

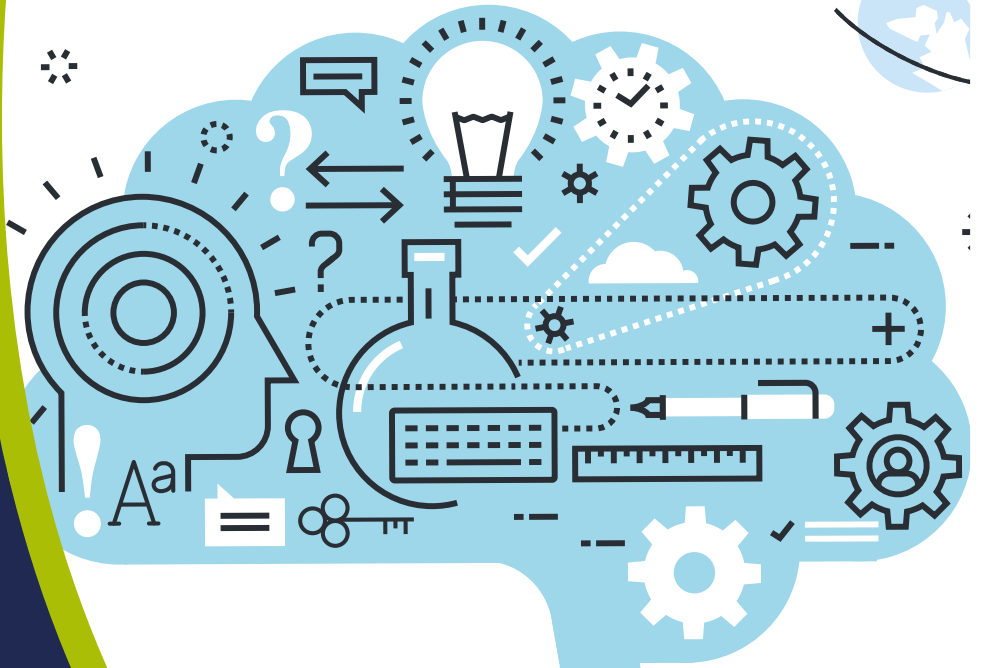


**Harrow Way**  
Community School  
Learning for life, success for all

# Harrow Way Curriculum Vision

June 2026

CURRICULUM



VISION

# The Curriculum at Harrow Way



## Ambitious, Coherent, and Inclusive by Design

The curriculum at Harrow Way underpins our goal of delivering the highest quality education, enabling all students to thrive academically and personally. Through careful design, our curriculum ensures that all students make ambitious progress, access a broad and balanced body of knowledge, and develop the character and confidence needed to succeed in modern Britain and beyond.

We believe the curriculum is a powerful tool for equity. It is through curriculum that we challenge social disadvantage, build cultural capital, and ensure all students are well prepared for the opportunities, responsibilities, and experiences of adult life.

We are relentless in our ambition for all students to experience the meaningful learning needed to succeed in the next stage of life. Our curriculum is not an arbitrary collection of lessons, but a carefully planned and purposeful progression of knowledge and concepts. It is designed to be rich in content, coherent in structure, and rigorous in its academic expectations. We think deliberately about what pupils need to know, how knowledge builds over time, and how we ensure long-term understanding and fluency.

Curriculum design and timetabling are focused on what truly matters: providing every student with access to high-quality, subject-specific learning that reflects the best of what has been thought, said and written. Every subject is afforded the time and status it deserves, with sufficient space to revisit, practise and secure key ideas. We ensure that all pupils, including those with special educational needs and those experiencing disadvantage, are taught an ambitious curriculum that prepares them for qualifications, future learning, and the wider world.



**Ambitious in breadth and depth, matching or exceeding the demands of the national curriculum for all pupils.**



**Expertly sequenced, with content mapped cumulatively to ensure that knowledge builds over time.**



**Responsive and inclusive, ensuring that all students—including those with SEND and those facing disadvantage—can access and succeed in a high-quality, knowledge-rich education.**



**Prioritised and protected, giving sufficient time to the teaching, revisiting and practising of essential knowledge and skills.**



**Rooted in literacy, explicitly developing reading, writing, vocabulary and spoken language across all subjects.**



**Informed by subject expertise, with leaders given the training, time and support needed to design, adopt or adapt subject-specific curricula with rigour and clarity.**

# 10

## The Curriculum Commitment



### What We Believe a Great Curriculum Should Do

At Harrow Way, our curriculum reflects both our values and our ambitions. It is the foundation for meaningful learning, equity, and long-term success. These ten commitments guide how we design, deliver and continuously improve our curriculum — ensuring it remains coherent, inclusive, and intellectually rich for every student.

1. **Foster a love of learning**, delivered by teachers who are passionate about their subjects and the powerful ideas they contain. Passionate teaching inspires curiosity and motivates students to engage deeply with knowledge.
1. **Offer a broad, inclusive subject experience**, giving all students equitable access to a rich and diverse curriculum that reflects the world they live in. Every student deserves the opportunity to explore a wide range of disciplines and perspectives.
1. **Prioritise depth within each subject**, selecting the most relevant and powerful content for our context rather than overwhelming students with superficial coverage. Less can be more when chosen deliberately.
1. **Go beyond GCSE preparation**, building foundations for long-term understanding and intellectual development without narrowing learning too early. Key Stage 3 should be ambitious in its own right, not reduced to exam rehearsal.
1. **Be knowledge-rich**, ensuring students encounter, remember, and use powerful knowledge over time. Knowing more and remembering more are central to long-term success.

**6. Build on the ambition of Key Stage 2**, challenging students through rich vocabulary, conceptual depth, and high expectations from the outset. Transition should be a springboard, not a reset.

**7. Be mapped and transparent**, enabling staff to teach with coherence, students to learn with clarity, and families to understand and support progress. Everyone should know what is being taught, when, and why.

**8. Allow for revisiting and retrieval**, ensuring that key concepts are returned to over time to build durable and flexible knowledge. Spaced repetition and intelligent review help secure learning for the long term.

**9. Develop essential disciplinary and transferable skills**, including analysis, communication, interpretation, and problem-solving, so students can think and apply what they know. Knowledge and skill should work in partnership.

**10. Remain flexible and evolving**, responsive to student needs, local context, and national developments. No curriculum is ever finished — it must be regularly refined to remain relevant, inclusive, and effective.

**“Curriculum is not a static product to be delivered, but a living, evolving structure for thinking, knowing, and becoming.”**

# The Harrow Way 5 Year Curriculum

