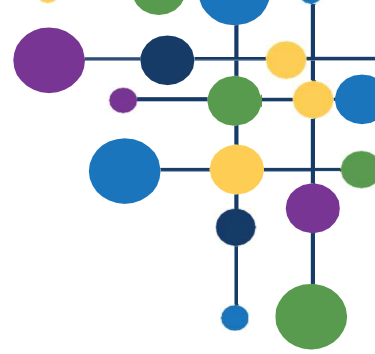


Thornhill Community Academy Curriculum Aims

MAT Version	1.1
Name of document writer	Lucinda Rudd
Last updated	January 2026
Review date	January 2027

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)
4.0	Revised. Change to Y10 model to include Core RE & an additional hour of Core PE. Inclusion of a curriculum impact section
5.0	Revised. Change to Y11 model to include Core RE & an additional hour of Core PE.



Curriculum Intent:

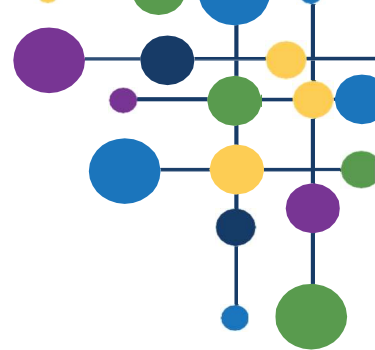
We will:

- Continue to develop a broad and balanced curriculum which is ambitious for all, accelerates progress and enhances students' cultural capital
- Develop a curriculum which is designed to facilitate the development, knowledge, skills and life experiences needed for students to take advantage of the opportunities available to them in later life
- Ensure that all curriculum planning is linked to 'Golden Knowledge' which is sequenced in a way that helps students learn and remember more
- 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 skillfully 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 secure functional literacy and numeracy skills including reading and writing
- All students will develop their moral integrity and know how to keep themselves happy and safe
- Students are capable of making informed decisions and are aware of their rights and responsibilities
- Students are respectful, tolerant and empathetic towards the values and beliefs of others
- 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:

Across the Academy, the curriculum is designed and tailored to ensure that all students will have access to a rich, broad and balanced experience, allowing students to develop the knowledge and skills to be successful in future life. The school's curriculum is planned and sequenced to identify and address student's gaps, allowing the building of new knowledge and transferable skills.

Curriculum plans and schemes of learning in all subjects have strategic five-year plans in place throughout which the key skills, Golden 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.

The Academy operates a two-week timetable (Week A and Week B).

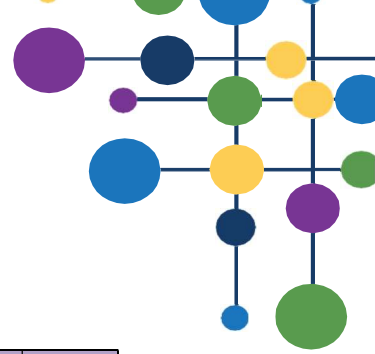
The Curriculum model (Two-Week Timetable)

Key Stage 3

	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

- We have a three-year Key Stage 3 model in which students study National Curriculum subjects, gaining rich knowledge and understanding
- All students experience a broad and balanced curriculum which is ambitious for all, there is no narrowing of the curriculum
- The curriculum at KS3 follows the SHARE MAT Maths, Science and English curriculum and is designed to support and develop key knowledge delivered at KS2.
- Throughout KS3 students will study Graphics, Design & Technology, Art & Art Textiles, Food Technology, Music and Performing Arts.
- Students receive two hours of Religion & Ethics across the fortnight.
- PSHCE is delivered through a designated fortnightly lesson and the weekly Learning for Life lesson which moves across the timetable.
- On arrival at TCA, students have the option of studying either French or Spanish. Urdu is introduced in Year 9 to students who are interested in pursuing this as a GCSE in Year 10.
- We encourage a passion for reading. All students have regular access to the library and participate in the Academy's reader development programme. Weaker readers have access to bespoke intervention pathways.





Key Stage 4

	MA	ENG	SCI	CORE PE	CORE RE	Option 1	Option 2	Option 3	Option 4	Total
Year 10	8	8	8	3	1	5	5	6	6	50
Year 11	8	8	8	3	1	6	6	5	5	50

Students start their KS4 qualifications in Year 10. During the Options process in Year 9, information for each student is carefully analysed and each child is directed towards an appropriate pathway which will facilitate the best outcomes and best engage them. A wide range of subjects and types of qualifications are offered to suit all learning styles. 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.

Currently all students choose four subjects, in addition to English, Maths, Combined Science, Core PE & Core RE. 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). This pathway does not require students take the English Baccalaureate (EBacc), but they are expected to choose either a language or a humanities subject.

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.

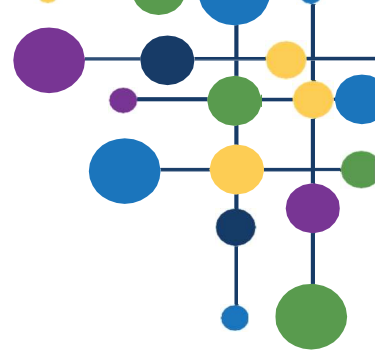
Personal Development is provided through weekly Learning for Life lessons, weekly assemblies and termly Enrichment Days. Learning for Life provides education in Careers, Citizenship and PSHE. Students receive a fortnightly Religious Education lesson. There is a focus on developing student's Moral, Spiritual, Social and Cultural understanding, to ensure that students are well prepared for a happy and successful life in modern Britain.

Subjects

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

[Thornhill Community Academy, A SHARE Academy - Curriculum](#)





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. Students in year 10 and year 11 receive a fortnightly Religious Education lesson. Enrichment Days and the assembly programme further enhance this.

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, Careers & Citizenship Education

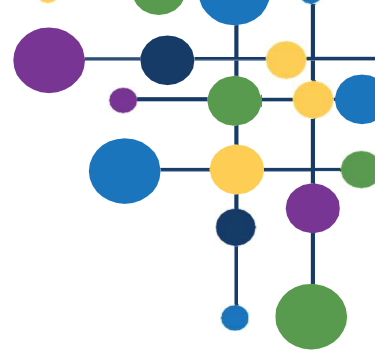
The Personal Development curriculum at Thornhill Community Academy provides students with a broad and rich, Careers, Citizenship, PSHE and RSE education. It seeks to equip students with the opportunity to develop the knowledge, skills and attributes they need to manage their lives in Modern Britain both now and in the future. Through the Personal Development curriculum, students learn how to stay healthy and safe, whilst preparing themselves to make the most of their life and work. The curriculum aims to allow students the opportunity to improve their own physical and mental health and their emotional and social well-being.

The Personal Development curriculum aims to equip students with a sound understanding of risk and with the knowledge and skills required to make safe and informed decisions. It offers a place in the curriculum where difficult or challenging questions can be tackled within a safe and supportive context. It provides opportunity for students to learn, understand, discuss and debate different world topics such as relationships, drugs and alcohol, peer influences, gangs, extremism, and radicalisation. The curriculum provides opportunity for students to enquire, solve problems and think critically. The Personal Development curriculum provides students with opportunities to reflect on their own beliefs, values and understanding in the light of their study.

The Personal Development curriculum has been designed in line with statutory documents including; DfE Personal, Social, Health and Economic (PSHE) education policy, DfE Relationships and sex education Policy, Keeping Children Safe in Education (DfE 2024), PSHE Association programmes of study, Fundamental British values, Citizenship National Curriculum, Ofsted framework and Gatsby Benchmarks of Good Career Guidance. This ensures the curriculum goes above and beyond the statutory guidance.

The curriculum has been developed as a spiral curriculum to build upon prior knowledge of topics from Primary school. Schemes of learning are planned to ensure that students are exposed to a breadth of topics, with are built on year by year, in an age-appropriate manner. The Personal Development curriculum has been designed to be responsive to the needs of the local and wider community. It recognises the daily challenges which young people face and supports them to think critically and seek support where needed.





Key Stage 3

Personal Development is delivered through a fortnightly PSHCE lesson by a specialist teacher and a weekly Learning for Life lesson delivered by form tutors.

Units of work across Key Stage 3 are sequenced to build incrementally on knowledge, year on year. Each unit has a specific theme in which students enquire into human questions about relationships, health and wellbeing and topics relating to living in the wider world, e.g., careers, finance, digital literacy. Schemes of learning are well sequenced to enable students to develop deep accurate representations of topics. The PSHCE curriculum enables learners to retain and deploy learning effectively.

Key Stage 4

Y10 & 11 students study a comprehensive Personal Development curriculum through weekly Learning for Life lessons, delivered by forms tutors. In addition, students benefit from Enrichment days each year. These days are made up of both guest speakers and specialist staff led sessions. As an Academy, we strive to welcome as many outside agencies as possible to give our students a broad and balanced offering. We are proud to welcome in high-profile companies and charities, all delivering sessions which engage and educate our students on topical issues. All Enrichment days have focuses linking to the DfE Statutory RSE Guidance, Gatsby Benchmarks, Religious Studies themes and areas of identified student need (Kirklees Student Survey, Student Voice & Community areas of concern).

Careers Education and Guidance

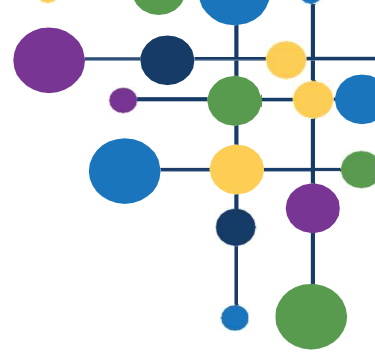
At Thornhill Community Academy we offer a structured programme from year 7 onwards that aims to:

- provide an effective careers programme, offering students 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
- focus students on their future aspirations, encourage and support career exploration, make and adjust plans, and prepare for changes and transitions
- promote inclusion, equality of opportunity, challenge stereotyping and understanding of influences and opportunities
- meet the needs of all our students through appropriate personalisation
- inform parents and carers and all stakeholders about different pathways and opportunities
- encourage students to investigate career opportunities both locally and nationally and through direct experience of the world of work, work related learning and enterprise activities
- encourage students to implement their career plans and to review and evaluate it
- encourage participation in continued learning including further and higher education and to develop enterprise and employment skills
- reduce drop out from, and course switching in, education and training
- contribute to the economic prosperity of individuals and communities
- ensure all students leave with the appropriate employability skills
- support readiness for the next phase of education, training or employment so that students 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:

[Careers guidance and access for education and training providers - GOV.UK](#)

We have achieved 100% on all Gatsby benchmarks

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

[Compass+ | Your report](#)

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

[Thornhill Community Academy, A SHARE Academy - Careers Education, Information & Guidance](#)

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.

Curriculum Impact

The consistently good outcomes for KS4 students, with an average P8 +0.24 and A8 44.6 over recent years, show the positive impact the curriculum is having on student progress. Further improvements in the English and Maths curriculum have secured excellent outcomes for students, where 42% achieved a strong pass and 63% achieved a standard pass in both subjects, opening doors for students in KS5. Our key priority is to improve the progress made by disadvantaged students in all subjects, with outcomes significantly above National Average achieved by students at Thornhill Community Academy.

Improvements have been secured in the curriculum offer available, with positive progress consistently achieved in all buckets including 'EBacc' and 'open' bucket, evidence that the curriculum offer suits the needs of all students. We continue to review and improve our curriculum offer and keep up to date with curriculum developments nationally.

In recent years the percentage of students classed as NEET when leaving Thornhill Community Academy is very low, most years this figure is 0%.

