

Curriculum Policy

Aurora Woodlands School

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Version Number:	<i>3</i>
Applies to:	<i>School and Colleges</i>
Associated documents:	
Approved by:	<i>Principal and Head of School</i>
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Next review due by:	<i>September 2024</i>
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

Intent

At Woodlands school we aim to ensure that pupils at our school are provided with high-quality, memorable learning experiences based on a broad and balanced curriculum. Our curriculum is designed to broaden our pupil's horizons, widen their cultural capital and empower them to be curious about the world around them. Through personalised support and a nurturing approach our students will become compassionate, independent learners who are well prepared for the demands of ever-changing life in 21st century modern Britain.

Aim

The Woodlands curriculum provides an outline of core knowledge around which teachers can develop exciting and memorable lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Woven throughout all aspects of our school are the Positive Behaviour Strategies (PBS) that underpin our ethos and culture. Our PBS is developed from evidence based, proactive approaches to changing behaviours of concern, from pre-correcting, prompting and nonverbal signals to completing functional behaviour assessments in order to create appropriate behaviour support plans. In addition to PBS Woodlands School is committed to developing trauma informed practice through working with the Thrive approach. The Thrive approach means that all staff receive regular training for them to promote our student's mental health while helping staff respond to their differing and sometimes distressed behaviours for them to flourish and learn.

	Foundations	KS3	KS4	KS5
Core subjects				
English	✓	✓	✓	✓
Maths	✓	✓	✓	✓
Science	✓	✓	✓	
Foundation subjects				
Art	✓	✓	✓	
History	✓	✓	✓	
Geography	✓	✓	✓	
RE	✓	✓	✓	
Computing	✓	✓	✓	
PE	✓	✓	✓	
Music	✓	✓		
Food tech	✓	✓	✓	
PHSE	✓	✓	✓	✓
Citizenship	✓	✓	✓	✓

In term 3 of Y9, pupils and their parents/carers take part in their option choices. These are the subjects that they will study at KS4 as well as the core subjects. Our most recent options booklet can be found on our website.

PHSE and citizenship

These important subjects are delivered through a carefully mapped and planned curriculum. Each half term all students receive a PHSE which incorporates the subjects outlined in our mapping document.

As well as these dedicated days, students also student a tutorial programme that develops specific skills, knowledge and assets which are vital for all students to develop in order to become an active citizen of the 21st century. E-safety plays an essential part of our PHSE programme and we are proud to be a nationally accredited online safety school which we have maintained since 2019.

PHSE Theme	KS3	KS4	Areas developed	Additional info
Sex and relationships	Healthy Relationships carousel with STI's and contraception	Healthy Relationships, responsibilities of parenthood, STI's contraception and abortion.	For KS3 and KS4 students should develop an understanding of relationships and self-esteem as well as peer pressure. All will learn about contraception and STIs but KS4 students will discuss abortion and the ethics around this issue. KS4 students will also develop an understanding of parenthood and the consequences of one's actions.	Letters will be sent home in advance of the PHSE day to provide parents opt out opportunities for students to not take part in specific aspects of the day. On the evening of the PHSE day all parents are invited to a workshop from 6pm – 7pm on keeping their children safe from sexual exploitation through online media. All students will be provided with a card that has all sexual health clinics, school nurse, online services such as NHS direct etc to signpost them for any issues they may have.
Drug education and healthy lifestyle (including e-safety)	Workshops in a carousel style - Students will learn about different types of drugs and classes of drugs, how they affect the body and damage they can do to the body. Students will learn from Amy Winehouse	Workshops in a carousel style - Students will learn about different types of drugs and classes of drugs, how they affect the body and damage they can do to the body. Students will learn	Healthy eating, exercise and fitness, the effects and impacts various foods (good and bad) can have on the body. Students will learn about self-esteem and how to improve and develop their own self-esteem. Drug awareness.	Develop links with sports clubs and GMP. In addition to the monthly e-safety newsletters from NOS, provide an e-safety workshop for parents to enable them to monitor and educate their children at home while they are online.

	<p>representatives about the consequences of taking drugs. Students will learn from Rugby league, boxing representatives about a healthy lifestyle, healthy diet and exercise. They will develop and understanding of the impacts a poor diet can have upon the body. Students will further develop their understanding of self-esteem and why it is important to have high self-esteem and how low self-esteem manifests itself. They will be taught about how to stay safe online and how to report issues from online experiences.</p>	<p>from Amy Winehouse representatives about the consequences of taking drugs. Students will learn from sports representatives about a healthy lifestyle, healthy diet and exercise. They will develop and understanding of the impacts a poor diet can have upon the body. Students will learn about how different foods can support their concentration and moods. Students will further develop their understanding of self-esteem and why it is important to have high self-esteem and how low self-esteem manifests itself. They will be taught about how to stay safe online and how to</p>	<p>E-safety awareness and education. Provide role models from local sports clubs. Develop links with GMP through drug awareness.</p>	<p>Signpost students and parents to NOS, Thinkuknow, CEOP, GMP.</p>
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		report issues from online experiences.		
British values and citizenship day	<p>Students will learn about civil and criminal law (of England). The school should not avoid discussion, of an age-appropriate nature, of potential conflicts between state law and religious law, and the implications for an individual.</p> <p>Students should enable pupils to develop their own moral sense, and to understand the impact of their actions on other people.</p> <p>Pupils should understand how public services have evolved - especially if their role is best understood in a historical context - and how they relate to the daily lives of pupils and their families.</p>	<p>Students will learn about civil and criminal law (of England). The school should not avoid discussion, of an age-appropriate nature, of potential conflicts between state law and religious law, and the implications for an individual.</p> <p>Students should enable pupils to develop their own moral sense, and to understand the impact of their actions on other people.</p> <p>Pupils should understand how public services have evolved - especially if their role is best understood in a historical context - and how they relate</p>	<p>Sessions will cover development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</p> <p>The operation of Parliament, including voting and elections, and the role of political parties</p> <p>The precious liberties enjoyed by the citizens of the United Kingdom</p> <p>The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</p>	<p>Follow up sessions on British values will be conducted through form activities throughout the year as well as in assemblies.</p>

		<p>to the daily lives of pupils and their families.</p> <p>Pupils will be encouraged to regard all faiths, races and cultures with respect. Teaching should also have a positive aspect, preparing pupils to interact easily with people of different cultures and faiths.</p>		
Financial education	Students will be taught about the functions and uses of money, the importance and practice of budgeting, and managing risk.	Students will be taught about income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent. Student loans, bursaries and how student loads are paid back.	Through workshops with internal staff and external business links, Barclay's life skills and local business links to cover all criteria and work on the areas to be developed in real life scenarios with teams working together throughout the day.	Barclay's life skills Business links – links made through local community.

Cultural awareness day	Students will learn about diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.	Students will learn about diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	Guest speakers who represent a variety of cultures and religious backgrounds delivering sessions to students to cover criteria.	Local church link Different religious guest speakers
Citizenship day	The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.	The different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity	Guest speakers from voluntary and public institutions invited in to speak with students to create an awareness of community collaboration. Students link this to their mentoring targets and identify how they can become active citizens through their mentoring targets.	Continue this theme in the student's form activities around the mentoring targets. Form tutors and mentors to ensure that all students complete their targets in order to be actively involved in their local and wider community.

British Values

British values are developed throughout the curriculum, in our valued driven form time, our values drop down days and our curriculum. It is essential that our students not only learn about British values but can participate in activities that demonstrate their understanding.

- › Democracy
- › The rule of law
- › Individual liberty
- › Mutual respect
- › Tolerance of those of different faiths and beliefs

Democracy

An understanding of democracy and the British political system is developed in all year groups. Students learn what democracy is and are provided different scenarios where democracy takes place. Students evaluate democracy against autocracy, dictatorship and collective leadership examples. Students also take part in activities to show them how Democracy became established in Britain throughout time. Students then look at the British voting system and elect their own student council members as well as voting for Head boy and Deputy Head boy.

The student council once elected, meet regularly to discuss agenda items raised by students and staff though agendas created by classes in form time. They are part of a group who make decisions on behalf of the students and staff. Re-elections take place each year.

Democracy is a theme developed in the Humanities and PHSE curriculum. Often students compare and contrast our democratic systems with others. KS4 Humanities students learn how governments are elected in to power; the power of the media to influence democratic decisions; changes in voting behaviour in society, due to gender, age and social class. In History pupils explore the shift in power from the Monarchy to a Parliamentary system, analysing how key figures in History shaped the evolution of democracy.

The rule of Law

Through our values programme students work collaboratively to develop and establish a code of conduct. Throughout PHSE, students develop an understanding for the need for laws and what happens to a society without laws. Students were actively involved in establishing their own code of conduct which is used as a guide for behaviour throughout the school.

In English, Humanities and PHSE students cover examples of laws, how laws in Britain were established over time, why people break laws and consequences of breaking the law.

In Humanities and PHSE, students learn why people break the law by conforming to anti-social group behaviour; consequences of law breaking through the effective use of punishment and sanctions.

In KS3 Humanities students cover a range of lessons that enable them to create their own laws for their own island and discuss why these laws are important. Students study examples of real life cases

where various laws linked to the 10 commandments were broken and debate whether the consequences to these cases were suitable or not.

In History, students learn about early laws and how current laws and systems became established. They explore how the Monarchy evolved from Medieval times to present day and how the laws of nobility shaped and influenced the society in which we live.

In English, students learn about consequences of laws being broken through reading material linked to the curriculum. There are opportunities for KS3 & KS4 students to study Lord of the Flies, Blood Brothers, Frankenstein, Macbeth and Romeo & Juliet which all deal with aspects of consequences to rule or law breaking.

Each year the student council also decides on the criteria for end of term rewards. This group will decide on the criteria of behaviour points and attendance/punctuality in order for students to be invited to specific rewards trips. Student council then understand that the reward trip rules apply to all (including themselves) and ensure all students are aware of the criteria through form reps.

Individual liberty

All stakeholders at Woodlands School work hard to establish an ethos where everyone has opportunities to express themselves freely and develop their own interests and opinions.

All KS4 students have the opportunity to select options they would like to study in Y10 and Y11. This provides them with the opportunity to explore their talents and skills, from courses in Horticulture, Catering and Sports to Geography and Art and Design.

In Humanities and value driven form time, value drop down days students learn about different beliefs, lifestyles and cultures. They are encouraged to explore the importance of listening to different people's views and human rights.

In History, students explore the Magna Carta, linking it to the methods used in today's society to shape and influence important decisions. Significant events in History, such as the fight for women's votes, provide links to the exploration of individual liberty.

In PHSE students also learn about human rights where they can see why individual liberty is important and situations where individual liberties have been restricted or removed.

Mutual respect

Mutual respect is developed through Woodlands School's ethos. Weekly form sessions link to themes that help create a school ethos based on mutual respect.

Students develop their understanding of mutual respect through PHSE and the tutorial programme (see mapping documents).

Students learn that mutual respect underpins their everyday actions from holding doors open for others, to supporting one another even when their viewpoints differ. This is encouraged within our value driven reward system.

The Woodlands School has senior prefects and prefects. These students are actively involved in ensuring students show respect to their environment, stakeholders and the building. They will make themselves available at social times for students who may need support, help in dealing with a specific issue or even just someone to talk to.

In Humanities, English and PHSE students cover themes that allow them to study the impact of not having mutual respect; the consequences seen via war and social injustices such as the slave trade.

Students' specific workshops in PHSE also develop their understanding of mutual respect. Students work on personal safety workshops and friendships & relationship sessions to develop a respect not only for others but also for themselves. In the tutorial programme, students develop their self-esteem and self-worth. They are encouraged to develop a mutual respect for their local community and are active in building positive relationships with the community. An example of this is where students invite local residents to visit the school for afternoon tea that has been made by our catering and independent living students.

In our PHSE programme (see mapping document) students will participate in the Healthy Relationships workshop which is a session that develops mutual respect within relationships.

Tolerance of those of different faiths and beliefs

Relationships and diversity is part of the PHSE curriculum that enables students to understand differences that people may have in terms of their beliefs and faiths. Students explore different scenarios where they are presented with examples of people who have different faiths or beliefs to themselves. Students then work in teams to understand the importance of acceptance and tolerance.

In Humanities and value drop down days students compare and contrast different values and beliefs. They look at the impact of situations where people did not have tolerance towards individuals or groups of people. Students learn about different religions and understand why different religions have specific traditions and beliefs. Students are presented with case studies where they look at intolerance and its impact on society.

In Humanities students learn about different cultures and complete case studies which help them to develop an awareness of different cultures and beliefs.

In Humanities, students explore the Crusades and the power struggle to gain 'control' of Christianity. Through exploration of the development of trade and industry, students compare and contrast different religious systems and how they shaped the evolution of our modern culture.

Humanities students also learn about how different religious beliefs impact family life; respect for all faiths and their practices in inter-racial marriages and child rearing practices; the role of the state in promoting policies which tackle crimes of racial hatred and religious intolerance; understanding how moral panics can be created by the media.

The PSHE programme (see mapping document) is followed by students in KS3 – KS5 British values and preparing students for life in modern Britain are covered through themes in this programme such as

equality and social justice, integrity, responsibility, restraint, cultural competence and peaceful conflict resolution.

In order to create individuals who will be able to participate effectively in life in modern Britain, all students take part in conflict resolution and restorative justice following incidents. Students develop an understanding about the importance of putting something back into the community following incidents where their choices have negatively impacted the school or local community.

Inclusion

Setting suitable challenges

The majority of our students have no KS2 SAT scores upon arrival at Woodlands and they have a number of gaps in their knowledge. All students are teacher assessed tested as part of their transition programme as well as completing subject reading age assessments.

All students are set a minimum expected end of year target that is generated from their assessments. Their progress is tracked every half term through teachers assessments and using the 63 point scale. Barriers to learning such as Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health, Sensory and/or Physical are tracked through our SENCO and her team.

All of our pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The SEN Code of Practice includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them.

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Numeracy and mathematics

Teachers should use every relevant subject to develop pupils' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the national curriculum.

Teachers should develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. Pupils should apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting and analysing data. They should be taught to apply their mathematics to both

routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

Language and Literacy

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Spoken language

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Reading and writing

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Vocabulary development

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

English

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- › read easily, fluently and with good understanding
- › develop the habit of reading widely and often, for both pleasure and information
- › acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- › appreciate our rich and varied literary heritage
- › write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- › use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- › are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language

Spoken language continues to underpin the development of pupils' reading and writing during key stages 3 and 4 and teachers should therefore ensure pupils' confidence and competence in this area continue to develop. Pupils should be taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in English, working collaboratively with their peers to discuss reading, writing and speech across the curriculum.

Reading and writing Reading

At key stages 3 and 4 should be wide, varied and challenging. Pupils should be expected to read whole books, to read in depth and to read for pleasure and information. Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They should be taught to write formal and academic essays as well as writing imaginatively. They should be taught to write for a variety of purposes and audiences across a range of contexts. This requires an increasingly wide knowledge of vocabulary and grammar. Opportunities for teachers to enhance pupils' vocabulary will arise naturally from their reading and writing. Teachers should show

pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Pupils should be taught to control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English. They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching. Teachers should build on the knowledge and skills that pupils have been taught at earlier key stages. Decisions about progression should be based on the security of pupils' linguistic knowledge, skills and understanding and their readiness to progress to the next stage. Pupils whose linguistic development is more advanced should be challenged through being offered opportunities for increased breadth and depth in reading and writing. Those who are less fluent should consolidate their knowledge, understanding and skills, including through additional practice.

Subject content KS3

Reading

Pupils should be taught to:

- › develop an appreciation and love of reading, and read increasingly challenging material independently through:
- › reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: • English literature, both pre-1914 and contemporary, including prose, poetry and drama • Shakespeare (two plays) • seminal world literature
- › choosing and reading books independently for challenge, interest and enjoyment.
- › re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
- › understand increasingly challenging texts through:
- › learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- › making inferences and referring to evidence in the text
- › knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- › checking their understanding to make sure that what they have read makes sense.

Read critically through:

- › knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- › recognising a range of poetic conventions and understanding how these have been used
- › studying setting, plot, and characterisation, and the effects of these
- › understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play

- › making critical comparisons across texts
- › studying a range of authors, including at least two authors in depth each year

Writing

Pupils should be taught to:

- › write accurately, fluently, effectively and at length for pleasure and information through:
- › writing for a wide range of purposes and audiences, including: • well-structured formal expository and narrative essays • stories, scripts, poetry and other imaginative writing • notes and polished scripts for talks and presentations • a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
- › summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- › applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- › drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- › plan, draft, edit and proof-read through:
- › considering how their writing reflects the audiences and purposes for which it was intended
- › amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness

Grammar and vocabulary

Pupils should be taught to:

- › consolidate and build on their knowledge of grammar and vocabulary through:
- › studying the effectiveness and impact of the grammatical features of the texts they read
- › drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
- › knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- › using Standard English confidently in their own writing and speech
- › discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.

Spoken English

Pupils should be taught to:

- › speak confidently and effectively, including through:
- › using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- › giving short speeches and presentations, expressing their own ideas and keeping to the point
- › participating in formal debates and structured discussions, summarising and/or building on what has been said

- › improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Key stage 4-5

Reading

Pupils should be taught to:

- › read and appreciate the depth and power of the English literary heritage through:
- › reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism.

This writing should include whole texts. The range will include:

- › at least one play by Shakespeare
- › works from the 19th, 20th and 21st centuries
- › poetry since 1789, including representative Romantic poetry
- › re-reading literature and other writing as a basis for making comparisons
- › choosing and reading books independently for challenge, interest and enjoyment.
- › understand and critically evaluate texts through:
- › reading in different ways for different purposes, summarising and synthesising
- › ideas and information, and evaluating their usefulness for particular purposes
- › drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation
- › identifying and interpreting themes, ideas and information
- › exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects
- › seeking evidence in the text to support a point of view, including justifying inferences with evidence
- › distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence
- › analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
- › making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading
- › make an informed personal response, recognising that other responses to a text are possible and evaluating these.

Writing

Pupils should be taught to:

- › write accurately, fluently, effectively and at length for pleasure and information through:
- › adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
- › selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis

- › selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate
- › make notes, draft and write, including using information provided by others e.g. writing a letter from key points provided; drawing on and using information from a presentation
- › revise, edit and proof-read through:
- › reflecting on whether their draft achieves the intended impact
- › restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness
- › paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.

Grammar and vocabulary

Pupils should be taught to:

- › consolidate and build on their knowledge of grammar and vocabulary through:
- › studying their effectiveness and impact in the texts they read
- › drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
- › analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- › using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.

Spoken English

Pupils should be taught to:

- › speak confidently, audibly and effectively, including through:
- › using Standard English when the context and audience require it
- › working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
- › listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary
- › planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates
- › listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation
- › improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Phonics

- › We use as a school use The Twinkle phonics programme this is led primary school specialist. In addition, all staff are trained in phonics, and we complete individual phonics interventions.

- › We use a high frequency word programme named First words to re-introduce older students to reading and gain in confidence before re-introducing phonics

Mathematics

Purpose of study

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Aims

The national curriculum for mathematics aims to ensure that all pupils:

- › become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- › reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- › can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects. The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

Key stage 3

Working mathematically

Through the mathematics content, pupils should be taught to:

- › Develop fluency
- › consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots

- › select and use appropriate calculation strategies to solve increasingly complex problems
- › use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships
- › substitute values in expressions, rearrange and simplify expressions, and solve equations
- › move freely between different numerical, algebraic, graphical and diagrammatic representations for example, equivalent fractions, fractions and decimals, and equations and graphs
- › develop algebraic and graphical fluency, including understanding linear and simple quadratic functions
- › use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics

Reason mathematically

- › extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations
- › extend and formalise their knowledge of ratio and proportion in working with measures and geometry, and in formulating proportional relations algebraically
- › identify variables and express relations between variables algebraically and graphically
- › make and test conjectures about patterns and relationships; look for proofs or counterexamples
- › begin to reason deductively in geometry, number and algebra, including using geometrical constructions
- › interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning
- › explore what can and cannot be inferred in statistical and probabilistic settings, and begin to express their arguments formally.

Solve problems

- › develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems
- › develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics
- › begin to model situations mathematically and express the results using a range of formal mathematical representations
- › select appropriate concepts, methods and techniques to apply to unfamiliar and nonroutine problems.

KS4-5

Develop fluency

- › consolidate their numerical and mathematical capability from key stage 3 and extend their understanding of the number system to include powers, roots {and fractional indices}

- › select and use appropriate calculation strategies to solve increasingly complex problems, including exact calculations involving multiples of π {and surds}, use of standard form and application and interpretation of limits of accuracy
- › consolidate their algebraic capability from key stage 3 and extend their understanding of algebraic simplification and manipulation to include quadratic expressions, {and expressions involving surds and algebraic fractions}
- › extend fluency with expressions and equations from key stage 3, to include quadratic equations, simultaneous equations and inequalities
- › move freely between different numerical, algebraic, graphical and diagrammatic representations, including of linear, quadratic, reciprocal, {exponential and trigonometric} functions
- › use mathematical language and properties precisely.

Reason mathematically

- › extend and formalise their knowledge of ratio and proportion, including trigonometric ratios, in working with measures and geometry, and in working with proportional relations algebraically and graphically
- › extend their ability to identify variables and express relations between variables algebraically and graphically
- › make and test conjectures about the generalisations that underlie patterns and relationships; look for proofs or counter-examples; begin to use algebra to support and construct arguments {and proofs}
- › reason deductively in geometry, number and algebra, including using geometrical constructions
- › interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning
- › explore what can and cannot be inferred in statistical and probabilistic settings, and express their arguments formally
- › assess the validity of an argument and the accuracy of a given way of presenting information.

Solve problems

- › develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems
- › develop their use of formal mathematical knowledge to interpret and solve problems, including in financial contexts
- › make and use connections between different parts of mathematics to solve problems
- › model situations mathematically and express the results using a range of formal mathematical representations, reflecting on how their solutions may have been affected by any modelling assumptions
- › select appropriate concepts, methods and techniques to apply to unfamiliar and nonroutine problems; interpret their solution in the context of the given problem.

Science

Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

The national curriculum for science aims to ensure that all pupils:

- › develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- › develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- › are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. Scientific knowledge and conceptual understanding.

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content. Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science.

Key stage 3

The principal focus of science teaching in key stage 3 is to develop a deeper understanding of a range of scientific ideas in the subject disciplines of biology, chemistry and physics. Pupils should begin to see the connections between these subject areas and become aware of some of the big ideas underpinning scientific knowledge and understanding. Examples of these big ideas are the links between structure and function in living organisms, the particulate model as the key to understanding the properties and interactions of matter in all its forms, and the resources and means of transfer of energy as key determinants of all of these interactions. They should be encouraged to relate scientific explanations to phenomena in the world around them and start to use modelling and abstract ideas to develop and evaluate explanations.

Pupils should understand that science is about working objectively, modifying explanations to take account of new evidence and ideas and subjecting results to peer review. Pupils should decide on the appropriate type of scientific enquiry to undertake to answer their own questions and develop a deeper understanding of factors to be taken into account when collecting, recording and processing data. They should evaluate their results and identify further questions arising from them.

‘Working scientifically’ is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Teachers should feel free to choose examples that serve a variety of purposes, from showing how scientific ideas have developed historically to reflecting modern developments in science.

Pupils should develop their use of scientific vocabulary, including the use of scientific nomenclature and units and mathematical representations.

Key stage 4

Teaching in the sciences in key stage 4 continues with the process of building upon and deepening scientific knowledge and the understanding of ideas developed in earlier key stages in the subject disciplines of biology, chemistry and physics.

Science is changing our lives and is vital to the world’s future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate the achievements of science in showing how the complex and diverse phenomena of the natural world can be described in terms of a number of key ideas relating to the sciences which are inter-linked, and which are of universal application. These key ideas include:

- › the use of conceptual models and theories to make sense of the observed diversity of natural phenomena
- › the assumption that every effect has one or more cause
- › that change is driven by interactions between different objects and systems
- › that many such interactions occur over a distance and over time
- › that science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review
- › that quantitative analysis is a central element both of many theories and of scientific methods of inquiry.

The sciences should be taught in ways that ensure students have the knowledge to enable them to develop curiosity about the natural world, insight into working scientifically, and appreciation of the relevance of science to their everyday lives, so that students:

- › develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics;
- › develop understanding of the nature, processes and methods of science, through different types of scientific enquiry that help them to answer scientific questions about the world around them;
- › develop and learn to apply observational, practical, modelling, enquiry, problem-solving skills and mathematical skills, both in the laboratory, in the field and in other environments;
- › develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Art and Design

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- › produce creative work, exploring their ideas and recording their experiences
- › become proficient in drawing, painting, sculpture and other art, craft and design techniques
- › evaluate and analyse creative works using the language of art, craft and design
- › know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 3

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- › to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- › to use a range of techniques and media, including painting
- › to increase their proficiency in the handling of different materials
- › to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- › about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Geography

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims the national curriculum for geography aims to ensure that all pupils:

- › develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- › understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- › are competent in the geographical skills needed to:
- › collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- › interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information
- › Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key stage 3

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Pupils should be taught to:

Locational knowledge

- › extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

Place Knowledge

- › understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Human and physical geography

- › understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
- › physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
- › human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources

- › understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Geographical skills and fieldwork

- › build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- › interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- › use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- › use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

History

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- › know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- › know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- › gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- › understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- › understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- › gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key stage 3

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Physical education**Purpose of study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- › develop competence to excel in a broad range of physical activities
- › are physically active for sustained periods of time
- › engage in competitive sports and activities lead healthy, active lives.

Key stage 3

Pupils should become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils should be taught to:

- › use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
- › develop their technique and improve their performance in other competitive sports
- › take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group

- › analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- › take part in competitive sports and activities outside school through community links or sports clubs.

Key stage 4

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

- › Pupils should be taught to:
- › use and develop a variety of tactics and strategies to overcome opponents in team and individual games
- › develop their technique and improve their performance in other competitive sports
- › take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- › evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- › continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

Post Woodlands Pathways

At Woodlands our overarching aim of the curriculum is to provide pathways for our pupils that will enable them to progress into FE, employment or training. We ensure that we provide an informed curriculum based on local as well as national trends in job sector vacancies.

The most recent surveys found that jobs defined as skilled trades had the highest percentage of vacancies caused by skills shortages. In this category, the top four jobs with skills shortages were:

- › chefs
- › metal working production and maintenance fitters
- › vehicle technicians, mechanics and electricians.
- › Health, food and drink and other growth industries

<https://www.gov.uk/government/publications/full-review-of-the-shortage-occupation-list-may-2019>

In the immediate local area, the highest demand for employees are in the following areas:

- › HGV drivers
- › Social care & social services
- › Retail services
- › Hospitality and catering
- › Vehicle technicians, mechanics and electricians.

Curriculum planning

All subject teachers are required to follow the subject scheme of work in order to produce medium term plans.

Medium term plans enable subject practitioners to ensure lessons are sequential and develop skills as well as build knowledge. All medium term plans build on prior learning and link to skills that are developed year on year. Opportunities for students to apply learning, develop reasoning skills as well as problem solving skills are essential in creating independent learners.

Each subject maps cross curricular links, AfL strategies, active engagement strategies, work related learning as well as how the positive behaviour strategy is embedded in learning.

Culture capital is of vital importance to our learners and each subject is required to plan opportunities to develop culture capital throughout the year. Activities range from day to day culture capital opportunities such as teaching pupils how to purchase ingredients on a budget and cook a meal, read bus/train timetables and plan journeys, learning musical performances that they perform live in local areas, to visiting London and seeing a theatre production that they can then use to deepen learning by linking it to subject curriculum topics.

Each week every student participates in outdoor education. This is a unique aspect of our curriculum as it provides opportunities for our pupils to participate in activities such as snowboarding, fishing and mountain biking where they learn new skills and complete aspects of the Duke of Edinburgh award.

On a weekly basis students receive assemblies and form activities that enrich our SMSC development and explores a range of topics that prepares our students for life in multicultural Britain.

Literacy is developed across all subject areas and has dedicated time in forms each Friday. Whole school literacy development activities range from spelling competitions to DEAR (drop everything and read). 1:1 and small group literacy intervention work is also delivered by our HLTA.

Quiet reading and story time activities take place in our Lost Library, where students have a dedicated area where they can read undisturbed in a magical environment.