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Approved by:	Local Governing Board
Responsibility of:	Mr J English
Trust or School Policy:	School

Harrogate High School Curriculum Policy

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1. Statement of Intent and Aims

This policy outlines our approach to the curriculum and provides clarity on:

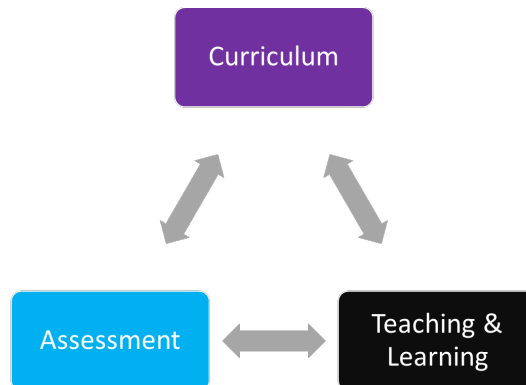
- The responsibilities of key members of staff.
- The organisation, delivery and implementation of the curriculum for KS3 and KS4.
- The teaching, learning and planning arrangements for the curriculum.

Aims of Curriculum Policy

The Curriculum Policy has four core aims:

- To identify the beliefs, vision, mission, and values that the Harrogate High School Curriculum is founded upon.
- To declare the ambition of the Curriculum Intent of Harrogate High School: outlining the purpose of the curriculum, the nature of the curriculum, and the guiding principles of the curriculum.
- To describe the Curriculum Implementation of Harrogate High School: outlining the school day, the tripart structure of the HHS Curriculum (the Base Learning Curriculum, the Academic Knowledge-rich Curriculum, and the Enhanced Curriculum), and what excellent teaching & learning looks like.
- To demonstrate curricular planning documents: the Subject Curriculum Intent, the Subject Curriculum Map, and the Subject Curriculum Unit Plans.

Curriculum works in relationship with Teaching & Learning, and Assessment as illustrated below:



2. Legal framework

Harrogate High School, as an Academy converter is not bound by the requirements of the national curriculum and is free to decide the extent to it follows all of, part of, or no part of, the national curriculum. As such, Harrogate High School has the right to create its own curriculum, provided that it is broad and balanced.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following

- Key stage 3 & 4 National Curriculum requirements are set out in section 85 of the Education Act (2002)
- Education Act 1997
- Education and Skills Act 2008

- Equality Act 2010
- Key stage 3 & 4 National Curriculum requirements are set out in section 85 of the Education Act (2002)

3. Duties and Responsibilities

3.1. The Head of Academy, or their nominate Deputy is responsible for:

- Ensuring that any statutory elements of the curriculum, and those subjects which the School chooses to offer, are organised to reflect the aims and ethos of the academy.
- Where appropriate, ensuring the individual needs of pupils are met by disapplication of the curriculum, such as those with SEND.
- Ensuring that all procedures for statutory assessment are adhered to and that parents and pupils are adequately informed of progress and attainment.
- Ensuring the Local Governing Body is fully informed of aspects relating to the curriculum, including information on progress and to inform decisions.
- Ensuring all staff members, in Academic and Pastoral Middle Leaders, are aware of their responsibilities in relation to this policy.

3.2. Academic Middle Leaders are responsible for:

- Reviewing how their subject area can support, enrich and extend the curriculum.
- Monitoring the ways in which developments within their subject area can be assessed and records maintained.
- Reviewing how their subject area can benefit the aims and objectives of the whole School.
- Monitoring the teaching and learning of their subject area, providing support for staff where necessary.
- Ensuring the curriculum in their subject area is adequately planned and all teaching staff are aware of the syllabus.
- Liaising with subject teachers across all year groups and phases.
- Ensuring there is consistency in the delivery of their subject area.
- Communicating developments in their subject area to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in their subject area.

3.3. Subject Teachers are responsible for:

- Acting in accordance with, this policy.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the curriculum.
- Liaising with subject leaders about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject.
- Undertaking any training that is necessary in order to effectively teach the subject.
- Sharing best practice amongst colleagues and working in partnership with outside agencies.

The Implementation of this policy will be monitored by the Deputy Head (Curriculum), who will report to the Academy Head on its implementation on a regular basis. The Academy Head will report to the governing body's Education Committee on the progress of the policy and will recommend any changes.

4. Introduction, Beliefs, Vision, Mission & Values

- **Belief in what we do**

At Harrogate High School (HHS) we believe in putting 'Learning first....' this is central to shaping our vision

- **Vision**

We aim to create

- Successful learners who enjoy learning, make good progress and have high aspirations.
- Confident individuals who are able to live safe, healthy and fulfilled lives
- Responsible citizens who make a positive contribution to their local community and society at large.

- **Mission**

All our pupils will fulfil their unique academic and personal potential. Every pupil will live according to the HHS CARES values and go on to university or follow the rewarding career of their choice.

Our guiding principles to achieve our mission are:

1. Good student progress over 5/7 years for all learners
2. Closing the gap and accelerating progress for our most vulnerable learners
3. There should be depth before breadth. Maximise learning time in all subjects
4. CARES curriculum that develops Life@HHS and CARES values, SMSC, British Values, PSHCE (inc. promoting positive health and wellbeing) and aspirations to prepare learners for modern Britain.

- **Values**

At HHS, our values will be strongly held and central in all that we do. Our school aim reminds us that it is by living according to our values that we can lead fulfilling lives and strengthen our community.

HHS values are:

C - Courage
A - Aspiration
R - Respect
E - Equality
S - Self-control



5. Curriculum Intent

"No bird soars too high, if they soar with their own wings."

William Blake, 1789¹

The Curriculum Intent outlines the purpose of Harrogate High School's curriculum, its unique nature in our context, and the guiding principles that underpin it.

¹ Blake, W. (1789). 'Proverbs of Hell'. *The Marriage of Heaven and Hell*. London: Oxford University Press

Our curriculum intent at HHS is:

- To equip our students with a responsive and ambitious, knowledge-rich curriculum that empowers young people to have the currency of choice for their futures. We want students to face challenges within school and in their wider life with courage, aspiration, respect, an appreciation of equality and self-control.
- Our curriculum acknowledges the importance of building students' cultural capital and curiosity, building an awareness of the world beyond their frame of reference. Our bespoke provision develops necessary attributes to become community leaders of the future.
- Key aims for improving our curriculum offer and experience include ensuring that all students have equity of experience and opportunity to access the curriculum, ensuring that teaching is transformed through evidence based-research, high quality pedagogical development and training.

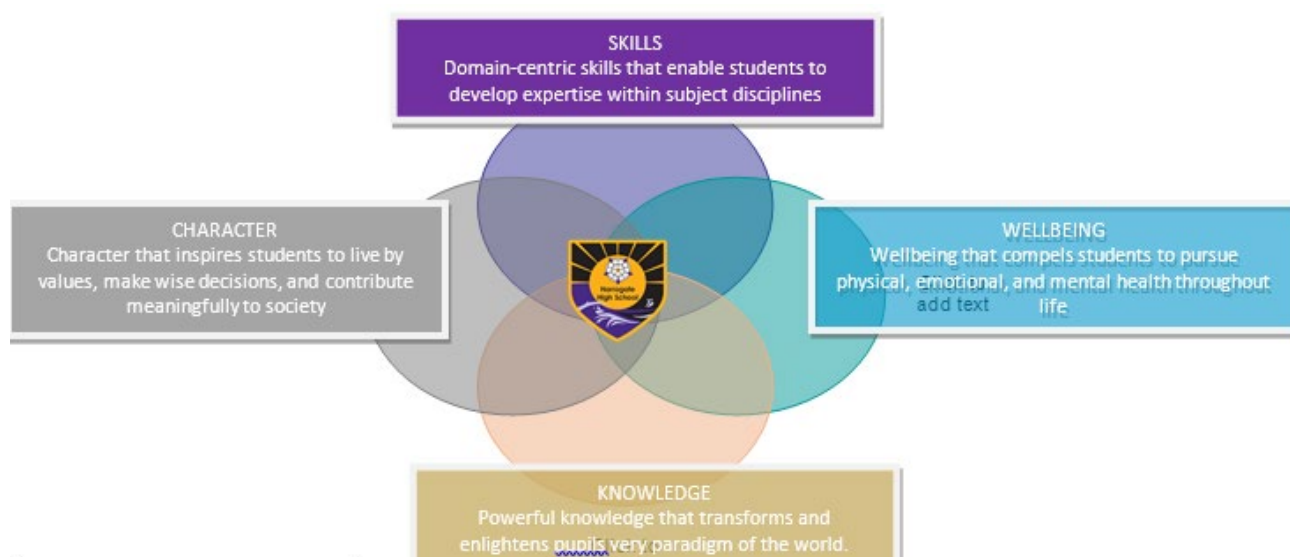
6. Purpose of the Curriculum

The curriculum, at its greatest and most potent, educates pupils with the best that has “been thought and said in the world” (Matthew Arnold; 1869)². Through powerful knowledge, equipping pupils with the tools to master domain-centric skills, and fostering disciplinary thinking, the curriculum empowers pupils to live true to values and contribute positively to society, transforming their very paradigm of the world in the process. Nelson Mandela argued that, “education is the great engine of personal development” (1994)³ and that “education is the most powerful weapon” (2003) which can be used to “change the world” (2003)⁴.

We believe in the power of a knowledge-rich curriculum, and in the potential of our pupils. Every child deserves equity of opportunity, challenge and access, and we are compelled to provide the very best for our pupils. We, at HHS, will provide an excellent academic experience for our pupils. Our curriculum enables pupils to take personal responsibility and seize their opportunities.

7. Nature of Harrogate High School's Curriculum

Harrogate High School's Curriculum focuses on four facets of learning and development



² Arnold, M. (1869). *Culture and Anarchy*. London: Smith, Elder and Co.

³ Mandela, N. (1994). *Long Walk to Freedom*. London: Abacus.

⁴ Mandela N. (2003). *Lighting Your Way to A Better Future*. 16 July, Planetarium, University of the Witwatersrand Johannesburg, South Africa.

For our pupils to seize the potential that lies inside each of them, we know that we must educate with powerful knowledge which transforms and enlightens. This powerful knowledge, when coupled with developing expertise of domain-centric skills and the mastery of learning dispositions through explicit, excellent teaching, will help to propel our pupils forward in their learning journey. Our integration of CARES values into all of our curriculum will ensure that our pupils receive an excellent education that is broad enough to include development of their character.

The curriculum will also seek to promote and encourage holistic health, so that our pupils are knowledgeable, skilled, and values-driven, but also happy, content, and healthy.

- **Knowledge** – Michael Young (2007)⁵ advocates that one of the primary purposes of schooling is to teach rich knowledge that enables pupils to understand and think about content beyond their own experience, and to engage with the ongoing, intellectual conversations and discourse across a range of subject disciplines. By teaching pupils powerful knowledge at HHS, we will seek to empower them to realise their potential by widening their horizons and opportunities, equipping them to engage with that intellectual conversation and contribute meaningfully to society.
- **Domain-centric Skills** – André Tricot and John Sweller (2014)⁶ argue that generic skills are vacuous, and that in contrast effective skill acquisition is tied to a specific field of learning, leading to increasing degrees of proficiency in the specified fields and increasing degrees of disciplinary thinking. As such, at HHS, we will teach domain-centric skills in subject disciplines in order to encourage our pupils to become mathematicians, scientists, writers, linguists, historians, geographers, athletes, artists, musicians, and philosophers. We recognise that there are certain learning dispositions that successful students demonstrate across subjects. These include the ability to listen, take notes, discuss and debate, conduct research, give presentations, manage extended projects and write at length. Our curriculum also includes the explicit teaching of these.
- **Character** – At HHS, a holistic curriculum will be offered to our pupils to ensure that they become individuals of **character**. Summer Turner (2016)⁷ proposes that two of the core purposes of the curriculum are to build character and to further social justice. Our pupils need to leave school ready to partake in society as fully contributing citizens, seeking to add value to others, make wise choices and thrive alongside others. Our curriculum will achieve this through education for the character of each pupil. We plan to strengthen the virtues (qualities) and values (our beliefs and CARES values) of our pupils.⁸
- **Health** – The Department for Education (2019)⁹ outlined the importance of schools fostering pupil wellbeing and developing personal attributes to ensure that pupils were “happy, successful and productive members of society.” Consequently, educating pupils about physical, emotional and mental **health** is paramount to pupils seizing their inherent greatness and thriving in society.

⁵ Young, M. (2007). *Bringing Knowledge Back In. From Social Constructivism to Social Realism in the Sociology of Education*. London: Routledge

⁶ Tricot, A., & Sweller, J. (2014). ‘Domain-Specific Knowledge and Why Teaching Generic Skills Does Not Work’. *Educational Psychology Review*, 26(2), 265-283

⁷ Turner, S. (2016). *Secondary Curriculum and Assessment Design*. London: Bloomsbury.

⁸ Fadel, Bialik and Trilling (2015). *Four-Dimensional Education – Center for Curriculum Design*. London: CreateSpace Independent Publishing Platform

⁹ Department for Education. (2019). *Relationships Education, Relationships and Sex Education (RSE) and Health Education*. Retrieved from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education2.pdf

8. Design Principles of Harrogate High School's Curriculum

These are based on the curriculum principles as set out by Dylan William (2013)¹⁰ and evolved by Michael Young (2014)¹¹

- **Powerful Knowledge** – Pupils are educated with the best that has been “thought and said”, as stated by Matthew Arnold, so that the learning diet that we provide stands well next to the best schools in the country, and prepares for entrance to the best universities. We believe our pupils at HHS deserve the absolute best, and by this we mean the most important, advanced and influential knowledge in each subject discipline. This is the knowledge that will empower our pupils to seize their potential and enable them to engage in the highest-level conversations, with anyone and anywhere, in each great area of human culture and knowledge.
- **Domain-centric Skills** – Pupils will be explicitly taught the skills to apply powerful knowledge in subject disciplines, so that they are able to engage with the procedures, processes and methods fundamental to success with increasing automaticity and expertise.
- **Learning for Mastery** – Pupils will get better in their subject disciplines each and every lesson, irrespective of their starting point. Pupils will learn the value of practice, hard work and resilience in achieving success, so that they can apply this approach to anything in life.
- **Disciplinary Literacy** – The ability to read, write, listen and speak with precision and confidence is crucial for deepening mastery of content. Disciplinary literacy sits at the heart of our curriculum, encouraging our pupils to increasingly communicate with excellence.
- **Sequential & Coherent Planning** – In order to prepare our pupils for later life, our subject curricular are planned from university study and expertise, so that learning is incremental, orderly, and progressive for pupils to build knowledge and skills in a manner encouraged by cognitive science and educational research.
- **Depth and Breadth** – Amassing expertise and proficiency in the identified core knowledge, skills and concepts in all subjects, will support pupils to thrive in all topics within those disciplines. Knowledge and skills are incrementally built up by encouraging pupil mastery over content, enabling pupils to access the full curriculum entitlement.
- **Rigour** – To ensure our pupils seize their inherent potential, our curriculum is ambitious, challenging and designed to push pupils to their capacity. Our relentless quest for ‘more’ for our pupils drives us to have and to hold the highest of expectations for them.
- **Assessment** – We will engage with both formative and summative assessments to check the progress of our pupils, so that we can respond to their needs and offer an education that is flexible and responsive. By regularly assessing pupils, teachers’ scaffolding, support and stretching can be differentiated accordingly.

It is our aim that the Harrogate High School Curriculum is functional, robust, and ambitious so that all our students are able to seize their potential.

9. Curriculum Implementation

The Curriculum Implementation outlines the structure of the school day, the structure of Harrogate High School's Curriculum, the Base Learning Curriculum Entitlement, the Academic Knowledge-rich Subject Discipline Outline, and the Enhanced Curriculum Provision.

¹⁰ William, D. (2013) Redesigning Schooling: Principled Curriculum Design, SSAT, tinyurl.com/y9eeb4eu

¹¹ Young, M. (2014) The Curriculum and Entitlement to Knowledge, Cambridge Assessment Network, tinyurl.com/y8udwl6z

The school day provides the vehicle for Harrogate High School's Vision, Mission and Intent to be implemented. The HHS Curriculum Entitlement comprises of twenty five lessons with two additional Sessions of enrichment across Tuesday and Wednesdays respectively, and 15 minutes daily of Tutor Time.

To ensure that we are constantly improving and reflecting upon our provision, staff training and meetings take place after school on Thursday afternoons.

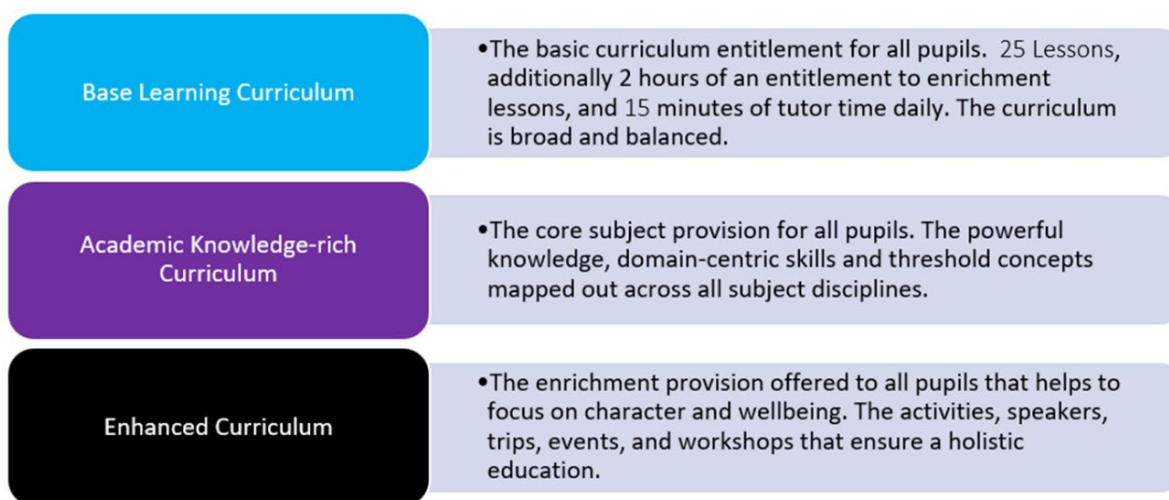
10. The School Day

The school day provides the vehicle for Harrogate High School Vision, Mission and Intent to be implemented. The HHS Curriculum Entitlement comprises of twenty five with two additional lessons of enrichment.

Activity	Timings
Registration/Tutor Time	8:30 – 8:45
Period 1	8:45 – 9:45
Period 2	9:45 – 10:45
Break	10:45 – 11:00
Period 3	11:00 – 12:00
Lunch	12:00 – 12:30
Period 4	12:30 – 13:30
Period 5	13:30 – 14:30
Enrichment	14:30 – 15:30

11. Structure of Harrogate High School's Curriculum

The Harrogate High School Curriculum is structured into three different areas of focus:



12. Base Learning Curriculum

Key Stage Three

Pupils study a curriculum that is both broad and balanced in KS3 for 3 years, and one that is taught by subject specialists from day one. Content is mapped backwards from Key Stage 5 and is, therefore, ambitious, challenging and inspiring. The curriculum is designed to unlock the inherent potential inside all students. Pupils are explicitly taught a 'character' programme through the CARES curriculum, in order to develop their understanding and appreciation of Harrogate High School's values, and to learn about Personal, Social, Health and Citizenship Education.

Year 7 and 8 idealised model

Subject	HHS lessons per fortnight*
English	8
Maths	7
Science	6
History	3
Geography	3
RE	2
MFL	4
Art	2
Music	2
PE	4
CARES (Life@HHS)	2
Computing	2
Design Technology	3
Drama	2
Academic Enrichment/(Clubs)	2

Year 9 idealised model

Subject	HHS Lessons per fortnight*
English	7
Maths	7
Science	6
History or Geography	3
MFL	4
RE or AP	4
Computing	2
Drama	1
Art	2
Music	2
Design Technology	4
Core PE & CARES	5
Academic Enrichment/(Clubs)	2

*Subject to adjustment in timetabling.

Key Stage Four

Key stage 4 National Curriculum requirements are set out in section 85 of the Education Act (2002). Students study a mix of compulsory subjects (core & foundation) and, if they so elect, a course of study in a subject within an 'entitlement' area. In relation to science, students have a statutory entitlement to have access to a course of study leading to at least two science GCSEs.

Pupils are split across four pathways at the end of Year 9.

We offer a range of pathways to GCSE to meet the specific learning needs of our students but to enable them all to be highly employable:

- **Triple Science Ebacc Pathway 1** – Students who will complete triple science, MFL, and Humanities (approximately 30%)
- **Combined Science Ebacc Pathway 2** – Students who will complete double science, MFL and Humanities (approximately 20%)

Note: Both these two pathways enable Ebacc achievement.

- **Non MFL Pathway 3** – Students who will complete double science, and Humanities or, vocational offer (approximately 40%)
- **Alternative Vocational Provision Pathway 4** – Double Science, Additional English, and no humanities, largely vocational offer or follow the alternative provision curriculum (Princes Trust) (approximately 10%)

Note: The fourth pathway may be used to support our students who may need additional time to secure their progress in English to enable them to become highly employable and progress to a Level 3 course.

For the additional subject choices, we discuss individual curriculum pathways with pupils and their parents or carers at the end of Year 9, as pupils prepare for the transition to Key Stage 4. Each pupil will ideally be interviewed by a senior member of staff to discuss their option choices. They will have the option to choose four further subjects structured in the option blocks from:

- Art
- Graphics
- Design and Technology
- Music
- Drama
- Physical Education or Sport Science Vocational Studies
- Religious Education
- Computing Science
- Business and Enterprise Vocational Studies
- ICT/I Media Vocational Studies
- Leisure and Tourism Vocational Studies
- Health and Social Care Vocational Studies
- Psychology

In addition to this, some pupils will work towards a heritage (home) language GCSE, supported by our Modern Foreign Languages department.

All of the options subjects offered at Harrogate High School will meet the qualification requirements for Best 8 subjects.

Subject	HHS Lessons per Fortnight*
English	8
Maths	6
Science	8
History or Geography	5
MFL	5
RE or AP	4
Option 1	5
Option 2	5
Option 3	5
Option 4	5
Core PE & CARES	4
Extra Study Support **	8

** Extra Study Support will be offered depending the capacity available as deemed appropriate by the Academy Head.

As part of the legal requirement placed on schools in Section 85 of the Education Act (2002), schools must also provide religious education, sex and careers education at Key Stage 3 and 4. This will be fulfilled via the CARES/Life Curriculum.

Religious Education

Religious Education is delivered to all students through Key Stages 3 and 4. Parents have the right to withdraw their children from religious education if they wish.

Sex and Relationships Education

The school provides sex education for all students through the Key Stage 3 and 4 curricula. A full statement of the school's sex education policy is available to parents. In accordance with the law the biological aspects of human reproduction remain compulsory for all students. This is delivered through Science. Parents may withdraw their children from any other part of the sex education provided without giving reasons. Further details can be found in the Sex and Relationships Education Policy

Personal, Social, Health and Economic (PSHE) education and wellbeing (CARES/Life@HHS)

Personal, social, health and economic (PSHE) education is a non-statutory, but important and necessary, element of all students' education. The delivery of PSHE is done through the statutory Key Stage 3 and 4 CARES curriculum, the daily Tutor Group programme, drop down days, assemblies, educational visits, guest speakers and through Guidance lessons. PSHE education includes drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. This provision is mapped, ensuring students have a sequential provision across all key stages.

Careers Education

The school provides careers education and guidance for all students in Years 7-11 about the pathways and choices which are open to them. This is done through the CARES/Life Curriculum and meetings with a Careers Coordinator, Vertical Mentor Groups, drop down days, assemblies, external agencies and guest speakers and through Guidance lessons. The aim of our careers education is to help every pupil develop high aspirations and consider a broad and ambitious range of careers. Further details can be found in the Careers Education and Guidance Policy.

Equal Opportunities

Entry to all programmes of study is based on suitability and appropriateness, regardless of race, disability, religion or belief. In accordance with the statutory requirements relating to disabilities, the school aims to make the curriculum accessible to all students as far as is reasonably practicable.

We believe this offer will prepare Harrogate High School students to attend the best universities in the country or embark on a higher-level apprenticeship of their choice.

13. Academic Knowledge-rich Curriculum

Each subject discipline has generated and devised the following to ensure rigour and academic richness:

- Curriculum Subject Intent – The identification of the nature of a subject, and the rationale for the design, scope, and sequencing of selected content, skills and concepts in that subject's curriculum.
- Curriculum Y7-Y11 Map – A term-by-term breakdown of content, skills and concepts covered in a subject's curriculum.
- Curriculum Content* – An outline of 'what' is taught in the subject's curriculum.
- Curriculum Skills* – An outline of the domain-centric skills and disciplinary thinking in the subject's curriculum.
- Curriculum Threshold Concepts* – An outline of the powerful, transformative concepts that alter pupils' thinking on a subject.

*Curriculum Content, Skills and Threshold Concepts are outlined in each subject's 'Curriculum Unit Plans' for respective schemes of work.

The definition and nature of each subject discipline is important to distil and share with pupils. We believe our subject disciplines are:

Subject	
English Language	The forging of the linguistic keys that will unlock the whole curriculum and a life of learning.
English Literature	The exploration of the human condition through the study of literary texts.
Maths	The use of rigour and reason to solve problems grounded in numeracy, algebra and geometry.
Science	An area of study that deals with the natural world and attempts to explain through the application of rational thought and empirical evidence.
Biology	The examination of all living organisms and their interdependence upon each other.
Chemistry	An analysis of the material world from atomic building blocks to universal bodies.
Physics	An explanation of the behaviours of non-living phenomena experienced in our daily lives.
History	The study of the phenomenon of society over time, and how people and societies behave through varied sources.
Geography	The understanding of the complex relationship between humans and the physical earth, so that both can thrive.
RE	The study of religion, religious and non-religious world views as well as their influence on the individual and society.
MFL	The study of communicating with precision through reading, writing, listening and speaking in other languages.
Art	A critical and creative exploration of a visual language that communicates to all.
Music	The development of our creativity through performance and composition.
PE	The exploration of a broad range of activities and sports that benefit health, fitness, and wellbeing.
Technology	The application of scientific knowledge for practical purposes, especially in industry for the benefit of society.
Social Science	The examination of the relationships between individuals and societies, as well as the development and operation of societies.
CARES Curriculum	The practice and development of the virtues, habits and emotional intelligence that will enable students to cultivate ethical intuition.
AP & Inclusion	The adaptation of provision so that academic and personal success for all is a non-negotiable.

14. Enhanced Curriculum

Our wide-ranging enrichment and extra-curricular programme will allow our pupils to develop their passions and interests, as well as gain confidence and self-belief.

Enrichment at HHS will form part of the school day. Each pupil will have a choice of enrichment options to sign up to each term, including: Sport, Dance, Technology, Creative Writing and Journalism, Music, Art, Drama, Coding and Languages. Additional clubs, such as Homework and Debating, will also be timetabled.

Regular trips and visits will make the most of museums, universities and all that the cities of Leeds, York and Newcastle have to offer. There will be opportunities to participate in outdoor pursuits to build confidence and leadership skills via Outdoor Pursuits and the Duke of Edinburgh Award Scheme. Pupils will have access to NSAT events such as: Spelling Bees, Debating competitions, Maths challenges and Sports days. Pupils can also participate in our annual shows, music concerts, and the school choir or take up instruments.

Various facets of the 'enrichment curriculum':

1. x2 Enrichment Sessions per week
2. Assemblies
3. Tutor Time Programme
4. Life@HHS
5. Drop Down Days
6. Educational Visits & Trips
7. Guest Speakers
8. Charitable Work
9. Student Leadership

Tutor Time Morning Programme*

	Monday	Tuesday	Wednesday	Thursday	Friday
Schedule	Theme of the week	Reading Programme	Ways to Wellbeing	Team time Standards/ Attendance	Values Assembly

*Timetable is implemented on a rotation for each year group, days may vary.

CARES Values Assembly

Pupils will have a weekly assembly that gives them the opportunity to explore one of the core CARES values on a half-termly basis. Key messages, current affairs, and inspirational talks will be the focus during these assemblies.

HHS CARES Curriculum Thematic Overview for Assembly and VMG Programmes					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Courage	Respect	Self-Control	Aspiration	Equality	Aspiration
Theme: Reaching for our goals	Theme: Relationships	Theme: Self-Care	Theme: The World of Books	Theme: Equality	Theme: Role Models

DEAR

All Year 7 and 8 Students will experience a weekly Drop Everything and Read (DEAR) where they will experience a range of texts drawn from a range of genres on a rotational basis.

Our DEAR Guiding Principles:

- Multifaceted in nature, including developing the mechanics of reading and oracy, as well as reading for leisure, pleasure, knowledge and understanding.
- A collective experience that is regular, coordinated and for all students.
- An engaging experience and not be seen as a consequence or punishment.

15. Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's support officer. If unresolved this will be escalated to the Deputy Head teacher (Curriculum). If the issue is not resolved parents should make an official complaint in writing to the Academy Head.

16. Curriculum Appendix 1: Subject Curriculum Intent Template

Questions to frame Subject Curriculum Intent

Definition of Subject

- What is the definition of your subject?
- What is your subject fundamentally about?
- What is the narrative of your subject?

Nature of Subject

- What are the core aspects of knowledge that are taught?
- What are the core skills that are taught?
- What are the core threshold concepts that are taught?
- What are the key pedagogical content knowledge facets of your subject?

Purpose of Subject

- What is the purpose of your subject?
- Why study your subject?
- Why is your subject 'great' and fundamental to pupils 'seizing potential'?
- What do pupils leave your subject learning, in regards to knowledge, skills and concepts?

Design of Subject

- How is your subject mapped and sequenced based upon knowledge?
- How is your subject mapped and sequenced based upon skills?
- How is your subject mapped and sequenced based upon threshold concepts?
- How does KS3 build upon KS2 learning?
- How does KS4 build upon KS3 learning?
- How does KS5 build upon KS4 learning?
- How does homework build upon knowledge, skills and threshold concepts?



Extension of Subject

- What enrichment activities are linked to your subject?
- What does your subject lead to university study-wise?
- What does your subject lead to careers-wise?

17. Curriculum Appendix 2: Subject Curriculum Map Template

Year	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Year 7 Narrative of Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning
Curriculum Skills						
Enquiry Question						
Year 8 Narrative of Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning
Curriculum Skills						
Enquiry Question						
Year 9 Narrative of Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning
Curriculum Skills						
Enquiry Question						
Year 10 Narrative of Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning
Curriculum Skills						
Enquiry Question						
Year 11 Narrative of Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning	Unit - Knowledge Contents - Threshold Concepts - Link to Prior Learning
Curriculum Skills						
Enquiry Question						

18. Curriculum Appendix 3: Subject Curriculum Long Term Plan (LTP) Template

<div><h1>KS3 Curriculum Map & Progression Framework (LTP)</h1></div>					
The aspects of student achievement in the National Curriculum aims:	By the end of the KS3 course, students should:				
Links to GCSE Assessment Objectives:					



19. Curriculum Appendix 4: Subject Curriculum Medium Term Plan (MTP) Template

KS3 Curriculum Unit & Lesson Map (MTP)



Year __ Unit __: An Inclusive, Responsive and Progressive Approach

Responsive teaching through identifying fragile learning and plugging gaps. **Inclusive** teaching through establishing high expectations for all and identifying and removing barriers to the learning, by way of appropriate scaffolding to promote equity. **Progressive** teaching through embedding students' knowledge and providing the opportunity for deliberate practice, for students to individually apply their learning.

In this unit students will

Prior learning & Misconceptions (Threshold Concepts to be explored)

This unit builds on prior learning. Students should already have some understanding of:

Key questions: (Questions the unit will unpick)

Threshold concepts covered:

Key powerful knowledge covered:

Key vocabulary:

"Big picture" vocabulary: Throughout this course students will be able to understand, use and spell correctly the following words which are first introduced in this unit:

Unit specific vocabulary: Through the activities in this unit students will be able to understand, use and spell correctly the following words:

Tier 2 vocabulary: Through the activities in this unit students will be able to understand, use and spell correctly the following words:

Unit Title:		Enquiry Question:			Unit Length:	
Central Themes		Assessment Question:			Term:	
Curriculum Concepts:		Prior Learning Links			Tier 2 Vocabulary:	
Curriculum Skills					Tier 3 Vocabulary:	
Week Number	Lesson	Learning Question	Do Now Retrieval Focus	Learning Intentions	Teacher Exposition Focus	Review Question
1	1					
	2					
	3					
	4					

Appendix A - Document Control Sheet

Dissemination	<p>How will the policy be disseminated?</p> <p>Publication shared on Harrogate High School Website</p> <p>Who should read the document?</p> <p>All staff, parents, LGB</p>
Implementation	<p>How will the policy be implemented?</p> <p>Implementation will occur at the direction of the Local Governing Body, Academy Head teacher and the Senior Leadership Team.</p>
Training	<p>What formal training is required and who requires training?</p> <p>Not Applicable</p>
Monitoring & Audit	<p>How and where compliance with the policy will be monitored and audited and by whom?</p> <p>External agencies, Senior Leadership Team at the direction from the Head of Academy.</p>
Statutory Requirement	<p>Is the policy a.... (please tick).</p> <p><input checked="" type="checkbox"/> Statutory Policy</p> <p><input type="checkbox"/> Mandatory Policy</p> <p><input type="checkbox"/> Good Practice</p>
Website Publication	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

Revisions

Version	Description of Change	Date