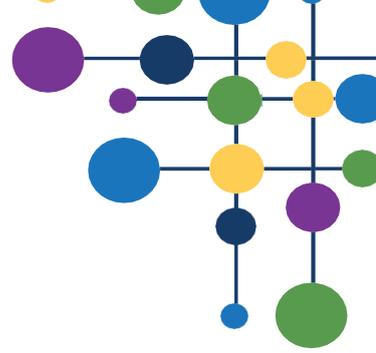


## Royds Hall Curriculum Aims

School Version	1.1
Name of document writer	Jenny Carr
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### Record of Alterations

VERSION	DESCRIPTION
1.0	Original



## **Our vision**

The curriculum underpins the SHARE Multi Academy Trust vision of ‘valuing people, supporting personal best’. We are committed to developing our students to make a valuable and lifelong contribution to society. We strive for all of our students to follow a stimulating, relevant, broad and challenging curriculum, to ensure they have high aspirations to achieve their personal best and progress to strong destinations. The curriculum is designed to facilitate the development, knowledge, skills and life experiences needed for students to take advantage of the opportunities available to them in later life. Students leaving Royds Hall will be recognised as respectful caring and responsible citizens with a strong ambition to succeed.

Our curriculum delivers vital subject knowledge and skills, which are complemented by a wide range of enrichment activities\* that broaden and extend the student experience. In addition, Royds Hall uses the hidden curriculum to enhance wider personal development and promote positive attitudes to learning. The hidden curriculum underpins our school culture and prepares students for life in modern Britain through the teaching of responsibility, respect, tolerance and acceptance in everything we do. \*Please note, as a result of COVID 19 we have restricted the provision of extra- curricular activities in order to prioritise health and safety of students and staff.

We strive for our students to develop their personal skills and qualities to help them grow into positive, responsible young adults who can work and cooperate well with others. In its entirety, the curriculum is designed to ensure students feel valued and respected, learning to value those around them and to develop an acute sense of social responsibility, which, in time, will have a positive impact upon their own community and wider British society.

Our curriculum is thoughtfully planned at all levels to meet the needs of each individual student. In order to facilitate long-term learning, the skills and content required for each subject is detailed throughout our curriculum. Additionally, classroom pedagogy is built around the effective use of retrieval practice in order for students to know and remember more knowledge over time.

## **The main aims of our curriculum are to:**

- develop successful students who give and achieve their personal best;
- enable students to progress in all areas, regardless of ability, disability, gender, socio-economic factors, race or sexuality;
- encourage students to develop the knowledge and skills needed for employment or training;
- offer students the chance to achieve and to have high aspirations and ambition;
- is appropriate and relevant to our students;
- is progressive, interleaved and sequenced to develop knowledge and understanding which provides deep, sustainable and valuable learning for all students;
- provide opportunities to develop levels of literacy and numeracy across all curriculum areas;
- recognise the increasing importance of demands placed upon young people in order to keep them safe in a digital age;
- promote opportunities across the curriculum for the development of moral and spiritual reflection in order to promote confidence, positive emotional and mental health and wellbeing;
- provide a wide range of courses that challenge, engage and raise aspirations of our students;
- promote learning across a wide range of contexts and experiences e.g. sports, cultural visits and leadership.

## **Our aim, through our curriculum is to develop young people who:**

- achieve the highest academic standards, regardless of their starting point in life
- have the confidence, resilience and knowledge to stay in good mental health



- 
- have high expectations of themselves and an ambitious vision for their future
  - take responsibility and accept no excuses for underperformance
  - have a strong work ethic and commitment to achieving, and exceeding their academic potential
  - are happy and have a desire to pursue a healthy, active lifestyle
  - are respectful, tolerant and empathetic towards the values and beliefs of others
  - are self-aware and reflective
  - are capable of making informed decisions and are aware of their rights and responsibilities

#### **To achieve these goals students should:**

- Attend regularly, arrive on time and be ready and equipped for learning.
- Work hard and be ready to learn in all lessons.
- Treat all members of the school community with respect.
- Use their planner as a means of communication between school and home and to record homework.

#### **Our Context**

Royds Hall serves the community in the Paddock, Milnsbridge and Birkby areas of Huddersfield in the Kirklees local authority. We are situated in close proximity to Colne Valley, which enjoys a good standard of housing stock, and families are mostly well established in the area. Historically a lot of employment was centred around the Mill industries. The area is a very nice place to live with beautiful views but is also some distance to cities such as Leeds and Manchester. This has dampened student aspirations in some instances, because Huddersfield has not enjoyed the investment of a significant number of large businesses and the buoyance of the service sector. We also face a complexity in the contextual safeguarding with a gang culture and county lines, which is a real concern for our community and us. We work exceptionally hard to raising the aspirations of our young people in addition to protect and educate them about the challenges in the locality.

We have around 830 students on roll with a significantly high proportion of students with an Education, Health Care plan. In 2019-20 the number of children with an ECHP in the secondary school is 7.1% this is much higher than the national average. We also have a Specialist Provision Hub for twenty students with complex needs and students are integrated into the mainstream classes. The number of students that attract student premium funding is 38%, which is above the national average by 11%. Approximately 50% of students are White British and 30% are from Asian or British Pakistani ethnic groups. The school experiences low stability with an average of 10.6% of every cohort having joined the school after the start of Year 7.

#### **Our Curriculum**

During KS3, students study subjects covering the National Curriculum gaining powerful knowledge. Royds Hall strongly believe that this is an entitlement for all children, regardless of background, prior attainment or aspiration. KS3 is delivered to students in Year 7, 8 and 9. During Year 9 students are supported through the options process. We offer a diverse range of option subjects that have been specifically selected to enable students to complete courses that will help them to a successful transition to local post-16 providers. During Years 10 and 11 all students study, English, Mathematics, Science, ERIC (Ethics, Religion, Ideas and Citizenship), PE and a choice of four option subjects.

PSHE, Careers, SMSC and British Values are delivered via the ERIC (Ethics, Religion, Ideas and Citizenship) course. This programme is offered by subject specialists on a fortnightly basis. Form time is used to conduct a weekly 'big debate' including a PSHE topic. In addition, the assembly programme is mapped to build on the themes covered in ERIC lessons.

#### **PROUD**

We instil an ethos of excellence which is supported by our PROUD expectations. Students are encourage to present

their work with pride and always use Pen, Ruler, Organised Underline, Date and title.

We believe our students should have high expectations of themselves and always aim to be the very best that they can be. Students understand what we mean by being PROUD and our curriculum is designed to ensure that the opportunities for them to demonstrate this are plentiful across each day. The PROUD policy is displayed in every classroom; this acts as a constant reminder to students to be proud of their work and demand the very best of themselves during every lesson.

### Reading

We promote reading and strive to enable our students to be confident readers. As an academy we have a multi-faceted approach to reading, which includes a range of innovative reading strategies designed to promote the mechanics of reading, giving students the skills they need in order to effectively comprehend information and access learning. Students read in form time twice per week and reading is embedded across the curriculum.

This includes:

- Reading mechanics
- Reading for 'leisure and pleasure' where students have ample of opportunities to read a variety of genres
- Reading for knowledge and understanding
- Year 7/8 Accelerated Reader
- Raising the profile of reading across school via WOTW, DEAR week and World Book Events

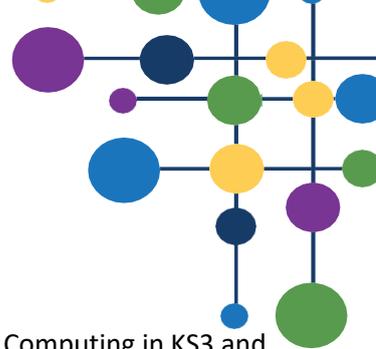
### The structure of the curriculum

Our day consists of five lessons of 60 minutes every day\*. We operate a two-week timetable, which incorporates 50 periods per fortnight. Students attend a 20-minute form period during the morning. Form time has a fully planned and integrated curriculum, which is delivered by form tutors and is supported by a lesson once per fortnight of ERIC with specialist teachers. Students learn about key values and skills required to become a good citizen. All students attend at least one assembly each week that complement our ERIC (Ethics, Religion, Ideas and Citizenship) curriculum and support the delivery of social, moral, spiritual and cultural aspects of learning, including the promotion of British values & Religious Studies. \*As a result of COVID 19, we have amended the school day to ensure students can remain in bubbles. Please see appendix 1.

The Year 7 and 8 curriculum structure is split into three evenly balanced bands. Each band contains two classes. During Key Stage 3, students experience a wide range of subjects, which allows them to make sound option choices. In Key Stage 4, students chose four options across a variety of subjects, including Technology, the arts, a choice of computing qualifications and the social sciences, ensuring a balanced variety of subjects to suit each individual learners. There is an excellent choice of enrichment activities to further enhance students' breadth of experience and build their cultural capital.

**The following subjects are taught in Key Stage 3:**

Subject	Periods per fortnight
English	9
Mathematics	8
Science	8
Art	2
Music	2
Drama	1
History	4
Geography	4
Computing*	1*
Modern Foreign Languages (French)	4



ERIC	1
PE	4*
Technology	3
Total	50

\*Please note, as a result, of COVID 19 and bubble restrictions, students in KS3 do not study Computing in KS3 and additional curriculum time has been given to core PE. This is a short term measure to protect the health and safety of students and staff. Our wider curriculum (via assemblies and tutor time), and the ERIC curriculum addresses topics such as E-safety with Year 7 – 9 students.

### Key Stage 4 (Years 10 and 11)

During Key Stage 4, students are placed in sets for Maths, English and Science. Where possible, the curriculum is arranged to allow for free movement between sets so learning is matched to individual needs.

#### The EBacc

We offer a broad range of GCSE subjects to our students, with EBacc options featuring strongly: including Computer Science, Geography, History, French, Spanish, as well as the opportunity to sit GCSEs in heritage languages. The EBacc is not a compulsory element of our curriculum, however, more able students studying languages as core are strongly advised to study these facilitating subjects with a view to future study at top universities.

Other option subjects include a range of vocational options such as Art, Childcare, Health and Social Care, Business, Food and Nutrition, Design and Technology, Drama, Sociology, Photography, Religious Studies, Music, Creative Media and Textiles. (Option subjects are reviewed yearly and whilst every attempted will be made to offer all subjects, it will be tailored to suit the needs of the cohort and timetabling constraints).

#### This is the structure for the subjects taught in Key Stage 4:

Subject	Year 10	Year 11
English	9	10*
Mathematics	8	8
Science	8	9
ERIC/ PSHCE	1	1
PE	4	4
Option A	5	4
Option B	5	4
Option C	5	4
Option D	5	4
Languages / ICT		4
<b>Total</b>	<b>50</b>	<b>50</b>

- Maths is also taught every morning in tutor time for Year 11 totalling an additional hour per week.

Subjects Offered in Years 10 and 11		
History	PE and /or OCR Sport Studies	Art and Design (Textile Design)
Geography	Dance	Art, Craft and Design
Spanish	Film Studies	Child Care
French	Business Studies	Health and Social Care
Computing	Design Technology	Creative Media
Biology	Music	Hospitality and Catering
Chemistry	Religious Studies	Performing Arts
Physics	Sociology	





## Intervention and Revision

The aim of the Royds Hall Academic Intervention is to provide the best opportunities for students to discover, develop and progress their understanding of Mathematics, English, Numeracy and Literacy affording them the chance to accelerate their progress.

We focus on helping students to be ready for their own next steps in Numeracy and Literacy, regardless of ability and background, to prepare them for a happy and successful life in modern Britain.

Throughout the curriculum the focus on developing knowledge is constant, with all students given the tools and support to attain their potential.

The main aims of the catch up programme is to:

- Allow students the opportunity for accelerated progress
- Develop fluent knowledge, skills and understanding of mathematical methods
- Develop their reading writing and comprehension
- Comprehend, interpret and communicate information in a variety of forms appropriate to information and context
- Provide a strong foundation for further academic and vocational study and for employment.
- Plug gaps in knowledge, as a result of COVID 19.

## Implementation and principles

Year 7 students are selected on entry based on KS2 data to allow the targeting of those furthest away from age-related expectations. This is then regularly re-evaluated to ensure no student is left behind following each topic of work studied. Year 8 and 9 students are selected from previous testing, targeting students who are below their expected level. As of September 2020, gaps in knowledge audits are also used in order to select students for additional catch up.

Positive action is employed for disadvantaged students to allow every opportunity for them to progress. The Programme of Study dovetails with those of English and Mathematics Departments and is designed and tailored to ensure all students have access to the full rich curriculum regardless of their starting position. The aim being to accelerate progress to in-line with their peers or to their target grade

### Key stage 3

The curriculum at KS3 follows the SHAREMAT Maths and English Curricular and is designed to support and develop key knowledge delivered at KS2.

Students are assessed regularly to maintain an awareness of progress, allowing teachers to adapt their teaching to match students' needs. New cohorts are then selected following each topic so work is specifically targeted where there is the most need.

### Key stage 4





The curriculum at KS4 follows a similar spiral format as KS3 allowing for further development of the skills and knowledge required. Year 11 Academic Intervention is tailored specifically to student's individual requirements and there will be a clear rationale for students selected.

#### Further details

The curriculum across the Key stages is broken up into half term windows to maintain a deep and sustained level of knowledge throughout.

- Staff build upon what has been taught before to add new knowledge.
- Teachers clearly model key concepts and information.
- Teachers identify and check students understanding session by session and respond as required
- Assessments are then used to review understanding and knowledge to date and teachers use an intervention week to identify key conceptions that have not been transferred to long term memory. This is then used to influence future planning.
- The curriculum is formed into a spiral to allow the revisiting of topics to further build and support underlying ideas.
- CPD is a key part of sharing good practice and pedagogy across the department regularly challenging the quality of teaching.

#### Personal Development

Personal Development is built into the fabric of everything we do at Royds Hall, meaning that students are being prepared for life in modern Britain by:

- equipping them to be responsible, respectful, active citizens who contribute positively to society
- developing their understanding of fundamental British values
- developing their understanding and appreciation of diversity
- celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Personal Development is also directly taught via the ERIC (Ethics, Religion, Ideas and Citizenship) curriculum, which, investigates and explores the issues in the real world that will impact on them both as young people and as adults. ERIC is delivered through fortnightly lessons, weekly form time sessions and assemblies that link to their studies. Students further develop their views through participating in a weekly debate during form time that focuses on current affairs and matters pertaining to students.

The ERIC course explores religious and non-religious worldviews and helps students to understand and respect other people's views while developing their own. Students explore and analyse religious perspectives about a range of issues including crime, war, morality, and other challenging topics, which are relevant in our modern world. Students will also explore responsibilities of UK citizens and how we exercise our democratic and legal rights.

Additionally, the course covers PSHE (Personal, Social, Health and Economic) topics that will help them to develop as individuals. The programme has been designed to ensure that we cover contextual themes, to ensure that our young adults are learning about our context and community. Students are taught about how to manage their finances and about the tax system. ERIC is also the vehicle through which we deliver inclusive and statutory Relationships and Sex Education (RSE), which become mandatory in 2020. ERIC lessons are studied throughout KS3 and KS4 helping students to explore their future career paths and preparing them for their post-16 futures. The Sex and Relationship Education and Careers Policies can be found on our website.





## **British Values**

We provide students with the skills and knowledge to prosper in life in modern Britain

We strive to ensure that students leave Royds Hall Academy with a good understanding of British values, in particular; democracy, liberty, respect and tolerance. Through the meticulously planned 'ERIC' programme, meaningful form time sessions and assemblies, we support students to understand current affairs beyond their local area. We support our students in appreciating diversity, recognising different religions, race, beliefs and lifestyles.

We guide students to live healthy lifestyles, both physically and mentally, providing them with age appropriate guidance on the importance of physical activity, diet, financial responsibility, alcohol, drugs and e-safety. Positive behaviour is consistently modelled to guide our students to be responsible, respectful, active citizens who contribute positively to society.

## **Careers Education**

We believe in providing valuable careers education. We are committed to the Gatsby benchmarks and plan so that they can be achieved.

Through high quality careers education, information, advice and guidance programme, our students are supported to make suitable and informed decisions about their career pathways, to have high aspirations and to empower them to achieve personal success and future economic well-being.

We support students in making well-informed decisions about significant study or career choices, by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, apprenticeships) that are most likely to help them to achieve their ambitions. By helping students with decisions at crucial stages, informing them of all their options and introducing them to employers, we aim to prepare them for the world of work regardless of the pathway they choose. We are exceptionally proud that this personalised approach has contributed to the achievement of exceptionally high sustained education, employment or apprenticeships for students in each of the past two years.

Our careers programme supports the achievement of the eight Gatsby Benchmarks as detailed in the Department for Education's Statutory Guidance, January 2018. Careers guidance is provided through our ERIC curriculum, Form time and with access to our Careers adviser, as well as a range of visits and workplace experiences. We work closely with local employers, Sixth form, FE colleges and apprenticeship providers to ensure the highest quality careers guidance.

## **Cultural Capital**

We offer meaningful opportunities for all students to accrue cultural capital.

As an Academy, we strive and endeavour each day to ensure that students are empowered and instilled with an understanding of significant events within human creativity and the subsequent achievements. By allowing students to accrue this knowledge and mind set, this allows students to be fundamentally aware of what they need to do to succeed within their own lives.

Regardless of their chosen career choices and paths they may wish to take, we as an Academy feel it is our duty and responsibility to ensure students are provided with the necessary tools to facilitate them to achieve their personal goals. We view our role and network of support to students as an interlinking and connected web of elements. Initiatives such as Student Leadership opportunities in every year group allow students to gain skills and partake in life-enriching experiences outside of the classroom. These are intrinsically tailored towards Gatsby Benchmarks to allow students to directly gain key life skills whilst also allowing them to add further depth and substance to their future CVs. This, coupled with our diverse Enrichment programme, offers students academic and social opportunities



outside of the classroom within a different environment. These range from Sporting and Drama Clubs to Debating and Duke of Edinburgh.

## Subjects

Each subject has encapsulated their vision and aims in the intent statements below. Every subject provides a programme of study, which indicates the curriculum coverage on a half-termly basis. These are found on the curriculum page of the website.

### English Curriculum intent At Royds Hall

“Promoting high standards of language and literacy.”

Throughout Key Stage 3, students will build on known vocabulary from Key Stage 2. Students will develop their inference skills by reading critically and analysing how language presents meaning. To develop students’ writing skills, the curriculum includes opportunities to create a range of texts for a variety of audiences, applying appropriate and effective vocabulary, spelling and grammar. The Key Stage 3 texts, such as ‘Animal Farm’ by George Orwell and ‘Lord of the Flies’ by William Golding are engaging and challenging, covering a range of topics to develop students’ cultural and contextual knowledge of the world.

As students progress to Key Stage 4, they will develop their understanding of how and why writers create meaning within texts, building independent critical thinking skills and the confidence to engage with the English Language. The curriculum will enable students to read and write for pleasure and for informative purposes. We will focus on developing students’ speaking and listening skills through exploring the conventions of various forms of spoken language. Students will study a range of fiction and non-fiction texts, alongside plays such as ‘Macbeth’ by William Shakespeare and ‘An Inspector Calls’ by J.B Priestley, in preparation for their GCSE examinations at the end of Year 11.

The vision of the English Department is to develop students’ understanding and appreciation of the English Language. We aim to provide students with the knowledge required to be successful in the future, along with a life-long love of Literature.

### Mathematics

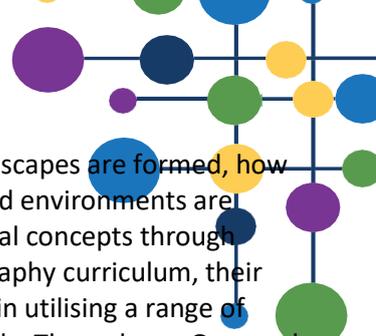
“Developing resourceful and resilient problem solvers”

Mathematics at Royds Hall shows our students the relevance of this subject to everyday situations as well as the beauty and complexity of mathematics itself. The curriculum structure helps students become fluent in the application of skills and knowledge: they build their number sense and calculation skills; develop their algebraic reasoning; extend their geometrical knowledge and study probability and statistics. They select and use suitable techniques to solve problems, making deductions and conjectures based upon their experiences and findings. Above all, students learn to comprehend, interpret and communicate mathematical information in a variety of contextually appropriate forms. We provide opportunities for our students to think hard in every lesson and support them to approach complex situations with determination and then go on to explain their solutions clearly and logically. The Mathematics curriculum provides our students with a foundation for understanding the world through gaining expertise in this creative, highly inter-connected discipline that is essential to everyday life, critical to science, technology and engineering, necessary for financial literacy and enriches the arts. Our students move on from school with logical problem solving skills that will enable them to adapt to and excel in the next step towards their chosen careers.

### Geography

“Developing enquiring minds”

The Geography curriculum at Royds Hall is designed to stimulate an interest in and a sense of wonder about places and inspire students to continue to study the world around them after their time at Royds Hall. It helps students



make sense of a complex and ever changing world and explains where places are, how landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. The curriculum is designed to develop students' knowledge of Geographical concepts through experiences both in and outside of the classroom. As students' progress through the Geography curriculum, their knowledge of the key concepts will deepen, alongside their understanding and confidence in utilising a range of mathematical, fieldwork and cartographic skills to investigate geographical issues thoroughly. Through our Geography curriculum, students go out into the world with the knowledge and skills to access a wide range of careers and help change the world for the better.

## **History**

“Developing enquiring minds”

The History curriculum at Royds Hall is designed to stimulate an interest in and a curiosity about the past and inspire students to continue to explore the past and its meaning long after they leave. We will study a broad range of historical topics from Alfred the Great to the migration to Britain in the twentieth century.

History helps students to make sense of a complex changing society placing current events in a historical context. It enables students to see how events and individuals have shaped the world we live in and how historical themes connect societies across the world.

The curriculum is designed to develop students' knowledge of historical events through a range of sources both in and outside the classroom. As students develop their historical knowledge they will learn how to analyse and interpret historical sources of evidence and to do so critically to determine the effectiveness and validity of the sources. Alongside this they will learn to evaluate differing interpretations of events and people and see history from a number of perspectives. We will develop rigorous skills in writing being able to describe, explain and critically analyse events. Our written work by year 11 will show depth of analysis and a grasp of a broad range of knowledge in answering complex questions.

Through our History curriculum we aim to spark a lifelong passion for the past and the fascinating people and events that inhabit it. The students who study history will then be equipped with the knowledge and the skills to view the world in the context of the past and learn from that past whilst having the knowledge and skills to access a wide range of careers in the future.

## **MFL**

“A window on the world”

The Language Curriculum at Royds Hall aims to ensure that all children understand and respond to spoken and written Modern Foreign languages from a variety of authentic sources. Students are given the ability to speak with increased confidence, fluency and spontaneity by finding ways to communicate what they want to say, including through discussions and asking questions, as well as being able to write at varying length, for different purposes and audiences. In addition, MFL will help foster children's curiosity, and deepen their understanding of the world, as well as developing their knowledge of where different languages (including the range of home languages spoken in school) are spoken in the world. Children will therefore be able to develop language acquisition skills that facilitate their understanding of the patterns of language, and how these differ from, or are similar to, English. The Curriculum will lay the foundations for future language learning, develop awareness of cultural differences in other countries, and ensure students become global citizens.

## **Computing**

“To develop Student's experience and understanding of all strands of computing, preparing them for jobs of the future”

Computing is an exciting discipline at Royds Hall and we are passionate about technology. We have designed a curriculum to give students a solid base for future life, and study skills and to meet the needs of 21st century students.





Our curriculum is designed to build resilient learners with the knowledge, understanding and skills to be responsible and effective members of the community locally and internationally, and in doing so transform life chances in a way which supports positive outcomes for our students.

The curriculum will enable our learners to be confident members of the world, whose voices are heard and who are prepared and able to tackle the barriers that may limit them in fulfilling their ambitions.

The curriculum we create and implement is one which is inspiring, supportive and inclusive, focusing on sequencing of learning which takes students from their unique starting points to a platform from which they can succeed post 16. We aim to develop the student's logical thinking, problem solving and computational thinking skills by combining three major areas of study. First, at the heart, is computer science, which covers all the basic theory of how computers work and how we can use them. Second is information technology; this integrates the use of popular software such as Microsoft office and many others. Third, is digital literacy, which includes e-safety and the responsible use of computers and the Internet.

### **Film and Media Studies**

The vision of the Film and Media Studies Department is to develop students' understanding and appreciation of the Media. We aim to provide students the understanding of the media industries, as well as the deepened understanding of producers' choices and how this affects people. The Film and Media Studies curriculums have been designed to enhance analysis skills that could be applied to other subjects. The course that has been chosen allows for students to get a grasp of all industries, as well as understanding theoretical perspectives, which challenges our students' thoughts and feelings about what is presented to them daily within the Media. As students progress, they will develop a knowledge of Film and the Media and the impact on society. Students will develop their analytical skills, consider how history has had an influence on the Media, be able to apply theoretical approaches, understand how politics and culture has an influence on Film and make comments on the language of Films and Media and the representations created.

### **Dance**

The curriculum for GCSE Dance will be balanced between both practical and theoretical elements in order to promote a love for the Arts. The GCSE Dance content sets out the knowledge, understanding and skills which students will require throughout their course and to further their career once leaving school. The framework allows students to learn to choreograph, perform and appreciate dance as an art form, both in a practical and theoretical environment. The student's engagement with dance informs the student's development as creative and artistic individuals and broadens their aesthetic, social and cultural experience through the exploration of working with a stimulus, use of imagination, creativity and application of knowledge in order to communicate their ideas effectively.

### **PE**

The Royds Hall PE curriculum is broad and balanced allowing students to develop the knowledge and skills to be physically active and healthy now and in later life. Our curriculum will promote a love of physical activity and the confidence to participate both in school and outside.

The curriculum is designed to be enjoyable and stimulating for the students; physically, socially, emotionally and cognitively. The curriculum aims to provide every student an equal opportunity of learning experiences in games, gymnastics, dance, athletics, outdoor education and other non-traditional sports. Students will be encouraged to take on different roles and enjoy physical activity as performers, leaders and referees/umpires/officials. Students will be guided to use leadership qualities when working as part of a team and respond to the strengths and weaknesses of those they are working with. The intention is for students to take these skills with them into to working life. Extra-curricular activities will be provided to promote further opportunities for students to develop social skills and a wider determination to be successful.

Students will develop physical, technical and tactical sporting skills; enhanced by an embedded focus on mental skills such as resilience, determination and confidence. Students will also develop their understanding of how the body's



systems change during exercise, the major muscles in the body and also the different aspect of fitness and how these are used within various sports.

## **Design and Technology**

“Look at usual things with unusual eyes.” –Vico Magistretti

The Design and Technology curriculum has been devised to allow students to apply their creativity and imagination to design and make products that solve real and relevant problems, within a variety of fun and challenging projects. They need to think carefully about the needs, wants and values of other people and what they require in a product. Students will learn how to take risks, becoming resourceful, innovative, enterprising and capable members of society. Through the evaluation of past and present designers and products, they develop a critical understanding of their impact on daily life and the wider world. Students will use research and exploration to identify and solve multi-faceted design problems. They will design products that use a variety of innovative approaches to create non-stereotypical responses, using techniques like biomimicry and inclusive design. The course blends technical knowledge with practical skills and encourages students to use specialist tools, techniques, processes and equipment, including computer-aided manufacture, such as 3D printing, laser cutting, automated embroidery machinery and CNC milling. Students are taught to test, evaluate and refine their ideas and products using an iterative approach to design and making. They will acquire technical knowledge and draw from a wide range of disciplines to offer them careers in areas as exciting and diverse as aerospace engineering, movie set design, architect or tree surgeons.

## **Food and Nutrition**

“First we eat, then we do everything else.” -M.F.K. Fisher

Students will be taught to understand and apply the principles of nutrition and healthy eating. They will learn essential skills to cook a wide variety of dishes, so that they are able to feed themselves and others affordably and well. Students will develop an understanding of international cuisine through safe food handling, preparation and storage. They will become competent in a range of cooking techniques such as selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using organoleptic skills to decide how to season dishes, combine ingredients and adapt their own recipes. Students will learn about the social and environmental impact of food choices, including source, seasonality and characteristics of a broad range of ingredients to instil a love of cooking now and in later life.

## **Art and Design**

"Art evokes the mystery without which the world would not exist"- Rene Magritte

The Art curriculum at Royds Hall is designed to develop student's creativity and ideas, and increase proficiency in their execution. They will develop a critical understanding of artists, architects, and designers, expressing reasoned judgments that can inform their own work. Students use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. They will be taught to increase their proficiency in the handling of different materials, using a range of techniques and media, including painting, drawing in pencil and pen, collage, mixed media, photography and 3D Art. Lessons focus on improving students' contextual knowledge, including styles and major Art movements from ancient times up to the present day. Students will learn how to draw accurately, draw in proportion, show control in a range of art techniques and to add the finer details to their work such as texture and other specialist skills. In addition, students will learn how to evaluate their own progress, and support their peers by sharing feedback on how their Art can be improved. Through our Arts and Design curriculum, Students will build their self-confidence, creativity and visual awareness. This will allow students to express themselves, and give them the confidence needed to explore and access a wide range of courses at higher education and career pathways.

## **Music**

“Music is life itself. What would this world be without good music? No matter what kind it is.” – Louis Armstrong



The Music curriculum at Royds Hall is not only fun and exciting but is designed to develop lifelong skills that enhance lives beyond the classroom. These skills include celebrating success, team work, co-operation, independence and attention to detail. Students have the opportunity to develop skills on instruments in a supportive environment which will allow them to thrive. Through exploring a variety of musical styles, genres, composers and cultural traditions, students can develop an appreciation and understanding of the diverse world in which they live. There are clear cross-curricular links with cultural subjects such as History and Geography and other performance-based subjects like Drama and Dance. They will be encouraged to perform music, compose music and be able to respond technically to music that they listen to using a range of subject-specific vocabulary. Through this, students will become confident individuals with the ability to express themselves in a range of ways. Beyond the classroom, opportunities are given for students to join ensembles and to collaborate with the drama department on productions and performances.

## **Statistics**

“Developing analytical consumers of information”

Statistics at Royds Hall teaches our students to better understand the information-rich world that surrounds us: whether it is in the form of a scientific report about the environment; a claim made by a politician or understanding the audience profile of the latest blockbuster film. The curriculum is structured to lead students through the process of hypothesising about possible outcomes considering the manner in which presentative data can be selected or collected. Students process this data using advanced techniques, representing the data in an appropriate way that does not mislead the reader and interpret their findings in terms of the original conjecture. Consideration is given to bias and how it can be avoided in the collection of data as well as the reliability of the conclusions that can be drawn after data has been analysed. Statistical skills are used in school to help students collect, understand, analyse and present data in geography, history and scientific contexts and will transfer to helping them go on to be life-long critical consumers of information who are mindful of the techniques that can be employed to show data in a different light.

## **Business**

The Business Studies curriculum raises awareness of the world of work at every stage of their career and help to shape the decision they make as they leave Royds Hall and progress on to successful post 16 destinations. The curriculum will help students understand the functions of business and how people play a role in shaping how that business operates and performs. It will help students understand their role as an employee in an organisation as well as their rights and responsibilities as a consumer, enabling them to be respectful, caring and responsible citizens in the wider world. The curriculum aims to deepen their understanding of the various functions of a business including starting a business, types of business ownership, human resources within a business and how business's market and promote themselves. There will be specific emphasis on how the retail industry operates including stock control management and selling retail products. This will give them practical as well as theoretical skills regarding the daily functions of a business and the psychology of how and why customers make purchases. Key skills they will learn will be how to analyse aspects of business to make decisions and articulate their findings in a written format. The breadth of the curriculum will be enhanced by linking real world examples of well-known and local retailers to the knowledge learnt in the classroom. This will be supported by external visits and internal speakers, giving students real life insight and guidance on developing the skills and knowledge to work in the world of retail business.



**Appendix 1: Amended School Day Structure as a result of COVID 19 (September 2020 onwards)**

Y7	Y8	Y9	Y10	Y11
Enter via Mansion	Enter via Mansion	Enter via Reception	Enter via Mansion	Enter via Reception
17, 19 - 23	7-10, 14-16	M1 - M5, M8	Core: 1*, 3, 12*, 13*, A1, A5*, ILC	Core: B1-6, M6 (TG)
18	8	Mentor's Office	RFI	A4
Start 8.30	Start 8:50	Start 8.45	Start 8.40	Start 8.35
Form (15m)	Form (15m)	Form (15m)	Form (15m)	Form (15m)
8:45 - 9:55 <b>P1</b> (70m)	9:05 - 9:55 <b>P1</b> (50m)	9:00 - 9:55 <b>P1</b> (55m)	8:55 - 9:55 <b>P1</b> (60m)	8:50 - 9:55 <b>P1</b> (65m)
Break (20m)	9:55 - 11:00 <b>P2</b> (65m)	9:55 - 10:25 <b>P2</b> (30m)	9:55 - 11:00 <b>P2</b> (65m)	Break (20m)
10:15 - 11:20 <b>P2</b> (65m)	Break (20m)	10:45 - 11:20 <b>P2</b> (35m)	Break (20m)	10:15 - 11:20 <b>P2</b> (65m)
11:20 - 12:20 <b>P3</b> (60m)	11:20 - 12:20 <b>P3</b> (60m)	11:20 - 12:20 <b>P3</b> (60m)	11:20 - 12:20 <b>P3</b> (60m)	11:20 - 12:20 <b>P3</b> (60m)
12:20 - 12:50 <b>Lunch</b> (30m)	12:20 - 13:05 (45mins)	12:20 - 12:55 <b>P4</b> (35m)	12:20 - 13:30 <b>P4</b> (70m)	12:20 - 12:50 <b>Lunch</b> (30m)
12:50 - 14:00 <b>P4</b> (70m)	13:05 - 13:35 <b>Lunch</b> (30m)	12:55 - 13:25 <b>Lunch</b> (30m)	13:30 - 14:00 <b>Lunch</b> (30m)	12:50 - 14:00 <b>P4</b> (70m)
14:00 - 14:45 <b>P5</b> (45m)	13:35 - 14:00 (25 mins)	13:25 - 14:00 <b>P4</b> (35m)		
	14:00 - 15:05 <b>P5</b> (70m)	14:00 - 15:00 <b>P5</b> (60m)	14:00 - 14:55 <b>P5</b> (55m)	14:00 - 14:50 <b>P5</b> (50m)
Go home 14.45	Go home 15.05	Go home 15.00	Go home 14.55	Break (15m)
				15:05 - 15:55 <b>P6</b> (50m)
				Go home 15.55
Exit via Mansion	Exit via Mansion	Exit via Reception	Exit via Mansion	Exit via Reception
Classroom / Tennis Court	Dining Room	Performance Hall	*Unless Y11 have an option using room	