

Dixons Broadgreen Curriculum Principles

As a Dixons academy, our curriculum is aligned to a common set of Trust-wide principles which are underpinned by our mission to challenge educational and social disadvantage in the North. We believe that all students are entitled to an ambitious, knowledge-rich curriculum which will open doors and maximise life chances.

At Dixons Broadgreen, we challenge social inequality by instilling shared and agreed powerful knowledge through a broad academic curriculum. Each subject specifies, in detail, the knowledge, both substantive and procedural that students will remember. This knowledge is underpinned by the National Curriculum as well as wider subject domains. As such, in each discipline, students are prepared for national assessments, and importantly, secure knowledge from wider domains that builds and sustains cultural capital.

To allow students to achieve our aspirational mission of ‘succeeded at university, or a real-life alternative, thrived in a top job and lived their best life’ we have carefully considered the knowledge and skills that we want our students to have mastered in each academic field. Backward planning by high-quality subject specialists ensures that the curriculum is intelligently sequenced towards this end point. Intelligent sequencing of the curriculum builds on what has gone before and prepares for what comes after. This careful and meticulous consideration of what our students learn and in what order provides the richest narrative possible for our students.

Our curriculum is informed by the latest educational research on the science of learning. Cognitive science about memory, forgetting and practice enables us to support students to remember more and apply the best of what has been thought and said, often referred to as powerful knowledge. By employing our curriculum as a progression model, we make knowledge stick, so that it can be flexibly applied in a range of different contexts and across subject disciplines.

As an 11-18 secondary academy, sequential knowledge begins in Lower Peak (Years 7-9) with well-planned schemes of work, and resources provided by Dixons Trinity Chapeltown. These schemes serve to develop fundamental knowledge learning during their primary education and to build and strengthen schemas in our students’ minds. During this Peak, we enable students to begin to think more coherently, critically, and creatively.

Lower Peak

The curriculum includes:

English

Mathematics

Science

Two Modern Foreign Languages (MFL) , French and Spanish (students will study either French or Spanish)

Humanities – History, Geography and Religious Education

Creative and Performing Arts – Drama, Music, Art & Design,

Technology – Resistant technology and Compliant technology

Computing

Physical Education

Personal Development Studies (PDS)

Our Middle Peak (Years 10-11) curriculum is designed to be as broad as possible for as long as possible, so that all students can continue to engage with the powerful knowledge in a range of disciplines. Our GCSE offer is broad, with a strong core in the EBacc – English, mathematics, science, French or Spanish, and history or geography. All students can choose two options from a range of high value subjects. This means that all students will acquire powerful knowledge within high currency qualifications that will ultimately improve their life chances. It is the balance of examination preparation coupled with teaching to a wider domain which will equip our students to not only compete nationally, but, more importantly, change the world for the better.



Middle Peak

All students must study the following:

English – Literature and Language

Mathematics

Science – Science Trilogy or Triple Science – Biology, Physics and Chemistry

Humanities – history or geography

Modern Foreign Language – Spanish or French

Core Physical Education – no external examination

PDS – no external examination

Students can choose two options from the following subjects: Art, Business, Computer Science, Dance, Design Technology, Drama, Music, PE, Psychology and Religious Studies.

In conjunction with our subject specialist curriculum our stretch and co-curricular programmes enable students to have opportunities to learn beyond the formal curriculum. During these opportunities and within PDS students will develop resilience and confidence, as well as new skills such as chess and public speaking. Preparatory study to support revision will also take place during Middle Peak.

At Dixons Broadgreen we teach our students powerful knowledge so that they can understand and interpret the world and to think in new and unexpected ways. With the democratisation of knowledge, our students will be incredibly successful in high stakes examinations and will go on to use this understanding to achieve great things in the world.

Upper Peak

Our Upper Peak (Years 12-13) curriculum is designed to be as broad as possible to allow students to access an academic or vocational option with an enrichment offer, so that all students can continue to engage with the powerful knowledge in a range of disciplines. Our A level and Vocational offer is as broad as possible with set pathways to support certain career paths whilst also allowing for a wider path for those who want to narrow their options later on at University or with a high-level apprenticeship. This means that all students will acquire powerful knowledge within high currency qualifications that will ultimately improve their life chances. The opportunities for enrichment that sit alongside their academic studies are designed to offer our students the opportunity to acquire new skills, develop new interests and give them the confidence to take a seat at the table of power and hold their own.

