



Intent

The Kingsbury Green Academy curriculum will provide all learners with a depth of knowledge and a rich understanding of a broad range of subjects. The curriculum is a coherent spiral model curriculum, which builds through a 7 year learning journey to outstanding levels of achievement for all learners.

Central to the design of the KGA curriculum is a breadth of experience enhanced through dedicated time for enrichment and personal development, underpinned by the 5 KGA values of courage, confidence, creativity, conscientiousness and consideration for others.

The above curriculum intent is implemented across a wide range of subjects over a two week timetable, structured as follows (hours):

<p>Year 7 + 8</p> <p>English (7) Maths (7) Science (6) MFL (5) PE (4) Art (2/3) Drama (2) Music (3/2) Technology (4) IT (2) Dance (1) Geography (2) History (2) RS(2) PSHE (1)</p>	<p>Year 9</p> <p>English (7) Maths (8) Science (8) MFL (5) PE/dance (4) Art (2) Drama (2) Music (2) Technology (3) IT (2) Geography (2) History (2) RS (2) PSHE (1)</p>	<p>Year 10 + 11</p> <p>Maths (8/9) English (9) Science (9) Geography/History (5) PE (3) PSHE (1) 3 options (5) from: Computer Science/Dance/RS/Citizenship/History/Sport Studies/Engineering/Music/ Fine Art/Art craft/Drama/Film Studies/French/Spanish/ Creative iMedia/ Hospitality and Catering/ Business Studies/Child development/Psychology</p>	<p>Year 12 + 13</p> <p>4 subjects (majority drop to 3 in Year 13) (9) + CV enhancement + Core Maths + EPQ as appropriate. 15 hours of dedicated PSHE across the year</p>
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Implementation

It is rich and deep by implementation through a bespoke spiral curriculum in each subject area that is coherently sequenced to ensure the necessary knowledge is in place, with opportunities to practice and the appropriate layering of concepts.

A vertically integrated spiral curriculum with carefully identified powerful knowledge that is informed by a coherent approach to literacy.



Lessons delivered via our learning cycle ensuring a consistent and coherent approach to core learning components:

- Connecting to prior learning
- Describing the learning journey
 - Exploring new concepts
- Challenge to embed knowledge and skills
- Demonstrating learning through application and retrieval



Assessment that enhances timely retrieval, promoting long term memory and effective monitoring leading to intervention. Feedback, which is timely, promotes progress and promotes pride in achievements. All pupils will have an annual formal milestone assessment alongside regular in class assessment.



A wide range of enrichment opportunities to develop passion and excitement within the curriculum subjects and beyond.

Impact

Outstanding progress for all learners, regardless of starting points, evidenced by excellent outcomes and destination measures. Learners with developed knowledge and skills across a broad range of subject areas, evidenced through internal assessment data, work and pupil/student voice.

Engaged learners in lessons with positive attitudes and resilience, evidenced in learning walks and pupil/student voice. Holistic personal development evidenced in learners work, displays, pupil/student voice and wider achievements.



Intent

We believe the study of a broad range of subjects is important to facilitate the development of cultural capital for all learners. Each subject's curriculum is planned by a subject specialist and is deliberately sequenced to promote progress, as supported by Willingham (2010) and Young (2012). In addition, exposure to a range of experiences and knowledge will help to raise the attainment of disadvantaged learners in particular (Didau, 2019). Our intention is that all learners achieve excellent academic outcomes at the end of KS4/KS5. This is because academic success benefits both the individual and our society in the wider context as supported by William (2011).

Every subject area values the importance of personal development to ensure learners develop into citizens able to make a positive contribution to society in line with the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Examples of where the curriculum timetable promotes breadth and is designed to meet the needs of our learners:

- 7 hours of curriculum time in Years 7 and 8 dedicated to the arts
- 5 hours of MFL provision to promote literacy and compensate for the limited KS2 language curriculum time in many primary schools
 - Consistent PSHE provision through timetabled lessons and PSHE days allowing the involvement of external specialists
- KS4 options facilitate two free choice subjects alongside the EBacc to promote the study of arts/technology/PE where desired
 - Study of 4 AS levels, EPQ and core maths in Year 12 offers a broad range of study

Implementation

Overall Design

KGA implements a 'Spiral Curriculum' (Bruner, 1960), involving the gradual exposure to concepts that are spaced to promote long term retrieval and greater depth at each revisit. This approach is supported by Brown (2014) stating that retrieval allows for application which is often too challenging on first exposure.

Powerful knowledge is placed at key points to minimise the barriers for disadvantaged learners (Young, 2013). This knowledge and regular revisiting helps all learners combat cognitive overload (Sweller *et al*, 2011)

Disciplinary literacy and the importance of the spoken word will be emphasised by all as this is also the foundation for good writing (Bullock, 1975). This will be achieved through full sentence responses and the use of subject specific language. Subjects will explicitly teach tier 2 and tier 3 words through the study of etymology (Nichols *et al*, 2008) in a unified approach to reduce the vocabulary gap (Quigley, 2018). Wider reading will be promoted within subject areas and tutor time as the OECD report, 'Reading for Change' found a high correlation between reading enjoyment and educational success.



Lessons

Lessons delivered via the KGA learning cycle:

- Connecting to prior learning allows learners to have necessary knowledge to build from in new learning (Ausubel, 1968) (Hattie, 2017 - effect size 0.93)
- Describing the learning journey and explaining the purpose places the lesson into context and makes the intentions clear (Willingham, 2010)
- New learning, applying appropriate teacher instruction (Hattie, 2017, effect size 0.82 teacher strategy, teacher clarity 0.75)
- Challenge: Solving problems brings pleasure (Willingham, 2010), all have exposure to experiences avoiding the negative effects of prior differentiation (Peacock, 2016)
- Demonstrate: formative assessment ensuring progression (William, 2010)



Assessment

Provides the opportunity to influence future planning, check progress, intervene and celebrate success (William, & Black 2010). It also provides an opportunity to produce 'beautiful work' that is of the highest quality and has real purpose (Berger, 2019). Al



Enrichment

Expanding opportunities for learners to broaden their experiences and develop their interests (EEF suggest +2 months impact for arts/sport +4 months for outdoor education, Sullivan, 2018)

Impact

We encourage our learners to have high aspirations and to know that by achieving excellent outcomes, they will have a choice of destinations. Students will have a broad understanding of a wide range of areas to continue their learning beyond school because with a core knowledge, it is easier to build on this and continue to learn more (Myatt, 2018)

Students who are engaged in learning will learn more (Davis *et al*, 2012)

If learners feel safe and supported in a culture of success, they are more likely to achieve (Ricci, 2013)