both the Design Process as well as quality presentation, and students are encouraged to display both hand-produced graphical work as well as extend their CAD skills within a folio context.

Although the tasks set have clear aims in terms of the skills taught to the students, there is scope for imaginative work and students are encouraged to explore a variety of outcomes. Every student has the opportunity to succeed within the DT area.

Computer Technology (CT)

The KS3 programme enables all students to develop specific software skills and techniques and then to apply them throughout their studies and beyond. CT at Hockerill prepares students for participation in a rapidly changing world where activities are increasingly transformed by access to CT. They are expected to acquire a knowledge and understanding of:

- The quality and reliability of information.
- Accessing, combining and organising increasing amounts of information.
- Choosing methods to convey different information.
- The control systems in everyday life.
- The relevance and use of CT in other subject areas.
- How CT is increasingly used in business and entertainment.

Students will be provided with opportunities to be creative in their use of CT and to develop their abilities using a wide range of software.

Humanities (Geography, History and Religious Education)

Geography

Encourage students to consider themselves as part of a world community.

- Help students to develop an informed concern about the quality of the environment and thereby enhance students' sense of responsibility for the care of the earth.
- Stimulate students' interest in their surroundings and in the variety of human and physical conditions on the earth's surface.
- Develop in students the ability to plan and conduct investigations into geographical topics.
- Encourage students to develop research skills including skills in ICT.

Year 7

In common with the rest of the College, our first unit of study is entitled 'Who am I?' in which we focus on 'Our Island Home'.

The second unit focuses on map skills.

Thirdly we study geomorphological processes: rivers and flooding.

Our fourth unit, Tectonic Activity, allows the study of plates, earthquakes and volcanoes.

We finish the year with a study of settlement and shopping patterns.

Local fieldwork is undertaken at appropriate times over the year.

Year 8

Brazil. A study of a less economically developed country, focusing on regional contrasts.

Ecosystems. Students consider influences on contrasting ecosystems and the ways that people can alter ecosystems.

Energy. Students consider Britain's current energy use, the impact of energy use on the environment and the potential of alternative energy sources.

Coasts. The appearance of the coastline is explained by reference to its geology and the processes acting upon it. The advisability of protecting coasts is considered.

Weather. Students consider the influences on weather with particular reference to Britain and Europe. They understand the difference between weather and climate.

A variety of fieldwork is undertaken including a land use survey of Bishop's Stortford's central business district.

Year 9

A unique feature of Hockerill is that the bilingual groups study Geography through the medium of French and German in Years 9 and 10.

A Study of a Developed World Country: France. Students obtain an overview of the country and compare and contrast regions within the country.

Globalization. Students consider the benefits and problems resulting from globalization and identify the winners and losers in world trade.

The Global Environment. Students consider threats to the environment and identify solutions whilst working on case studies.

Tourism. Students consider the reasons for the rapid growth of tourism and through case studies consider the pros and cons of tourism.

Development. Students consider development indicators and consider problems facing countries in their rush to develop. They consider inequality in the UK.

Economic Activity. Students study the reasons for changes in industrial activity in the UK.

Fieldwork is undertaken in and around the River Stort during the Summer Term.

History

The History curriculum at Hockerill fulfils the National Curriculum requirements at Key Stage 3. Our additional study units are the British Empire (World Study), the French Revolution and the Napoleonic Era (European Study).

We use a wide range of techniques:

- Role play
- Research tasks
- Empathy
- Comprehension
- Essay writing
- Investigative source work
- Evidence handling
- Site visits.

We aim to promote the students' understanding of their place in the world. The study of history enables the students to delve into the past and draw conclusions about the way in which society has developed. History has strong links with literacy and citizenship education. A unique feature of Hockerill is that the bilingual groups study History through the medium of French and German in Years 9 and 10.

The History Curriculum

Year 7

In common with the rest of the College our first unit of study is entitled 'Who am I?' in which we look at the individual's place in history and how we use evidence to find out about the past.

The second unit looks at Britain 1066-1485: the events of 1066, changes in society, medieval village life, the Black Death and the Peasants' Revolt.

This is followed by changes in the Church during the English Reformation, incorporating a study of the Tudor monarchy. This will lead to a cross-curricular day with the Art and English Departments.

Finally there is an in-depth study of Oliver Cromwell and the English Civil War.

Year 8

Britain (1700-1900) – the domestic system, the development of factories, child labour, factory reform, Bishop's Stortford in the 19th century, the growth of towns, public health, transport developments, political reform and the growth of trade unions. A local history unit on the development of Bishop's Stortford.

The Age of Empire –looking at the development and impact of the British Empire. This unit includes an examination of the trans-Atlantic slave trade.

Year 9

The French Revolution

Napoleon Bonaparte

The Twentieth Century World – the origins of World War I, the Western Front, peacemaking, the dictators in Europe, appeasement and the origins of World War II, the impact of war on civilians (including the Holocaust and the atomic bomb), the post-war legacy and the origins of the Cold War and genocide in Rwanda.

Religious Education

Religious Education at Hockerill Anglo-European College follows the agreed syllabus as laid down by Hertfordshire County Council. All students at Key Stage 3 follow the Religious Education Curriculum as part of their compulsory school education.

The aims of the curriculum, as outlined below, are to enable children and young people according to their level of development to:

- Acquire and develop knowledge and understanding of the principle religions represented in Great Britain. These include Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism, each of which is represented in Hertfordshire.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of their principle religions.
- Enhance their own spiritual, moral, social and cultural development by:
 - developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them
 - responding to the fundamental questions of life in the light of their experiences and with reference to religious beliefs and practices
 - reflecting on their own beliefs, values and experiences in the light of their study
 - expressing their own personal viewpoints in a thoughtful, reasoned and considerate way.
- Recognise the right of people to hold different beliefs within a religiously diverse society.

Year 7

In common with the rest of the College, our first unit of study is entitled 'Who am I?' followed by beliefs and practices within Sikhism. We complete a detailed study of the importance of the Gurdwara as a place of worship within the Sikh community. Students then complete a unit entitled 'Looking for God'. This is a very philosophical unit which aims to get the students thinking about some of the big questions in the universe. A major unit of study is about the life of Jesus through a unit entitled 'Jesus – Man or God'. Here students examine Jesus' human and divine characteristics to determine whether Jesus was Man or God? The last unit of study is 'Justice for Christians'.

Year 8

In Year 8 students complete an in-depth study of Judaism. They learn about Abraham and Jewish practices through the unit 'Will you be my people if I will be your God? We study the life of Anne Frank and learn about what it was like to be a Jewish teenager in WW2. Our last unit is to look at the eastern religions and their beliefs associated with life after death.

Year 9

In Year 9 we apply religious beliefs to moral and ethical issues such as Capital punishment through the unit 'A life for a life; the issue of suffering in the unit 'Does suffering have a point? We study the reasons and opinions about War in 'Is it ever right to fight? Along with views surrounding animal welfare and the use of animals in medical research through the unit 'Do animals have rights?

Arts (Music, Art, Drama)

Music

Aims of Key Stage 3 Music

The aims of Key Stage 3 Music at Hockerill Anglo-European College are to:

- Nurture the creative ability in all students through composition
- Develop sensitive, analytical and critical responses to existing music
- Develop an awareness of musical traditions and developments in a variety of cultures and societies
- Offer students opportunities to experience the personal satisfaction and self confidence derived from taking part in practical musical activities.

Teaching Style

One hour per week is allocated to the study of music in Years 7 – 9. Students will have the opportunity to perform music using traditional and electronic instruments either individually or as part of an ensemble; the composing aspects of the course will take place either in these groups or through the use of a music-sequencing programme on the computer. Listening activities are interspersed with the practical sessions to reinforce knowledge and understanding of each topic.

Students in Year 7 have one hour per cycle of music taught through the medium of their chosen Language B.

Assessment

During each topic, the students' performances and compositions are recorded for assessment and at least one listening test is taken to evaluate students' knowledge and understanding of the subject. The department follows MYP criteria.

Brief overview of topics covered:

Year 7

The Elements of Music - 'Who Am I'
The Pavane
Gamelan
Samba
Loops & Layers

Year 8

Film Music
African drumming
Spirituals and Worksongs
The Science of Music
Experimental Music

Year 9

The Blues
Music from the Caribbean
Hip-Hop and Dance
Ground Bass
Musical Futures project

Extra-Curricular Opportunities:

1. The Music Department offers a vast range of extra-curricular clubs for the students of Hockerill College to enjoy.

College Big Band
College Wind Ensemble
Lower College Concert Band
Junior, Senior and Chapel Choirs
Male and Female Vocal Groups
College Orchestra
Music Theory and Sound and Lighting Clubs
Saxophone Ensemble

Percussion Group
Various Rock Bands
String Ensemble
Piano Club

2. One-to-one tuition is available on all orchestral instruments as well as vocal, keyboard, electric, acoustic and bass guitar and drum kit. Students also have the opportunity to receive theory tuition and aural training prior to formal examinations. Details of costs can be obtained by contacting the Music College Administrator in the Music Department.

Links to future learning:

GCSE music is a natural progression from the work covered in Key Stage Three. The course concentrates on the three core aspects of music: performing (30%), composing (30%) and listening/appraising (40%) Students study music from the classical tradition through to dance and club remixes.

Art

The Art course at KS3 aims to develop within the students an understanding of the nature of visual and critical thinking as well as to gain the appropriate skills for creative thought, action to innovate, initiate and make. The three year course allows students to discover where their talents and interests lie through the exploration of the work of other artists in contemporary, historical and cultural contexts. The innovative Middle Years Programme Art course encourages students to relate what they learn in other subject areas to the world of art and vice versa: thus creating a rounded individual who can apply artistic knowledge and understanding to a wide range of 'life' experiences.

A variety of materials and techniques are explored in order that students may discover several possible outcomes and develop effective technical competence through experimentation, evaluation and teaching. Students are expected to produce complete units of work each term, which include in-depth research and thorough designs and experiments leading to a final outcome.

Drama

The aims of the Drama course are to enable learners to:

Create performances for different audiences and purposes using a range of genres and styles from different cultures.

Creatively employ theatrical devices and technical effects.

Interpret material from theatre past and present.

Rehearse effectively and independently.

Make full use of performance space and resources.

Combine sound and silence, movement and stillness to create powerful theatre.

Connect their own work to the work of theatre of different times and places.

Evaluate the quality of their work and the work of their peers.

Drama at Hockerill Anglo-European College aims to broaden and enhance learners' ability to communicate with each other and an audience. It is a way of exploring the world they live in and their attitudes towards it. It is a form of expressive and creative communication, developing their personalities holistically.

Physical Education

Students are offered a programme which caters for their individual needs, offers equal access and opportunities and enables them to participate fully. Physical Education has a particular contribution to make to the total development of the young person. It is the one aspect of the child's school life that focuses on the development of motor competence where the child is the centre of the learning process. Through the curriculum topics the students will cover the Middle Years Programme's five Areas of Interaction - Approaches to Learning, Community and Service, Human Ingenuity, Environments and Health and Social Education.

All Students will:

- Develop the necessary physical skills and competencies for participation in a range of physical activities.
- Acquire knowledge and understanding of the principles and concepts involved in the performance of physical activities.
- Develop the capacity to evaluate physical performance.
- Develop the ability to plan, organise and compose sequences of action in physical activities.
- Develop positive attitudes towards regular participation in physical activity and an appreciation of the social and cultural significance of different activity forms.
- Develop personal and social qualities necessary for improving skills, appreciating the capabilities of self and others and being able to work collaboratively with others.
- Promote a positive attitude towards participation in post-College recreation.
- Develop students' understanding of health related fitness.
- Teach students to take the initiative and make decisions for themselves and begin to identify the types of activity they prefer to be involved with while taking on a variety of roles such as performer, leader and official.

The Physical Education Curriculum

In Key Stage 3, boys will study the following areas of activity:

Rugby, Football, Cricket, Basketball, Gymnastics, Orienteering, Cross-Country, Health Related Fitness, Table Tennis and Athletics. Girls will study the following areas of activity:

Netball, Hockey, Dance, Orienteering, Cross-Country, Gymnastics, Health Related Fitness, Table Tennis, Rounders and Athletics.

The Extra-Curricular Programme

The PE Department offer team training and fixtures for all year groups in Key Stage 3. Rugby, Football, Basketball, Athletics, Cross-Country and Cricket are offer to boys and Netball, Hockey, Athletics, Cross-Country and Rounders for girls. For students who want to develop skills in these pursuits there are development clubs on offer, along with termly Equipe tournaments.

Wellbeing

Personal Wellbeing, Economic Wellbeing and Financial Capability and Citizenship are all subjects which must be taught by all schools in Key Stages 3, 4 and 5.

It is important to recognise that the Pastoral/Wellbeing programme at Hockerill College should be seen as part of the broader 'pastoral curriculum'. The wellbeing aims are therefore consistent with and reinforce the ethos and general aims of the College.

Wellbeing lessons within the Hockerill curriculum are delivered by a specialist team and supported by tutors in registration time and through assemblies. Wellbeing also takes place within all aspects of the curriculum through cross-curricular themes and through the MYP.

Schemes of Work

Schemes of Work are modular and written to introduce topics to the students at the appropriate time.

Year 7	Relationships (Who am I?)	Citizenship (Local Democracy)	Drugs (Legal Drugs, Smoking, Alcohol)	Work Related Learning Introduction to the world of work and money)	Health (Hygiene and Body Image)
Year 8	Work Related Learning (The Real Game)	Personal Safety/ Risk (Including First Aid)	Citizenship (Global Issues)	Sexual Health (Sexual Development and Feelings)	Drug Education (Drugs and the Law)
Year 9	Citizenship (National Democracy)	Drugs (Drugs awareness and Abuse)	Careers/Work Related Learning (Personal Finance and KS4 Options)	Sex and Relationships (Family Planning STIs Saying No)	Health (Accessing Medical Health)

Looking Ahead: The International Baccalaureate Diploma Programme

Having completed the MYP our expectation is that students will continue to study with us post-16.

The International Baccalaureate Diploma Programme (IBDP) is a comprehensive and rigorous two-year curriculum, leading to examinations for students normally aged between 16 and 19. Based on the pattern of no single country, it is a deliberate compromise between the specialisation required in some national systems and the breadth in others. The general objectives of the IBDP are to provide students with a balanced education; to facilitate geographic and cultural mobility; and to promote international understanding through a shared academic experience. In the thirty years since its founding, the IBDP has become a symbol of academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of the subject content and in the developments of the skills and discipline necessary for success in a competitive world. Colleges and universities are well served by encouraging the enrolment of these able young scholars.

Students choose their programme from the following 6 groups (subjects offered may change):

Group 1 **Language A1** (best language)

Group 2 **Language A2** (second language – highly competent/bilingual speakers)

- Or Language B (second language – for students with previous experience of learning the language. Present courses include English, French, German, Spanish and Italian.)
- Or ab initio (provides a foreign language course for students with no previous experience of the chosen language). Present courses include Spanish, Russian, Japanese and Italian.

Group 3 **Individuals and Societies:** History, Business and Management, Geography

Group 4 **Experimental Sciences:** Biology, Chemistry, Physics, Design Technology

Group 5 **Mathematics:** (several levels available)

Group 6 **Arts and Electives:** Visual Arts, Computer Science, Music and some choices from Groups 2, 3 or 4.

At least three subjects must be taken at the Higher Level and the others at Standard Level. The Diploma candidate must also meet three additional requirements: submission of an Extended Essay; completion of the Theory of Knowledge course and participation in the extra-curricular Community, Action, Service programme.



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