

# Curriculum Overview

*We are extremely proud of the work we are doing in order to provide a broad and balanced curriculum offer to all of our students. We are committed to building on the skills our students have previously learned to ensure all students make rapid progress.*

Our curriculum is designed to provide appropriate challenge to all students and foster an enjoyment of learning. Students also develop their reading, writing, numeracy and communication skills; to be resilient, confident and to persevere, as well as how to work cooperatively with others.

Our curriculum is structured around a one-week timetable with each day consisting of five one-hour lessons in Secondary. Each school day begins with a tutorial session with every student having a personal tutor to provide academic and personal development support.

## Primary Curriculum Intent

At Washwood Heath Primary, we believe that all children in every year group are entitled to be taught a broad, balanced and interesting curriculum. We use the National Curriculum as the definitive guide to the content of the curriculum, with a particular focus on phonics and reading. At the core of our curriculum are our Academy's ethos and values, 'HEARTS' (Happiness, Excellence, Achievement, Respect and Resilience, Tolerance and Self Belief). We strive for excellence at all times, aiming to inspire and motivate all children through the way in which we teach. We aim for our children to achieve national curriculum outcomes by EYFS, KS1 and KS2. We sequence our lessons to ensure that children can easily build on previously taught knowledge and skills and provide opportunity for language development, language use and language modelling. Currently, we are developing a knowledge-rich curriculum which we intend to embed fully from September 2020.

The primary phase follows the Read Write Inc. phonics scheme as we recognise the value of children being able to connect sounds with mnemonic pictures; words with their meanings; and stories with the sounds they know. They connect their own experiences to the stories they read and learn to lift the words off the page to enable our pupils to have skills for early reading. This scheme is approved by the Department for Education. Many of our children learn English as an additional language and do not have access to a wide variety of vocabulary. Our aim is to ensure that our children have the skills to read to enable them to open the door and access the world.

All of our pupils have access to this learning. We operate flash phonic sessions, Talk Boost, speech and language support and 1:1 tuition to ensure that every child makes progress. We celebrate the importance of reading and share this passion with our parents as well.

For mathematics, we follow the mastery flow model called '5-Part Maths'. In reception we follow only 4-parts as the outcome for younger pupils is focussed more upon fluency, reasoning and thinking with the added challenge of explanation. This is a model based on a range of educational research including practice from Singapore and Shanghai. The mastery flow model is designed to develop long term retention of learning and to improve understanding. The model supports all children and allows them to access their learning at their own pace.

Our Foundation curriculum is tailored to our children to allow them to experience the world outside of their own familial situation. The National Trust's '50 things to do before you are 11 3/4' is incorporated as a defined end point for our pupils at Key Stage 2. Our 'Learning for Peace' programme, teaches our pupils the importance of restorative behaviours and supports them to develop social and emotional learning and build positive relationships. We promote the importance of mutual respect, equality and democracy through our daily conversations with all of our stakeholders and this is further supported in our PSHE curriculum.

Teachers have worked hard to plan very carefully so that all areas of the National Curriculum are taught at the appropriate level in each year group:

- English (Reading, Writing and Speaking and Listening)
- Mathematics
- Science
- Art and Design
- Design and Technology
- Geography
- History
- ICT
- Languages
- Music
- Physical Education
- Personal, Social, Health and Economic Education

### Secondary Curriculum Intent

Washwood Heath Academy's ethos and core values 'HEARTS' (Happiness, Excellence, Achievement, Respect and Resilience, Tolerance and Self-belief) together drive our intent and vision for curriculum provision and delivery. We aim to provide all of our learners with a curriculum that is the best of all that is thought and said. We believe no child should be left disadvantaged due to their circumstances, it is only through a rich, broad, and knowledge focussed curriculum that our students can thrive and be successful.

We are on a journey to reform our curriculum so that it is knowledge-rich and prepares all learners for life beyond school. The heart of our curriculum is knowledge based: teachers ensure that the knowledge they are imparting during lessons is challenging and purposeful at all times and the aim is to allow students the opportunity to make cross-curricular links where appropriate and be fully prepared for the next stages in their education, We are using knowledge books in many subject areas and all learners have knowledge organisers to support them in their acquisition of knowledge and revision and recall across all subjects.

We are relentless in our drive to embed a curriculum that has subject specific knowledge and subject experts at its heart and we look to the academic disciplines for guidance on the most powerful knowledge to teach. We also seek to learn from research about how this knowledge will be retained in long-term memory, so that every child can reach their full potential and achieve excellent outcomes.

Within our curriculum, we are striving to improve literacy across all age groups so that our learners are articulate, speak to a high standard, listen to their peers and respond with fluency and expression, read widely and write with enjoyment and confidence.

Our current curriculum has already undergone a review and re-structure with a specific focus on ensuring we are providing a breadth and balanced programme of study for our Key Stage 4 and Key Stage 5 learners. This review has allowed us to ensure we provide our learners with the best care and guidance through a robust programme of social, moral and spiritual teaching. Learners not only engage in a wide range of subjects during the school day through traditional structured lessons, but also through our wider platform of enrichment that exposes students to their knowledge (Learning) in context, building on their cultural capital and exposing them to the world.

We are now in phase two of our review and re-structure. Our aim is to examine the provision for our year 9 learners, ensuring that their provision is in line with year 7 and 8, broad and balanced, as well as preparing them for the challenges they face as they begin to choose and study options Key Stage 4. This includes ensuring that all learners have opportunities to engage in the world of technology, the Arts, RE and IT in a deep and meaningful way. We will continue to examine the provision for our Key Stage 3 learners and ensure that all learners are exposed to a rich, diverse and wide ranging set of experiences. No child should be sheltered or left behind through a fear of challenging them and setting the highest of expectations.

In Key stage 4, a significant number of our learners study the full range of English Baccalaureate qualifications, alongside further qualifications from a range of creative and vocational based subjects.

### 2019/2020 Model

Key Stage Three Curriculum															
Year 7	En	Ma	Sc	Hi	Gg	Mfl	Pe	Te	Ict	Ar	Dr	Mu	Re	SS	EAL
No. of lessons	4	4	3	2	2	2	2	1	1	1	1	1	1	14	10
Year 8	En	Ma	Sc	Hi	Gg	Mfl	Pe	Te	Ict	Ar	Dr	Mu	Re		EAL
No. of lessons	4	4	3	2	2	2	2	1	1	1	1	1	1		10
<p><b>Skills School</b> - students are taught in small groups with one teacher for English, Maths, Modern Foreign Language and Humanities lessons, they attend other lessons as normal</p> <p><b>EAL</b> - students for whom English is a second language and who may need extra support attend EAL lessons in place of English, Modern foreign Language and Humanities, they attend other lessons as normal</p>															

Key Stage Four Curriculum									
Year 9	Englis h	Math s	Scienc e	Pe	Optio n A1	Optio n A2	Optio n B1	Option X/Y2	
No. of lessons	5	5	5	2	2	2	2	2	
<p><b>Option A1:</b> French, Spanish, Urdu, History, Geography, Art, Business, Child Development</p> <p><b>Option A2:</b> French Spanish, Geography, History, Business, Construction, Health &amp; Social, IT</p> <p><b>Option B1:</b> Art, Business, Child Development, Construction, Design Technology, Health &amp; Social, IT, Media Studies, Music, Sport, Triple Science</p> <p><b>Option X2 &amp; Y2:</b> Religious Studies, Business, Media Studies,</p> <p><i>All students study English Language and English Literature</i></p>									
Year 10	Englis h	Math s	Scienc e	Pe	Optio n A1	Optio n A2	Optio n B1	Option X/Y2	
No. of lessons	5	5	5	2	2	2	2	2	
<p><b>Option A1:</b> French, Spanish, Urdu, History, Geography, Art, Business, Child Development</p> <p><b>Option A2:</b> French Spanish, Urdu, Geography, History, Design Technology, Health &amp; Social, IT, Music, Sport</p> <p><b>Option B1:</b> Art, Business, Child Development, Construction, Design technology, Health &amp; Social, IT, Media Studies, Music, Sport, Triple Science</p> <p><b>Option X2 &amp; Y2:</b> Religious Studies, Business, Media Studies, Sport</p> <p><i>All students study English Language and English Literature</i></p>									
Year 11	Englis h	Math s	Scienc e	Pe	Optio n A1	Optio n A2	Optio n B1	Option X/Y2	
No. of lessons	5	5	5	1	2	2	3	2	
<p><b>Option A1:</b> French, Urdu, History, Geography, IT</p> <p><b>Option A2:</b> French Spanish, Geography, History, Religious Studies, Media Studies, Travel &amp; Tourism</p> <p><b>Option B1:</b> Art, Business, Child Development, Construction, Health &amp; Social, IT, Media Studies, Music, Product Design, Sport, Triple Science</p> <p><b>Option X2 &amp; Y2:</b> Religious Studies, Media Studies, Travel &amp; Tourism</p> <p><i>All students study English Language and English Literature</i></p>									

<b>Key Stage Five</b>									
	Options							Re-Sits	
Year 12	A	B	C	D	E	F	G	English	Maths
No. of lessons	5	5	5	2	15	10	5	2	2
<p><b>A Levels</b></p> <p><b>Option A:</b> <i>Physics English Literature</i></p> <p><b>Option B:</b> <i>Chemistry, Sociology</i></p> <p><b>Option C:</b> <i>Biology, Maths</i></p> <p><b>Option D:</b> <i>Arabic</i></p> <p><b>Level 3 BTEC Extended Diploma</b></p> <p><b>Option E:</b> <i>Business, IT, Health &amp; Social</i></p> <p><b>Level 2 BTEC</b></p> <p><b>Option F:</b> <i>Health &amp; Social (Diploma)</i></p> <p><b>Option G:</b> <i>Business, IT (Certificate)</i></p> <p><i>Work skills</i></p> <p><i>English &amp; Maths Re-sits</i></p>									
	Options								
Year 13	A	B	C	D	E	F	G		
No. of lessons	5	5	5	5	15	10	5		
<p><b>A Levels</b></p> <p><b>Option A:</b> <i>Maths, English Literature</i></p> <p><b>Option B:</b> <i>Chemistry, Sociology, Urdu</i></p> <p><b>Option C:</b> <i>Biology</i></p> <p><b>Option D:</b> <i>Psychology</i></p> <p><b>Level 3 BTEC Extended Diploma</b></p> <p><b>Option E:</b> <i>Health &amp; Social</i></p> <p><b>Level 3 BTEC Diploma</b></p> <p><b>Option F:</b> <i>It, Sport</i></p> <p><b>Level 3 BTEC Extended Certificate</b></p> <p><b>Option G:</b> <i>Business, Law</i></p>									