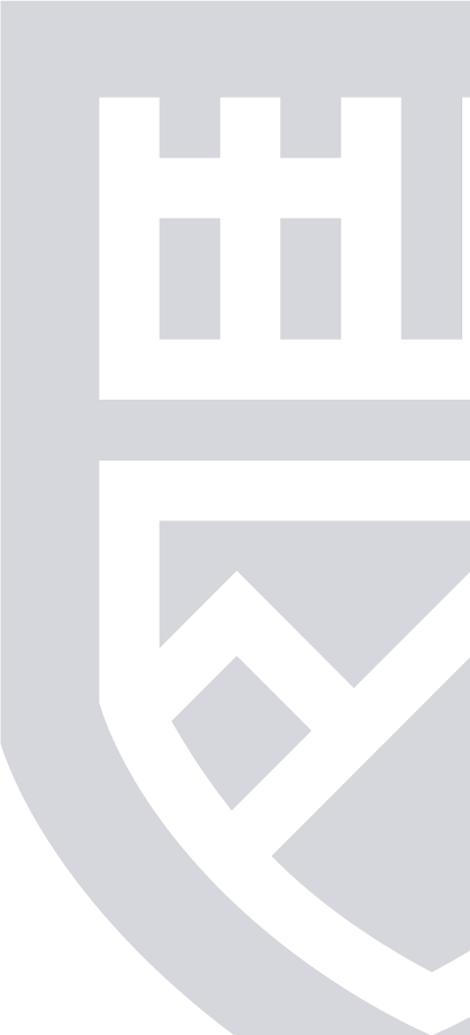


Curriculum Overview

At Whitelands Academy, the education we provide is guided by the values of integrity, resilience, respect, ambition, teamwork and tolerance.

**Our School Mission**

At Whitelands Academy, our aim is to nurture extraordinary young people ready for global success. We have limitless ambition for every student. We strive to meet these aims by providing children with the best possible education within the securest of environments. The key facets of this are our academic curriculum and focus on excellence in the classroom.

Our teaching and curriculum focus on providing all students with a solid academic footing that ensures every child reaches their full potential, within our broad curriculum. We also aim to help children develop as people, secure in knowing who they are and what they want from life. Our values will be specifically developed on a half termly basis through assemblies, rewards and RSHE. Above all, we will act out these values day to day. Our guided reading will challenge perceptions and expose students to life beyond the classroom.

Our teaching philosophy is simple: we aim to combine the best of tried-and-tested methodology with new and innovative ways of teaching.

**Background**

Whitelands is situated in Bicester which forms part of the North Oxfordshire community. It serves a brand-new housing estate called Kingsmere. As the smallest school in Bicester we have a higher than average SEND proportion of students, 32%. 19% of our students are disadvantaged according to the DfE definition. 72% of our students are white British. Our curriculum is designed to be challenging and every single one of our students is supported to meet our expectations through quality first teaching, our SEN6 teaching strategies and small group support when required.

The Bicester area has a high uptake of further education and jobs that focus around the Engineering, Business and Computing Sector. Our challenging curriculum will therefore ensure we develop high aspirations through visits, speakers and content.

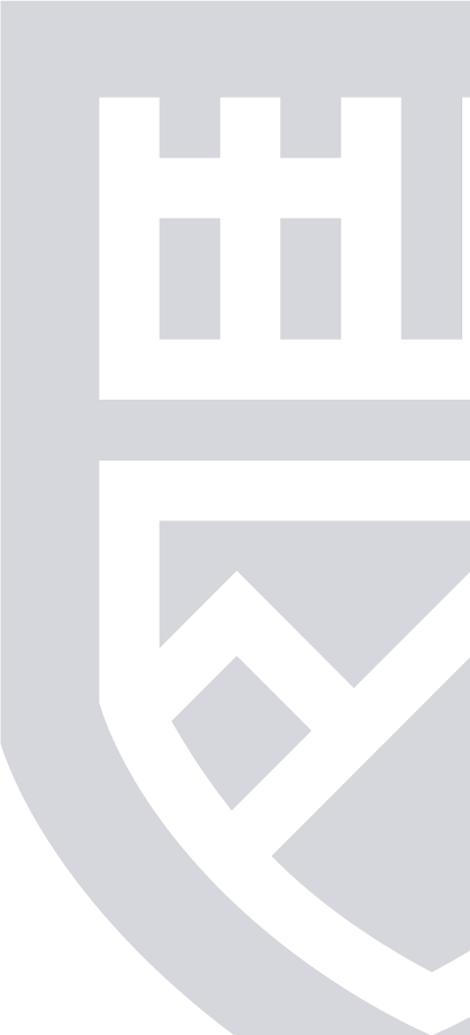
**British Values**

At Whitelands Academy, we actively promote British values through our school vision, ethos, agreed rules, curriculum, and teaching. As such, we promote tolerance of, and respect for, people of all faiths (or those with no faith), cultures, and lifestyles.

We prepare children and young people positively for life in modern Britain by supporting them through our words, actions, and influence, not just within school, but also within the wider community.

**A circular chart with text and symbols

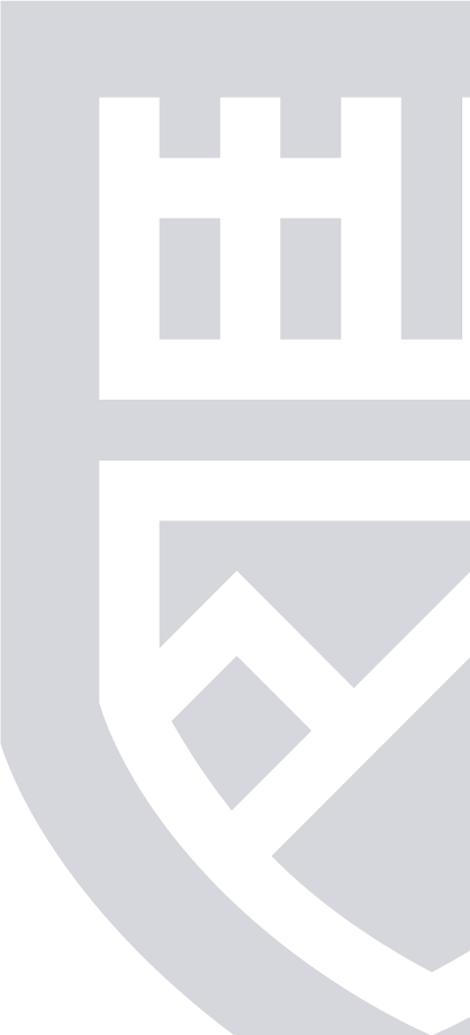
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**Curriculum Intent**

Our curriculum intent can be summarised as:

*The curriculum intent of Whitelands Academy is focused on the following:*

1. Deliver an academic, knowledge rich curriculum that utilises teaching to the top to ensure all students reach their potential regardless of their background, prior attainment or challenges.
2. Develop a broad curriculum that gives students the opportunities to fully experience all subjects to their potential.
3. Accelerate students’ ability in core literacy, comprehension whilst embedding a love of reading. At Whitelands students enjoy guided reading daily, Lexia lessons in year 7 and the introduction of a clear set of vocabulary.
4. Deepen students understanding of what it means to be a good citizen in modern Britain through values-based education.
5. Provide a world-class extra-curricular programme which provides opportunities to broaden experiences, develop competition and bring the curriculum to life.
6. Foundational knowledge is central to our curriculum utilising strategies to improve retention and retrieval reducing student’s cognitive workload allowing development of skills through sequenced content.

**Rationale:**

Students will leave Whitelands Academy as well-rounded, well-educated and ambitious young adults. Our students will exhibit the traits that are required to be successful and happy in modern Britain and will approach life with a positive attitude.

1. The academic core at Whitelands Academy is central. Students of all abilities will flourish in consistently well delivered lessons led by subject experts. Our curriculum will be ambitiously academic aiming to equip students with the best formal education possible.

High challenge fosters resilience and a mindset that embraces opportunities to extend themselves. Our diverse student base will be supported to reach these high academic levels through quality teacher interventions within our SEN6 toolkit.

1. The breadth and depth of the curriculum at Whitelands Academy will engage students and prepare them for their future. Key Stage 3 is a wonderful opportunity for students to discover and develop a love for subjects. At Whitelands Academy we have designed our curriculum provision so that a wide variety of subjects have the allotted time to do this.

This breadth will be further reflected in our GCSE offer where, students are encouraged to take a wide range of subjects by following the EBacc pathway. Students will have the opportunity to further widen their experience through studying subjects such as iMedia.

1. Literacy at Whitelands Academy is a priority. Literacy, including comprehension, vocabulary, fluency and oracy are key indicators in future academic success and within their chosen careers. We aim to build a love of reading and develop a strong understanding of challenging texts through a daily guided reading session. Through this we will also develop our students’ finer reading skills such comprehension and inference, as well as understanding and using tier 2 language. With 72% of our cohort being White British, our guided reading texts challenge perception and develop cultural awareness. Our Lexia programme will accelerate comprehension skills for our students.
2. Character and Culture are key and our curriculum is founded on our core values of integrity, resilience, respect, ambition, teamwork and tolerance. These key values will ensure any young adult is equipped to thrive in society. The values will be developed in lessons, assemblies and RSEH.

Becoming an exceptional citizen is a goal of our curriculum. The British values of Democracy, Rule of Law, Liberty, Mutual Respect and Tolerance will be delivered in religious studies, RSHE as well as being lived out in our everyday actions. Our British Values are mapped into our curriculum plan.

1. Our world class facilities in Sport, Performing Arts, Music, STEM and the Arts will be utilised in lessons as well as our enrichment programme. Enrichment opportunities will be available and the expectation is that students and staff are involved with a minimum of one activity. Through competition, performances and projects students will develop holistically.
2. Learning is built on a sequenced plan for the acquisition of knowledge; where key concepts are learnt, revisited and built upon. Knowledge organisers will support students learning foundational knowledge and our weekly home learning programme will develop this. Each lesson will start with mapped DNA tasks that allow knowledge to be committed to long term memory ensuring classes focus on the application of knowledge and the development of skills.

**Curriculum Model KS3:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Number of 50-minute lessons a week in Year 7** | **Number of 50-minute lessons a week in Year 8** | **Number of 50-minute lessons a week in Year 9** |
| English | 5 | 5 | 5 |
| Mathematics | 5 | 5 | 5 |
| Science | 4 | 4 | 4 |
| History | 2 | 2 | 2 |
| Geography | 2 | 2 | 2 |
| Religious Studies | 1 | 1 | 1 |
| Computing | 1 | 1 | 1 |
| Design and Technology | 2 | 2 | 2 |
| Art | 1 | 1 | 1 |
| Modern Foreign Languages  French and Spanish | 2 | 2 | 2 |
| Music | 1 | 1 | 1 |
| Drama | 1 | 1 | 1 |
| RSHE | 1 | 1 | 1 |
| Physical Education | 2 | 2 | 2 |

**The Whitelands Curriculum – Year 7** **– 2022**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Term 1** | **Term 2** | **Term 3** | | **Term 4** | **Term 5** | | **Term 6** |
| **English** | Global Identities | Past and Present – Oliver Twist | | | Telling Tales – The Bone Sparrow | Exploring Shakespeare – The Merchant of Venice | | |
| **Mathematics** | Number (negative numbers & decimals)  Factors, Multiples & Primes  Accuracy | Fractions  Properties of Shapes  Angles | Algebraic Manipulation  Units of measure  Mensuration | | Ratio  Percentages | Solving Equations  Sequences  Coordinates & Graphs | | Data Handling  Transformations  Probability |
| **Science** | Science skills  Particles  Cells | Forces  Separating mixtures  Reproduction | Energy  Muscular and skeletal systems | | Space  Waves  Periodic table | Non-contact forces  Digestive system | | Electricity  Ecosystems |
| **History** | Introduction to history  The Romans | The Normans | The Crusades | | Medieval England | The Silk Roads | | The Italian Renaissance |
| **Geography** | Map Skills | Fantastic Places (all topics same length) | | | Africa, Kenya & Nigeria | Urban environments | River Environments | |
| **Religious Studies** | Introduction to Religion and Worldviews | Introduction to Abrahamic Religion | Introduction to Dharmic Religion | | | Introduction to Philosophy and Ethics | | |
| **Spanish** | Introductions (including numbers)  Alphabet and pronunciation | Free time and hobbies  Common irregular verbs in the present tense (ser, estar, tener, hacer)  Simple opinions with me gusta+ infinitive and porque. | School, school subjects and equipment  Regular verbs | | Family, friends and self  Irregular verbs  Possessives (mi/mis, tu/tus) | Where do you live?  Describing your town  Hay and tener, ser and estar.  Se puede...  Me gustaría + infinitive | | Holidays  Simple future tense (voy a...) |
| **Drama** | Creating drama | Pantomime | Term 3 Darkwood Manor Term 4 Ernie’s Incredible Illucinations | | | Term 5 Silent movies Term 6 : drama with a message | | |
| **Design and Technology** | The time students spend in Design Technology will be divided into two – students will complete a graphics project and a product design project.  **Graphics** - Lego character blister packaging  **Product Design –** wooden box made from pine | | | Tutor groups will be split into two groups for DT and Food – students will do both DT and Food and will swap halfway through the year. If a student starts doing DT in September, then they will switch to Food after February half term. | | | | |
| **Food Preparation and Nutrition** | Tutor groups will be split into two groups for DT and Food – students will do both DT and Food and will swap halfway through the year. If a student starts doing DT in September, then they will switch to Food after February half term. | | | Each week will alternate between a theory lesson and a practical lesson. Students are issued with a recipe book that contains all the recipes and ingredients lists required for all practical lessons.  **Theory**: Introduction to Food at Whitelands, The Eatwell Guide, The Storage of Food, Enzymic Browning, Protein, Carbohydrates, Fats and Dietary Requirements.  **Practical lessons:** fruit salad, grilled toasties, savoury scones, lemon cheesecake, vegetable stir fry, jam tarts, rainbow layered pasta salad, apple crumble, cheese whirls, and shortbread. | | | | |
| **Art** | Line and Colour | | | | Pattern | | | |
| Computing | E- Safety | Networks | Scratch Programming | | Spreadsheets | Data representation | | Computational thinking |
| **PE** | Netball  Multi-skills  Components of fitness | Trampolining  Gymnastics | Touch rugby  Badminton  Skeletal system | | Touch Rugby  Basketball  HRE  Muscular system | Striking & Fielding | | Athletics |
| **Music** | An introduction to musical elements | Keyboard skills | Instruments of the orchestra | | Introduction to musical genres: Minimalism | Introduction to musical genres: Blues and jazz | | Introduction to musical genres: Reggae |
| **RSHE** | Transition and Safety | Careers | Diversity | | Health and puberty | Financial Decision | | Building Relationships |

**The Whitelands Curriculum – Year 8** **– 2022**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Term 1** | **Term 2** | | **Term 3** | **Term 4** | **Term 5** | | **Term 6** |
| **English** | Global Identities | Past and Present – Animal Farm | Telling Tales - Gothic | | | | Exploring Shakespeare – The Tempest | |
| **Mathematics** | Number (Fractions & Decimals)  Factors, Multiples & Primes  Accuracy | Mensuration  Angles  Constructions | | Algebraic Manipulation  Index Laws  Sequences | Graphs  Ratio & Proportion  Compound Units | Solving Equations (& inequalities)  Percentages | | Data Handling  Transformations  Probability |
| **Science** | Contact forces  Acids and Alkalis  Cells and transport | Energy transfers  Chemical reactions | | PLant reproduction  Light | Photosynthesis  Rocks | Breathing & Repiration  Electricity | | Health 1  Material cycling |
| **History** | Power and Religion 1485- 1688 | Medieval African Kingdoms  Power and Religion 1485- 1688 | | The trans-Atlantic slave trade and abolition in the British Empire | The British Empire | Industrial Revolution | | French Revolution |
| **Geography** | Our living world | Natural hazards | | Our unequal world | Climate Change | Tourism | | |
| **Religious Studies** | Christianity in the World | Humanism | | Islam in the World | | Greek Religion | | |
| **Spanish** | Todo sobre mi vida  (All about my life)  Preterite tense | A comer  (To eat)  Using negatives confidently.  Using exclamations and agreeing and disagreeing to extend a conversation.  Using imperatives to give and follow instructions. | | Going out  Reflexive verbs | Daily routine and telling the time  Soler + infinitive (I usually…)  Contrasting present and preterite to talk about a change in routine. | Healthy lifestyles  Giving advice - recapping tu and usted. | | Summer holidays  Problems on holiday  Asking for help |
| **French** | Introductions and numbers  Alphabet and pronunciation | Describing family and friends  Adjective agreement  Key irregular verbs | | School and School Equipment  Colours  Expressing likes and dislikes | Hobbies and free time  Present tense  Developing opinions | Family and pets  Building confidence using the 3rd person | | Holidays  Simple future tense |
| Drama | Horror genre | Abstract Drama | | Soap opera | An introduction to Brecht | Term 5: Script Term 6 Creating drama from a stimulus | | |
| **Design and Technology** | Block Bot Project | | | | Tutor groups will be split into two groups for DT and Food – students will do both DT and Food and will swap halfway through the year. If a student starts doing DT in September, then they will switch to Food after February half term. | | | |
| **Food Preparation and Nutrition** | Tutor groups will be split into two groups for DT and Food – students will do both DT and Food and will swap halfway through the year. If a student starts doing DT in September, then they will switch to Food after February half term | | | | Each week will alternate between a theory lesson and a practical lesson. Students are issued with a recipe book that contains all the recipes and ingredients lists required for all practical lessons.  **Theory**: Introduction to Year 8 Food, Coagulation, Raising Agents (yeast), The Danger Zone, Gelatinisation, Types of Pastry, The 4 C’s.  **Practical lessons**: meat sauce, mini quiche, bread rolls, soup, macaroni cheese, chicken curry, brownies, fruit flapjacks, pizza, mini carrot cakes. | | | |
| Art | Natural Forms | | | | Adorn and Decorate | | | |
| Computing | Digital Marketing Skills | Computer systems | | Web development | Data representation | Mobile app development | | Cyberbullying / introduction to Python |
| **PE** | Touch Rugby  HRE  Components of fitness | Trampolining  Gymnastics | | Basketball  Handball  Skeletal system | Badminton  Volleyball  Muscular system | Striking and Fielding  Methods of training | | Athletics  Effects of exercise |
| **Music** | Developing understanding of rhythm and pitch | Developing performance skills | | Developing understanding of Instruments of the orchestra | Developing musical genres: minimalism | Developing musical genres: Blues and jazz | | Developing musical genres: Reggae |
| **RSHE** | Digital Literacy | Careers | | Discrimination | Emotional Wellbeing | Drugs and Alcohol | | Identity and Relationships |

**The Whitelands Curriculum – Year 9** **– 2022**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Term 1** | **Term 2** | | **Term 3** | | **Term 4** | **Term 5** | | **Term 6** | |
| **English** | Global Identity - Noughts and Crosses | Past and Present – World War I Literature | | Telling Tales – Recreation | | | Exploring Shakespeare - Macbeth | | | |
| **Mathematics** | |  |  | | --- | --- | | Number (Standard Form) |  | | Mensuration  Angles | | Algebraic Manipulation  Sequences  Constructions | | Graphs  Ratio & Proportion | Solving Equations (& Inequalities)  Percentages | | Data Handling  Transformations  Probability | |
| **Science** | Ecosystems  Electromagnets  Chemical reaction 2 | Evolution  Forces and motion  Health 2 | | Colour  C1 Atomic structure and periodic table | | B1 Cells  P1 Energy | P3 Particles | | B7 Ecology | |
| **History** | Causes and consequences of the First World War. | Russian Revolution | | Rise of Dictators | | Second World War and the Holocaust | Second World War and the Holocaust | | Post War Britain | |
| **Geography** | Extreme environments | | Coastal and glacial environments | | Resource, management and security | | | Asia and China | | The challenge of natural hazards |
| **Religious Studies** | Big Ethical Questions | Hinduism in the World | | Religion and Modernity | | | New Religious movements | | | |
| **French** | **Chez moi – my home**  Imperfect | **Ma ville**    Town – describing what there is and isn’t.  Imperfect – comparing past and present  Talking about what you like to do in town  Directions | | **Ma vie quotidienne**    Daily routine  Food and drink  Ordering food and drink in a restaurant  Reflexive verbs | | **Es-tu en forme?**  Healthy lifestyles  Illnesses and injuries | **Hobbies and free time**  Perfect tense  Interrupted actions in the past  Developing answers using past and future tenses | | **Festivals and life in France**  Planning a trip to France | |
| **Spanish** | Describing past trips and events  Positives and negatives | Digital technology | | Cinema and TV  Food and eating out  Sport | | Shopping  Ordering food and drink  Problems at a restaurant | Chores and helping around the house  Moving house  Festivals and life in Spain | | Planning a trip to Spain  Life in Latin America | |
| **Drama** | Darkwood Manor – the sequel | Abstract drama and semiotics | | Script exploration | | Brecht: Modern day fairy tales | Script writing | | Devising drama through stimuli | |
| **Design and Technology** | Clocks made using acrylic, with a working mechanism. | | | | | Tutor groups will be split into two groups for DT and Food – students will do both DT and Food and will swap halfway through the year. If a student starts doing DT in September, then they will switch to Food after February half term. | | | | |
| **Food Preparation and Nutrition** | Tutor groups will be split into two groups for DT and Food – students will do both DT and Food and will swap halfway through the year. If a student starts doing DT in September, then they will switch to Food after February half term. | | | | | Each week will alternate between a theory lesson and a practical lesson. Students are issued with a recipe book that contains all the recipes and ingredients lists required for all practical lessons.  **Theory**: Introduction to Food in Year 9, Superfoods, Raising Agents, Macronutrients, Micronutrients, Steam as a Raising Agent, Methods of Cooking, Food Provenance.  **Practical lessons**: smoothie, cous cous salad, mini toad in the hole, ginger biscuits, savoury Palmiers, Swiss roll, meatballs, Chelsea buns, chicken and coconut curry and jambalaya. | | | | |
| **Art** | Portrait and Identity | | | | | Landscape and Cities | | | | |
| Computing | Graphics and Animation | Python Programming | | Data science | | Data representation | Web aware / Introduction to cybersecurity | | Applying programming skills / Idea | |
| **PE** | Touch-Rugby  Badminton  Components of fitness | Netball  Trampolining  Warm ups and cool downs | | Flag football  Handball  Skeletal system | | Flag football  Handball  Volleyball / Badminton  Muscular system | Striking and Fielding | | Athletics | |
| **Music** | Simple vs compound time signatures | Enhancing performance skills | | Soundtracks James Bond | | Exploring musical genres: minimalism | Exploring musical genres: Blues and jazz | | Exploring musical genres: Reggae | |
| **RSHE** | Peer influence, substance use and gangs. | Careers | | Respectful relationships | | Healthy lifestyles | Employability skills | | Intimate relationships | |

**The Whitelands Curriculum – GCSE** **(Years 10 and 11) – 2023**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Terms 1 & 2** | **Terms 3 & 4** | **Terms 5 & 6** | **Terms 7 & 8** | **Terms 9 & 10** | **Terms 11 & 12** |
| **English** | An Inspector Calls  A Christmas Carol  Power and Conflict poetry | Language paper 2  Power and Conflict poetry | Spoken Language  Power and Conflict poetry  Language paper 1 | Unseen poetry  Language paper 1 | Romeo & Juliet | Language and  Literature revision |
| **Mathematics** | Primes, Factors & Multiples  Fractions & Decimals  Algebraic Manipulation  Accuracy & Rounding  Indices & Standard Form  Mensuration | Geometric Constructions & Calculations  Ratio & Proportion  Percentages  Solving Equations | Bivariate Data  Exact Calculations  Compound Units  Collecting, organising, presenting and analysing data  2D & 3D representations | Geometric Review & Circle Theorems  Probability & Set Theory  Sequences | Graphs of Equations & Functions  Iterative Methods  REVISION | REVISION |
| **Science  (inc Separate Science)** | Cells & transport  Bonding  Electricity  Organisation  Radioactivity | Quantitative Chemistry  Non-communicable disease  Chemical change  Bioenergetics | Energy change  Bonding 2  Chemical analysis  Disease | Homeostasis  Inheritance  Rate of change  Organic chemistry  Forces | Waves  Electromagnetism | Revision |
| **History** | Early Elizabethan England- 1558-1588 | Early Elizabethan England- 1558-1588 and Migrants in Britain 800AD- Present Day. | Migrants in Britain 800AD- Present Day and British America 1713-83 | British America 1713-83 | Weimar and Nazi Germany 1919- 1939 | Weimar and Nazi Germany 1919- 1939 |
| **Geography** | The challenges of natural hazards | The Living world | Landscapes of the UK (rivers and coasts)  **Including field trip to Swanage Bay** | Urban issues and challenges – Bristol and Rio  **Including field trip to Bristol** | Changing economic world – UK, Jamaica  Resource management and security | Paper 3 – issue evaluation |
| **Drama** | Building blocks of Drama  Frantic Assembly  C3 live theatre | C3: Set text study – Blood Brothers | Performance and response  C1 Devising Drama (performance moderated by OCR) | C1: Devising drama - (performance moderated by OCR) | C2 Presenting and performing (performance to examiner) | C3: Performance and response |
| **Design and Technology** | Core Technical Principals (further details can be found in the exam specification) | Specialist Technical Principals (further details can be found in the exam specification) | Designing and Making Principals (further details can be found in the exam specification)  Non-Exam Assessment (NEA) topics released by exam board – section A of NEA to be completed before the summer. | Core Technical Principals (further details can be found in the exam specification) | Specialist Technical Principals (further details can be found in the exam specification) | Designing and Making Principals (further details can be found in the exam specification) |
| **Food Preparation and Nutrition** | Food Nutrition and Health  Recipe books will be given for this term’s practical lessons. | Food Safety  Recipe books will be given for this term’s practical lessons. | Food Choice  Recipe books will be given for this term’s practical lessons. | Food Provenance  Recipe books will be given for this term’s practical lessons. | Food Science  This term’s recipes will be focused on a practice NEA 1 (investigations/experiments). | Revision and Exam Question Practice.  Recipe book will be given to students for this term’s practical lessons. |
| **Art** | The Formal Elements – Recapping the basics | | Project 1: Individual Projects | | Exam Topic | |
| Computing | Boolean logic  Memory and storage | Systems architecture  Algorithms | Programming project | Programming languages and integrated development environments  Systems software | Programming fundamentals  Producing robust programs | Ethical, legal, cultural and environmental impacts of digital technology |
| **PE** | Skeletal System  Muscular System  Movement Analysis | Cardiovascular System  Respiratory System  Components of Fitness | Training Methods  Hazards and Injury  NEA - Coursework | Skill Acquisition  NEA Coursework | Socio-Cultural Influences on Sport. | Health, Fitness and Well-being |