

## Northampton Academy Overall Curriculum Intent:

At Northampton Academy, we are proud to be a school of Character and Excellence. We are an inclusive school where we collaborate to provide a unique and extraordinary experience that sets us apart: locally, nationally and internationally. "We exist to provide the students of the Eastern District with equal or better life chances than any student in the UK". We aim to do so by educating all pupils to become respectful, determined, ambitious, tolerant, and with a strong sense of integrity. The development of these character virtues sits alongside a rigorous and knowledge rich curriculum which brings out the best in all of our students and prepares them for success in education and life. The teachers and leaders are fully involved in developing our curriculum which is based on these key principles:

- **Entitlement:** All pupils have the right to learn what is in the curriculum, and we ensure all pupils are taught the whole of it.
- **Coherence:** Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects.
- **Mastery:** We ensure that foundational knowledge, skills, and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts.
- **Adaptability:** The core content – the ‘what’ – of the curriculum is stable, but teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes.
- **Representation:** All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience.
- **Education with character:** Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social, and cultural development, our co-curricular provision, and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart.

Christine Counsell describes curriculum as ‘content structured as narrative over time’. As a school, we can ensure that all our pupils experience a broad and ambitious curriculum that builds over time – week by week, term by term and year by year. In doing so, children bring their own experience into a shared story that enables them to leave our care with confidence and curiosity.

**The Northampton Academy Curriculum** enables all students to develop a strong set of values and know how these apply to their lives and to their study. They should learn to build positive relationships with each other, and with adults, are able to show empathy and should communicate in a way such that they can disagree with others without falling out or arguing. They have the ability to question what they hear and form a logical argument. They have an opinion and can articulate their point effectively but are tolerant of the views of others. Students understand that learning is not necessarily fun and is often hard; they appreciate learning for its own sake, rather than for explicit reward. They learn for a purpose and have an idea of what they want to be and where they want to go. A Northampton Academy student cares for the environment, understands the world we live in and their own place in it. They are sensible and safe consumers of modern technology, the internet and social media; understand how to use technology in a positive way and the risks associated with poor use. Students are considerate of their own and others’ mental wellbeing, also they have a good idea of how sensible diet, nutrition and exercise affect their own health. Our students have experienced a

wider aspect to life beyond their immediate community, broadening their understanding that other people think differently and believe different things.

**A Northampton Academy Key Stage 3 student** should be numerate and literate in order to access the GCSE curriculum in all the subjects they will study at Key Stage 4. Our students take enjoyment from reading and will have been exposed to a variety of texts which challenge and inspire them. They have experienced creativity that may have inspired further development or identified great talent and are not limited by adult pre-conceptions of their 'potential'. They are developing in their ability to interact positively and socialise with their peers. Having begun puberty, they understand the physical changes that their body is undergoing and the basics of sex and relationships. Students understand their place within the school community, the local community and the world whilst also developing their understanding of diversity and inclusivity. They have a strong set of values which enables them to make informed choices every day.

By the end of Key Stage 3, students will be able to make sensible, yet ambitious subject choices based on demonstrated strengths; supported by high expectations from the staff. They will have developed sufficient independence to take effective notes during their GCSE years and be able to organise their skills and knowledge from the start of their GCSE to optimise outcomes at Key Stage 4 and beyond.

**A Northampton Academy Key Stage 4 student** will have developed the independence, resilience and character traits required in order to prepare them to make a success of their lives. They have experienced a broad variety of topics but also studied many in-depth, developing expertise in a range of subject specialisms which will enable them to make informed decisions as to what to study beyond key stage 4. They are prepared for life beyond school and have financial awareness to ensure they are prepared for things like budgeting, payslips and interest rates later on in life. They consider the views of others, are able to contribute their own opinions using a range of language skills and are comfortable with having their own opinions challenged. The exposure that students have received to a variety of challenging texts means that they are inquisitive thinkers and are able to critique and challenge the status quo, to be reflective and adaptive, they are able to problem solve, to plan and strategise, they take enjoyment from reading. Students are able to work alone, or in teams and have many opportunities to lead teams in a variety of circumstances, all have been exposed to the possible opportunities that their subject specialisms could afford them, this allows them to make informed choices as they enter post-16 education

**A Northampton Academy Key Stage 5 student** has enhanced their academic learning through work experience and volunteering in the immediate community and wider world. They have experience of the wider aspects of life at a national and international level, visiting places outside of our own community. All study independently and be able to organise their own time effectively, have the skills, resilience and character traits required to successfully attain places at the best universities in the world. They are proud to call themselves students of Northampton Academy and are leaders and role models within the Academy and wider community. They develop a range of expertise through their subjects that enable them to excel at degree level, they are creative thinkers, who are able to challenge the status quo and draw their own conclusions. Students have sought out and embraced opportunities that enable them to make informed choices post 6th Form

## Northampton Academy Taught Curriculum from September 2023 (Based on 50-period fortnight)

The curriculum below is designed to provide a coherent curriculum across Key stage 3 and 4. The curriculum is broad in Key Stage 3 and then narrows in year 10&11 with all students taking 9 GCSE's. The STEM stream now runs throughout KS3-5. The Character Development Programme is taught once a week on a rolling timetable.

### KS3 bands a/b/c

- 9 English
- 9 Maths
- 6 Science
- 3.7\* History
- 3.7\* Geography
- 3.7\* MFL
- 4 PE
- 2 RE
- 2 Art
- 1 CS
- 2 DT
- 2 Music
- 2 Drama

### \*KS3 Model:

- Year 7: 3 History, 4 Geography, 4 MFL
- Year 8: 4 History, 3 Geography, 4 MFL
- Year 9: 4 History, 4 Geography, 3 MFL

### KS4:

- 10 English (for Language and Literature)
- 8 Maths
- 10 Science
- 2 PE
- Five lessons for each of four options, of which at least one must be History / Geography / French / Spanish / Computer Science or Separate Science. Ebacc capable students will be required to take either French or Spanish and either History or Geography. (The other options are Art, BTEC Business, BTEC Dance, GCSE Food, GCSE DT (format tbc leading up to options), Drama, Music, Philosophy, BTEC Sport and Statistics).
- STEM students are strongly encouraged to study Computer Science; they all study Triple Science, and then have an additional three options.

### KS5:

- Ten lessons for each of three options; which are English Literature, Maths, Further Maths, Biology, Chemistry, Physics, Art, BTEC Business, A Level Business, Geography, History, Computer Science, French, BTEC PE (Diploma/Extended Certificate), BTEC IT, Philosophy and Ethics, Psychology, Sociology, Economics, Government and Politics. Drama, Spanish and Music were also offered.
- Four lessons for enrichment (EPQ, HSLA or Mathematical Studies (Core Maths) all of which carry UCAS points