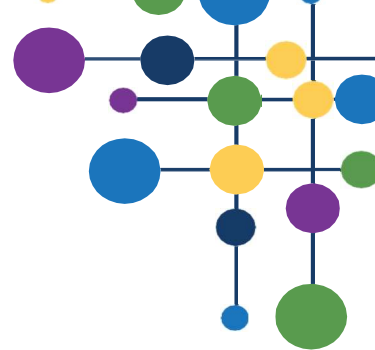


Thornhill Community Academy Curriculum Aims

MAT Version	1.1
Name of document writer	Lucinda Rudd

Record of Alterations

VERSION	DESCRIPTION
1.0	Original
2.0	Revised. Changes to model (September 2021)
3.0	Revised. Changes to model and Curr. Implementation. Included PSHCE in Personal Development (September 2022)



Curriculum Intent:

We will:

- Continue to develop a broad and balanced curriculum which is ambitious for all, accelerates progress and enhances their cultural capital
- Ensure that lessons are knowledge-rich, challenging and organised into coherent and clear Schemes of Learning as part of a systematic approach to curriculum design
- Equip teachers with a pedagogical approach which allows them to demonstrate components of knowledge ('I Do'), and provide high quality modelled examples of good quality work ('We Do')
- Ensure that students are given regular opportunities to practice and recall previous knowledge learnt through independent periods of learning ('You Do')
- Use ongoing assessment to identify what students know, what gaps in knowledge they have, and skilfully intervene to plug those gaps
- Ensure that all students will achieve the best possible academic outcomes regardless of individual backgrounds, needs or circumstances

The TCA curriculum will ensure that:

- All students will develop a love of learning and will be well rounded individuals who are able to work independently
- All students will develop their moral integrity and know how to keep themselves happy and safe
- All students will secure functional literacy and numeracy skills
- Students are engaged and enthused, and that their studies are enriched by extra-curricular opportunities which they enjoy and thrive in
- All students will have high aspirations and gain qualifications needed to access an ambitious Post-16 pathway
- Students will be provided access to a wide range of experiences to support the development of cultural capital including independent, high quality careers guidance

Curriculum Implementation:

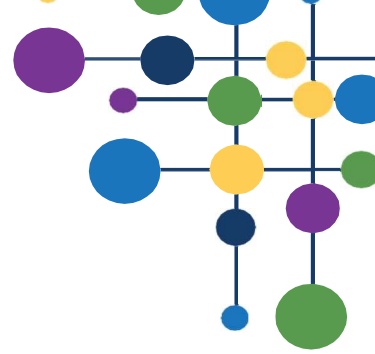
Our day consists of 5 periods of 60 minutes every day. Students attend a 25-minute Learning for Life period, daily, including a year group assembly once per week. Learning for Life provides learning in Careers, Citizenship, PSHE, Personal Development and Religion and Ethics (KS4) programmes throughout the year. The teaching of this is by form tutors, with students equipped with the knowledge, skills and attributes they need to manage their lives both now and in the future.

The Curriculum model (Two-Week Timetable)

	MA	ENG	SCI	MFL	PE	COMP	TECH	ART	MUSIC & DRAMA	PSHCE/RE	Gg	Hi	TOTAL
Year 7	8	8	7	4	4	2	2	2	2	3	4	4	50
Year 8	8	8	7	4	4	2	2	2	2	3	4	4	50
Year 9	7	8	8	4	4	2	2	2	2	3	4	4	50

	MA	ENG	SCI	CORE PE	Option 1	Option 2	Option 3	Option 4	Total
Year 10	8	8	8	2	6	6	6	6	50
Year 11	8	8	8	2	6	6	6	6	50





Years 7, 8 & 9

Curriculum plans and schemes of learning in all subjects have strategic five-year plans in place throughout which the key skills, knowledge and understanding required for success have been mapped out. Transition is eased by staff delivering a curriculum that strengthens and builds on their KS2 knowledge:

- PSHCE and RE are delivered to students by a designated teacher during three one-hour lessons every two weeks, in addition to Learning for Life, enrichment days and assemblies.
- The Options process begins after Christmas in Year 9.
- Students are allocated either French or Spanish on entry and continue to study this throughout KS3. In Year 9, Urdu is introduced to those interested in taking it as an option in Y10.
- For students who require intervention for literacy and/or numeracy, small intervention classes run alongside English and Maths. Whole school literacy is promoted through the curriculum, Reciprocal Reading, Word of the Week and regular library visits to promote a love of reading.
- For students who have reading ages below functional levels, Fresh Start Phonics and or Lexia is used to provide intensive and bespoke intervention.

Key Stage 4: Years 10 and 11

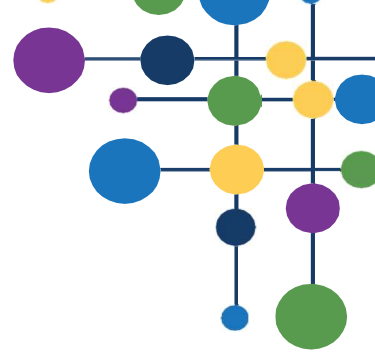
Students start their KS4 qualifications in Year 10. During the Options process, information for each student is carefully analysed and each child is directed towards an appropriate pathway that facilitates the best outcomes and best engages them. A wide range of subjects and types of qualifications are offered in order to suit all learners. It is expected that at least 90% of students will fill all Progress 8 buckets and that all students will study a Humanities subject, in addition to the core subjects of English, maths and science. The EBacc pathway is strongly recommended to targeted students but ultimately it is the students that drive the curriculum. Students who need additional English or maths will be offered this in Option D. This can lead to Entry Level/Step up, if necessary.

Currently all students choose four subjects, in addition to English, maths and Science. They will follow one of the following pathways for two years:

- **Blue Pathway:** This consists of Triple Science and three options, which must include a language (French, Urdu or Spanish) and either History or Geography (both can be taken).
- **Yellow Pathway:** This allows students to study Triple Science and three options, but not necessarily gain the English Baccalaureate (EBacc).
- **Orange Pathway:** This pathway allows students to gain the English Baccalaureate (EBacc)
- **Green Pathway:** This pathway allows students to gain the English Baccalaureate (EBacc). This pathway does not require students take the English Baccalaureate (EBacc); students can choose from a wide range of subjects.

Personal Development Religion & Ethics





Students in Key Stage 3 receive two dedicated lessons a fortnight of Religion and Ethics (RE). GCSE RE is offered at KS4 as an Option subject. At KS4 statutory RE is delivered to all students via the Learning for Life curriculum and Enrichment days. Delivery of the RE curriculum is further enhanced via the assembly programme.

The RE curriculum reflects the guidance provided by the Kirklees Agreed Syllabus. The curriculum reflects that the religious traditions in Great Britain are, in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain. The curriculum has been planned so that each unit has a specific theme in which students enquire into human questions about religion, tradition, and non-religious worldviews. In addition, there is a 'golden thread' which links units across a year group and across the key stage. E.g., Y8 Units are all 'Big Questions' Y9 Units are Lived Religion. Specialist vocabulary is interwoven throughout schemes of work enabling students to engage in accurate discourse about the themes studied. The curriculum places avoidance on excessive amounts of material which results in superficial knowledge and understanding. The result is deep accurate representations of religion, traditions and non-religious worldviews.

PSHCE

Students in Key Stage 3 receive one dedicated lesson a fortnight of PSHCE. This is further supported by the Learning for Life curriculum. At KS4 PSHCE is delivered via by a bespoke Learning for Life Curriculum, Enrichment days and the use of effective guest speakers. Delivery of the PSHE curriculum is further enhanced via the assembly programme.

The curriculum has been designed, based around the DfE Guidance and the PSHCE Association Programme of Study. In addition, the curriculum has been planned following the statutory guidance on Keeping Children Safe in Education. The curriculum covers safeguarding, including online safety, child sexual exploitation and other forms of abuse, sharing of sexual images, the impact of online pornography on pupils, the dangers of extremism and radicalisation, forced marriage, honour-based violence and female genital mutilation. Guidance from the Equality Act 2010 has been used to inform curriculum plans, to both address prejudice-based bullying and to help prevent it from happening, and in doing so to keep protected characteristic groups safe. A comprehensive tracker is in place which maps out the teaching of all statutory topics across the key stages. The PSHCE curriculum is designed as a Spiral Curriculum, ensuring that all content is covered and built upon each year, allowing for deep and developed chains of knowledge and understanding. All topics are taught using age-appropriate resources and are delivered at an age-appropriate key stage, as per the PSHE Association guidance.

Careers Education and Guidance

At Thornhill Community Academy we offer a structured programme from year 7 onwards that:

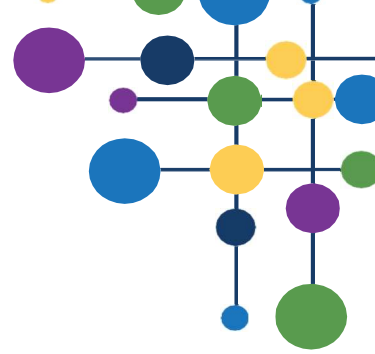
- provides an effective careers programme, offering pupils unbiased careers advice, experience of work, and contact with employers to encourage them to aspire, make good choices and understand what they need to do to succeed;
- supports readiness for the next phase of education, training or employment so that pupils are equipped to make a successful transition.

Students will follow the full curriculum entitlement to careers education, advice and guidance, as described in the national guidance for programmes of study.

The programmes include an offer of meaningful work experience and support to secure places on higher education courses or employment.

We offer a programme that meets the government's statutory guidance on careers advice and education, which can be found here:





https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

We have already achieved the vast majority of the Gatsby Benchmarks and are working to ensure full coverage by September 2024:

<https://www.gatsby.org.uk/uploads/education/good-career-guidance-handbook-digital.pdf>

More information regarding Careers at Thornhill Community Academy can be found:

<http://www.thornhillcommunityacademy.co.uk/careers/4289.html>

Extra-Curricular Activities

We offer a rich programme of extra-curricular opportunities (e.g., student leadership opportunities, mentoring, theatre trips, Duke of Edinburgh, overseas residential and work experience trips, field trips, sports teams and sporting experiences) to broaden students' experiences and understanding of other cultures. Clubs and workshops operate both in school time and after school with many taking place on a lunchtime for students to engage in. Our Headteacher's newsletter regularly celebrates the positive 'cultural capital' we are building at Thornhill Community Academy and work is ongoing to encourage disadvantaged students to undertake a greater breadth of extra-curricular experiences.

Subjects

- A brief overview of each subject and a programme of study for each key stage can be found on our website:

<http://www.thornhillcommunityacademy.co.uk/curriculum/2657.html>

