

CURRICULUM



VISION

# Harrow Way Curriculum Vision

January 2022



**Harrow Way**  
Community School  
Learning for life, success for all

# The Harrow Way Curriculum



	Our curriculum should:	Why is this important?
1	Encourage a <b>love of learning</b> and be delivered by staff who are passionate about the topics they teach.	Students and staff who are passionate about learning will lead to better outcomes.
2	Give <b>all</b> students an opportunity to study a <b>breadth</b> of subjects.	Subject diversity is important to give our students a breadth of knowledge and experience. This should be inclusive and offer the same opportunity for all.
3	Within individual subjects focus on the <b>depth</b> of learning that is relevant to our community and our students.	Less can often be more. Subject areas should think carefully about what depth means in their subject and how this can be achieved by choosing topics that are relevant to our cohort.
4	Prepare our students for GCSE and the wider world <b>BUT not be driven by the demands of GCSE.</b>	Whilst success at GCSE is important, if we use GCSE content and assessment from Year 7 this will be boring and repetitive. There is no need to do this.
5	Be underpinned by <b>knowledge-rich</b> learning that <b>builds</b> with each term and year.	Knowing more and remembering more is the key to success. Our curriculum should be knowledge-rich and staff must have the expectation that core knowledge is remembered.
6	Be <b>ambitious</b> in terms of content, concepts, and vocabulary, building on the excellent work in KS2.	KS2 has become far more ambitious. We need to build on this and challenge our students. Our students need to have their cultural capital built through our curriculum to allow them to succeed.
7	Be <b>mapped out</b> explicitly so that knowledge is <b>transparent</b> for staff, students and parents.	Our curriculum should be fully mapped out so that staff can build knowledge, students know where they are headed and parents can support us.
8	Allow for key concepts, themes or areas of knowledge to be <b>revisited but not repeated.</b>	Revisiting key areas is crucial to allow students to build their learning. However, this should not be a case of repeating the same content as this is not challenging our students.
9	Allow for <b>natural links</b> across subjects to be made.	Subjects can support each other with learning, for example, the geography team can be supported by knowledge in science. These links need to be natural and not forced for their success.
10	Be <b>flexible</b> and staff need to understand that it will never be finished.	Our curriculum needs to be flexible so that it can be responsive to events. Additionally, the curriculum should be constantly evaluated and tweaked to lead to better outcomes for our students.

# Harrow Way Curriculum Vision



## Curriculum Purpose

School should give children the wherewithal to participate, to make choices, to understand and to be free to think, to explore, to test their values and to find meaning in their lives.

We offer a broad and balanced curriculum, allowing students to develop a passion for learning across a wide variety of subjects. Our aim is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life.

Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to lead happy, fulfilled lives and to take an active and purposeful role in society. By drawing on the best that's been thought, said and done in each subject, we hope that our curriculum enables children to appreciate and participate in the full richness of the human experience.

Our vision at Harrow Way is to deliver a knowledge-rich curriculum that is cohesive, cumulative and highly sequenced. It is academic, rigorous and challenging, and designed with long-term memory in mind; students' knowledge, skills and understanding are cemented by frequent and systematic revisiting.

The curriculum is progressive in quality and quantity across the years and key stages, and mapped in precise detail. This ensures consistency and a shared understanding of high learning expectations.

## Curriculum Values

Our curriculum is underpinned by three core values, namely that Harrow Way Students will:

- Leave with better qualifications than they would achieve in any other school. We believe that knowledge is powerful and therefore that all students, regardless of their background or ability, have an entitlement to that knowledge.

- The skills and attributes needed to live and work in tomorrow's global society. We believe that language unlocks the world and therefore that regular opportunities for extended reading, writing, oracy and vocabulary must be prioritised for all students.
- The values and morals to be good citizens. We believe that actions have consequences and therefore that our students should learn habits of kindness, equality, self-regulation and acceptance of personal and collective responsibility.

## Structure of the Curriculum

These values inform the structure of our curriculum. (Please see graphic on page 4 for more information).

In order to optimise the acquisition of powerful knowledge, all students are exposed to a broad and balanced curriculum. In Year 7 and 8, students engage with seventeen different subject disciplines including MFL, Drama, Dance, Music, Art, Design Technology and Religious Studies.

This expansive approach continues into Year 9, with students progressing in a core of nine subjects including French/Spanish, Religious Studies, History and Geography, but also adding five further options from a list that includes Media Studies, Photography and Engineering. In Year 9, we also begin our Personal Development carousel which lasts throughout Key Stage Four. This comprises PSHE, Citizenship, Careers and ICT for all students.

In Key Stage four (Year 10 and 11), students refine their studies to focus on English, Maths and Science, plus four option subjects which must include at least one of History or Geography. We encourage students to pursue the English Baccaalaureate as a signifier of breadth but it is not compulsory, because breadth can be achieved in different ways and students have the right to craft a curriculum that is most appropriate for them.

# The Harrow Way Curriculum Map

