



Hampton Court House



A vast, beautiful and complex world awaits children beyond our gates. At the heart of the Hampton Court House curriculum is the aspiration that our children enter that world equipped with the necessary skills and tools to thrive.



We embed the principles of our ethos in everything we do. We strive every day for excellence; for courage, commitment, creativity and compassion. The curriculum is not just something that happens in the classroom and the exercise book, it is borne out in everything a child at HCH experiences. Our children learn constantly through exposure and modelled behaviours; they learn from the very best that human thought has produced; they learn vital social and emotional lessons from everyone who inhabits the school: support staff, governors and peers, as well as their teachers. We are deeply mindful of the learning imparted to our pupils through everyday contact, and so we hold ourselves to the very highest values and standards.

At HCH, we believe in the intrinsic value of deep learning. In the words of Andreas Schleicher (2017), Director for Education and Skills, OECD: 'In top performing education systems, the curriculum is not mile-wide and inch-deep, but tends to be rigorous –that is, provides a high level of cognitive demand. It's also more focused – with a few things that are taught well and in great depth and in a way that is coherent.'

It is this focus, for example, which enables pupils at Hampton Court House to achieve fluency in French by the end of the Middle Years.

Our curriculum at Hampton Court House has the following aims at its core:

- We foster the habit of curiosity and the lifelong love of learning.
- We believe in truth and empathy, and in holding ourselves accountable.
- We value differences. For this reason, we actively seek diversity, and inclusivity, in our school community and curriculum.
- We promote an active engagement in global and current affairs and focus on social responsibility.

Through our innovative curriculum, Hampton Court House pupils learn how to lead themselves, how to lead others, and how to collaborate in teams. They learn to ensure that their life's impact is for the moral good and virtue of society.

Early Years

Starting strong

The Early Years provides a highly stimulating and welcoming environment for children to develop and grow with each other and with adults. They learn through play with songs and games and through the enthusiasm of their teachers. They achieve a solid grounding in communication and language, in physical, social and emotional development. All of this is complemented by specialist arts, Forest School and French provision. This rich curriculum helps children to gain real experiences, to learn about nature, to take supervised risks, and to learn in an atmosphere of care and delight.

Our goal is to help children to develop a lifelong love of learning and to empower them to lead extraordinary lives, and the Early Years are the foundation of that educational journey.



Lower Years

Developing as learners of language



In the Lower Years, children enter exciting new territory through our French language immersion programme. At least half of the learning is conducted in French, while the remainder of lessons are taught in English.

Naturally embraced by the children, this formative stage of their education provides deep and multi-layered benefits: it not only opens their minds to new cultural perspectives and personal accomplishments, it also opens the door to myriad future opportunities to travel, study and work.

In the Lower Years, the curriculum expands in dynamic new directions, incorporating topics as diverse as Digital Literacy and Ballet alongside core subject areas.

With the all-important class teacher relationship complemented by expert subject specialists in English, the arts and sport, the children develop their knowledge and competence at more complex levels, providing an outstanding foundation for future progression.

Middle Years

The Hampton Court House Challenge

From Year 5, academic goals are brought into sharper focus, and we are present to guide our pupils at every step. As they mature, pupils are given greater levels of independence and responsibility. We encourage bold exploration through creative projects and develop their sense of adventure with residential trips and outdoor learning activities.

In Years 7 to 9, pupils study a wide range of subjects, which include a core curriculum of English, Mathematics, Science and French (with GCSE French being taken at the end of Year 9 to ensure a minimum standard of fluency for all pupils).

This is complemented with a broad and balanced menu of Humanities, Languages, Creative and Performing Arts and Computing, as well as a rich programme of fitness and sports, taught individually and in teams.

In Year 7, we harness our outdoor Forest School expertise to allow all pupils to study Environment, Sustainability & Responsibility (ESR). Topics covered will include renewable energies, soil sustainability, animal care, biodiversity, and personal environmental responsibility.

Across Years 7 and 8, all pupils study Global Perspectives. This is taught once a week and focuses on a series of Challenges. There are six challenges a year covering topics such as Migration, Law and Criminality, Biodiversity, Poverty and Inequality, and Human Rights. Pupils produce an individual research project each year and will complete their Foundation Project Qualification (FPQ) at the end of Year 8 - equivalent to half a GCSE.

In Year 9, all pupils will attend a week-long outdoor learning camp, and after Easter they will move on to a GCSE transition curriculum, which will include preparation for their optional subjects, independent study and a variety of cross-curricular studies.

At the end of Year 9 those pupils who have achieved their FPQ, GCSE French, ESR programme and served as a HCH Pupil Leader will be awarded the Hampton Court House Challenge Certificate by the Headmaster.



Upper Years

First-rate, holistic academics



In Years 10 and 11 - the GCSE years - the core subjects are English Language, English Literature, Mathematics and Science (separate sciences are available as an option). The options process is bespoke and personalised to ensure all pupils can achieve what is best suited to them.

There is a wide range of GCSE options to choose from. Most pupils will choose four optional subjects to add to the French GCSE already achieved in Year 9, with the option to take on an early and accelerated French A level (starting 2025).

In addition to GCSEs, HCH offers a varied programme of Physical Education; Personal, Social and Health Education (PSHE); and our bespoke non-examined programme of Global Awareness and Service, incorporating Politics, Philosophy and Economics (PPE).

The example they give in their work within and across the other phases of the school, mean they become the role models for the younger children, setting the standard that others aspire to.

Sixth Form

Preparing for independence

The Sixth Form years at Hampton Court House are both challenging and exciting. Pupils have the opportunity to specialise in subjects they particularly excel at and study these areas to an advanced academic level. The privileges of senior status in the School bring with them responsibilities too: service, leadership and co-curricular enrichment are integral to Sixth Form life.

The Sixth Form curriculum also provides pupils with the skills they will need in order to successfully navigate our complex, interconnected and ever-changing world. We want our pupils to be inquisitive, compassionate and connected; to be independent, reflective learners who work as hard for others as they do for themselves. Lower Sixth pupils at Hampton Court House also keep an eye on 21st century contexts through participation in the Global Perspectives & Research Programme.

Our pupils will need to flourish in a world of uncertainty and constant change; to know what to do when they don't know what to do and to 'flounder intelligently'. The Global Perspectives programme develops pupils' skills in independent research, group collaboration, debate and critical thinking through studying a wide range of global topics and themes. This will result in the award of an AQA Higher Project Qualification (HPQ) at the end of Year 12.

In Year 13, many pupils will convert their HPQ into an Extended Project Qualification (EPQ), which allows for the development of research skills and the exploration of a topic of special interest in even greater depth.

Sixth Form pupils also have an opportunity to contribute to the management and leadership of the school by taking on key student positions of responsibility such as Head Pupil, HCH Council, Wellbeing Ambassador, to name a few.



Fortiter in re suaviter in modo.



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