

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.

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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:**

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| **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 LanguagesFrench 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**

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| --- | --- | --- | --- | --- | --- | --- |
| **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 & PrimesAccuracy | FractionsProperties of ShapesAngles | Algebraic ManipulationUnits of measureMensuration | RatioPercentages | Solving EquationsSequencesCoordinates & Graphs | Data HandlingTransformationsProbability |
| **Science**  | Science skillsParticlesCells | ForcesSeparating mixturesReproduction | EnergyMuscular and skeletal systems | SpaceWavesPeriodic table | Non-contact forcesDigestive system | ElectricityEcosystems |
| **History**  | Introduction to historyThe 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 hobbiesCommon irregular verbs in the present tense (ser, estar, tener, hacer)Simple opinions with me gusta+ infinitive and porque. | School, school subjects and equipmentRegular verbs | Family, friends and selfIrregular verbsPossessives (mi/mis, tu/tus) | Where do you live?Describing your townHay and tener, ser and estar.Se puede...Me gustaría + infinitive | HolidaysSimple 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**  | NetballMulti-skillsComponents of fitness | TrampoliningGymnastics | Touch rugbyBadmintonSkeletal system | Touch RugbyBasketballHREMuscular 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**

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| **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 & PrimesAccuracy | MensurationAnglesConstructions | Algebraic ManipulationIndex LawsSequences | GraphsRatio & ProportionCompound Units | Solving Equations (& inequalities)Percentages | Data HandlingTransformationsProbability |
| **Science**  | Contact forcesAcids and AlkalisCells and transport | Energy transfersChemical reactions | PLant reproductionLight | PhotosynthesisRocks | Breathing & RepirationElectricity | Health 1Material cycling |
| **History**  | Power and Religion 1485- 1688 | Medieval African KingdomsPower 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 timeSoler + infinitive (I usually…)Contrasting present and preterite to talk about a change in routine. | Healthy lifestylesGiving advice - recapping tu and usted. | Summer holidays Problems on holidayAsking for help  |
| **French** | Introductions and numbersAlphabet and pronunciation | Describing family and friendsAdjective agreementKey irregular verbs  | School and School EquipmentColoursExpressing likes and dislikes | Hobbies and free timePresent tenseDeveloping opinions | Family and petsBuilding confidence using the 3rd person | HolidaysSimple 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 RugbyHREComponents of fitness | TrampoliningGymnastics | Basketball HandballSkeletal system | BadmintonVolleyballMuscular system | Striking and FieldingMethods of training | AthleticsEffects 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**

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| **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**  |

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| --- | --- |
| Number (Standard Form) |  |

 | MensurationAngles | Algebraic ManipulationSequencesConstructions | GraphsRatio & Proportion | Solving Equations (& Inequalities)Percentages | Data HandlingTransformationsProbability |
| **Science**  | EcosystemsElectromagnetsChemical reaction 2 | EvolutionForces and motionHealth 2  | ColourC1 Atomic structure and periodic table | B1 CellsP1 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 presentTalking about what you like to do in townDirections | **Ma vie quotidienne** Daily routineFood and drinkOrdering food and drink in a restaurantReflexive verbs | **Es-tu en forme?**Healthy lifestylesIllnesses and injuries | **Hobbies and free time**Perfect tenseInterrupted actions in the pastDeveloping answers using past and future tenses | **Festivals and life in France**Planning a trip to France |
| **Spanish** | Describing past trips and eventsPositives and negatives | Digital technology | Cinema and TVFood and eating outSport | ShoppingOrdering food and drinkProblems at a restaurant  | Chores and helping around the houseMoving houseFestivals and life in Spain | Planning a trip to SpainLife 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-RugbyBadmintonComponents of fitness | NetballTrampolining Warm ups and cool downs | Flag footballHandballSkeletal system | Flag footballHandball Volleyball / BadmintonMuscular 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**

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| **Subject**  | **Terms 1 & 2** | **Terms 3 & 4** | **Terms 5 & 6** | **Terms 7 & 8** | **Terms 9 & 10** | **Terms 11 & 12** |
| **English**  | An Inspector CallsA Christmas CarolPower and Conflict poetry | Language paper 2Power and Conflict poetry | Spoken LanguagePower and Conflict poetryLanguage paper 1 | Unseen poetryLanguage paper 1 | Romeo & Juliet | Language andLiterature revision |
| **Mathematics**  | Primes, Factors & MultiplesFractions & DecimalsAlgebraic ManipulationAccuracy & RoundingIndices & Standard FormMensuration | Geometric Constructions & CalculationsRatio & ProportionPercentagesSolving Equations | Bivariate DataExact CalculationsCompound UnitsCollecting, organising, presenting and analysing data2D & 3D representations | Geometric Review & Circle TheoremsProbability & Set TheorySequences | Graphs of Equations & FunctionsIterative MethodsREVISION | REVISION |
| **Science  (inc Separate Science)** | Cells & transportBondingElectricityOrganisationRadioactivity | Quantitative ChemistryNon-communicable diseaseChemical changeBioenergetics | Energy changeBonding 2Chemical analysisDisease | HomeostasisInheritanceRate of changeOrganic chemistryForces | WavesElectromagnetism | 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, JamaicaResource management and security | Paper 3 – issue evaluation |
| **Drama**  | Building blocks of Drama Frantic AssemblyC3 live theatre  | C3: Set text study – Blood Brothers | Performance and responseC1 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 HealthRecipe books will be given for this term’s practical lessons. | Food SafetyRecipe books will be given for this term’s practical lessons. | Food ChoiceRecipe books will be given for this term’s practical lessons. | Food Provenance Recipe books will be given for this term’s practical lessons. | Food ScienceThis 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 logicMemory and storage | Systems architectureAlgorithms | Programming project | Programming languages and integrated development environments Systems software | Programming fundamentalsProducing robust programs | Ethical, legal, cultural and environmental impacts of digital technology |
| **PE**  | Skeletal SystemMuscular SystemMovement Analysis | Cardiovascular SystemRespiratory SystemComponents of Fitness | Training MethodsHazards and InjuryNEA - Coursework | Skill AcquisitionNEA Coursework | Socio-Cultural Influences on Sport.  | Health, Fitness and Well-being |