Curriculum Principles

Secondary

At Matford Brook Academy, we write our story. Our mission is to provide an excellent, all-through curriculum that empowers children to believe they can, and should, change the world around them. We do this through the values of scholarship, kindness and community.

The curriculum at Matford Brook Academy

The curriculum at Matford Brook Academy has its foundation in the curriculum offer which Ted Wragg Trust has developed through an investment in research-led excellence and specialist subject directors. The impact of this is evident in the outcomes of each Trust school within 2022's data set, in all cohorts, against national benchmarks.

Growing great people: investing in staff

Subject leaders at Matford Brook Academy receive input and professional development from the Trust's subject directors, as well as being part of the Trust's subject network groups. This ongoing professional development, engaging with the very best research and develops in the field, is a core part of our curriculum commitment. Our staff continue to develop their expertise within their subject area, reflecting this back into the curriculum offer. With this as a foundation, the curriculum at Matford Brook Academy is designed to reflect our principles (see below), as well as our vision and values as a school community. We are proud of providing our children, at every stage of their education, with a broad and balanced curriculum that introduces them to the very best that has been thought, said, crafted, danced and played.

Curriculum overview

Curriculum at Matford Brook Academy is rooted in the shared understanding of the intended, implemented and enacted curriculum. The specific principles for each area are outlined below.

The intended curriculum, or what we plan for children to learn throughout their time at Matford Brook Academy, is drawn from the foundation of the TWT curriculum offer. Each subject leader draws upon their academic knowledge, the remit of the national curriculum and their specialist knowledge of the subject's discipline to allow all children to flourish.

With coherence surrounding the substantive, disciplinary and procedural knowledge, the intended curriculum is the crucial basis on which all further curriculum decisions are drawn.

The implemented curriculum, or the resources which teachers use to deliver their curriculum, have a consistent core alongside being created to best suit the demands of the subject. An example would be knowledge organisers, bespoke work booklets or lesson resources which have been carefully planned for each subject and throughout the year groups.

The enacted curriculum is where our skilled teachers bring this knowledge to life in the classroom, meaningfully for each pupil. Our teachers know their pupils best. Our consistent pedagogical approach ensures that the same rigour and highest of standards is present in every

Intended curriculum

All through, backwards-planned sequencing	Sequenced from the end-point of the school at Year 11 and planned backwards to the early years, our curriculum ensures that learning builds on what has come before. We ensure that all children have a pathway to study the subject at post-16 and higher education. Our staff operate as an all-through team, knowing the ambitious end-point for all children and how what is being taught builds on what came previously.
Ambitious and scholarly	Academic, rigorous and challenging, our curriculum ensures that complex threshold concepts and tier 2 and 3 vocabulary are taught from all entry points (Reception and Year 7). We know that, in our classrooms, are future experts in each subject area; we also believe that children have the right to develop a lifelong love, passion and curiosity for learning. We believe that children have the right to a first class curriculum. We consider our pupils' career pathways and embed this throughout their studies. Our curriculum is planned 'to the top' with teachers, through their enactment, adaptively working to scaffold for all learners to succeed.
Knowledge rich	In providing the foundation for our aspirations for every child – to progress to university or another aspirational equivalent –our curriculum ensures pupils have the substantive, disciplinary and procedural knowledge carefully mapped and sequenced in each subject area, building the schema they need to thrive at school and beyond. The threshold concepts, those required to be fully understood in order to progress, reinforce and build upon as pupils progress, are embedded throughout the curriculum. We believe that children are entitled the powerful knowledge required to be highly successful in national assessments and to foster children's curiosity in their learning – it is exciting to know!

Beyond known experience	Rooted in a rich foundation of local, national and global context, our curriculum ensures that children recognise the communities which they belong to. With consideration of our rich local community, as well as deliberate choices to introduce concepts beyond known experience, our curriculum connects each subject as a discipline, with our pupils beginning their journey of exploring and, eventually, being able to contribute to the field. Our pupils develop a sense of their own identity, as well as developing a profound respect for the nationalities and cultures of others, especially in Modern Britain.
Research informed	Our curriculum design is informed by the cognitive science work of Daniel T. Willingham. Our staff engage with CPD which ensures a strong understanding of how our curriculum can create long-term memory of core knowledge, cemented by planned, systematic revisiting. We expect our curriculum to have context, linking to and building on prior learning and connecting
Enriched	We are proactive in planning opportunities for children to have an enriched experience of each subject that they study. Whether this is through purposeful, planned trips & excursions, through our commitment to careers education from primary, all-through, or through our developing extra-curricular programme, enrichment is available and encouraged for all children with a particular focus on strategies to support key sub-groups (such as pupils with SEND or in receipt of PP).

Implemented curriculum

Each subject is unique: with our intended curriculum set, subject leaders at Matford Brook Academy identify the most effective resources used to support children's learning and progress within their classroom.

As an all-through school, the implemented curriculum has consistent features throughout the phases and subject areas, building children's confidence as scholarly, independent learners.

Reading	All parts of the curriculum support reading; this is our shared responsibility and our commitment to every child. From when they first learn to read in EYFS through to their engagement with enriching, challenging texts alongside their KS4 studies, being confident and fluent readers unlocks success across the curriculum. Throughout the school, children have a carefully selected programme of class readers alongside deliberate time for their own personal reading, matched to their reading age. The class readers are chosen to reflect our intended curriculum principles, especially in being 'ambitious and scholarly', taking children 'beyond known experience' and 'enriched'. All classes in Chapters 1 & 2 have distinct reading lessons within their curriculum time. In Chapters 3 & 4, the 'Prologue' session at the start of the day is dedicated to reading. All staff, including those outside of the EYFS phase, receive training in the Little Wandle phonics and early reading provision. By having a coherent, shared understanding of how reading is taught and developed in the earliest years, pupils' experience of reading within the classroom is consistent. This also ensures that children in Chapters 3 and 4, including where they may not yet be the expected standard in reading when transiting to Matford Brook Academy Year 7, have a strong foundation to support rapid progress. The pedagogical principles of Reading Reconsidered are the expected and consistent standard.
Oracy	for children to be the authors of their story, we believe that they must be confident, articulate orators. Opportunities for presenting, independently and as a group, are both discretely taught through an independent 'Have Your Say' project and terminal presentation as well as embedded in every classroom. We plan children's progression in oracy towards Chapter 4 where we want children to be: • Confident speakers • Skilled orators • Responsive listeners • Respectful audiences • Informed presenters • Our Assembly format is deliberately designed to introduce topical issues and provide structured time for children to discuss and debate their views. We will be following the Voice 21 programme through 2023-24 towards accreditation so that oracy is a truly embedded aspect of the curriculum at Matford Brook Academy.

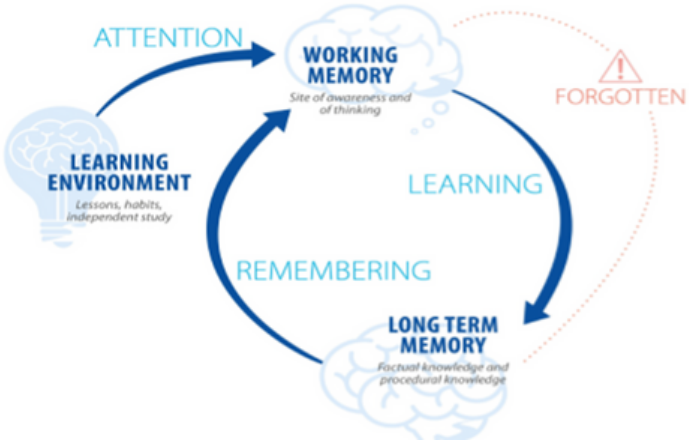
Enacted curriculum

The enacted curriculum is where our skilled teachers bring their curriculum to life in the classroom for the pupils they know so well. We recognise that the greatest lever for all children to achieve outstanding outcomes and secure their pathway to university or another aspirational equivalent is the day-to-day, classroom teaching they receive. Quite simply – children deserve to have the very best teachers, in every part of their curriculum.

We are deliberate in codifying the pedagogical principles which underpin excellent teaching at Matford Brook Academy. In doing so, we provide a consistent learning experience for all children throughout the school, reducing variability and enabling children to engage with learning. We ensure that our 'planning for all' expectations are firmly embedded.

It also supports children's wellbeing: when expectations and routines are consistent, predictability is ensured and children can focus solely on their learning without having to consider the nuances of different staff and classrooms. We aim for automaticity in our practice for staff and children so that extraneous load is reduced and learning has a strong foundation. Finally, it promotes the development of strong, 'warm-challenge' relationships between staff and pupils: when teaching and learning is consistent, meaningful connection can thrive.

Our codification of Matford Brook Academy's pedagogical principles, and our curriculum model overall, is supported by the Willingham model of working memory.



Willingham states that 'memory is the residue of thought' and believes that, whilst repetition is important for moving knowledge into the long-term memory, 'not just any repetition will do'. Dunlosky et al. state that the two most effective practices to improve long-term memory are retrieval practice and distributed practice, both of which are reflected in our curriculum model and pedagogical principles.

The learning environment – lessons, habits, independent study etc. – are fundamental to ensuring that children can move their learning towards long-term memory.

To achieve this in our implemented curriculum, we are deliberate in the continuous professional development for our staff, ensuring that every child is supported to be successful in their learning, in the classroom. This includes:

- all teaching staff having instructional coaching once per fortnight (in the first year of the Academy's opening, this is once per week)
- all teaching staff receiving frequent, intentional and specific professional development including deliberate practice

specific and responsive training is provided if emerging need is identified

Planning for All

Our 'Planning for All' approach is clear in the expectations for all teachers: with an intended and implemented curriculum in place, our enactment is crucial. We plan to enact our curriculum for every child in our class. Our staff are aware of the needs for all children that they teach, consciously building strong relationships with these pupils and identifying any barriers to achieving their potential.

Our 'Planning for All' approach is being responsive to information about learning, then adjusting teaching to better match pupil need. This maintains the highest expectations for all whilst adapting so that all pupils have the opportunity to meet expectations. It also promotes a balance of input of new content, ensuring pupils are able to master important concepts.

'Planning for All' is...:

...everyone's responsibility in enacting the curriculum

...supporting all children to achieve excellence

...understanding that pupils have different starting points, different levels of knowledge and take in information at different paces

...communicating expectations

...enabling pupils to invest in their own learning

...identifying barriers to learning and planning to support pupils to overcome this

In each subject, our 'Planning for All' expectations are as follows:

- Lessons that have common, high-challenge learning objectives which are defined in detail. This includes the steps to success mapped out.
- Scaffolding planned with guided practice that leads into independent practice (I Do, We Do, You Do).
- Responsive planning, identifying gaps & misconceptions and addressing these so that children are 'keeping up' not 'catching up'.

With the implemented curriculum in place, our teachers are able to prepare for their lessons by considering their enactment, focusing on every child within their class.

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English	9
Mathematics	9
Science	9
History	4
Geography	4
Spanish	5
Sports, Health & Nutrition	5
Creative Arts	3
Performing Arts	5
Digital Arts	4
MBacc (RE & PSHE)	4

In Chapters 3 & 4 (Secondary), we invest in:

- A broad, balanced and enriched curriculum offer throughout KS3
- Significant English, Maths & Science allocations to secure core knowledge at the entry point
- Significant allocation for Spanish as every child's right to learn a language
- Empowered choice in Year 9 through an option to study French as a second language, alongside Spanish, and through our Electives programme (which will be determined to reflect our cohort, providing enrichment opportunities 'beyond known experience')
- Significant, sustained allocation for RE and PSHE – our 'MBAcc' – reflecting our dedication to SMSC, British Values and children's personal development

When our inaugural cohort is proceeding towards their Options choices for GCSE, we will choose subjects and courses which continue to show fidelity to our curriculum principles and work with our Ted Wragg Trust subject directors to ensure the highest quality at this educational stage.

English

Subject sentence – What do we do?

An ambitious and challenging concept driven curriculum which places ambitious texts at its heart while exploring ideas around power, conflict and social justice. Pupils are empowered to develop their ability to read, write and speak with fluency, confidence and clarity- expressing complex thoughts with nuance and understanding. Pupils will gain a conceptual understanding of how historical, cultural and societal context affects a writers' perspective, intention and meaning and also how readers or audiences may respond to a text over time.

How does English equip pupils with powerful knowledge?

The discipline of English includes the fundamental principles of our Literary heritage and how humans have used language and stories to make sense of the world. Pupils will learn about how the written and spoken word have power and can be used to create meaning, influence and reflect the world around us. Pupils will gain knowledge of a range of different genres, structures and forms as well as revisiting core grammatical knowledge from KS2. Pupils will also gain knowledge of seminal works of literature from authors such as Shakespeare, Orwell and Duffy and great orators.

What skills and cultural capital do pupils gain in English?

The curriculum exposes pupils to differing cultures and historical eras. We explore allusions to religion, mythology and intertextual references. We learn about Greco-Roman mythology, philosophers and the renaissance and how these have influenced writers across the ages, We apprentice pupils in the habits of excellent English scholars, encouraging them to speak, write and read like scholars. We develop their ability to read critically and analyse writer's perspectives and intentions.

What are the important threshold concepts in English?

We strongly believe that pupils need to read texts critically, understanding they are constructs designed to achieve a purpose. Pupils have to understand that writers' use words, form, generic conventions and linguistic features deliberately to create meaning and that they need to do this themselves. We also strongly believe that a fundamental understand the building blocks of a sentence is fundamental for pupils to be able to communicate effectively.

How is the English curriculum designed?

Learning throughout the five years is linked through exploration of the themes of power, conflict and social justice how these concepts underpin works of literature and communication throughout the ages. Pupils will gain a conceptual understanding of how historical, cultural and societal context affects a writers' perspective, intention and meaning and also how readers or audiences may respond to a text over time. Pupils will be explicitly taught tier two and tier three vocabulary to enable them to articulate their understanding of these core concepts and the writers' craft with vocabulary returned to over time and across the cycles.

How do you use spaced practice / retrieval practice?

Retrieval practice is a feature of every lessons through the use of Do Now activities to secure the retention of core knowledge. Questions are often selected from the knowledge organiser to strengthen the connection between homework and the English Classroom. GCSE Literature content is taught in cycles but returned to with spaced practice to ensure pupils gain confidence and are able to retain core information over time.

What content do you cover and how is this delivered over time?

Across the 5 year curriculum we cover Literary studies across the ages from retellings of Myths to Shakespeare and modern writers and orators. We both study read and compose texts in a wide array of forms: poetry, plays, discursive essays, narrative, speeches and scripts. We also teach important disciplinary knowledge with regards to rhetoric and linguistics and grammar.

How do you sequence the curriculum so that new knowledge and skills builds on what has been taught before?

Mapping the Curriculum to KS2 means we build upon the previous Key Stage and understand the skills and competencies of the pupils. We aim to apprentice pupils in what it means to be an English Scholar and the importance of the academic register as they embark on their 5 year studies. We aim to develop pupils' ability to read and respond to increasingly challenging texts through the conceptual lens of power, conflict and social justice explicitly teaching vocabulary which enables a strong conceptual basis for future learning. As pupils move through the curriculum they develop confidence and nuance in their exploration of texts and written compositions.

Mathematics

Subject sentence – What do we do?

We reject the idea that some pupils 'just can't do maths'. We believe that through hard work all pupils can improve their understanding and be successful. Our aim is to support our pupils to develop a long-term, secure and adaptable understanding of mathematics. This is achieved through developing their fluency, mathematical reasoning and the ability to solve problems in unison. We create confident mathematicians who are creative problem solvers.

How does Mathematics equip pupils with powerful knowledge?

All pupils in are exposed to extensive number, algebra, geometry, proportion and data handling content and are not taught on separate pathways until Key Stage 4. We want to support our pupils in developing a long-term, secure and adaptable understanding of mathematics. We achieve this through developing their fluency, mathematical reasoning and ability to solve problems. Our approach to teaching is underpinned by many of the central tenets of 'mastery' and we ambitiously teach for understanding, not using tricks or gimmicks that only develop partial, or no, understanding of the underlying principles of mathematics. We ensure that pupils have mastered critical numeracy skills that all adults need to survive in the modern world.

What skills and cultural capital do pupils gain in Mathematics?

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. At Ted Wragg we aspire to deliver a high-quality mathematics education: providing a foundation for understanding the world, the ability to reason mathematically, an appreciation of beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject and its place in the wider world.

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What are the important threshold concepts in Mathematics?

We teach threshold concepts as early as possible in KS3 as these building blocks are prone to system errors that can derail pupils early on.

They include automaticity with simple calculations, efficient and reliable written methods, directed number, fractions, simplifying and rearranging expressions, solving, rearranging and substituting into equations, order of operations, area and perimeter and simple proportional reasoning. There is a strong focus on key vocabulary and key number facts and relationships throughout the 5-year journey.

How is the Mathematics curriculum designed?

We are unapologetic about the spiral nature of our mathematics curriculum. Pupils learn the key concepts and processes identified in the national curriculum and then engage with them at a deeper level every year throughout their 5-year journey. Following a spiral curriculum enables pupils to master concepts and ideas, revisiting topics to ensure that a greater depth of knowledge are gained whilst viewing mathematics as interconnected skills rather than disparate topics . Pupils who grasp concepts rapidly are challenged through rich and challenging tasks with the same narrow focus before accelerating through new content is considered.

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How do you use spaced/retrieval practice?

Retrieval practice is a feature of every lessons using Do Now activities to secure the retention of core knowledge. These tasks are designed to strengthen recall and develop well-connected mathematical knowledge and questions are cleverly written to ensure that threshold concepts are interwoven throughout independent practice.

All Trust schools use Sparx homework, a retrieval-based platform that individualises tasks for our pupils ensuring they are always challenged appropriately.

How do you sequence the curriculum so that new knowledge and skills builds on what has been taught before?

Topic specific powerful knowledge is taught concurrently to Year 7, 8 and 9 allowing pupils to recall prior knowledge and give teachers expert insight into where the knowledge has come from and where it is leading to. For example, linear equations is taught at the same time in 7,8 and 9 so that teachers are acutely aware of the prerequisite knowledge as well as the depth of the topic moving forward. The order of topics throughout the curriculum is considered carefully to ensure that topics can be interleaved throughout. There is a strong focus on number and algebra at the beginning of each academic year so that threshold concepts are consistently revised and revisited for future learning. Pupils all learn the same content regardless of ability from Yr 7 – 10. Only then is tiered content considered.

Science

Subject sentence – What do we do?

Human nature is to seek answers to explain the phenomena experienced through their interactions with the World. Through our common curriculum we want every pupil to build on these observations, discovering how 500 years of scientific endeavor has created theories to rationalize the inexplicable. The skills and attitudes built from our rich and varied Science curriculum, will equip each child for the increasingly scientific and technological age in which we live.

How does Science equip pupils with powerful knowledge?

Through positive collaboration our schools work together to produce a fully resourced and well sequenced curriculum. Our Science curriculum is designed to allow pupils to develop an appreciation of the threshold concepts in Science Education whilst developing the skills to plan and perform safe experiments and think critically about data and ideas. Considering their own and others research, observations, and explanations regarding each one. It is a 5-year cyclical curriculum, with regular assessment and opportunities for feedback and improvement, resulting in the either the Combined Science GCSE qualification or Separate Science GCSEs. Using appropriate pedagogy, inspired by the most recent Scientific and Educational Research we aim to inspire and motivate pupils. We give the opportunity for scientific enquiry, building on their natural curiosity, through a range of research, observation, practical work, ICT, team tasks and deliberate practice.

What skills and cultural capital do pupils gain in Science?

The curriculum exposes pupils to differing cultures, busts misconceptions and invites pupils to think about real world problems. We endeavour to use current examples, for example the Covid-19 pandemic, to ensure that the curriculum is interesting and enriching and that our pupils are fully prepared to use their scientific knowledge to negotiate the modern world. The curriculum includes learning about historical Scientific figures from a wide range of backgrounds and we explore how these different cultures have benefitted modern society through there contributions.

What are the important threshold concepts in Science?

We strongly believe that some concepts should not be encountered for the first time in KS4 and must therefore be appropriately introduced at KS3. This includes, Energy, Forces, Cells, Atoms, Particles. In addition to this substantive knowledge we concurrently build disciplinary knowledge by including a wide range of practical experiences for pupils alongside the theories and models of the Science they are learning.

How is the Science curriculum designed?

Pupils learn the key concepts and processes identified in the national curriculum and then engage with them at a deeper level of understanding at KS4. The curriculum has been carefully sequenced to ensure that the threshold concepts have been delivered before being built on, meaning no teacher should ever have to tell their pupils that they will learn about that later.

How do you use spaced / retrieval practice?

Retrieval practice is a feature of every lessons. Questions are often selected from the knowledge organiser to strengthen the connection between homework and the Science lessons. KS4 Science pupils use the Knowledge organiser and Educake for their homework. Teachers use the data to inform the Do Now questions and re-teaching for the subsequent week.Following termly assessments teachers use class and year wide QLA to identify misconceptions, gaps in the pupils' knowledge. They plan lessons to address these and offer further opportunities to pupils to apply the corrected knowledge.

What content do you cover and how is this delivered over time?

We have been careful to sequence our teaching to ensure that threshold concepts are taught (and built on from KS2) before introducing further learning that relies on these solid foundations.Topics are split into Biology, Chemistry and Physics, with the interleaving between topics explicitly taught, for example density is taught within

both a Physics and Chemistry topic. The National Curriculum disciplinary knowledge is taught alongside the substantive knowledge, allowing pupils to develop skills in an increasingly sophisticated manner. We have a good understanding of the Science taught at KS2 and assume that at least some of our pupils will undertake Science to a higher level at KS5 and beyond so will make links to further learning as appropriate.

How do you sequence the curriculum so that new knowledge and skills builds on what has been taught before?

Threshold concepts of Energy, Forces, Particles, Atoms, Cells are delivered before being built on. These concepts are then revisited several times throughout KS3 and 4, building on the schema each time.

How is the Science curriculum designed?

Pupils learn the key concepts and processes identified in the national curriculum and then engage with them at a deeper level of understanding at KS4. The curriculum has been carefully sequenced to ensure that the threshold concepts have been delivered before being built on, meaning no teacher should ever have to tell their pupils that they will learn about that later.

History

Subject sentence – What do we do?

To study history is to study change – pupils are challenged to not just remember the past but to work with it to examine societies, systems, ideologies, governments, cultures and technologies were built, how they operated, and how they have developed. To study history therefore is to have a conversation with the past that one otherwise would not have been able to have.

How does History equip pupils with powerful knowledge?

An understanding of stories of the past is quintessential to understanding the present. To do so is to try writing a chapter of a book without first reading those before it. We use history to forge pupils' identities in the world they occupy today. Not only does this occur in the story of Britain, but also Britain's relationship within the world, as well as examining a vast range of international stories to add additional identity to all those that study it. The stories and knowledge that pupils gain from History gifts them power – we want the previously powerless to partake in the discourse of the powerful.

What skills and cultural capital do pupils gain in History?

The curriculum has been designed to expose pupils to a vast array of knowledge, and historical scholarship. They will read historians' work that otherwise would remain unapproached by many. It aims to tackle common misconceptions and confront pupils' and society's stereotypes and prejudice. The curriculum invites pupils to explore stories from cultures and lands that they would not know. Second order concepts are at the forefront of our curriculum design. Pupils are not taught to pass the GCSE exam in their 5 years with us – they are taught to be brilliant historians and will be able to succeed hugely in their exams as a result.

What are the important threshold concepts in History?

We are training our pupils to be outstanding young historians. As a result, we will expose them to a wide array of historical skills during both KS3 and KS4. The skills required at KS4 will already have been encountered, and assessed, at KS3. This will not take the form of GCSE style questions, due to the research being clear that this can inhibit progress at KS3. Pupils will be taught the second order concepts of: Cause and Consequence, Change and Continuity, Similarity and Difference, Significance, Using Evidence, and Interpretations.

How is the history curriculum designed?

At KS3, the curriculum is designed to be as chronological as can be. This is to build pupils' understanding of development over time, and aid them with their second order concepts. At times, for example in Year 8 Cycle One, a topic runs chronologically parallelto a previous topic. This is to ensure a greater breadthof geographic diversity can be coveredand History of 'the other' can be studied. Pupils will encounter more abstract concepts at KS4, such as Capitalism and Communism in KS3 so their depth of knowledgecan be improved upon later.

How do you use spaced practice / retrieval practice?

Retrieval practice is a feature of every lesson in History. Our Do it Now tasks are designed to interleave retrieval from previous topics, as well as offer the 'hinge' point for understanding of the current lesson. At KS3, Knowledge Organisers are used according to whole school policy to increase retention of foundational knowledge later used in lessons. At KS4, Educake is used to offer additional retrieval practice for our pupils,as well as inform their teachers of any knowledge/skill gaps.

What content do you cover and how is this delivered over time?

Topics are broadly designed within the National Curriculum foci of Church, state and society, ideas, political power, industry and empire, and challenges for Britain, Europe and the wider world. Where there are links between topics, be that

chronologically, geographically or socially, these are explicitly taught to pupils to ensure pupils are able to benefit from the narrative of history, rather than abstract fibres of the past not weaved together. Greater detail of the topics follow overleaf.

How do you sequence the curriculum so that new knowledge and skills builds on what has been taught before?

Using the recognised second order concept skills as mentioned above, the curriculum is sequenced so that scaffolding for these skills is slowly removed from lessons to encourage independent development and usage of the skills as pupils progress through the lessons. Pupils are reminded explicitly when they have encountered skills before and encouraged to useprior work to help them utilise them in the present.

Geography

Subject sentence – What do we do?

From the GA Manifesto for Geography (2009) 'Geography underpins a lifelong 'conversation' about the Earth as the home of humankind.' Geography enables pupils to understand the complex and interconnected nature of the physical and human world we live in and to become informed citizens.

How does Geography equip pupils with powerful knowledge?

The discipline of geography includes the fundamental principles of how the world works, both in a physical sense and for the human society that is sustains. This knowledge is essential to being an educated citizen and is transformative in enriching pupils understanding and provides a framework for future knowledge. Pupil can live, work and succeed all over the world. We are also mindful of the backgrounds of our pupils and consider how influential world events have influenced our world, for example the Berlin Conference in 1884 and how that has affected the development of African countries.

What skills and cultural capital do pupils gain in Geography?

The curriculum exposes pupils to differing cultures, busts misconceptions and invites pupils to think about real world problems, from the impacts of climate change to the involvement of new world superpowers in the development of lower income countries. We also study a variety of theorists and how their achievements have influenced our geographical thinking in a variety of fields e.g. Hess, Wegener, Boserup and Malthus.

What are the important threshold concepts in Geography?

We strongly believe that some concepts should not be encountered for the first time in KS4 and must therefore be assessed rigorously at KS3. This includes, high and low pressure so that pupils can understand the global atmospheric model and the processes of erosion so that pupils can explain the formation of a waterfall. An understanding of countries at contrasting levels of development is essential, along with the common disciplinary acronyms: LIC, NEE, HIC.

How is the Geography curriculum designed?

We are unapologetic about the spiral nature of our geography curriculum. Pupils learn the key concepts and processes identified in the national curriculum and then engage with them at a deeper level of understanding at KS4. To ensure the breadth and depth of our curriculum, we study the geographical ideas in relation to a greater range of place-specific examples at KS3 and do not repeat these examples at KS4. We deliver a combination of human and physical geography topics and update lessons annual to reflect significant world events e.g. the Suez Canal blockage affecting world trade.

How do you use spaced practice / retrieval practice?

Retrieval practice is a feature of every lessons through the use of Do Now activities to secure the retention of core knowledge. Questions are often selected from the knowledge organiser to strengthen the connection between homework and the geography lessons. KS4 geography pupils use Educake for their homework. Teachers use the data to inform the Do Now questions and re-teaching for the subsequent week.

What content do you cover and how is this delivered over time?

Topics are broadly either human or physical geography-related, with some interleaving of the two realms e.g. through the study of extreme environments. We have to make the assumption that all of our pupils should be able to continue their studies at A Level, hence the inclusion of a topic on global superpowers and geopolitics, which is a topic taught in greater depth at KS5. There is conscious spaced practice within the curriculum. An example would be urban issues in year 9 and then year 11 as well as tectonics in year 7 and then in year 10.

How do you sequence the curriculum so that new knowledge and skills builds on what has been taught before?

Using the AQA specification list of geographical, graphical and mathematical skills, we have ensured that each skill is taught in practised at least once across the KS3 curriculum. These are denoted in our lesson by orange slides with the skill named

e.g. drawing climate graphs, calculating averages. Opportunities for pupils to develop their literacy fluency through extended writing are provided at both the mid-cycle and summative assessment points. This is modelled using the 'I – We – You' modelling structure. In lessons, we set lessons in context by asking 'where have been seen this before?' as a way of supporting pupils to make the connections between prior, new and future learning.

Spanish

Subject sentence – What do we do?

The Spanish curriculum empowers pupils with the tools for lifelong language learning through the teaching of phonics, vocabulary and grammar, and develops an appreciation of the culture of the countries where Spanish is spoken.

What skills and cultural capital do pupils gain in Spanish?

The curriculum exposes pupils to differing cultures and it challenges the misconception that British people don't need languages. Pupils learn how widely spoken Spanish is as both a first and second language. They explore the similarities and differences between life in the UK and life in France, for example through learning about the Spanish school system and how key festivals are celebrated in France and Spanish speaking countries.

How is the Spanish curriculum designed?

In line with the recommendations from the 2016 pedagogy review, our new MFL curriculum is built around the core principles of knowledge of phonics, vocabulary and grammar. In Years 7 and 8, we follow the schemes of learning created by NCELP. In years 9, 10 and 11, we apply NCELP pedagogy and principles to the our Schemes of Learning which are in line with the AQA GCSE course.

What content do you cover and how is this delivered over time?

In a step away from a traditional topic-led curriculum, we teach grammar-led lessons, where grammar points are introduced in a logical and considered sequence, based upon their complexity and frequency. Beginning with the most common irregular verbs in Year 7 Term 1, we then introduce the concepts of gender, adjective agreements, regular verb patterns in the present tense and prepositions.

The vocabulary selected for each scheme of learning comes from the most frequently used 2000 words in the target language. The vocabulary is chosen for its usefulness in terms of frequency, but also how well it can illustrate and bring to life the main grammar point of the lesson. Lessons are front-loaded with phonics, vocabulary and

grammar instruction, and knowledge is deepened through meaningful practice in different modes and modalities.
For phonics instruction, new Sound Symbol Correspondences (SSCs) are introduced each lesson. The Spanish phonics system is deep and complex, so new SSCs are introduced throughout Year 7 and 8, and revisited in more challenging tasks in Year 9.

How do you use spaced practice / retrieval practice?
Retrieval practice is a feature of every lessons through the use of Do Now activities to secure the retention of core knowledge. Grammar, phonics, and vocabulary knowledge are systematically revisited throughout the curriculum so that knowledge is thoroughly embedded and pupils are able to use it in a range of contexts.
Homework is a set of words to learn each week. The words are revisited in lessons and tested in the Do Now.

How do you sequence the curriculum so that new knowledge and skills builds on what has been taught before?
The curriculum is designed so that when a grammar feature is revisited, pupils' knowledge deepens. For example, pupils are introduced the perfect tense in Year 8 Cycle 1, again in Year 8 Cycle 3, and then knowledge is deepened with the perfect tense in Year 9 Cycle 1, and with reflexives in Y10 Cycle 1.

What is the future of the Spanish curriculum?
From September 2023, the Trust will introduce a new Y9 NCELP Scheme of Learning, and in September 2024 we will introduce a new Y10 Scheme of Learning, which will start to prepare pupils for the new Spanish GCSE, with first teaching from September 2024 and first examination in summer 2026.
For Matford Brook Academy pupils, they will follow the full NCELP Scheme of Learning from Year 7 onwards.

Creative Arts

Subject sentence – What do we do?
The Creative Arts curriculum allows pupils to express their creativity whilst deepening and enriching global cultural capital and literacy. Every child deserves to learn not only their creative potential but, additionally, how this fits in the great line of artists throughout history to our present day.

What skills and cultural capital do pupils gain in Creative Arts?

The Creative Arts curriculum encompasses Art in multiple medias, including Photography. It covers art from cave drawings from the earliest man and simple line drawing through to all forms of art, including direct observation drawings, print-making and 3D design.

Pupils are able to explore all art movements through to modern times, including how this interacts with literature, music and other aspects of social development.

How is the Creative Arts curriculum designed? What content do you cover and how is this delivered over time?

The foundation years at Matford Brook Academy are a period of investigation of a wide range of techniques and the history of art. They progress to gain the tools to confidently analyse creative objects and artefacts and express their meaning using critical

understanding.

Year 7 is structured to have an introduction to basic techniques and language. Pupils study key artists and art movements and focus on observational drawing and collaborative collage. In Year 8, pupils develop more sophisticated use of techniques including abstraction, graphics and printmaking whilst also expanding medium in eco art. The Year 9 course Cycle is structure around the art disciplines of illustration, sculpture and multimedia art.

We anticipate offering both Art and Photography GCSEs to our inaugural cohort when they progress to Year 10.

How do you sequence the curriculum so that new knowledge and skills builds on what has been taught before?

Throughout the curriculum, pupils are introduced to, practice and deepen their knowledge and skills required across various art mediums. At the core is an interleaving progression of understanding of key artists, the movements they belong to and how this intersects with the previous or next movement. Alongside this, pupils' progression in their skillset in art follows the introduction of new techniques each year whilst they also develop their mastery from previous techniques. This provides a secure foundation for pupils to potentially follow either a 'Fine Art' or 'Graphic communication' route at GCSE. The finally decision re. available GCSE options will be made in advance of our Year 9 cohort's options choices.

Creative Technologies

Subject sentence – What do we do?

In Creative Technologies, we inspire the next generation of innovators and creators. Our desire is for our pupils to have the opportunity to actively pursue careers in the ever-evolving opportunities presented within this field.

What skills and cultural capital do pupils gain in Creative Technologies?

The Creative Technologies curriculum encompasses both Computer Science and Design Technology. These sit within the Mathematics and Science faculties.

They introduce pupils to a broad range of engaging and practical topics to nurture creative thinkers, problem solvers and makers. Our emphasis in both strands is on fostering innovation by exposing pupils to a wide range of real life contexts, situations and scenarios. We see it as our duty to prepare pupils to meet the needs of a rapidly changing, technology-driven world. We strive to ensure that both strands inspire pupils to proactively – and safely – engage with new technologies.

How is the Creative Technologies curriculum designed? What content do you cover and how is this delivered over time?

Within the Computer Science strand, pupils learn and apply the fundamental principles and concepts of the discipline, including analysing problems in computational terms and understanding the components that make up digital systems, and how they communicate with one another and with other systems. In doing so, children will understand the impacts of digital technology to the individual and wider society and why the technology industry is one of the fastest growing industries in the world.

They do not just learn to code – they learn the science of computers, a broader field to learn about how technology works, how software is changing our world and how to participate in that world. This ranges from the impact of technology on the environment to producing robust programmes.

For the Design Technology strand, all pupils are enabled to apply their knowledge in a practical context that solves problems, encourages risk taking, sympathetically addresses global issues and appreciates the wider world of design and innovation. The model of delivery follows a three-step approach: knowledge – practical application – assessment.

Performing Arts

Performing Arts

Subject sentence – What do we do?

Within Music and Drama, pupils develop their self-expression and understanding, seeing performance as a right.

What skills and cultural capital do pupils gain in Performing Arts?

The Performing Arts are every person's right but so often exclusionary – to enjoy the theatre or a concert or production requires a level of understanding which opens up this world. Our curriculum ensures that every child can enjoy, now and in their future, both their own creative self-expression and immersing in performance.

Pupils will gain a core knowledge of musical theory and application, allowing them to explore many different genres, whilst their exploration of drama encompasses powerful performance as well as their own confidence in self-expression and group constructed pieces.

We allocate 5 lessons per fortnight so that one lesson can be dedicated to group performance - for example, the experience of singing in a choir. This allows all of our pupils to access Music and Drama as their right rather than what can be a privileged peripatetic choice.

How is the Performing Arts curriculum designed? What content do you cover and how is this delivered over time?

Within the Music strand, pupils are able to develop their individual talents and their understanding and passion for music. It is a universal language and our curriculum provides pupils with a deeper understanding of different cultural music traditions, as well as what unites them.

A wide variety of styles and genres of music is carefully mapped to contextualise the music scene across the centuries, including against art and literature. The curriculum develops performance, composition, music technology and theory skills. Their own practical performance skills consolidates music technology and composition. Pupils use a range of skills to learn the basics of song writing, music from other cultures, music related ICT, the music business and their performance skills.

In the Drama strand, practical workshops align with selected pieces of repertoire for pupils to engage with and bring to life. They learn about contrasting pieces and different styles, gaining a deeper appreciation for different forms and becoming equipped and more versatile in their performance. Exploring both the evolution of drama as well as their own practical performance skills, pupils are immersed in rich examples of theatrical production from a range of cultural and social backgrounds. By creating or co-creating their own material, they develop their own confidence, ownership and pride of and in their successful performance.

Sports, Health and Nutrition

Subject sentence – What do we do?

We inspire pupils to engage in a lifelong love of sport and healthy, active lifestyles.

What skills and cultural capital do pupils gain in Sports, Health and Nutrition?

Our curriculum is built on the principles of 'enjoyment and engagement', 'choices' and 'success for all'. We know that success builds passion and, through building their confidence and competence, pupils will want to develop their experiences further. Our first aim is to build enjoyment of sport and nutrition in recognition of the reality that these can feel alienating to those who do not have prior experience in them. Our pupils will learn to make positive, informed choices to support a healthy, active lifestyle in the activities they choose to do and the food they choose to eat. They understand how this impacts both their personal wellbeing and their academic success.

We aim to nurture world class athletes as well as support all pupils to find an activity to commit to and enjoy. They feel empowered to embrace challenges and 'new' experiences provided within the curriculum.

How is the Performing Arts curriculum designed? What content do you cover and how is this delivered over time?

In Key Stage 3, pupils are provided with the opportunity to master the fundamental skills which underpin sports performance across a wide range of sporting contexts, both within lesson time and through enrichment. They progress in their understanding of nutrition as well as their application, planning and creating meals that use a wide-range of skills and lead to confident in food technology.

In Key Stage 4, pupils will likely be able to specialise in a GCSE or BTEC whilst also continuing to follow a core curriculum of SHN. At all times, we know this is vital for children's health and wellbeing.

Personal Development

Subject sentence – What do we do?

Develop pupils who are not only academically successful but also are emotionally strong and socially aware global citizens with a concern for social justice. Our curriculum supports our pupils to be safe, connected and successful.

What skills and cultural capital do pupils gain in Personal Development?

Our Personal Development curriculum is a comprehensive programme of study that encompasses statutorily required subjects, such as Religious Education and

relationships education, and the skills and attributes that pupils will require to become successful and active twenty-first century citizens. They are empowered in their understanding of fundamental British Values.

Our school mission – to provide an excellent, all-through education that empowers children to believe they can, and should, change the world around them – is reflected especially within the MBAcc. We know that academic success is necessary but not sufficient; children must also develop their sense of self, their sense of belonging in the world around them and the confidence in their own voice required to make safe, informed choices throughout their life and in order to thrive.

How is the Personal Development curriculum designed? What content do you cover and how is this delivered over time?

The strands are Relationships and Sex Education, PSHE and Religion, Philosophy & Ethics.

The aim of our PSHE strand is to help our pupils understand their personal, social, emotional and mental development in order to become healthy, independent and responsible members of society. It tackles many of the moral, social and cultural issues that are part of growing up to ensure a lifelong quality of wellbeing.

The aim of RSE strand is to provide a framework in which sensitive discussions can take place in order to prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene. It is aimed to support our pupils to develop feelings of self-respect, confidence and empathy and create a positive culture around issues of sexuality and relationships.

The aim of our RPE strand is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. The framework of our curriculum is in line with the Devon and Torbay Agreed Syllabus.

Beyond this, we recognise that there is a need for flexibility with annual review; this can be in light of government policies or other developments within society which it is our duty to introduce our pupils to within the Personal Development curriculum. We also, in addition to the set curriculum, invite pupils to share what they would like to explore further and responsively plan dependent on their answers. We believe this helps to support their personal, social and emotional development by respecting their views and support them to deepen their understanding in what can be an increasingly complex world, especially at the crucial point of secondary-school aged development.

Finally, one Personal Development session weekly is a group session with our Pupil Empowerment Lead where children have the opportunity to reflect on the week, build relationships and connections.