



Cheslyn Hay Academy

Part of Windsor Academy Trust

Curriculum Intent

These principles outline the school's intent for its curriculum and are used as a basis for making curriculum decisions:

Threshold	Threshold concepts form the foundation of what we teach; these have been determined to be the most important parts of the subject that underpin subsequent learning and they are sequenced in such a way as to maximise the impact of learning them	
Depth and Breadth	Depth through mastering the Threshold Concepts before moving on and breadth through ensuring students study as wide a range of subjects as possible while allowing specialisation at appropriate stages	Aspiration
Long-term Learning	Long-term learning is facilitated through the structure of the curriculum and assessments taken by students, which sit alongside Teaching and Learning approaches in the classroom which make use of the most relevant research and evidence to improve long-term retention of learning	Equality
Character	Character education runs through the academic curriculum and the ASPIRE agenda. Opportunities are exploited to enable students to develop the six character traits (Active, Sure, Positive, Imaginative, Resilient, Effort)	Basics
Experience	Experience of students is important in addition to the development of later academic learning, e.g. through enrichment activities and educational visits. This is to nurture, develop and stretch students' interests	Shared
		Aspiration is developed through choices of resources (e.g. texts studied) and activities (e.g. educational visits) to raise students' cultural capital and this work is followed up as part of the curriculum
		Equality and diversity are promoted through resources which expose students to a wider range of perspectives e.g. when texts, case studies or resources are chosen, consideration is given so that students study work from a wide range of people (gender, race, sexual orientation, disability etc.)
		Basics required for learning across the curriculum are developed by exploiting opportunities for reading, extended writing and application of mathematical knowledge, concepts and procedures in all subjects
		Shared curriculum across the Trust means we can make the most of collaborative moderation, planning and development of our curriculum