WHITELANDS ACADEMY

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Mathematics Intent

Mathematics is the means of looking at the patterns that make up our world and the intricate and beautiful ways in which they are constructed and realised. Numeracy is the means of making that knowledge useful. Mathematics transcends cultural boundaries and its importance is universally recognised. Mathematics helps us to understand and change the world. At Whitelands Academy, every student will be given the opportunities to become outstanding Mathematicians – to help build a better world for future generations to come.

At Whitelands Academy, our intention is to create the very best Mathematicians. They will learn how to follow a chain of reasoning to a logical conclusion and will be able to make informed predictions about new situations. They will also learn how to solve problems by approaching an unknown situation in a conceptual way. Throughout their learning, they will start to enjoy solving puzzles and persevering with problems; finding the beauty in abstract processes and seemingly unrelated concepts.

Our curriculum is academic and ambitious:

Cohort 2025 entered Whitelands Academy with a numeracy age range of 7 to 12 years. The use of internal baseline assessments at the start of the academic year will ensure that every new student joining Whitelands Academy has the opportunity to develop their Mathematical knowledge and skills at the appropriate pace to suit their learning capabilities. Our ambitions are the same for all of our students, so independent of the ability group students are placed into, students will be learning the same objectives. Students who are unable to access KS3 Mathematics are taught in a nurture group, where knowledge and application of KS2 Mathematics is mastered and built upon with the aim of students learning and achieving the same curriculum objectives as all other year KS3 groups.

We value basic numeracy skills such as times tables and so support students in mastering these skills through weekly multiplication challenges so that they can focus on the intended learning in the classroom.

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Our curriculum is broad and enriching:

Our curriculum goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. The Mathematics Department offer opportunities for individual and team competition through the UKMT in KS3 and eventually KS4. We also offer opportunities to model Mathematics in everyday life and embed the knowledge and skills in other subjects, such as Science, Geography and Technology.

Students will have the opportunity to extend their knowledge beyond the curriculum by participating in UKMT events. An example of this will be when several students in the year group will have the opportunity to sit the Junior Maths Challenge, as well as participate in team events, competing against other schools. There will be a UKMT club during lunchtimes to help accommodate this, as well as using particular UKMT problem solving questions in lessons when deemed appropriate.

Our curriculum promotes core literacy skills:

Tier 3 vocabulary is promoted in all Mathematical lessons. Students are introduced to the vocabulary using dual coding. Students are challenged to be able to solve mathematical concepts from both expressions and paragraphs. We therefore practice the numeracy skill from expressions to then extend the comprehension of written problems.

We offer a values-based education:

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Every lesson is linked to OuR TRAIT at Whitelands Academy. We discuss in every lesson the importance of being ambitious and resilient when solving challenging questions. We discuss the use of teamwork and tolerance when supporting others in the class and we discuss respect when listening to other students' solutions.

Our curriculum is knowledge rich:

Our curriculum is a mastery curriculum. We utilise strategies such as DNAs, home learning quizzes and spaced learning to ensure that students retain the knowledge of what they have learnt in their lessons so that they can build on it further in future lessons.

The five main areas of number, algebra, ratio, geometry and data handling are taught in a cycle so that they can constantly be retrieved and built upon further. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it.

With the use of knowledge organisers, the key skills learnt are modelled to students. Students use their knowledge organisers in both class and home learning to support their memory retention, retrieval and mastery of skills learnt in lessons.

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Mathematics Learning Journey

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Positive & Negative Real Numbers OuRTRAIT	Intro to Algebra & Simple Equations * OuRTRAIT	Fractions, Decimals & Percentages * OuRTRAIT	Angles, Parallel Lines & Triangles Transformations, Symmetry & Congruence. OuRTRAIT	Perimeter & Area of Triangles & Circles *x Volume & Surface Area of cuboids, including cubes. OuRTRAIT	Collecting, organising and displaying data * OuRTRAIT
Year 8	Factors & Multiples	Ratio, Rate & Speed *	Algebraic expressions, formulae & Proof	Coordinates & Linear Functions	Angles in quadrilaterals & Polygons	Volume & Surface Area of Prisms & Cylinders *

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	Approximation & Estimation OuRTRAIT	Working with Percentages OuRTRAIT	Equations & Inequalities in one variable * OuRTRAIT	Number Patterns OuRTRAIT	Perimeter & area of Parallelograms & Trapezia OuRTRAIT	Statistical Graphs * OuRTRAIT
Year 9	Indices & Standard Form * Proportion OuRTRAIT	Linear Equations in two variables Quadratic Expressions Non-linear Graphs * OuRTRAIT	Geometric Construction & Loci Pythagoras' Theorem, Trigonometry & Bearings OuRTRAIT	Congruence, Similarity & Enlargement OuRTRAIT	Volume & Surface area of pyramids and cones OuRTRAIT	Data Analysis Probability (inc Sets & Venn Diagrams) * OuRTRAIT

KS4 Journey (HIGHER)	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Year 10	Number[T] Fractions & Percentages[T] Algebra[T]	Interpreting & Representing Data[(BV)] T * G PE Angles & Trigonometry[T] X	Graphs[T] Area & Volume[T X] Equations & Inequalities[T *]	Transformations & Constructions[T X] Probability[T]	Multiplicative Reasoning[T] Similarity & congruence[T] Equations & Graphs[T]	Circle Theorems[T] Further Statistics[(BV)] T * G

	OuRTRAIT	OuRTRAIT	OuRTRAIT	OuRTRAIT	OuRTRAIT	OuRTRAIT
Year 11	Trigonometry (non right-angled triangles) T X Algebraic Fractions T OuRTRAIT	Vectors & Geometric Proof T Proportion & Graphs T * PE OuRTRAIT	**REVISION**	**REVISION**	**REVISION**	

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KS4 Journey (FOUNDATION)	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Year 10	Number[T] Fractions & Percentages[T X] Algebra[T] OuRTRAIT	Interpreting & Representing Data[T * G] Angles & Trigonometry[T X] OuRTRAIT	Graphs[T] Area & Volume[T X] Equations & Inequalities[T *] OuRTRAIT	Transformations & Constructions[T X] Probability[T] OuRTRAIT	Multiplicative Reasoning[T] Similarity & congruence[T] Equations & Graphs[T] OuRTRAIT	Ratio & Proportion[T X] Right-angled triangles[T X] OuRTRAIT
Year 11	Perimeter, Area & Volume[T X] Fractions, Indices & Standard Form[T *] OuRTRAIT	Vectors[T] Graphs[T] OuRTRAIT	**REVISION**	**REVISION**	**REVISION**	

- **Number**
- **Algebra**
- **Ratio**
- **Geometry**
- **Data Handling**
- **Probability**

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- **PLEASE NOTE THAT WHENEVER THERE ARE PROBLEM SOLVING QUESTIONS TAKING PLACE IN LESSONS, ALL QUESTIONS WILL FOLLOW BRITISH VALUES**

English Intent

In English, we aspire to instil a love of reading, writing and literature to develop our students' understanding of the world.
At Whitelands Academy we intend to ensure that all students can read fluently and with accuracy, as well as encouraging a passion for reading and guiding students to choosing books and genres they will want to pursue. We will encourage students' curiosity and desire to read, make links with their own knowledge, reading and other curriculum subjects. We will develop students' writing skills to give them the core life-skills to succeed (such as writing letters and job applications), as well as developing writing as a form of expression and pleasure. To ensure students succeed in English, we will encourage their creative flair in writing, encourage them to have personal, critical opinions when reading and help them to develop their opinions and arguments, using evidence to support these. We also aim to develop students who listen respectfully, speak eloquently and can articulate themselves confidently in and out of the classroom.

Our curriculum is academic and ambitious:

Students enter Whitelands Academy with a reading age range of 9-18 years. We teach in mixed ability classes as we believe in high ambition for all students and recognise that EEF research advises that mixed ability classes encourage positive progress. We have the same ambitious expectations for all of our students, so we teach to the highest attaining student and use scaffolding and the SEN 6 to support all students to achieve these high expectations.

Our challenging Key Stage 3 curriculum will develop the knowledge and skills students have learnt at Key Stage 2 (including reading extracts, poetry and novels and writing for a range of purposes) through class reading of whole texts, thematic units and regular extended writing. The Key Stage 3 curriculum will introduce students to the key concepts and skills that will equip them to succeed at Key Stage 4 (in both English Language and English Literature). The English curriculum is structured around genres (e.g. War and Conflict, Gothic) and literary periods

(e.g. Literature through the Ages) to develop understanding of the conventions of genre and to encourage students to make connections between the texts they study.

To develop extended writing skills, students write creatively and analytically to explore their own ideas and to improve use of grammatical knowledge and Standard English. We model how to do this effectively and encourage deep self-reflection on how to improve their writing.

Our curriculum is broad and enriching:

Outside of the classroom, we want to ensure students engage in English, literature and drama more widely, understand why English, literature and drama are important and begin to explore how they could pursue English at Key Stage 5, university and as a career. We will visit the Royal Shakespeare Company or The Globe to develop students' understanding of Shakespeare and the context of his works, as well as using Globe and National Theatre productions in lessons. We will organise theatre trips to inspire students to pursue drama and to develop their understanding of dramatic devices by seeing them on the stage. We will make cross-curricular links between English and Drama, and with History and RE to develop students' contextual understanding. We will give students opportunities to write in real-life contexts (including persuasive letters and newsletter articles) and encourage students to enter writing competitions annually. We will organise visits from writers (authors and journalists) to inspire and motivate students to pursue English further.

In our lessons, we will provide opportunities to discuss and debate to ensure students can recognise the importance of listening and representing their own opinions respectfully. As part of our enrichment offer at Whitelands Academy, we will run extra-curricular activities including Debate and Public speaking, writing competitions (including entering local and national competitions) and reading groups including Carnegie Shadowing.

Core literacy is the focus:

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Students' ability to read is assessed using external examinations as a baseline in September when they join Whitelands Academy. This allows us to identify the areas of reading and writing which require the most development. Through reading in lessons, we focus on comprehension, vocabulary and inference to develop core reading skills. This is important as there is a direct correlation between reading age and academic progress across all of their subjects.

In Year 7, students are further supported through the use of Lexia which offers individualised support for each student, enabling students of all abilities to make progress. This is supported by Guided Reading during tutor time where challenging texts are explored with students.

Our curriculum is values-based:

We have the unique opportunity to promote empathy and understanding of others through accessing a wide and varied range of texts which will support students in becoming respectful, open-minded young adults. Through teaching a wide, diverse range of novels, plays, short stories, poetry and literary non-fiction, we can introduce students to engaging texts that will reflect their own experiences and give them an insight into the experiences of others. In our context, it is important for students to engage with a diverse range of perspectives (e.g. characters and authors from a range of socio-economic, religious, ethnic backgrounds, LGBTQ+ authors and characters, disabled characters and authors) to widen students' understanding of the world.

Our curriculum is knowledge based:

To ensure students become adept readers, writers and speakers, they need knowledge and understanding of both Standard English and the literary English used in the texts they will study. Students will need to comprehend texts and tasks confidently, be able to recognise authors' decisions and intentions and make links to contextual factors. Students will need to use English correctly and formally in their writing and speaking, as well

as using language imaginatively to describe. We will work closely with the SEN department to ensure students on the SEN register make good progress with reading and writing. At Whitelands Academy, a significant number of students arrive with low reading ages, so we focus on reading, comprehension and interpretation in short stories and extracts in the early terms of Year 7 before moving on to whole texts.

English Learning Journey

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Myths OuRTRAIT	Heroes and Villains D OuRTRAIT	War & Conflict Poetry H The Bone Sparrow RS (BV)	The Bone Sparrow Persuasive writing (BV) OuRTRAIT	The Merchant of Venice D RS (BV)	The Merchant of Venice D RS (BV)

			OuRTRAIT		OuRTRAIT	OuRTRAIT
Year 8	Gothic Short Stories OuRTRAIT	A Christmas Carol H RS (BV) OuRTRAIT	Poetry (epics to modern) H (BV) OuRTRAIT	Short stories (dystopia) (BV) OuRTRAIT	Noughts and Crosses (play) D RSHE (BV) OuRTRAIT	Powerful voices (speeches, rhetoric, poetry) & transactional writing (BV) Spoken Language D RSEH OuRTRAIT
Year 9	Iridescent Adolescent (Short stories) (BV) OuRTRAIT	Shakespeare – tragedy D (BV) OuRTRAIT	Shakespeare – tragedy D (BV) OuRTRAIT	Modern play (Blood Brothers) D (BV) OuRTRAIT	Modern play (Blood Brothers) D (BV) OuRTRAIT	Literature through the Ages D H (BV) OuRTRAIT
Year 10	C19 novel (BV) OuRTRAIT	C19 novel (BV) OuRTRAIT	Poetry (cluster and unseen) (BV) OuRTRAIT	Language (spoken language) (BV) OuRTRAIT	Shakespeare (BV) OuRTRAIT	Shakespeare (BV) OuRTRAIT
Year 11	Modern text	Language	Revision	Revision		

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Science Intent

In teaching Science, we aim for students to leave Whitelands Academy with the ability to understand the world around them, through having received a broad exposure to the foundational ideas of each of physics, chemistry and biology. Science has a great ability to improve lives, so it is essential that students develop a knowledge of core scientific ideas and methods, alongside an understanding of how these have come to pass. We teach students about the nature of scientific questions and processes, as well as how the acceptance of scientific ideas comes about as larger bodies of evidence are generated in support. We show our students how the acceptance of scientific truths has been influenced by society and culture. In doing all this we expect students will leave Whitelands with an excitement

and curiosity about the world in which they live, and an ability to analyse causes and recognise the power of rational explanation.

The curriculum is intended to create inquisitive scientists with an excellent understanding of the scientific method and ability to apply their knowledge. This means that students will have the skill set to be able to do the following:

- *Ask scientific questions*
- *Confidently deploy scientific language in describing and explaining everyday phenomena*
- *Carry out valid investigations and suggest improvements to procedures*
- *Present data and evaluate evidence*

In order to be able to understand the positive impact that scientists have had in our modern world, students will be exposed to a variety of experiences within the curriculum. These provide exposure to the range of science related careers, showing how scientists work collaboratively in order to make and evidence new discoveries.

Our curriculum is academic and ambitious:

STEM based employment is a robust part of the local and regional economy, and knowledge-based industries are key part of its prosperity, so it is our intention that all students should be able to progress to either vocational or academic Post-16 options in the sciences if they so choose, and potentially far beyond. We expect all Whitelands students to leave with good Science GCSEs and as such we will offer both Combined Science and Separate Science routes. With this in mind, the lessons planned are challenging enough to stretch the approximate 30% of HPA students and we embed the SEN 6 principles into all of our science lessons to support the progress and success of our SEN students.

Our curriculum is broad and enriching:

Our science curriculum intends to inspire our students and help them to understand the world around them. It is based on the National Curriculum Programme of Study for Key Stage 3 to ensure all students have a broad exposure to the three core disciplines of science, however we extend past the National Curriculum by including opportunities to discuss key figures in establishing scientific knowledge as we believe that it is important for students to understand

how science builds and grows on what was accepted previously. Initially, we take time to familiarise students with standard lab equipment and investigative procedures so that they can safely and confidently behave as scientists. We then teach fundamental ideas of science before moving on to more abstract concepts.

Examples of experiences we aim to offer our students include:

- Regularly discussing science in the news so that students understand where science fits into our modern world.
- Hosting STEM ambassadors from local industry to show students the relevance of the subject in the careers.
- Access to the use of natural ecological habitats when studying.
- Introducing the timeline and refinements of historical discoveries when introducing concepts within the curriculum.
- Visiting museums to understand how historic scientific evidence formulates an understanding of our evolved world.

We promote core literacy:

We promote literacy in Science through the introduction and written use of tier 3 vocabulary. Science introduces students to a large number of complex words, so we regularly model correct use of vocabulary and provide students with feedback to improve their written work. We read scientific texts in class to infer and comprehend the concepts explained. We believe this is important as scientific researchers need to be able to understand and learn from other scientific research.

Our curriculum is values-based:

In all of our lessons we discuss and promote the relevance of OuR TRAIT at Whitelands Academy. Then in varying topics, we discuss both these traits and British Values where relevant. For example, we promote the need for resilience when meeting new and tricky concepts, such as balancing equations in chemistry or manipulating equations in physics and we teach students about respect and tolerance when we meet the biology topics of reproduction and inheritance.

We promote retention of foundational knowledge:

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Our lessons always start with a knowledge retrieval task. The questions for these are mapped from our schemes of learning so that we maximise student retention of knowledge by making use of spaced recall. Our home learning further supports this by requiring students to spend time reviewing the core knowledge on their knowledge organisers, for current and previous topics, before completing quizzes to test their understanding.

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Science Learning Journey

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7 cohort 2	Science safety Cells and Tissues M (BV) Digestive system P X OuRTRAIT	Particle Model Reproduction RSEH (BV) OuRTRAIT	Energy M Acids, Alkalis and Salts OuRTRAIT	Interdependence G Contact Forces M P OuRTRAIT	Universe Chemical Reactions OuRTRAIT	Waves M OuRTRAIT
Year 8 Cohort 2	Electricity Magnetism Elements, Compounds and Mixtures OuRTRAIT	Respiration P Variation and Inheritance (BV) OuRTRAIT	Chemical Reactions OuRTRAIT	Waves M Fit and healthy P (BV) OuRTRAIT	Earth Science G Heating and Cooling OuRTRAIT	Forces II M Photosynthesis OuRTRAIT
Year 7 cohort 1	Cells and Tissues M (BV) OuRTRAIT	Particles Energy M OuRTRAIT	Interdependence Digestive system P X	Universe Chemistry fundamentals -Periodic table OuRTRAIT	Acids and Alkali Forces M P	Reproduction (BV) Waves M

			OuRTRAIT		OuRTRAIT	OuRTRAIT
Year 8 **Cohort 1**	Electricity Magnetism Elements, Compounds and Mixtures OuRTRAIT	Respiration P Fit and healthy P (BV) OuRTRAIT	Fuels and Combustion OuRTRAIT	Waves M Variation and Inheritance (BV) OuRTRAIT	Earth Science G Heating and Cooling OuRTRAIT	Forces II M Photosynthesis OuRTRAIT
Year 9	Cells and organisation P OuRTRAIT	Atoms and periodic table OuRTRAIT	Energy M (BV) OuRTRAIT	Organic chemistry, Chemical analysis OuRTRAIT	Ecology M (BV) OuRTRAIT	Waves M OuRTRAIT
Year 10	Homeostasis and response, Bioenergetics OuRTRAIT	Bonding OuRTRAIT	Electricity M Magnetism and electromagnets OuRTRAIT	Infection and responses H OuRTRAIT	Chemistry of the atmosphere G Using resources OuRTRAIT	Forces M OuRTRAIT

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Year 11	Inheritance, variation and evolution PSHE (BV) OuRTRAIT	Chemical changes, Energy changes, Rates of chemical change Quantitative chemistry M OuRTRAIT	Particle model of matter H Atomic structure OuRTRAIT	External Assessment Preparation OuRTRAIT	External Assessment	

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Geography Intent

Geography students at Whitelands Academy will have a balanced, holistic understanding of the world we live In, intertwined through the principles, concepts and processes of physical and human geography and comprehend the interdependency between them. We will create academic students who are well rounded, empathetic and 21st Century problem solvers due to the school's values interlinked into the curriculum.

Our curriculum is academic and ambitious:

We are using information from feeder primary schools to help make curriculum-based decisions on topics to ensure a smooth transition from primary to secondary school. This KS3 curriculum is relevant, modern (e.g. the inclusion of Climate Change), holistic and academically challenging, (e.g. Year 8 onwards are based on old and current GCSE geography topics).

Students have entered Whitelands Academy with a reading age of between 5-18 years. We have approximately 30% of students with Special Educational Needs and approximately 30% of the cohort classified as Higher Prior Attainers. Over three quarters of our cohort have a White British background. With this in mind the lessons are challenging enough to stretch the top. This is taught alongside class handouts which support a knowledge rich curriculum by reducing cognitive load, providing additional help beyond the lesson PPT for scaffolding and modelling opportunities to both extend the top end and cater for the high SEN ratio, alongside Whitelands' SEN 6.

The curriculum is really academic as Y8 and Y9 topics are chosen based on old or current GCSE and A level topics that are tailored to our students. The GCSE and A level topics follow the AQA specification, where students will have the chance to extend their understanding of various topics through home learning and extra reading tasks.

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Our curriculum is broad and enriching:

Our curriculum at Whitelands goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. In key stage 4 students will participate in fieldwork in Bristol and Swanage Bay to apply the skills and knowledge beyond the classroom.

Our students will be enriched by the department's opportunities for trips. These trips will help interleave learning of the enquiry process and decision-making exercises found in GCSE and A level. Students will become more accountable for the fieldtrips as they move through the school. For example, trips in Y7 will include on-site Map Skills and River Environments application lessons. In Y8 there will be a trip to Bicester's town centre for an impact of Bicester Village investigation and a trip to a tropical rainforest in Newbury. GCSE trips include 2 one day trips to Swanage Bay and Bristol's Cabot Circus shopping centre.

Our curriculum promotes core literacy:

We promote literacy in Geography through the introduction and use of tier 3 vocabulary, whilst also comprehending and inferring texts. Literacy is a vital part of the whole curriculum which is subject and topic specific. Literacy is engrained into all lessons alongside comprehension tasks. This literacy focus increases in difficulty and application of texts gets more challenging as students move through the curriculum.

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Our curriculum is values-based:

The Geography curriculum at Whitelands Academy will help create a positive global citizen. Those who know geography better understand the interdependence of our world and how we are connected through location, place, movement, region and human-environment interactions. Geography involves understanding different disciplines (ranging from geographical enquiry to map skills to understanding the global climate emergency), which helps us address the big challenges and provides an education that everyone deserves.

Students learn about how political decisions can cause change in the world around them. They learn about the powerful economic forces around them that are bringing about changes that will affect their future careers. Socially, the students learn about how countries are at different stages of development and how the lives of people living there are very different. Geography also helps to explain the many environmental issues that are changing the world in which these students live and how to make sense of these effects. As a powerful bridging subject geography has strong cross curricular links to many of the cultural capital topics the students will study in school, e.g. 10% of all marks on a GCSE Geography paper are based on Mathematics.

Our curriculum is knowledge-rich:

Students are explicitly taught the skills, knowledge and vocabulary needed to effectively explain and understand geographical issues in the past, present and future. As a knowledge engaged curriculum we believe that knowledge underpins and enables the application of skills; both are entwined. As a department we define the powerful knowledge our students need and help them recall it by using knowledge organisers.

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Use of regular assessment for learning, particularly using interleaved DNAs, diagnostic quizzes and plenary tasks. Staff set their own time aside for regular planned revision to help the students organise and learn their curriculum content.

Further rationale behind our curriculum design includes flipping from human to physical topics regularly so that students get a chance to find something that they engage with within the curriculum delivery. The spiral design of the 5 year curriculum will be aimed at revisiting topics on several occasions to promote learners' confidence. Each time students revisit a topic, they are exposed to more complex content, building on what they have already learnt. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it.

Geography Learning Journey

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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	**Unit 1 – Map Skills** M OuRTRAIT	**Unit 2 – Fantastic Places** MFL OuRTRAIT	**Unit 3 – Africa & Kenya** OuRTRAIT	**Unit 4 - Urban Environments (BV)** OuRTRAIT	**Unit 5 – River Environments** OuRTRAIT	**End of River Environments** **Unit 6 – DME.**
Year 8	**Unit 1 – Natural Hazards** OuRTRAIT	**Unit 2 – Resource Management & Security (BV)** OuRTRAIT	**Unit 3 – Climate Change** * OuRTRAIT	**Unit 4 – Extreme Environments** OuRTRAIT	**Unit 5 – Tourism** MFL **(BV)** OuRTRAIT	**Finish Tourism** **Unit 6 – Enquiry.**
Year 9	**Unit 4 – Glacial Environments** OuRTRAIT	**Unit 2 – Asia & China** OuRTRAIT	**Unit 2 – Ecosystems under stress** OuRTRAIT	**Unit 3 – Contemporary Urban Environments (BV)** OuRTRAIT	**Start of KS4 AQA GCSE** **1.1 The Challenge of Natural Hazards**	
Year 10	**1.2 The Living World** OuRTRAIT		**1.3 Physical Landscapes of the UK** OuRTRAIT		**2.1 Urban Issues & Challenges** OuRTRAIT	**3.2 Fieldwork – Physical (Swanage Bay)** * OuRTRAIT
Year 11	**2.1 Finish Urban Issues &**	**2.2 The Changing**	**2.3 The Challenge of**	**3.1 Issue Evaluation**	**Revision & Exams**	

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	Challenges & 3.2 Fieldwork - trip to Bristol OuRTRAIT	**Economic World** OuRTRAIT	**Resource Management** OuRTRAIT	OuRTRAIT	

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History Intent

The History curriculum will ensure that students at Whitelands Academy will become global citizens. Students will have a greater understanding of how politics, religion and economics interconnect to build the world around us. History will create children who are responsible citizens, as they will be able to appreciate complex and debateable ideas. Students will be able to articulate ideas respectfully and be inclusive and tolerant of other points of view. The curriculum will develop deep analytical skills in students who attend Whitelands Academy allowing them to interact with a range of different topics and resources.

Our curriculum is academic and ambitious:

We are using information from feeder primary schools to help make curriculum-based decisions on topics to ensure a smooth transition from primary to secondary school. This KS3 curriculum is relevant, modern, holistic and challenging. This will provide a great platform to ensure students transition smoothly from KS3 to GCSE.

Further rationale behind our curriculum design includes a variety of different topics so that students get a chance to find something that they engage with within the curriculum delivery. Further to this, students will utilise a range of historical skills sequenced so that when they are revisited and key skills will be built upon. We have the same ambitious expectations for all of our students. We therefore teach to the highest attaining child and scaffold to support all students reaching the same learning objectives.

Students have entered Whitelands with a reading age between 5-19 years. We have approximately 30% of the cohort with Special Educational Needs, whilst approximately 30% of the cohort are classified as Higher Prior Attainers. With this in mind the lessons are challenging enough to stretch the top 30% of HPAs. This is taught alongside class handouts which support a knowledge rich curriculum by reducing cognitive load, providing additional help beyond the lesson PPT for scaffolding and modelling opportunities to both extend the top end and cater for the high SEN ratio, alongside Whitelands' SEN 6.

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Our curriculum is broad and enriching:

History is taught to all students for three years at KS3. This is so that we can provide students with as many different elements of important History as possible before the curriculum naturally narrows slightly at GCSE. At Whitelands Academy we extend past the National Curriculum by ensuring our curriculum looks beyond the traditional approach to history. We ensure that our curriculum is as representative of our students as it can be by studying topics such as the Islamic perspective of the Crusades and the British and American Civil Rights Movements.

Students will have opportunities to attend many different trips throughout the History curriculum to enrich and further embed the curriculum. These are inclusive of travelling to Oxford to understand the role of Oxford during the English Civil War and Bletchley Park to deepen their understanding of how codebreaking was integral to World War 2. At GCSE students will be able to visit the World War 1 battlefields or Auschwitz concentration camp to deepen their understanding of the curriculum.

Our curriculum promotes core literacy:

History has many cross curricular links in terms of developing literacy skills. Students use many skills that crossover from English. When doing source analysis and interpretations students often need to utilise inference skills. Students also need to develop their persuasive writing in order to effectively develop their arguments.

Throughout the KS3 curriculum, students will utilise a lot of tier 3 vocabulary specific to history. This is inherent both in topic-based vocabulary e.g. Fyrd and Motte in Norman Britain. Students are expected to be able to utilise the correct time period terminology throughout their work in history. Further to this, this tier 3 vocabulary is expected to be understood and utilised in pieces of extended writing. This will develop high levels of literacy throughout the history curriculum.

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Our curriculum is values-based:

Students learn about how religious, political and social issues have shaped the world around them. Students will learn that contemporary issues have their basis in the past and that some of these issues have their roots hundreds of years in the past. Students will learn about how different topics and factors can interconnect to build up a picture of the past. History has the capability of building incredibly strong cultural capital throughout the curriculum.

Our curriculum promotes foundational knowledge:

As a knowledge-rich curriculum we believe that knowledge underpins and enables the application of skills; both are entwined. We support students in being able to retain and retrieve what they have learnt in lessons so that we can build on this and deepen their understanding in future lessons. As a department we define the powerful knowledge our students need and help them recall it by using knowledge organisers. Students memorise small sections of these every fortnight. We use regular assessment for learning, particularly using spaced and interleaved DNAs, diagnostic quizzes and plenary tasks. Staff set their own time aside for a regular planned revision to help the students organise and learn their curriculum content.

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History Learning Journey

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	**Unit 1- Historical skills. (BV)** OuRTRAIT	**Unit 2 – The Romans (BV)** OuRTRAIT	**Unit 3 – The Normans (BV)** OuRTRAIT	**Unit 4- Medieval Britain (Why did people risk their lives fighting those in power?) (BV)** OuRTRAIT	**Unit 5 – Medieval period- The Crusades.** RS **(BV)** OuRTRAIT	**Unit 6- The War of the Roses. (BV)** OuRTRAIT
Year 8	**Unit 1 – The Tudors (BV)** OuRTRAIT	**Unit 2 – Elizabethan England** D E **(BV)** OuRTRAIT	**Unit 3 – American Settlement (BV)** OuRTRAIT	**Unit 4 – The Stuarts and the English Civil War (BV)** **Unit 5- Oxford during the Civil War.** G **(B,V)** OuRTRAIT	**Unit 6 – The British Empire (BV)** OuRTRAIT	**Unit 7 – Should Britain apologise for its role in the Transatlantic slave trade?** G **(B,V)** OuRTRAIT

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Year 9	**Unit 1 – Causes and consequences of the First World War.** E D **(BV)** OuRTRAIT	**Unit 2 – Changing Russian Empires. (B,V)** OuRTRAIT	**Unit 3 – The Second World War.** E **(BV)** OuRTRAIT	**Unit 4 – The Holocaust and Human Behaviour** E **(BV)** OuRTRAIT	**Unit 5 – Civil Rights movement UK/USA.** E **(BV)** OuRTRAIT	**Begin GCSE courses.**
Year 10	**GCSE Unit 1- Britain, Power and the People 1170 – present day** E **(BV)** OuRTRAIT	**GCSE Unit 1- Britain, Power and the People 1170 – present day (BV)** OuRTRAIT	**GCSE Unit 1- Britain, Power and the People 1170 – present day (BV)** OuRTRAIT	**GCSE Unit 2- Elizabethan England, 1568-1603 *Eng (BV)** OuRTRAIT	**GCSE Unit 2- Elizabethan England, 1568-1603 (BV)** OuRTRAIT	**GCSE Unit 3- Germany, 1890 – 1945: Democracy and Dictatorship (BV)** OuRTRAIT
Year 11	**GCSE Unit 3- Germany, 1890 – 1945: Democracy and Dictatorship (BV)** OuRTRAIT	**GCSE Unit 4- Conflict and tension in Asia, 1950–1975 "G" (BV)** OuRTRAIT	**GCSE Unit 4- Conflict and tension in Asia, 1950–1975 (BV)** OuRTRAIT	**Revision**	**Revision**	

WHITELANDS ACADEMY

Religious Education Intent

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Religious Education at Whitelands Academy will engage, inspire, challenge and encourage students, equipping them with the knowledge and skills to understand the world around them. Religious Education contributes significantly to the school's demographic and enables students to ask deep and often searching questions about their own faiths and beliefs, and the beliefs, faiths and opinions of others regarding pertinent contemporary moral issues. Students will be able to deepen their understanding of God as encountered and taught by Christians. The teaching of RE makes links between the beliefs, practices and value systems of a range of faiths and world-views studied. The RE curriculum will help to develop responsibility and respect for all aspects of diversity, whether it be social, cultural and religious, and prepare students well for life in modern Britain.

Our curriculum is academic and ambitious:

We are using information from feeder primary schools to help make curriculum-based decisions on topics to ensure a smooth transition from primary to secondary school. This KS3 curriculum is relevant, holistic and challenging for all students.

Throughout each year in key stage three, the learning deepens their understanding of the six major world religions, Christianity, Sikhism, Buddhism, Judaism, Hinduism and Islam. Progression is mapped. This progression allows for effective scaffolding, marking and feedback, and stretch for all. In years 8 and 9, the learning is built on from year 7 to deepen their understanding of the relationship between people and about common and divergent views within traditions in the way beliefs and teachings are understood and expressed.

Students are taught how to complete extended writing tasks, interpretations of scripture, and are encouraged to discuss and argue constantly. The curriculum is academically challenging as topics at KS3 have been based on old and current GCSE and A level topics, some that will and some that won't be revisited during GCSE and A level.

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Students have entered Whitelands with a reading age between 5-19 years. We also have approximately 30% students with Special Educational Needs and 30% of the cohort classified as Higher Prior Attainers. The lessons are challenging enough to stretch the top approximate 30% of HPAs through aiming high and all students are supported through scaffolding. This is taught alongside class handouts which support a knowledge rich curriculum by reducing cognitive load, providing additional help beyond the lesson PPT for scaffolding and modelling opportunities to both extend the top end and cater for the high SEN ratio, alongside Whitelands' SEN 6.

Our curriculum is broad and enriching:

At Whitelands Academy we deliver Religious Education to all students for a three-year KS3. This is to ensure that they are exposed to as many religious and non-religious beliefs as possible to create modern inclusive and diplomatic citizens in society.
In addition to our in-class curriculum, we also extend beyond the classroom with trips to a local Church, Gurdwara and Temple to ensure all students have access to different places of worship and to speak to the local communities about their religion.

Our curriculum promotes core literacy:

We promote literacy in Religious Education through the introduction and use of tier 3 vocabulary, whilst also comprehending and inferring texts. Literacy is a vital part of the whole curriculum which is subject and topic specific. Literacy is engrained into all lessons alongside comprehension tasks. This literacy focus increases in difficulty and application of texts gets more challenging as students move through the curriculum. Students have access to key terminology and knowledge organisers introduced using dual coding. Regular extended writing allows students to develop their language and vocabulary.

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We deliver a values-based curriculum:

At Whitelands Academy we have a cohort where approximately three quarters of students have a White British background. With this in mind we are prioritising religions that have to be taught as stated by the Oxfordshire SACRE (Oxfordshire RE curriculum) and the ethnic background of students in the school. We promote respect and tolerance within the school and Religious Education plays a crucial aspect in students understanding and becoming inclusive of diversity.

Religious Education has never been more relevant, engaging or challenging as religion and religious issues are in the news every day. The recent events in France are just a reminder of the dangers of religious extremism and how religious education can play a vital role in addressing these matters. This will be addressed by teaching all students the importance of understanding that different people have different views within modern day society and that these communities can coexist peacefully. For students to be able to understand our constantly changing world they need to be able to interpret religious issues and evaluate their significance. From the students' first day at school, RE gives students valuable insights into the diverse beliefs and opinions held by people today. It helps with their own personal development and supports an understanding of the spiritual, moral, social and cultural questions that surface again and again in their lives.

We deliver a knowledge-rich curriculum:

Learning is embedded through the development of knowledge and skills over time. In KS3, the curriculum breadth supports learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism. The use of DNAs, home learning quizzes and knowledge organisers set in increasing spaced

intervals supports our students' memory retention and retrieval allowing concepts to be built upon and discussed in future lessons rather than just re-visited.

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Religious Studies Learning Journey

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	**Unit 1 – What is Religion?** **Unit 2 – What do Christians believe? (BV)** OuRTRAIT	**Unit 3 – Where do Christian beliefs come from? (BV)** OuRTRAIT	**Unit 4 – What do Buddhists believe? (BV)** OuRTRAIT	**Unit 5 – Where do Buddhists beliefs come from? (BV)** OuRTRAIT	**Unit 6 – What do Sikhs believe? (BV)** OuRTRAIT	**Unit 7 – Where do Sikh beliefs come from? (BV)** OuRTRAIT
Year 8	**Unit 1 – Belonging to the Christian faith (BV)** OuRTRAIT	**Unit 2 – Raising questions, exploring answers in Christianity (BV)** OuRTRAIT	**Unit 3 – Belonging to the Buddhist faith (BV)** OuRTRAIT	**Unit 4 – Raising questions, exploring answers in Buddhism (BV)** OuRTRAIT	**Unit 5 – Belonging to the Sikh faith (BV)** OuRTRAIT	**Unit 6 – Raising questions, exploring answers in Sikhism (BV)** OuRTRAIT
Year 9	**Unit 1 – Belonging to the Islamic faith**	**Unit 2 – Raising questions, exploring**	**Unit 3 – Belonging to the Hindu faith (BV)**	**Unit 4 – Raising questions, exploring**	**Unit 5 – Belonging to the Jewish faith**	**Unit 6 – Raising questions, exploring**

	H (BV) OuRTRAIT	answers in Islam H (BV) OuRTRAIT	 OuRTRAIT	answers in Hinduism (BV) OuRTRAIT	(BV) OuRTRAIT	answers in (BV) OuRTRAIT
Year 10	**Unit 1: Beliefs, teaching and practices of Christianity. (BV)** OuRTRAIT			**Unit 2: Beliefs, teaching and practices of Sikhism. (BV)** OuRTRAIT		
Year 11	**Unit 3: Thematic Studies: Relationships and families.** **(BV)** OuRTRAIT	**Unit 4: Thematic Studies: Religion and life** **(BV)** OuRTRAIT	**Unit 5: Thematic Studies: Religion, peace and conflict.** **(BV)** OuRTRAIT	**Unit 6: Thematic Studies: Religion, crime and punishment** **(BV)** OuRTRAIT	**Revision**	

WHITELANDS ACADEMY

Modern Foreign Languages Intent

At Whitelands Academy, we aim to create students who think, act and speak like linguists to enable them to communicate with increasing spontaneity, independence and accuracy, as well as encouraging students to develop a curiosity and understanding of the wider world.

Our curriculum is academic and ambitious:

Students will study a wide range of topics in their language lessons, to explore Art, literature and culture as well as using language to express their immediate needs and interests. Students will be taught to speak and write using a range of tenses and grammatical structures to enable them to communicate with confidence for different purposes. We will challenge students to use vocabulary ambitiously to vary their writing, to enable them to express their opinions and ideas. We will use the correct terminology when introducing grammatical structures, as well as making links to English, to develop students' knowledge of the complexities of language.

Our curriculum is broad and engaging:

We recognise that students have a varied experience of MFL at Key Stage 2 and therefore a 3-year Key Stage 3 enables all students to pursue languages in depth. Students will be taught to understand and respond to spoken and written language, speak with increasing confidence, fluency and accuracy, write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. They will discover and develop an appreciation of a range of writing in the language studied. Students will develop an awareness of both formal and informal language (including spoken and written) and explore the linguistic differences by region.

In MFL, we aim to provide opportunities for students to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. In lessons, and through extra-curricular opportunities

such as Spanish Language and Culture club, students will be introduced to film, music and art from other cultures to further their understanding of the world and to highlight the importance of language learning.

Our curriculum promotes core literacy:

We will make cross-curricular links, particularly with English, to support literacy and grammar knowledge. With English and Drama, we will develop public speaking skills to support students to feel confident with spoken tasks. We will use translation skills as a way of building confidence in writing precise, natural-sounding prose in English and the languages taught in MFL. We will work closely with the SEN department to ensure students on the SEN register make good progress to ensure MFL is accessible for all students.

Our curriculum is values-based:

At Whitelands Academy, we endeavour to promote the learning of a foreign language as an opening to other cultures as well as an important life skill. Within our curriculum, we will emphasise the importance of speaking a foreign language in a modern, global society as well as highlighting opportunities to pursue languages at KS4, KS5 and beyond. Language teaching will provide the foundation for learning further languages, equipping students to study and work in other countries. Through MFL lessons, students will gain an awareness of and an insight into other cultures through listening and contributing respectfully, developing their tolerance and appreciation of others in line with British Values. We aim to foster students' curiosity and deepen their understanding of the world. This is particularly important at Whitelands Academy, as the majority of our students come from White British backgrounds.

Our curriculum is knowledge-rich:

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At Whitelands Academy, we teach the knowledge needed to succeed in listening, speaking, reading and writing when language learning, based on a sound foundation of core grammar and vocabulary. Students are taught to identify and use a range of tenses and grammatical structures in order to access a range of texts through reading and listening as well as using and manipulating these in their own speaking and writing. Students will be taught a wide-ranging, varied vocabulary, allowing them to access and write texts. Our use of DNAs and knowledge organisers supports students' learning of this foundational knowledge. Students will also be taught about how the use of languages varies in different cultures to develop their knowledge and understanding of the world.

French Learning Journey for Cohort 2025 only.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Introductions Alphabet and pronunciation OuRTRAIT (BV)	School equipment Adjective agreement OuRTRAIT (BV)	Family and pets OuRTRAIT (BV)	Family and pets OuRTRAIT (BV)	Describing appearance OuRTRAIT (BV)	Time [M] OuRTRAIT (BV)

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Year 8	Chez moi – where I live [G] Classroom instructions and regular present tense verbs OuRTRAIT (BV)	En ville – shops, ordering food, asking for directions Ways of forming questions; avoir and être OuRTRAIT (BV)	Ma vie quotidienne - Daily routine and school subjects Reflexive verbs OuRTRAIT (BV)	Es-tu en forme ? Healthy lifestyle (food, exercise etc), body parts and illness [P X] Imperfect tense OuRTRAIT (BV)	Les passe-temps Hobbies and free time, including sports Perfect tense OuRTRAIT (BV)	Les vacances - Holidays and weather [G] Future tense OuRTRAIT (BV)
Year 9	Me, my family and friends Relationships with family and friends Marriage / partnership RSEH OuRTRAIT (BV)	Technology in everyday life Social media Mobile technology OuRTRAIT (BV)	Free-time activities Music Cinema and TV Food and eating out Sport OuRTRAIT (BV)	Customs and festivals in French-speaking countries/communities [G] OuRTRAIT (BV)	Home, town, neighbourhood and region [G] OuRTRAIT (BV)	Social issues Charity/ volunteer work Healthy/ unhealthy living OuRTRAIT (BV)

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Year 10	Studies and employment OuRTRAIT (BV)	Travel and tourism G OuRTRAIT (BV)	My studies OuRTRAIT (BV)	Life at school/college OuRTRAIT (BV)	Education post-16 OuRTRAIT (BV)	Jobs, career choices and ambitions OuRTRAIT (BV)
Year 11	Global issues The environment Poverty/ homelessness G OuRTRAIT (BV)	Travel and tourism G OuRTRAIT (BV)	Customs and festivals in French-speaking countries/communities G OuRTRAIT (BV)			

Spanish Learning Journey for cohort 2026 onwards.						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**

WHITELANDS ACADEMY

Year 7	Introductions, including numbers Pronunciation, ser vs estar, alphabet OuRTRAIT (BV)	Free time/ hobbies Regular -ar verbs in the present tense OuRTRAIT (BV)	School, school subjects and equipment Gustar OuRTRAIT (BV)	Describing family, friends and where you live Ser, estar and tener OuRTRAIT (BV)	Where do you live? Describing your town G Hay vs tener Me gustaría + infinitive OuRTRAIT (BV)	Holidays G Simple future tense OuRTRAIT (BV)
Year 8	Todo sobre mi vida (All about my life) OuRTRAIT (BV)	A comer (To eat) OuRTRAIT (BV)	Going out OuRTRAIT (BV)	Summer OuRTRAIT (BV)	Healthy lifestyles P X OuRTRAIT (BV)	Time M OuRTRAIT (BV)
Year 9	Me, my family and friends Relationships with family and friends Marriage / partnership RSEH OuRTRAIT (BV)	Technology in everyday life Social media Mobile technology OuRTRAIT (BV)	Free-time activities Music Cinema and TV Food and eating out Sport OuRTRAIT (BV)	Customs and festivals in Spanish-speaking countries/ communities G	Home, town, neighbourhood and region G OuRTRAIT (BV)	Social issues Charity/ volunteer work Healthy/ unhealthy living RSEH G OuRTRAIT (BV)

				OuRTRAIT (BV)		
Year 10	Studies and employment OuRTRAIT (BV)	Travel and tourism [G] OuRTRAIT (BV)	My studies OuRTRAIT (BV)	Studies and employment OuRTRAIT (BV)	Travel and tourism [G] OuRTRAIT (BV)	My studies OuRTRAIT (BV)
Year 11	Global issues The environment Poverty/ homelessness [G] OuRTRAIT (BV)	Travel and tourism [G] OuRTRAIT (BV)	Customs and festivals in French-speaking countries/communities [G] OuRTRAIT (BV)			

WHITELANDS ACADEMY

Art Intent

The intention for our curriculum across all Art and Design disciplines, is to provide a challenging and enjoyable experience, full of opportunity to explore new ideas and concepts, to inquisitively question the established conventions and seek out innovation, whilst also appreciating the rich cultural history of the Arts. We aim to embed our students with the necessary skills and knowledge to develop young people that are agile and adaptable in their working practices and ethics, disciplined and self-motivated to strive for the highest possible standards, and committed to their own learning and development as well as that of those around them.

By relentlessly focussing on these core aspects of Art, and allowing our students the time to be able to rationalise and practise what they have learned, we hope to achieve a thriving culture of inquisitive exploration which leads to rich and extensive ideas and immersion within the world of Art and Design, with students that are enabled to produce the highest quality of outcome, but that also fully understand the context in which they have done so, and be able to relate their experiences not only to the modern world they live in, but also to the heritage and culture of the subject that has gone before.

Our curriculum is academic and ambitious:

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Students enter Whitelands Academy with varying experiences and limited exposure to Art at KS2. We therefore take this into consideration when introducing topics ensuring that high quality modelling allows all students to access the curriculum. We also have approximately 30% of our students with Special Educational Needs. At Whitelands we have the same high ambitions for all of our students, we therefore have embedded the SEN 6 repertoire of strategies into our curriculum design to ensure that any student with a low reading/numeracy age or has a mild learning difficulty can still access the challenging curriculum and succeed.

As such, Art at Whitelands will use a wide range of creative and practical opportunities to record ideas and expression (whether through journaling, use of sketchbooks or mixed media) to teach our students the knowledge, understanding and under-pinning skills that are vital for them to fully engage with the rich world of Art and Design. Students will be taught and encouraged to think critically and to extensively utilise research and exploration to create depth and variety in their artistic capabilities, while also incorporating an awareness of cultures and tradition. Students will be taught the appropriate technical skills for each Key Stage (such as perspective and observation drawing, use of mixed media and painting techniques), inclusive of specialist equipment and how to use it correctly, and given the time and opportunity to master those skills, regardless of their technical or practical abilities, which is essential for students to be able to rationalise their learning. Alongside this, but also integral to it, will be the teaching of a wide range of materials and media performance characteristics.

Our curriculum is broad and enriching:

The curriculum in Art follows and extends past the National Curriculum. For example; we study the work of a wide range of artists, movements and cultural art because we believe it is important to give our students a holistic appreciation of Art and Design, and not allow them to focus solely on what appeals directly to them before having considered how their expression relates to others. Through the use of extra-curricular clubs, Art at Whitelands will be a subject that offers students the scope to explore their creativity beyond the framework of just lessons alone.

Our Art students will similarly be taught to rely heavily on the analysis of the work of past and present artists and designers across multiple movements, to develop and broaden their contextual understanding as a whole. We also aim to provide opportunities embedded within the curriculum to visit external agencies such as The British Museum and the V&A Museum both of which are in London, while also engaging with live competitions

set by institutions such as D and AD, so that our students gain real life understanding of what study in the subject can lead to, but also the long and rich heritage our country has in Art and Design.

We promote core literacy in our curriculum:

Students are introduced to a wide range of tier 3 vocabulary through the use of dual coding and knowledge organisers. Students are guided to utilise this vocabulary in their articulation of their work or peer feedback.

We deliver a values-based education:

We promote and discuss values within OuR TRAIT through each lesson to guide students on how to become modern citizens. Citizens who understand how to tolerate, respect and even be inclusive and welcoming of other people's ideas and creations, and that are culturally sensitive to the modern world they live in.

We deliver a knowledge-rich curriculum:

We believe that knowledge underpins the understanding of the skills taught in Art. Therefore, students are provided with knowledge organisers which they revise each week and DNAs and home learning quizzes which re-visit the knowledge learnt in lessons with increased time intervals between the repetitions. Thus, supporting students in their retention and retrieval of what they have learnt.

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Art Learning Journey						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Year 7	Colour theory and colour mixing OuRTRAIT	Tone and mark making OuRTRAIT	Walk in someone else's shoes OuRTRAIT	Pop Art OuRTRAIT	Natural forms OuRTRAIT	Cultural Project – African style patterns OuRTRAIT

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Year 8	Art inspired by music OuRTRAIT	Art inspired by music OuRTRAIT	Portraits OuRTRAIT	Portraits OuRTRAIT	Sweets and food in Art OuRTRAIT	Sweets and food in Art OuRTRAIT
Year 9	Architecture – use of clay OuRTRAIT	Mexican Day of the Dead OuRTRAIT	Wildlife OuRTRAIT	Art textiles OuRTRAIT	Lino printing OuRTRAIT	Photographic image OuRTRAIT
Year 10	Identify. Research and Record. OuRTRAIT	Identify. Contextual study. OuRTRAIT	Identify. Contextual study. OuRTRAIT	Identify. Use of materials. OuRTRAIT	Identify. Recording and Designing. OuRTRAIT	Identify. Final piece. OuRTRAIT
Year 11	Portfolio. Refine materials and ideas. OuRTRAIT	Portfolio. Final piece. OuRTRAIT	Exam	Exam	Exam	

WHITELANDS ACADEMY

Design and Technology Intent

Our curriculum is academic and ambitious:

The intention for our curriculum across all DT disciplines, is to provide a challenging and enjoyable experience, full of opportunity to explore new ideas and concepts, to inquisitively question the established conventions and seek out innovation whilst using terminology accurately. We aim to embed our students with the necessary skills and knowledge to develop young people that are agile and adaptable in their working practices and ethics, disciplined and self-motivated to strive for the highest possible standards, and committed to their own learning and

development as well as that of those around them. At Whitelands, we won't just do DT the way it has always been done, or do things for doing its sake, we will ensure our students have a well-rounded conceptual understanding of the subject. This is inclusive of using a wide range of modern machinery and programmes so that they fully understand the design and making process in the modern world.

Students enter Whitelands Academy with varying experiences and limited exposure to DT at KS2. When delivering the curriculum, this is overcome through the use of high-quality modelling. Students have enetered Whitelands Academy with a reading age ranging between 5 and 19 years old. We also have approximately 30% of students with Special Educational Needs. With this in mind, the lessons planned are challenging enough to stretch the approximately 30% of Higher Prior Attaining students. At Whitelands we have the same high ambitions for all of our students, we therefore have embedded the SEN 6 repertoire of strategies into our curriculum design to ensure that any student with a low reading/numeracy age or has a mild learning difficulty can still access the challenging curriculum and succeed.

Our curriculum is broad and enriching:

Design and Technology is taught in mixed-ability groupings. Students experience Design and Technology for a three-year KS3 so that they can have as much exposure to a variety of opportunities, skills and equipment as possible.

DT at Whitelands will use a wide range of creative and practical opportunities (whether through stand-alone skills focussed lessons; or via sequenced projects) to teach our students the knowledge, understanding and under-pinning

skills that are vital for them to engage in an iterative process of designing and making. Students will be taught and encouraged to think critically and to extensively utilise research and exploration to create depth and variety in their design capabilities, while also incorporating an awareness of cultures and user needs/ requirements.

Our DT students will similarly be taught to rely heavily on the analysis of the work of past and present professionals and others, to develop and broaden their contextual understanding of the industry as a whole. We also aim to provide opportunities embedded within the curriculum to visit external agencies such as The Design Museum in London, manufacturers such as BMW, or artisan bakeries, so that our students gain real life understanding of what study in the subject can lead to, but also the long and rich heritage our country has in this field.

We promote core literacy in our curriculum:

We will support the school's core literacy by ensuring we are rigorous with vocabulary, grammar and syntax while also extensively utilising specialist DT language and vocabulary in our lessons, DNAs, Knowledge Organisers and home learning.

We deliver a values-based education:

By relentlessly focussing on these core aspects of DT, and allowing our students the time to be able to rationalise and practise what they have learnt, we hope to achieve a thriving culture of informed risk taking, inquisitive exploration which leads to rich and extensive ideation and immersion within the iterative design process, with students that are enabled to produce the highest quality of outcome, but that also fully understand the context in which they have done so, and be able to relate their experiences to the modern world they live in.

We deliver a knowledge-rich curriculum:

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Students will be taught the appropriate technical skills for each Key Stage (such as isometric drawing in Graphics, finishing methods in Resistant Materials or cutting techniques in Food), inclusive of specialist equipment and how to use it correctly, and given the time and opportunity to both understand and master those skills. This is essential for students to be able to put the theoretical and design elements of the subject into context. Alongside this, but also integral to it, will be the teaching of a wide range of materials and component/ ingredient properties and performance characteristics, this breadth of theoretical understanding forms a symbiotic relationship with the technical skills gained to produce a highly capable student.

To support our students in retaining and retrieving this understanding, students are regularly quizzed with increased time intervals in between through DNAs, home learning quizzes and memorising of knowledge organisers.

WHITELANDS ACADEMY

Design and Technology Learning Journey

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Health & Safety ITW Marking Out Dimensioning M Coping Saws Ou R T R A I T	Manual Sanding Full & Needle Files Machine Sanding Dry Assembly Ou R T R A I T	Adhesives Finishes Critical Analysis & Evaluation CAD/CAM Ou R T R A I T	Perspective Drawing Isometric Drawing Accuracy & Dimensioning M Ou R T R A I T	Colour Theory A Tonal Shading A Block Rendering A Basic Ideation Ou R T R A I T	Critical Analysis & Evaluation CAD/CAM Design Movement Ou R T R A I T
Year 8	Typography Ideation Drafting Use of IT in Design ICT Ou R T R A I T	Colour Theory A Block Rendering A Accuracy & Dimensioning A	Critical Analysis & Evaluation CAD/CAM Design Movements	Health & Safety ITW Marking Out Dimensioning M Coping Saws	Manual Sanding Full & Needle Files Machine Sanding Dry Assembly	Adhesives Finishes Critical Analysis & Evaluation CAD/CAM

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		Our TRAIT	Our TRAIT	Our TRAIT	Our TRAIT	Our TRAIT
Year 9	Design Movements Int. Ideation Int. Perspective Int. Isometric Our TRAIT	Concept Theory A Marker Rendering A Critical Analysis & Evaluation Our TRAIT	Marking Out Dimensioning M Planes & Chisels CAD/CAM Our TRAIT	Performance Characteristics Joinery Metal Working Plastics Production Methods Our TRAIT	Int. Adhesives Int. Finishes Critical Analysis & Evaluation Our TRAIT	Model making Economies of Scale CAD/CAM Our TRAIT
Year 10	GCSE Theory Materials Properties Marking Out Dimensioning M Wood Lathe Adv. Joinery Our TRAIT	GCSE Theory Prototyping Adv. Plastics Adv. Perspective Adv. Isometric Our TRAIT	GCSE Theory Brazing Hearth Adv. Metal working CAD/CAM Our TRAIT	GCSE Theory Brand Creation & Marketing CAD/CAM Our TRAIT	GCSE Theory Critical Analysis & Evaluation CAD/CAM Our TRAIT	GCSE Theory Use of 2D Design to dimension. Adv. Ideation Int. Prototyping CAD/CAM Our TRAIT

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Year 11	**GCSE Theory** **Use of 2D Design to dimension.** **Adv. Ideation** **Int. Prototyping** CAD/CAM **Our TRAIT**	**GCSE Theory** **Adv. Prototyping** **Critical Review & Analysis (Mid-Project)** CAD/CAM **Our TRAIT**	**GCSE Theory** **CAM Production of Final Prototype** **Adv. Assembly methods** CAD/CAM **Our TRAIT**	**GCSE Theory** **Adv. Adhesives** **Adv. Finishes** **Critical Analysis & Evaluation** **Our TRAIT**	**GCSE Theory** **Exam Preparation** **Our TRAIT**	**GCSE Theory** **Exam Preparation** **Our TRAIT**

WHITELANDS ACADEMY

Food Technology Learning Journey

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Introduction to food safety RSEH * **Practical Skills:** - Bridge and Claw (Knife Skills) - Use of the grill - Use of the oven - Use of the electric whisk **Ou R T R A I T**	- The Eatwell Guide P **Practical Skills:** - Use of the oven - The creaming method - The rubbing-in technique **Ou R T R A I T**	- The storage of ingredients **Practical Skills:** - Use of the hob - The rubbing-in technique - Use of a frying pan - Stir frying **Ou R T R A I T**	- Shortbread Investigation M * **Practical Skills:** - Kneading bread - Setting mixtures **Ou R T R A I T**	- Functions of vitamins and minerals * **Practical Skills:** - Use of the stick blender - Kneading bread - Use of yeast **OuR T R A I T**	- Superfoods - Cakes Investigation M **Practical Skills:** - Use of the food processor - Use of different raising agents **Ou R T R A I T**

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Year 8	- Introduction to meat - The Danger Zone **Practical Skills:** - How to handle meat - Use of the hob - Piping skills **Our TRAIT**	- Yeast - Baking powder vs. bicarbonate of soda **Practical Skills:** - Use of yeast - Kneading bread - The rubbing-in technique **Our TRAIT**	- Gelatinisation - Superfoods * - Functions of vitamins and minerals * **Practical Skills:** - Use of food processor - Use of a frying pan **Our TRAIT**	- Binding - Shortbread Investigation M - Gluten * **Practical Skills:** - Binding **Our TRAIT**	- Shortcrust pastry - Coagulation **Practical Skills:** - Making shortcrust pastry - Blind baking - Use of the stick blenders - Setting mixtures **Our TRAIT**	Use of raw chicken **Practical Skills:** - Temperature probes **Our TRAIT**

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Year 9	- Raising agents - Baking powder vs. bicarbonate of soda **Practical Skills:** - Using air as a raising agent (swiss roll vs. meringue) - Using bicarbonate of soda as a raising agent	- Setting mixtures - Types of pastry **Practical Skills:** - Setting mixtures - Choux pastry - Puff pastry	- Yeast **Practical Skills:** - Use of yeast - Kneading dough - Shortcrust pastry **Ou R T R A I T**	Raising agents **Practical Skills:** - Making batter - Using air as a raising agent - Puff pastry - Piping mashed potato	The Danger Zone - Binding **Practical Skills:** - Use of the temperature probe - Use of a wok - Use of the hob - Binding	- Pasta making **Practical Skills:** - Making pasta - Bread making

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	Our TRAIT	Our TRAIT		Our TRAIT	Our TRAIT	Our TRAIT
Year 10	Macronutrients **Practical Skills:** Knife skills Modify recipes for vegetarian diets How acids denature and	Saturated and unsaturated fats Deficiency in fats and excess fats in the diet. **Practical Skills:** Make a pastry, shape and finish a pastry	Carbohydrates* **Practical skills:** Setting a mixture Proving	Nutrients **Practical Skills:** Cooking methods – water based using the hob – steaming, boiling	Mineral **Practical Skills:** Preparing vegetables, meats or alternatives which are high in iron.	Deficiencies **Practical Skills:** Reducing the salt in recipes (e.g. when tasting and seasoning, replace salt

	coagulate protein **Ou R T R A I T**	Use food processor to make pastry **Ou R T R A I T**	 **Ou R T R A I T**	simmering and poaching. Knife skills – cut fruit and vegetables into even size pieces (i.e. batons, julienne) **Ou R T R A I T**	Preparing dairy foods, which are high in calcium for example when making a white sauce. **Ou R T R A I T**	with herbs and spices) **Ou R T R A I T**
Year 11	Food packaging **Practical Skills:**	Practical examination preparations **Practical Skills:**	Written examination preparations	**Revision**	**Revision**	

	Functions of eggs. **Our TRAIT**	Plan and make a 2 course meal. **Our TRAIT**	**Our TRAIT**			

Drama

WHITELANDS ACADEMY

Our intention is to create students who are not only confident in their ability to perform in public but who are also able to academically interpret theatrical texts through a range of performance and production skills.

Our curriculum is academic and ambitious:

Students will be able to research, develop ideas, interpret texts, devise performances, and analyse and evaluate their performances. Students will be introduced to a range of theatrical skills so that they can analyse and respond to texts as well as using skills effectively in their own performances. We are ambitious for all of our students so we teach in mixed ability classes and plan our lessons to stretch the highest attaining child whilst using scaffolding and the SEN 6 to support all students to succeed.

Our curriculum is broad and enriching:

A 3-year Key Stage 3 enables all students to study theatre from Greek Drama to modern plays in order to understand the conventions of Drama and the influence of classical works on contemporary theatre. Students will study styles including Naturalism, Physical Theatre and Commedia Dell'arte to enable them to make decisions about style when developing their own ideas.

Students will be given opportunities to participate in performances as well as exploring sound and light design using the relevant technology. Outside of the classroom, we want to ensure students recognise the importance of Drama more widely through visiting theatres, accessing professional productions online and learning about careers in theatre (including acting, directing, production, light and sound, set and costume design and theatre management). We will organise theatre trips to inspire students to pursue Drama and to develop their understanding of dramatic devices by seeing them on the stage. As part of our enrichment offer, we will run a Drama club with the view to putting on performances.

Our curriculum promotes core literacy:

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As well as developing and performing their own performances, students will study whole texts such as 'The Tempest' and 'Kindertransport'. This enables us to support literacy in the Drama curriculum, through reading, comprehension and inference. Through the study of whole texts, students will be taught to recognise the varied aspects of theatre in order to understand how they could pursue Drama at Key Stage 5, and as a career. Students will learn to analyse plays and performance, write reviews, design costumes and sets and direct performances.

Our curriculum is values-based:

At Whitelands Academy we promote OuR TRAITs in all of our lessons. We encourage teamwork in Drama so we discuss the importance of respect when working in groups and sharing ideas. Many of the texts studied, including: The Tempest, Kinder Transport and The Curious Incident of the Dog in the Night-Time, explore the value of anti-discrimination and respect.

Our curriculum is knowledge-based:

At Whitelands Academy we promote the retention and retrieval of knowledge through DNAs, home learning quizzes and the use of knowledge organisers. Although there are many practical elements in the Drama curriculum, we drive the importance of understanding the theoretical element of writing plays, and performing techniques. We will make cross-curricular links between English and History to develop students' contextual understanding.

WHITELANDS ACADEMY

Drama Learning Journey						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Year 7	Key skills BV OURTRAIT	Naturalism for performance and design OURTRAIT	Exaggeration and the body OURTRAIT	Exaggeration and the body OURTRAIT	The Tempest E BV OURTRAIT	The Tempest E BV OURTRAIT
Year 8	Staging and set design A X OURTRAIT	Naturalism for performance and key skills OURTRAIT	Greek Theatre E H OURTRAIT	Greek Theatre (Antigone) E BV OURTRAIT	Physical Theatre OURTRAIT	Much Ado About Nothing E BV OURTRAIT
Year 9	Key Skills OURTRAIT	Kindertransport E H BV OURTRAIT	Kindertransport E H BV OURTRAIT	Frantic Assembly/ Curious Incident E BV OURTRAIT	Frantic Assembly/ Curious Incident E BV OURTRAIT	Monologues E BV OURTRAIT

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Year 10	Creating devised Drama. OURTRAIT	Perform devised Drama. OURTRAIT	The Crucible E	The Crucible E OURTRAIT	The Free9 E OURTRAIT	The Free9 E OURTRAIT
Year 11	Devised practical performance. Supporting evidence writing. Live theatre review preparation. OURTRAIT	Devised practical performance. Supporting evidence writing. Live theatre review preparation. OURTRAIT	Scripted performance. Monologue preparation. Live theatre review preparation. OURTRAIT	Performance and completion. Live theatre preparation. OURTRAIT	Set play.	

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Music Intent

Music at Whitelands Academy intends to provide students with a broad understanding of the theoretical, practical and technological knowledge and skills to be able to further develop their interests and musical capabilities outside of school. The curriculum intends to capture the interests of students through providing an experience of a wide range of music genres allowing each child to appreciate where their interests fit into the world of music and how they could contribute to it.

Our curriculum is academic and ambitious:

At Whitelands Academy the music curriculum is academic and ambitious for all students. The sequence of theoretical knowledge is designed to deepen students' understanding of the practical skills taught. Students are taught how to read music, analyse it and understand what they are listening to in order to be able to put this knowledge into practise by both composing and performing their own music.

Our curriculum is broad and enriching:

At Whitelands Academy, the curriculum extends beyond the National Curriculum by offering students the widest range of music genres; from classical to modern pop rock. Students are introduced to modern technology that is used by song writers so that they understand how music can be developed in the modern world.

Outside of lessons, students are encouraged to participate in the school choir, school productions and take music lessons.

Our curriculum promotes core literacy and is knowledge rich:

In Music, tier 3 vocabulary is taught explicitly using dual coding. Students are taught the definitions of these words as well as being able to utilise these words when analysing music and composing their own.

With the Music curriculum being academically challenging, students are supported in retaining and retrieving what has been learnt into their long-term memory by utilising knowledge organisers, DNAs and home learning quizzes. This revisits previous learning repetitively using increased time intervals in between repeats.

Our curriculum is values-based:

Throughout the Music lessons, students discuss the importance of OuR TRAIT values at Whitelands Academy. Whether this is being respectful and tolerant of other students' musical genre interests, or being respectful of other students' musical performance or being resilient and ambitious in their own creativities.

WHITELANDS ACADEMY

Music Learning Journey						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Year 7	Notation and rhythm [M] OURTRAIT	Performance [D] OURTRAIT	Notation and Piano (Notes and rhythms) OURTRAIT	Notation and Piano (Practise and performance) OURTRAIT	Listening and analysing part 1 (Time signature, major or minor, performance dynamics) OURTRAIT	Listening and analysing part 2 (Genre, tempo and instruments) OURTRAIT
Year 8	Performance and Dynamics	Keys and Scales	Music History	Chords and Piano	Rhythm applied to	Composition

	(analysing now using terminology and incorporating into performance) OURTRAIT	OURTRAIT	OURTRAIT	OURTRAIT	Music Software ICT OURTRAIT	OURTRAIT
Year 9	West African music. Listening and Analysing. OURTRAIT	West African music. Composition and performance. OURTRAIT	Baroque Remix. Listening and Analysing. OURTRAIT	Baroque Remix. Composition and performance. OURTRAIT	Electronic dance music. Listening and Analysing. OURTRAIT	Electronic dance music. Composition and performance. OURTRAIT
Year 10	Music Theory OURTRAIT	Unfamiliar listening OURTRAIT	Briefed composition OURTRAIT	Free composition OURTRAIT	Solo Performance OURTRAIT	Group performance OURTRAIT
Year 11	Solo performance	Solo performance	Unfamiliar listening	Revision	Revision	

	Briefed composition OURTRAIT	Free composition OURTRAIT	OURTRAIT			

Physical Education Intent

Our curriculum intends to create students who, regardless of their ability on entry, have the opportunity to experience a wide-range of activities and experiences in the hope that they continue to lead a healthy active lifestyle beyond their time at Whitelands. We aim to ensure that students develop their physical literacy and teamwork skills in the hope that they will thrive in the workplace. Following a curriculum which provides highly

positive, memorable experiences and rich opportunities for high quality learning, it is hoped that all students will leave Whitelands as resilient individuals who are able to respond positively to all challenges and use these experiences as stepping stones to success. Further to this we want students to experience success and overcome adversity by offering a wide-range of recreational and sporting opportunities as part of a wholesome extra-curricular programme.

Our curriculum is academic and ambitious:

Physical Education is taught to all students in mixed ability groups. Despite the range of natural physical abilities, we are ambitious that all students will understand the theory behind skills and sports offered in order to be able to practise mastering these skills in person. Physical Education is not only about the physical activities but about the success criteria behind the skills, the tier 3 vocabulary used and the opportunities to develop numeracy, e.g. with analysing fitness test data. We teach to the top and scaffold knowledge and skills to support all students achieving the objectives using our SEN 6 strategies.

Our curriculum is broad and enriching:

Our curriculum at KS3 is taught over three years, maximising the opportunities and experiences on offer to all students. Utilising our first-class sports facilities, we offer a wide range of activities, both traditional and competitive and more recreational pathways, e.g. girls rugby or mixed yoga.

There are a diverse range of extra-curricular activities offered at lunchtime and afterschool. We believe that all students should experience as many opportunities as possible and that the school is responsible in offering these. Due to this we utilise parent bodies and instructors to enhance our programme of enriching opportunities further. We also will aim to establish links with North Oxford Schools Sports Partnership in supporting disaffected students with low levels of self-esteem and creating leadership opportunities which enable students to develop their coaching and officiating skills.

Our curriculum promotes core literacy:

WHITELANDS ACADEMY

Sport Specific Key Terms will be referred to throughout our delivery. These will be re-enforced through knowledge organisers (KO), Socratic Questioning (Continual Assessment), home learning and Educate Me (STEP Assessment). Physical Literacy will be evident in all lessons (Verbalising Key Terms).

Our curriculum is values-based:

Our curriculum is values based. We refer to ouR TRAIT values throughout lessons. We use TEAM ME (STEP ASSESSMENT) and Extra-Curricular Sport to emphasise our values. We discuss and model values when we represent houses/school teams, supporting our peers. We have unapologetically high expectations of conduct, behaviour and effort.

Our curriculum is knowledge-based:

Physical Education lessons are not simply about the physical concepts but about the knowledge underpinning the skill. Students are explicitly taught this knowledge and supported in understanding its physical application. The retention and retrieval of knowledge is supported with the use of knowledge-based quizzing with increased time intervals between the repetition. This is evident through the use of DNAs, home learning and memorising of the knowledge organisers.

Physical Education Learning Journey

WHITELANDS ACADEMY

		Term 1	Term 2		Term 3	Term 4		Term 5	Term 6
Year 7	**Games**	Football	Netball	Basketball	Rugby	Hockey	Handball	Athletics	Rounders
	PE	Badminton			Gymnastics			Volleyball	
	Theory	Warm up and cool downs *	Components of Fitness(T) *		Skeletal system *	Muscular system *		Methods of Training(T) *	Energy Systems(T) *
Year 8	**Games**	Football	Basketball		Rugby	Handball		Cricket	Softball
	PE	Badminton			Gymnastics			Athletics	
	Games	Netball	Hockey		Badminton	Basketball		Rounders	Cricket
	PE	HRF/Yoga *			Dance			Athletics	
	Theory	Warm up and cool downs *	Components of Fitness(T) *		Skeletal system *	Muscular system *		Methods of Training(T) *	Energy Systems(T) *
Year 9	**Games**	Football	Basketball		Rugby	Handball		Cricket	Softball
	PE	Badminton			Gymnastics			Athletics	
	Games	Netball	Hockey		Badminton	Basketball		Rounders	Cricket
	PE	HRF/Yoga *			Dance			Athletics	

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	Theory	Methods of training *	Movement types *	Principals of training	Training thresholds	Training thresholds	Energy systems *
Year 10	**Group A**	Football	Basketball	Rugby	Badminton	Field	Cricket
	Group B	Badminton	Netball	Handball	Hockey	Field	Cricket
	Theory	Health and fitness. Components of fitness. Fitness testing. Principles of training. Types of training. Energy systems *	Injury prevention. Training seasons.	Goal setting. Information processing. Guidance and feedback.	Arousal. Aggression. Personality types. Motivation.	Skeletal system. Muscular system. Respiratory system. Cardiovascular system. *	
Year 11	**Group A**	Football	Basketball	Rugby	Options	Options	
	Group B	Badminton	Netball	Handball	Options	Options	

	Theory	Design and carry out fitness programme.	Design and carry out fitness programme.	Revision	Revision		

Computing Intent

Our curriculum intends to create students who can use computational thinking and creativity to understand and change the world. Whitelands students will become digitally literate and become more than just passive users of ICT. Students will understand the implications that ICT has in society and will have the necessary problem-solving skills to increase efficiency.

Our curriculum is academic and ambitious:

Students are introduced to the most popular computer programmes such as Microsoft but will be extended beyond these. Students will understand and apply the fundamental principles and concepts of computer science including abstraction, logic, algorithms and data representation. They will be able to analyse problems in computational terms and have repeated practical experience of writing computer programmes in order to solve them.

Our curriculum is broad and enriching:

WHITELANDS ACADEMY

Our curriculum at KS3 is taught over three years, maximising the opportunities and experiences on offer to all students. Students are exposed to a wide variety of modern programmes such as Sketch and Python. As well as in lessons, there are coding and modelling clubs that students attend to extend even further beyond the curriculum.

Our curriculum promotes core literacy:

Tier 3 vocabulary is emphasised at the beginning of every lesson, with the visual support of using dual coding. It is emphasised on knowledge organisers and is regularly revisited through Do Now Activities and home learning quizzes.

Our curriculum is values-based:

Our curriculum is values based – We refer to OUR TRAIT values throughout lessons and model our values in all that we do.

Our curriculum is knowledge-based:

Whilst we plan and encourage practical experience into every lesson, knowledge and theory form a large proportion of the learning. Knowledge is revisited regularly with increased spaced intervals in between using both Do Now Activities and home learning quizzes. Students are asked to revise particular sections of their knowledge organisers for home learning using a revision strategy that they have been introduced to during RSHE lessons, so that they can retain and retrieve what they have learnt in lessons for longer.

WHITELANDS ACADEMY

Computing Learning Journey KS3						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Year 7	**Basic computer proficiencies** OURTRAIT	**Introducing Microsoft** OURTRAIT	**Introducing spreadsheets** OURTRAIT	**Programming - scratch** OURTRAIT	**Computing components** OURTRAIT	**Programming in Python: Sequence** OURTRAIT
Year 8	**Internet safety**	**Advanced spreadsheets** OURTRAIT	**Media – Animation -** Photoshop OURTRAIT	**Algorithms** OURTRAIT	**Programming in Python: Selection**	**Binary and computer logic**

	OURTRAIT				OURTRAIT	OURTRAIT
Year 9	**Sound and video editing** OURTRAIT	**Designing websites** OURTRAIT	**Networking and the internet** OURTRAIT	**Programming in Python: Iteration** OURTRAIT	**The ethics of computing** OURTRAIT	**Project** OURTRAIT

RSHE Curriculum Intent

At Whitelands Academy RSHE has its own dedicated lesson time planned into all students' timetables and it is also embedded in other areas of the curriculum and day-to-day life of the school. The RSHE lessons are taught to students in their tutor groups every 2 weeks. Students are taught by familiar adults who they have a good rapport with, in order to facilitate constructive and supportive discussions around sensitive topics in a safe and secure environment. Staff are well-equipped in responding to the needs of the individual child and support children with any questions or concerns they may have. Alongside the timetabled RSHE lessons, some tutor time and assembly time will also be used to build upon the RSHE curriculum.

WHITELANDS ACADEMY

Good relationships are fundamental to the Whitelands Academy ethos and our success in being a happy, caring and safe school. RSHE is lifelong learning about understanding the importance of family life, stable and loving relationships, emotions, respect for others, love and care, looking after ourselves, different families, sex, sexuality and sexual health. We aim for the students in our school to acquire appropriate knowledge, develop their skills and form positive beliefs, values and attitudes.

Our intention is for students to have a wide and deep understanding of emotional and complex topics so that they can develop into positive, inclusive and respectful British citizens. Students who understand themselves, are respectful of individual opinions and educated in understanding complex topics so that they can keep themselves safe and form positive relationships with others. Through our RSHE curriculum, we believe we can enhance children's education and help them to become confident individuals who have positive body awareness, an in-depth knowledge of how to keep themselves safe and healthy and who will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.

Our curriculum is academic and ambitious:

Students enter Whitelands Academy with a range of different exposures to RSHE (Relationships, Sex, Health and Economic Education) at KS2. It is therefore going to be really important to gauge how much the students already know about each topic. When students first arrive in Year 7 there will be a survey conducted to gain some baseline information about what students learnt about at primary school. A range of activities will be used throughout Years 7 – 11 to assess students' prior knowledge each time a new topic is introduced.

Students enter Whitelands Academy with a reading age between 5 and 19 years old and a numeracy age of 7-12 years. We also have approximately 30% of students with Special Educational Needs. Approximately 30% of the cohort are classified as Higher Prior Attainers (HPA). At Whitelands Academy we have the same high ambitions for all of our students, we therefore have embedded the SEN 6 repertoire of strategies into our curriculum design to ensure that any student with a low reading or numeracy age or has a mild learning difficulty can still access the curriculum and be successful.

WHITELANDS ACADEMY

Through our rigorous and progressive curriculum, children develop key skills and are prepared for the wider world beyond school, a world in which they can keep themselves safe and healthy and thrive with the support of the positive relationships they forge with those around them.

Our curriculum is broad and enriching:

RSHE follows the National Curriculum but it also extends past this, e.g. Students at Whitelands Academy use their mobile phones a lot outside of school. We have therefore delved deeper into cyber bullying and keeping safe on line. In addition to the topics taught, we also use external visitors to engage students in topics through assemblies.

Our curriculum promotes core literacy and knowledge:

It is important that RSHE has the same status as other subjects in the school, so RSHE will follow the same curriculum format as other subjects. There will be RSHE assessments conducted at the same time as assessments for other subjects – students will also be provided knowledge organisers for RSHE and will be asked to complete one piece of home learning (Show My Homework Quizzing) for RSHE each term. Knowledge organisers emphasise key vocabulary for students to learn and utilise in both their discussions and written work, and the quizzes support students in retaining the learning into their long-term memory.

Our curriculum is values-based:

WHITELANDS ACADEMY

RSHE has a key part to play in the personal, social, moral and spiritual development of our young people. RSHE contributes to developing our students' understanding of the world and their ability to make a positive difference. At Whitelands Academy we believe that RSHE is an integral part of a child's education. We take care to ensure there is no stigmatism of any child based on their home circumstances and we do not use RSHE as a means of promoting any form of sexual orientation. We discuss both British Values and ouR TRAIT in all of our lessons, assemblies and model these in real time in everything that we do around the school.

RSE

By means of Relationships and Sex Education (RSE) we aim to teach pupils about the physical development of their bodies as they grow to adulthood, respect for the views of others, respect for their own and others' bodies, the importance of family life and relationship issues.

RSE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school.

Relationships and Sex Education is taught within the RSHE curriculum and as students progress through the school, the topics will progress with the students according to their age and maturity. Biological aspects are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

All students, in all year groups, will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision making
- Self-respect and empathy for others

- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills cannot only be applied to many career pathways but will fully equip students for life after school. In order to understand the positive impact that RSHE has in our modern world, students will be exposed to a variety of experiences within the curriculum throughout their time at Whitelands Academy. These experiences should encourage students to formulate questions and work.

Pupils are expected to engage fully in RSE and when discussing issues related to RSHE, treat others with respect and sensitivity. Letters are sent to parents to make them aware that their child will take part in RSHE discussions and parents will be informed of topics for discussion. RSE discussions are conducted in a sensitive, confidential manner. However, if a pupil discloses something that is cause for concern, the member of staff involved will deal with the matter in line with the safeguarding policies of the school.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individuals
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

WHITELANDS ACADEMY

RSEH Learning Journey						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Year 7	**Transition and Safety** OURTRAIT BV	**Developing skills and aspirations** OURTRAIT BV	**Diversity** OURTRAIT BV	**Health and puberty** OURTRAIT BV	**Financial Decision** OURTRAIT BV	**Building Relationships** OURTRAIT BV
Year 8	**Digital Literacy** OURTRAIT BV	**Community and Careers** OURTRAIT BV	**Discrimination** OURTRAIT BV	**Emotional Wellbeing** OURTRAIT BV	**Drugs and Alcohol** OURTRAIT BV	**Identity and Relationships** OURTRAIT BV
Year 9	**Peer Influence, Substance Use and Gangs** OURTRAIT BV	**Setting Goals** OURTRAIT BV	**Respectful Relationships** OURTRAIT BV	**Healthy Lifestyle** OURTRAIT BV	**Employability Skills** OURTRAIT BV	**Intimate Relationships** OURTRAIT BV

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Year 10	**Mental Health** OURTRAIT BV	**Financial decision making** OURTRAIT BV	**Healthy Relationships** OURTRAIT BV	**Exploring influence** OURTRAIT BV	**Work Experience** OURTRAIT BV	**Addressing Extremism and Radicalisation** OURTRAIT BV
Year 11	**Building for the future** OURTRAIT BV	**Next Steps** OURTRAIT BV	**Communication in Relationships** OURTRAIT BV	**Independence** OURTRAIT BV	**Families** OURTRAIT BV	

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Links:

*** – Science**

E - English

X – Design and Technology

G – Geography

D – Drama

P – Physical Education

H – History

RS – Religious Studies

M – Maths

ICT – ICT

RSHE - RSHE

OuRTRAIT - Respect

OuRTRAIT – Anti-discrimination

OuRTRAIT - Resilience

OuRTRAIT - Ambition

OuRTRAIT - Integrity

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OuRTRAIT - Teamwork

(BV) – British Values