



# WOODBIDGE HIGH SCHOOL

## Curriculum Booklet for Parents Year 7 2016-17



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### Dear Parent

This booklet provides you with details of the curriculum which your son / daughter will follow in year 7 at Woodbridge High School. It will allow you to help them plan their studies and revision, and gives you suggested examples of wider reading and extension activities to try at home. The equipment which your son / daughter will need is indicated, along with some ways in which parents can help students with their studies.

Please do not hesitate to contact me should you have any questions about the school's curriculum as a whole, and individual teachers or heads of department if your queries are subject specific. They can be contacted using the email addresses which are in the 'Contact Us' section of the school's website.

I hope that you will find this information useful.

### Steven Hogan

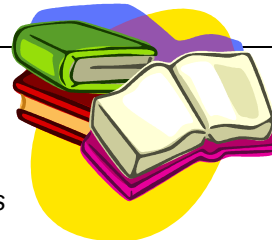
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# Woodbridge High School Curriculum Overview

## Year 7 – English

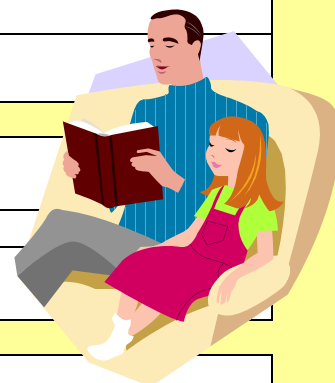


	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep-Oct)	<b>School Memories Unit</b> <ul style="list-style-type: none"> <li>Reading a range of texts based around the theme of school memories, including texts from the 19<sup>th</sup> century.</li> <li>Students will analyse language and structure.</li> </ul>	<p>This will vary dependent on the precise text studied and the students will be guided by the teacher.</p> <p>Any additional reading for pleasure will help to develop students' English skills.</p> <p>Recommended texts include:</p>
Half Term 2 & 3 (Nov-Feb)	<b>Studying a novel</b> <ul style="list-style-type: none"> <li>Analysing the writer's craft</li> <li>Exploring character and themes</li> </ul> <b>Possible texts for study include:</b> John Boyne – <i>Boy in the Striped Pyjamas</i> Anne Fine – <i>The Tulip Touch</i> Michael Morpurgo – <i>War Horse</i>	<p>Recommended texts include:</p> <p>Michelle Magorian – <i>Goodnight Mr Tom</i></p>
Half Term 4 (Feb-Mar)	<b>Poetry – Romantic poetry</b> <ul style="list-style-type: none"> <li>Studying a range of Romantic poetry with a focus on William Blake.</li> <li>Pupils will analyse poetic techniques and produce both oral and written responses.</li> </ul>	<p>J.R.R. Tolkien – <i>The Hobbit</i></p> <p>Laurie Lee – <i>Cider with Rosie</i></p> <p>Roald Dahl – <i>Boy</i></p>
Half Term 5 (Apr-May)	<b>Narrative Writing – 'Escape from Kraznir'</b> <ul style="list-style-type: none"> <li>Writing an extended adventure story, focusing on narrative techniques and high order writing skills.</li> </ul>	<p>The department also recommends the regular reading of quality non-fiction texts, such as broadsheet newspapers.</p>
Half Term 6 (Jun-Jul)	<b>Drama – 'The Tempest' by William Shakespeare</b> <ul style="list-style-type: none"> <li>Exploring the genre of drama</li> <li>Performance and creative writing</li> <li>Shakespeare's context.</li> </ul>	<p>Other highly recommended texts are available via the Redbridge Book Award website.</p>



Examples of Home Learning Tasks	Essays, stories, poems, research projects.
Assessment Tasks, Methods & Frequency	Pupils will be formally assessed each half term. Across the year, they will complete assessments in Speaking and Listening, Writing and Reading.
Equipment That Students Need	Pupils will be provided with resources by members of staff.

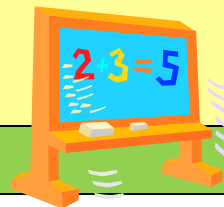
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Reading regularly at home with the student.</li> <li>Assisting with checking home learning technical accuracy.</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li>BBC Bitesize</li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Debating Club</li> <li>Newspaper Club</li> </ul>



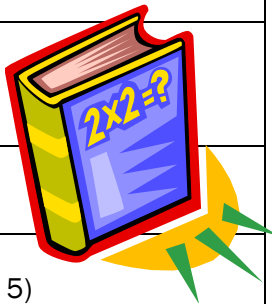
Who Can I Contact?	Head of English	Mrs Amihere	
	Teachers of Y7 English	Ms Barnes Ms Begum Ms Boht Ms Buckland Mr Drake Ms Gold	Ms Jackson Ms Minhas Ms Rahman Ms Ree Mr Wingfield

# Woodbridge High School Curriculum Overview

## Year 7 – Mathematics



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep-Oct)	<ul style="list-style-type: none"> <li>Year 7 maths assessment</li> <li>Whole Numbers and decimals</li> <li>Measures, Perimeter and Area</li> </ul>	Extension and activities on all topics can be found on: <a href="http://www.nrich.maths.org">www.nrich.maths.org</a> or <a href="http://www.mathswatchvle.com">www.mathswatchvle.com</a>
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Expressions and Formulae</li> <li>Fractions, Percentages and Decimals</li> <li>Christmas Exam</li> </ul>	'Help your kids with maths': A visual problem solver for Kids and parents'. Carol Vorderman
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Angles and 2D shapes</li> <li>Graphs</li> <li>Whole Number Calculations</li> </ul>	MyMaths lessons and on-line home learning as well as activities from level 4 up to level 7
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Transformations and Symmetry</li> <li>Equations</li> </ul>	
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Factors and Multiples (Set 2 – 5)</li> <li>Constructions and 3D shapes (Set 2 – 5)</li> <li>Constructions, bearings and Pythagoras (Set 1)</li> <li>Sequences (Set 1)</li> </ul>	Textbooks - Oxford University Press MyMaths. 2C, 1A, 1B, and 1C. All books are available online with teaching videos attached for revision at home.
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>End of year exam</li> <li>3D shapes (Set 1)</li> <li>Ratio and Proportion (Set 1)</li> <li>Probability (Set 1)</li> <li>Sequences (Set 2 – 5)</li> <li>Decimal Calculations (Set 2 – 5)</li> <li>Ratio and Proportion (Set 2 – 5)</li> </ul>	MyMaths Lessons, Online Home Learning and Games; Number, Algebra, Geometry, Ratio and Proportion, Data Handling and Probability



Examples of Home Learning Tasks	Most home learning tasks are set online on MyMaths. Your son/daughter will be given their own password to access lessons and home learning activities as well as games. Other Home Learning may be set for revision purposes.
Assessment Tasks, Methods & Frequency	All students are assessed every 2-3 weeks at the end of each topic. With two main assessments at the end of Term 1 and at the end of the year. Assessments are at present written tests.
Equipment That Students Need	Pen, pencil, maths set, scientific calculator and rubber.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Help your child by being positive about mathematics.</li> <li>Point out that maths is everywhere. Ask your child how they work out problems or questions. Take an interest in what your child is doing in maths.</li> <li>Access MyMaths, Kerboodle or Mathswatch together to go over the lessons taught in school.</li> <li>Use time at home to practise practical maths like shopping and cooking.</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.kerboodle.com">www.kerboodle.com</a></li> <li><a href="http://www.mathswatchvle.com">www.mathswatchvle.com</a></li> <li><a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a></li> <li><a href="http://www.bc.co.uk/bitesize/ks3/maths">www.bc.co.uk/bitesize/ks3/maths</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Puzzles and Problem solving club</li> <li>Maths Clinic</li> </ul>



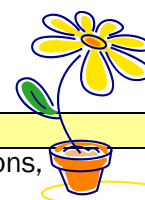
Who Can I Contact?	Head of Maths	Mr Cook	
	Teachers of Y7 Maths	Mr Bennett Ms Karbhari Mr Gul Mr Nagra	Ms Rahman Mr Shah Mr Tilk Ms Waddilove

# Woodbridge High School Curriculum Overview

## Year 7 – Science



	Curriculum Content	Key Words for the Topics Listed	Suggested Reading or Extension Activities
Half Term 1 (Sep-Oct)	<ul style="list-style-type: none"> <li>“Super Scientist!” – how to be a successful secondary school scientist, gain your Bunsen burner license and successfully conduct scientific investigations.</li> <li>Cells, tissues and organs (biology topic)</li> </ul>	Independent variable, dependent variable, control variable, reliable, accurate, average	Students are encouraged to learn key works for each topic at home.
Half Term 2 (Nov-Dec) and Half Term 3 (Jan-Feb)	All of the following topics, in any order (different classes follow a different sequence): <ul style="list-style-type: none"> <li>Reproduction (biology topic)</li> <li>Forces and speed (physics topic)</li> <li>Electricity (physics topic)</li> <li>Particles (chemistry topic)</li> </ul>	Egg, sperm, fertilisation, weight, gravity, speed, current, voltage, charge, solid, liquid, gas, kinetic energy	Students could broaden their knowledge of the natural world by watching documentary programs such as David Attenborough and Brian Cox series’ with wider links to the relevant science topics covered in school.
Half Term 4 (Feb-Mar) and Half Term 5 (Apr-May)	All of the following topics, in any order (different classes follow a different sequence): <ul style="list-style-type: none"> <li>Photosynthesis (biology topic)</li> <li>Pressure and moments (physics topic)</li> <li>Separating mixtures (chemistry topic)</li> </ul>	Glucose, chlorophyll, oxygen, carbohydrate, pivot, weight, density, atmospheric pressure	
Half Term 6 (Jun-Jul)	All of the following topics, in any order (different classes follow a different sequence): <ul style="list-style-type: none"> <li>Health and drugs (biology topic)</li> <li>Acids and alkalis (chemistry topic)</li> </ul>	Recreational, medicinal, reaction time, passive smoking, acid, alkali, neutralization, pH	



Examples of Home Learning Tasks	Researching key word definitions, writing up methods from class investigations, drawing graphs, researching information on the next topic, building models
Assessment Tasks, Methods & Frequency	Students will be formatively assessed by their class teacher at least once per topic (in books); there will be a focus on scientific skills such as writing methods and drawing graphs of results. Summative written assessments of knowledge will take place once per full term (3 per year).
Equipment That Students Need	Pen, pencil, ruler, eraser, calculator, green pen

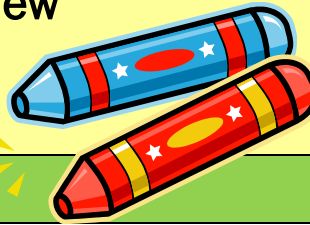
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Encouraging students to learn the meanings of keywords for each topic</li> <li>Ensuring that home learning is completed on time</li> <li>Encouraging pre-reading on the next topic (e.g. BBC Bitesize reading and activities)</li> <li>Purchase a revision guide (we recommend the Collins KS3 science all-in-one revision and practice)</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.bbc.co.uk/bitesize/ks3/science/">http://www.bbc.co.uk/bitesize/ks3/science/</a></li> <li><a href="http://www.rsc.org/periodic-table">http://www.rsc.org/periodic-table</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Attend Science Club</li> </ul>



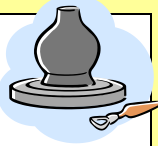
Who Can I Contact?	Head of Science	Ms Tew	
	Teachers of Y7 Science	Mr Barry Ms Church Ms Edmonds Mr Esop Dr Herbert	Ms Khan Ms Plumb Ms Verma Ms Wardle

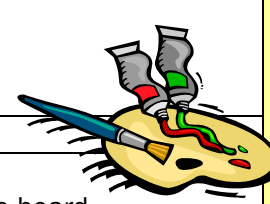
# Woodbridge High School Curriculum Overview

## Year 7 – Art



		Curriculum Content	Extension Activities
Half Term 1 (Sep-Oct)	<b>CORE SKILLS:</b> This first project will teach students key fundamental Art skills in drawing and painting from observation. It will develop into a collage project towards the end of Half Term 2.	<ul style="list-style-type: none"> <li>Observational drawing.</li> <li>Shading techniques - Directional and graduated shading.</li> <li>Colour theory.</li> <li>Painting skills.</li> </ul>	Practice is the key to improving skills. Try drawing from real objects in front of you and using shading to make the object look 3D.
Half Term 2 (Nov-Dec)		<ul style="list-style-type: none"> <li>Painting skills continued.</li> <li>Evaluative skills - reviewing outcomes.</li> <li>Learning how to analyze the work of artists.</li> <li>Collage techniques.</li> </ul>	
Half Term 3 (Jan-Feb)	<b>ABORIGINAL ART:</b> Students will explore and experiment with a range of tools and painting techniques. They will investigate the Aboriginal culture and use their surroundings to inform their own work.	<ul style="list-style-type: none"> <li>Exploring symbols and meanings.</li> <li>Developing ideas - using your environment to inform possible outcomes.</li> <li>Exploring media &amp; techniques – traditional Aboriginal painting methods and tools.</li> </ul>	Visit the British Museum in London to learn more about Aboriginal Art from first hand.
Half Term 4 (Feb-Mar)		<ul style="list-style-type: none"> <li>Reviewing and reflecting skills.</li> <li>Creating outcomes that have been informed by the Aboriginal culture and your own environment.</li> </ul>	
Half Term 5 (Apr–May)	<b>BUGS:</b> Students will further develop their drawing skills using oil pastels and monochromatic painting using bugs as a source. They will explore, discuss and debate unconventional materials and techniques used in contemporary art.	<ul style="list-style-type: none"> <li>Observational drawing - using symmetry.</li> <li>Blending skills using oil pastels to create form.</li> <li>Make connections between artists and own work.</li> <li>Painting skills – working in monochrome</li> </ul>	Research into the meaning of <b>Rafael Gomezbarros'</b> art installation work. Present findings with images.
Half Term 6 (Jun-Jul)		<ul style="list-style-type: none"> <li>Discussion, debate and forming opinions about contemporary art – in groups and individually.</li> <li>Positive &amp; negative space – paper cut art.</li> </ul>	

<b>Examples of Home Learning Tasks</b>	Students should expect to receive home learning every 4 weeks: <ul style="list-style-type: none"> <li>Draw a fruit or vegetable and apply directional shading to create tone.</li> <li>Create your own imaginary fruit/ vegetable.</li> <li>Research an Aboriginal 'Journey' painting. Analyze the content.</li> <li>Research the artist Mike Libby and create a fact file about his artwork.</li> </ul>	
<b>Assessment Tasks, Methods &amp; Frequency</b>	<b>Lessons</b> – Questioning, individual feedback, peer and self-assessment, reflection <b>Sketch books</b> – students will receive marks for home learning with written feedback and suggested areas for improvement every 4 weeks. <b>Class Folders</b> – Students will receive end of project marks with targets each term.	
<b>Equipment That Students Need</b>	Rubber, sharpener, long 30cm ruler, HB and 2B shading pencil, glue stick, coloured pencils, black fine liner pen and apron.	


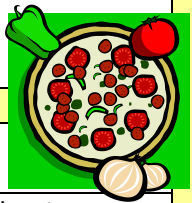
<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>Ensure your child is summarizing information in their own words in research tasks</li> <li>Ensure your child brings their Art equipment to every lesson.</li> <li>Encourage visits to museums/ galleries.</li> <li>Encourage your child to practise drawing from observation.</li> </ul>	
<b>Useful Websites</b>	<ul style="list-style-type: none"> <li><a href="http://www.insectlabstudio.com">www.insectlabstudio.com</a></li> </ul>	
<b>Extra-curricular Activities</b>	<ul style="list-style-type: none"> <li>Aim Higher/ Extended projects with Miss Louka in M2.10</li> <li>Look out for competition opportunities on the Art corridor notice board.</li> </ul>	

<b>Who Can I Contact?</b>	Head of Art	Mrs Ward-Mills	
	Teachers of Y7 Art	Mrs Johnstone Ms Karimova	Ms Louka Mrs Ward-Mills

# Woodbridge High School Curriculum Overview

## Year 7 – Design & Technology



	Curriculum Content	Suggested Reading or Extension Activities
<p>During the year, students complete the following units shown here in rotation.</p> <p>Not all students complete the same units at the same time.</p> <p>Please contact the Head of Department for further details</p>	<p><b>Product Design – Sweet Dispenser</b></p> <ul style="list-style-type: none"> <li>• Intro, examples &amp; research</li> <li>• Design ideas and evaluation</li> <li>• Workshop safety</li> <li>• Using Hand tools</li> <li>• Application of CAD/CAM in design</li> <li>• Applying finish</li> <li>• Incorporating sustainability into design</li> <li>• Evaluation and improvements</li> </ul>	<p>Researching existing products and developments in materials used.</p> 
	<p><b>Food Technology – Pizza Project</b></p> <ul style="list-style-type: none"> <li>• Basics of food hygiene and kitchen safety.</li> <li>• Importance of weighing accurately and using combinations of ingredients to give different flavours and textures in a food product.</li> <li>• Practical work includes savoury rolls, traditional pizza, Chelsea buns, Focaccia bread</li> </ul>	<p>Experiment with producing the same meals at home. Developing it further by experimenting with different toppings and flavours.</p>
	<p><b>Graphics – Pewter Pendant</b></p> <ul style="list-style-type: none"> <li>• Properties of metals and materials used for packaging</li> <li>• Be able to use design movement to influence design ideas</li> <li>• Develop CAD skills.</li> <li>• Evaluation and improvements</li> </ul>	<p>Research alternative ways to produce packaging that is more sustainable and environmentally friendly.</p> 

Examples of Home Learning Tasks	<ul style="list-style-type: none"> <li>• Completing a range of research tasks to extend subject knowledge.</li> </ul>
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> <li>• Ongoing assessment against national curriculum standards. Students kept informed via marking of work completed.</li> </ul>
Equipment That Students Need	<ul style="list-style-type: none"> <li>• Food ingredients for practical lessons.</li> <li>• Fully equipped pencil case</li> <li>• Access to a computer/ internet</li> </ul>

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>• Ensuring students have the required ingredients for practical lessons.</li> <li>• Checking that students have completed all home learning tasks set.</li> <li>• Encouraging students to read Design supplements in newspapers.</li> <li>• Visit Design Museum, British Museum, Victoria and Albert Museum, Museum of Brands, Packaging &amp; Advertising</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li>• BBC Bitesize – <a href="http://www.bbc.co.uk/schools/teachers/keystage_3/topics/design_and_technology.shtml">http://www.bbc.co.uk/schools/teachers/keystage_3/topics/design_and_technology.shtml</a> <a href="http://www.bbc.co.uk/schools/gcsebitesize/design/">http://www.bbc.co.uk/schools/gcsebitesize/design/</a></li> <li>• Design Museum</li> <li>• <a href="http://www.educationquizzes.com/ks3/d-and-t/">http://www.educationquizzes.com/ks3/d-and-t/</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>• Department clubs &amp; Study support sessions run both at lunchtimes and after school – Please see Head of Department for further details.</li> <li>• Trips specific to the curriculum.</li> </ul>

Who Can I Contact?	Head of Design & Technology	Ms Rivers	
	Teachers of Y7 Design & Technology	Ms Gleeson Ms Kamara Mrs Masterman	Mr O'Brien Ms Rivers Mr Savill

# Woodbridge High School Curriculum Overview

## Year 7 – Drama

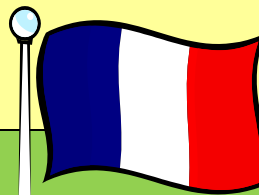
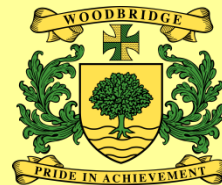


	Curriculum Content		Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Introduction to drama skills and techniques</b> <ul style="list-style-type: none"> <li>Develop ability to work effectively in groups.</li> <li>Explore and develop knowledge of skills and techniques.</li> <li>Respond to the given stimuli to create presentations.</li> </ul>		<p>Experiencing drama is the best way to develop and extend ideas.</p> <p>Visiting the theatre is a great extension to the in class experience. There are many performances both locally and beyond that capture and show new ideas and ways to tell stories. One of the easiest to access is Redbridge Drama Centre.</p> <p>Alongside visiting is to take part in extra-curricular drama both in school and outside. We run lunchtime and after-school clubs.</p> <p>We offer opportunities to perform in school and hope to continue this. This includes the annual school production.</p>
Half Term 2 (Nov-Dec)	<b>Darkton</b> <ul style="list-style-type: none"> <li>Explore a fictional situation</li> <li>Translate the information to create in role responses</li> <li>Form and structure the responses collaboratively</li> </ul>		
Half Term 3 (Jan-Feb)	<b>Greek Theatre</b> <ul style="list-style-type: none"> <li>Develop knowledge of the foundation of drama</li> <li>Understand the specific techniques in Greek Theatre</li> <li>Create performances using traditional text and techniques</li> </ul>		
Half Term 4 (Feb-Mar)	<b>Max</b> <ul style="list-style-type: none"> <li>Develop empathy and understanding of the impact of Bullying</li> <li>Understand the inner emotions of a bullied person</li> <li>Reflect on the personal response and how Bullying can be dealt with both as a bullied person and on-looker</li> </ul>		
Half Term 5 (Apr-May)	<b>Silent Movies</b> <ul style="list-style-type: none"> <li>Develop the use of non-verbal techniques including mime</li> <li>Collaborate to develop effective scenes using the given techniques.</li> <li>Respond in imaginative and creative way</li> </ul>		
Half Term 6 (Jun-Jul)	<b>The Hidden Truth of Nursery Rhymes</b> <ul style="list-style-type: none"> <li>Analyse the given information to interpret a different reason for the consequence.</li> <li>Investigate with others the roles and responses using dramatic techniques</li> <li>Collaborate to explore the possible situations and present the ideas in rehearsed presentations.</li> </ul>		
Examples of Home Learning Tasks	Research and develop knowledge of history of theatre and skills Rehearsal and development of performance		
Assessment Tasks, Methods & Frequency	All Schemes of Learning have an end performance that is assessed. Within class we reflect on what has been created and discuss how skills and techniques could be further developed.		
Equipment That Students Need	Asked to bring in props to enhance a performance		
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Visit the theatre or watching these on television</li> <li>Encourage reading of imaginative stories</li> <li>Identify potential props will enhance a performance</li> </ul>		
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.vam.ac.uk/page/t/theatre-and-performance/">www.vam.ac.uk/page/t/theatre-and-performance/</a></li> <li><a href="http://www.nationaltheatre.org.uk/discover-more">www.nationaltheatre.org.uk/discover-more</a></li> <li><a href="http://www.redbridgedramacentre.co.uk">www.redbridgedramacentre.co.uk</a></li> </ul>		
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Lunchtime and After-school Clubs</li> <li>Whole school production</li> <li>Theatre trips</li> </ul>		
Who Can I Contact?	Head of Drama	Ms Cranwell	
	Teachers of Y7 Drama	Ms Cox Ms Cranwell	Ms Pinnell



# Woodbridge High School Curriculum Overview

## Year 7 – French



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Introduce yourself and where you live</li> <li>Understand key strategies to use when learning French</li> <li>Talk about likes and dislikes</li> <li>Describe yourself and others</li> <li>Talk about your family and friends</li> </ul>	<a href="http://www.linguascope.com">www.linguascope.com</a> Username: Woodbridge Password from French teacher
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Talk about school subjects and your timetable</li> <li>Give opinions and agree or disagree</li> <li>Tell the time in French</li> <li>Use some key verbs to talk about what you do at school</li> <li>Compare schools in Britain and France</li> </ul>	Working out information from French school websites
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Talk about free time activities including sport</li> <li>Use verbs ending in -er to talk about technology</li> <li>Give opinions using a verb plus the infinitive</li> <li>Be able to say what activities other people do</li> </ul>	Find out information on French sportspeople or teams Practice regular -er verb endings using <a href="http://www.conjuguemos.com">www.conjuguemos.com</a>
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Use 'il y a' to say what there is in your town</li> <li>Ask for, understand and give directions</li> <li>Say where you and others go at the weekend</li> <li>Use 'on peut' to say what you can do in your town</li> </ul>	Research a French town or city
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Talk about where you usually go and what you do on holiday</li> <li>Use reflexive verbs to talk about getting ready to go out</li> <li>Introduce a few verbs in past and future to talk about holidays in different tenses</li> <li>Be able to order drinks and snacks in a cafe</li> </ul>	Look up different places you can visit in France – Paris, Loire valley, Les Alpes, Nice, La Dordogne, Normandy
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Understand prices with numbers 1-100</li> <li>Use near future tense with a range of verbs to talk about holiday plans</li> <li>Use 'je voudrais' to explain your wishes for the future</li> <li>Understand more about French speaking countries</li> </ul>	Videos on Youtube to learn near future tense, for example 'Mes Vacances song'

Examples of Home Learning Tasks	<ul style="list-style-type: none"> <li>Describing your favourite celebrity</li> <li>Reading comprehension</li> <li>Research in English or preparing a presentation in French</li> <li>Grammar and vocabulary learning</li> <li>Puzzles – crosswords, logic puzzles etc</li> </ul>	
Assessment Tasks, Methods & Frequency	One formal assessment per term – reading, writing, listening or speaking Mini vocabulary and grammar tests as appropriate	
Equipment That Students Need	<ul style="list-style-type: none"> <li>Pens, rulers, highlighters, glue</li> <li>Access to the internet at home</li> <li>A French dictionary or access to online dictionary</li> </ul>	





Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Helping students to learn words from the yellow vocabulary book</li> <li>Ensuring that home learning is completed and checked, and writing has not been done using internet translators</li> </ul>	
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.linguascope.com">www.linguascope.com</a>      <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> </ul>	
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Visit to France offered to all year 7 French students</li> <li>Enrichment activities through the year for students with good effort / achievement</li> </ul>	

Who Can I Contact?	Head of French	Ms Hancock	
	Teachers of Y7 French	Mrs Bemath Ms Crofts	Ms Hancock Ms Zmirou

# Woodbridge High School Curriculum Overview

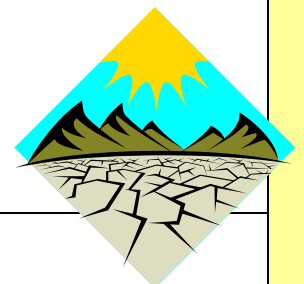
## Year 7 – Geography



	Curriculum Content	Assessment, Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>What is Geography?</b> <ul style="list-style-type: none"> <li>• Baseline test</li> <li>• Cities</li> </ul>	 Short answer questions/ multiple choice.
Half Term 2 (Nov-Dec)	<b>Ecosystems</b> <ul style="list-style-type: none"> <li>• Hot deserts</li> <li>• Biomes</li> </ul>	 Design an animal assessment based on a biome
Half Term 3 (Jan-Feb)	<b>Introduction to Plate Tectonics</b> <ul style="list-style-type: none"> <li>• What are the causes of tectonic events</li> <li>• What are the impacts of tectonic events</li> </ul>	Written Report
Half Term 4 (Feb-Mar)	<b>Weather and climate</b> <ul style="list-style-type: none"> <li>• What is weather? How is it 'created'?</li> <li>• Why is our climate changing?</li> </ul>	 A mini controlled assessment based on fieldwork.
Half Term 5 (Apr-May)	<b>Geographical Skills</b> <ul style="list-style-type: none"> <li>• Graphical and Cartographic Skills</li> <li>• Investigative and ICT Skills</li> </ul>	 End of year written exam.
Half Term 6 (Jun-Jul)	<b>Geography in the News</b> <ul style="list-style-type: none"> <li>• Topical news stories</li> </ul>	

Examples of Home Learning Tasks	<ul style="list-style-type: none"> <li>• A range of Home Learning tasks will be set on <i>Show my Homework</i>.</li> </ul>
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> <li>• Each topic will have an assessment. The type of assessment will vary depending on the topic and core skill range.</li> </ul>
Equipment That Students Need	<ul style="list-style-type: none"> <li>• Full Pencil Case (Including Green Pens, protractor and calculator)</li> </ul>

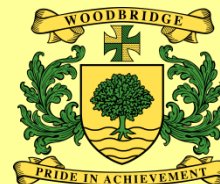
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>• Fully equipping students and checking their pencil case</li> <li>• Asking students to teach parents what they've learnt in/out of class</li> <li>• Check students have completed Home Learning</li> <li>• Get students to regularly read/watch the news</li> <li>• Support students in being resilient and lifelong learners</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li>• BBC Bitesize Geography <a href="http://www.bbc.co.uk/bitesize/ks3/geography/">http://www.bbc.co.uk/bitesize/ks3/geography/</a></li> <li>• Twitter- @WHSGeography <a href="https://twitter.com/WHSGeography">https://twitter.com/WHSGeography</a></li> <li>• Geography All The Way <a href="http://www.geographyalltheway.com/">http://www.geographyalltheway.com/</a></li> <li>• GeographyPods <a href="http://www.geographypods.com/">http://www.geographypods.com/</a></li> <li>• DreamTeach Activ <a href="http://www.dreamteachactiv.co.uk/">http://www.dreamteachactiv.co.uk/</a></li> <li>• Get Revising <a href="http://getrevising.co.uk/">http://getrevising.co.uk/</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>• Geography Club (Tuesday: 3.10-3.45pm- W2)</li> <li>• GeoCaching (Summer)</li> </ul>



Who Can I Contact?	Head of Geography	Mr Steacy-Buck	
	Teachers of Y7 Geography	Ms Fleet Ms Howe Ms George-Francis	Ms Sheehan Mr Steacy-Buck

# Woodbridge High School Curriculum Overview

## Year 7 – German



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Students will learn to introduce themselves including name, age, where they live, character, favourite things</li> <li>Using the German alphabet to understand how words are spelled and numbers up to 19</li> <li>Using connectives and qualifiers to make sentences more interesting</li> </ul>	Use this link to understand questions and participate in a quiz about favourite things <a href="http://www.ukgermanconnection.org/kids-favourite-things">http://www.ukgermanconnection.org/kids-favourite-things</a>
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Talking about family and pets</li> <li>Using adjectives to describe appearance</li> <li>Using all parts of the verb 'haben' – to have</li> <li>Learning about German culture and Christmas traditions</li> </ul>	Students complete research about Christmas traditions in German speaking countries
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Talking about sports and leisure activities</li> <li>Using adverbs of frequency to say how often you do things</li> <li>Expressing opinions in a variety of ways</li> <li>Making sound-writing links to predict the pronunciation/spellings of new words</li> </ul>	Use this link to watch a video clip about sports day at a German school <a href="http://www.bbc.co.uk/learningzone/clips/sports-day-at-a-german-school/5718.html">http://www.bbc.co.uk/learningzone/clips/sports-day-at-a-german-school/5718.html</a>
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Talking about school (school subjects, timetable, school items)</li> <li>Using possessive adjectives e.g 'mein' (my)</li> <li>Use the verb 'es gibt' to say what there is or there are</li> <li>Giving a presentation about your dream school</li> </ul>	Use this link to watch a video clip about a German school day <a href="http://www.bbc.co.uk/learningzone/clips/the-school-day-in-germany/5715.html">http://www.bbc.co.uk/learningzone/clips/the-school-day-in-germany/5715.html</a>
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Talking about your town and holiday plans</li> <li>Using transactional language for role-plays</li> <li>Using the verb 'werden' to form the future tense</li> </ul>	Use this link to watch a video clip on ordering food and drink <a href="http://www.bbc.co.uk/education/clips/zj32tfr">http://www.bbc.co.uk/education/clips/zj32tfr</a>
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Students will study various fairy tales</li> <li>Reading and finding meanings in longer texts</li> <li>Looking at sentence patterns to understand word order</li> <li>Students write their own fairy tale</li> </ul>	Use this link for <i>Little Red Riding Hood</i> <a href="http://www.ukgermanconnection.org/kids-rotkaeppchen">http://www.ukgermanconnection.org/kids-rotkaeppchen</a>

Examples of Home Learning Tasks	Vocabulary Learning, preparing a poster presentation; preparing a ppt. presentation writing short paragraphs e.g description of a famous person
Assessment Tasks, Methods & Frequency	Students will be assessed after each unit of work and throughout lessons. Tasks include: Extended writing 'Everything about myself'; Oral Presentation 'Christmas and New Year Traditions'; Listening and Reading comprehensions
Equipment That Students Need	Year 7 vocabulary booklet, highlighter pens, a bilingual dictionary

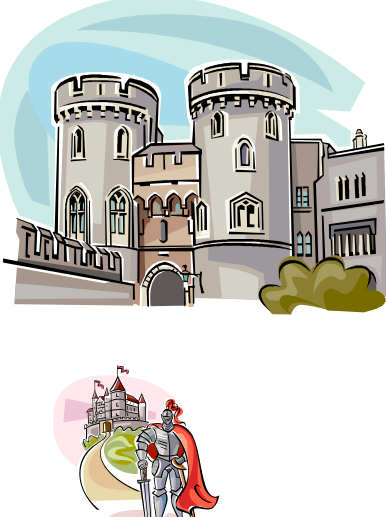
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Learning new vocabulary with their child and practising together</li> <li>Encouraging their child to teach the parent some of the new items learnt</li> <li>Ensure that all H/L is completed on time</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.wordreference.com">http://www.wordreference.com</a></li> <li><a href="http://www.linguascope.com">http://www.linguascope.com</a></li> <li><a href="http://www.ukgermanconnection.org/kids-home-uk">http://www.ukgermanconnection.org/kids-home-uk</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>KS3 German club</li> </ul>

Who Can I Contact?	Head of German	Mrs Turner
	Teachers of Y7 German	Ms Bemath Mr Hennessy Mrs Turner

# Woodbridge High School Curriculum Overview

## Year 7 – History



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Introduction to History- what is history, introduction to historical skills and source work. These skills lessons are taught through content based on Viking England.</li> <li>Baseline test</li> <li>Medieval life- 1066- why did William win the Battle of Hastings?</li> </ul>	<p>Students should be encouraged to find out more about the period in history they are studying. This might involve reading or watching documentaries. Students should at this point begin to be questioning the sources in which they are used to- i.e. Newspaper articles, TV, and fictional books.</p> 
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>How did William I control England?</li> <li>Was the Black Death of 1348 a complete disaster?</li> <li>How accurate is Disney's interpretation of King John?</li> </ul>	
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Tudor England- how did the Tudors become so powerful?</li> <li>Tudors- Why did Henry VIII break from Rome?</li> <li>Does Mary I deserve to be called 'Bloody Mary'?</li> <li>Tudors- Why was it dangerous to be the 'wrong religion' 1547-1603?</li> <li>How far did religion change during the Tudor era?</li> </ul>	
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Tudors- Why was it dangerous to be the 'wrong religion' 1547-1603?</li> <li>How far did religion change during the Tudor era?</li> </ul>	
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Why did the Spanish Armada fail?</li> <li>Elizabeth I- her image and legacy, her potential suitors</li> <li>The Spanish Armada</li> <li>Who was the most significant Tudor Monarch?</li> <li>Why was the first English colony a failure?</li> </ul>	
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>The English Civil War- causes and legacy</li> <li>Woodford's local history- Why is Woodford so historically significant?</li> </ul>	

Examples of Home Learning Tasks	An independent HL project will be set once a year HL tasks will be set to further learning that is done within class- this can range from essay planning, researching or collecting subject knowledge to be shared in class
Assessment Tasks, Methods & Frequency	Assessments will be marked in detail and edited by students: Baseline test- marked with feedback Assessment 1- 'What caused William to win the Battle of Hastings?' Assessment 2- 'How far did religion change during the Tudor era?' Assessment 3- 'Why is Woodford so historically significant?' Mini assessments will be based around evidential thinking and historical interpretation.
Equipment That Students Need	Pens, highlighters, pencil, ruler, planner.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Going over exercise books/ assessment files and reading through targets together, looking for opportunities to apply them</li> <li>Checking on time management for home learning projects- on course to get completed on time</li> <li>Going over assessment feedback and thinking about how it can applied to the next one</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li>Please see the Homework planner for this information</li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>History home learning club on Wednesday lunchtimes in W16</li> </ul>



Who Can I Contact?	Head of History	Ms Larkin	
	Teachers of Y7 History	Mr Bhullar Mrs Doig Ms Karimova	Ms Larkin Mr Laws Miss Whelan

# Woodbridge High School Curriculum Overview

## Year 7 – ICT & Computing



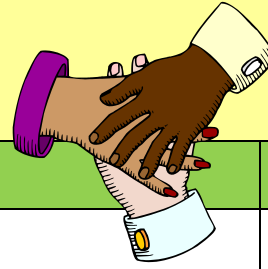
	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>ICT and Computing at Woodbridge</b> <ul style="list-style-type: none"> <li>Describing and analysing a range of hardware and software</li> </ul> <b>E-safety project</b> <ul style="list-style-type: none"> <li>Students create a website about knowledge and concepts gained about e-safety</li> </ul>	Extended home learning project: To create an ICT model. <a href="http://stopcyberbullying.org/prevention/parents_role.html">http://stopcyberbullying.org/prevention/parents_role.html</a>
Half Term 2 (Nov-Dec)	<b>Database</b> <ul style="list-style-type: none"> <li>Students learn about data representation, data types, uses of database in wider world.</li> <li>Students are taught the differences between paper based and computerized databases-looking at the advantages and disadvantages of each method.</li> <li>They create their own databases where they filter and sort data.</li> </ul>	Describe and explain fields and records in a particular type of database.
Half Term 3 (Jan-Feb)	<b>Programming with Scratch</b> <ul style="list-style-type: none"> <li>Students develop programming skills through block based Scratch programming, &amp; design &amp; develop their own game.</li> </ul>	Free Flash tutorials <a href="http://scratch.mit.edu">http://scratch.mit.edu</a>
Half Term 4 (Feb-Mar)	<b>Spreadsheets</b> <ul style="list-style-type: none"> <li>Understanding spreadsheets and their use in the world.</li> <li>Designing and creating their own spreadsheets</li> <li>Students are taught how to format, construct spreadsheet formulae, and represent data in visual ways.</li> </ul>	<a href="http://www.excelcentral.com/">http://www.excelcentral.com/</a>
Half Term 5 (Apr-May)	<b>Text-based Programming with Python</b> <ul style="list-style-type: none"> <li>Programming skills are gained.</li> <li>Students write and execute their own code to simulate artificial intelligence.</li> </ul>	How to get started with Python <a href="http://www.learnpython.org/">http://www.learnpython.org/</a> Learning how to code <a href="http://www.code.org">www.code.org</a>
Half Term 6 (Jun-Jul)	<b>Games Development with Kodu</b> <ul style="list-style-type: none"> <li>Developing 3D games using Kodu Game Lab</li> <li>Building 3D worlds and programming characters &amp; objects to interact within the world.</li> </ul>	Learn more: <a href="http://www.kodugamelab.com">http://www.kodugamelab.com</a>

Examples of Home Learning Tasks	Create a computer model from recycled materials. Describe with the use of examples professions that use databases. Write the code which will execute as a conversation.
Assessment Tasks, Methods & Frequency	Mostly computer based projects, constant feedback provided to students verbally during lesson time. Assessed home learning sheets provided once a fortnight. Overall project assessed towards end.
Equipment That Students Need	Computers, pencil case.  
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Supporting them with specific home learning tasks</li> <li>Providing guidance with extended home learning projects</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://stopcyberbullying.org/prevention/parents_role.html">http://stopcyberbullying.org/prevention/parents_role.html</a></li> <li><a href="https://www.thinkuknow.co.uk/parents/">https://www.thinkuknow.co.uk/parents/</a></li> <li><a href="http://www.learnpython.org/">http://www.learnpython.org/</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Computer Club held by ICT and Computing teachers</li> </ul>

Who Can I Contact?	Head of ICT & Computing	Ms Surujpaul	
	Teachers of Y7 ICT & Computing	Mr Brock-Carey Ms Durrani	Ms Mistry Ms Surujpaul

# Woodbridge High School Curriculum Overview

## Year 7 – Life Studies



	Curriculum Content	Suggested Reading or Extension Activities
<b>Term 1</b> (Sept-Dec) Transition and SRE	<b>Transition Programme</b> <ul style="list-style-type: none"> <li>• Choosing and making friends</li> <li>• Social media and its impact on yourself and other</li> <li>• Respect and tolerance of others</li> <li>• Self Confidence</li> </ul>	Students should discuss the issues raised during Life Studies with peers, parents and teachers. Discussion and debate are the best way to extend their learning.
	<b>Health and Development</b> <ul style="list-style-type: none"> <li>• Personal Hygiene</li> <li>• Puberty- change</li> <li>• Puberty- what is normal?</li> <li>• Positive relationships</li> <li>• Basic first aid</li> </ul>	
<b>Term 2</b> (Jan-March) Careers	<b>Careers Education, Information, Advice and Guidance</b> <ul style="list-style-type: none"> <li>• School career vs work career</li> <li>• What do I want to be? Where do I get advice?</li> <li>• Career family tree/ tree of industry</li> <li>• Work Related Learning</li> <li>• How important are examinations?</li> </ul>	
<b>Term 3</b> (April-July) R&R	<b>Rights and responsibilities and British values</b> <ul style="list-style-type: none"> <li>• What is Britain? What does it mean to be British?</li> <li>• The value of the rules and laws</li> <li>• The respect of others, rights, personal freedoms and how to exercise these safely</li> </ul>	



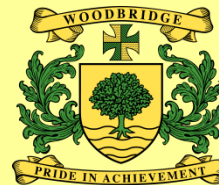
Examples of Home Learning Tasks	Home Learning tasks are only occasionally set for Life Studies. Lessons consist of discussion and debate, with some written work.
Assessment Tasks, Methods & Frequency	Assessment is continuous through teacher observation.
Equipment That Students Need	Pens, pencils, ruler.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>• Discussing and debating the issues raised.</li> <li>• Encouraging students to find out more.</li> <li>• Watching documentaries with their children</li> </ul>
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Who Can I Contact?	Assistant Headteacher	Miss Année	
	Teachers of Y7 Life Studies	Ms Begum Mrs Boaten-Rolfe Ms Cox Ms Choudhry	Ms Kamara Ms Sheehan Ms Smith Ms Woodstock

# Woodbridge High School Curriculum Overview

## Year 7 – Music

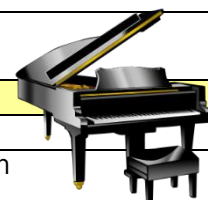


	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Musical Elements</b> <ul style="list-style-type: none"> <li>Analysing music using the key elements</li> <li>Performance and arrangement of a melody using musical elements</li> </ul>	Listening to Classic FM and discussing the music heard. Theory Fun Factory: v. 1: Music Theory, Puzzles and Games by Katie Elliott
Half Term 2 (Nov-Dec)	<b>Musical Notation</b> <ul style="list-style-type: none"> <li>Learning how to read musical pitches and rhythms</li> <li>Performing a piece of music using a score</li> </ul>	Revise musical notation Practise naming musical notes from a score Theory Class (Monday 3.15)
Half Term 3 (Jan-Feb)	<b>Musical Structures</b> <ul style="list-style-type: none"> <li>Exploring through listening and performing examples of binary, ternary and rondo form.</li> <li>Composing pieces within a given musical structure.</li> <li>Performing examples of theme and variation pieces.</li> <li>Creating a set of variations on a given theme melody.</li> </ul>	Listening to examples of this style of music. Useful resources on teoria.com
Half Term 4 (Feb-Mar)	<b>African Drumming</b> <ul style="list-style-type: none"> <li>Exploring the background and context of African music</li> <li>Creating whole class and group compositions.</li> </ul>	Listening to examples of African Music. Useful resources on YouTube.
Half Term 5 (Apr-May)	<b>Instruments of the Orchestra</b> <ul style="list-style-type: none"> <li>Be able to identify instruments of the orchestra by listening.</li> <li>Playing together as a whole class ensemble.</li> </ul>	Listening to examples of different instruments of the orchestra on dsokids.com Identifying instruments when playing as a whole orchestra.
Half Term 6 (Jun-Jul)	<b>Folk Music</b> <ul style="list-style-type: none"> <li>Understanding the background and context to Folk Music.</li> <li>Recognising different styles of Folk Music.</li> <li>Composing a melody with a chord accompaniment.</li> </ul>	Listening to examples of Folk Music from around the world. Useful resources on YouTube.

Examples of Home Learning Tasks	Music Theory exercises Listen to examples of the musical styles studied Revision of concepts and key words.	
Assessment Tasks, Methods & Frequency	At the end of each half term project there will be an assessment. Students will perform or show their work and will then evaluate it and reflect on their progress through discussion and written work. Students will also complete a listening test.	
Equipment That Students Need	Pen/pencil. Students are encouraged to bring their instrument in if they have private lessons or are learning at home.	

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Helping with revision of musical notation</li> <li>Listening to music and discussing opinions and musical elements heard</li> </ul>	
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.youtube.com">www.youtube.com</a> (for listening to examples of music and instrumental skills)</li> <li><a href="http://www.bbc.co.uk/music">www.bbc.co.uk/music</a> (excellent videos and tracks of experts discussing music)</li> <li><a href="http://www.teoria.com">www.teoria.com</a> (useful for revising musical notation and musical structures)</li> </ul>	
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Please see Music Department clubs timetable</li> </ul>	



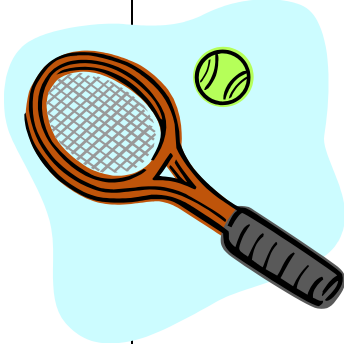
Who Can I Contact?	Head of Music	Miss Exposito	Mrs Nunn
	Teachers of Y7 Music	Mr Archer Miss Exposito	



# Woodbridge High School Curriculum Overview

## Year 7 – Physical Education



	Curriculum Content	Suggested Reading or Extension Activities
<p>During the year, students complete the following units shown here in rotation.</p> <p>Not all students complete the same units at the same time.</p> <p>Please contact the Head of Department for further details</p>	<p><b>Mixed Gender Classes</b></p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Badminton</li> <li>• Dance</li> <li>• Fitness</li> <li>• Handball</li> <li>• OAA</li> </ul> 	<p>Extra-curricular clubs run in most of the sports offered during curriculum time.</p> 
	<p><b>Single Sex Classes</b></p> <ul style="list-style-type: none"> <li>• Dodgeball</li> <li>• Football</li> <li>• Gymnastics</li> <li>• Netball</li> <li>• Rugby</li> <li>• Striking &amp; Fielding games</li> </ul> 	

<b>Examples of Home Learning Tasks</b>	Learn two rules for the specific sport, practice a specific skill, devise a particular warm up for a small group
<b>Assessment Tasks, Methods &amp; Frequency</b>	Continuous assessment throughout activity
<b>Equipment That Students Need</b>	White Woodbridge Polo shirt, Black Woodbridge shorts, Black Woodbridge tracksuit, socks, trainers, gumshield (for rugby), football boots

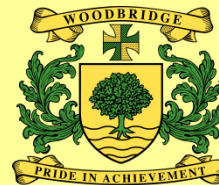
<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>• Ensuring that they have the correct kit for every lesson</li> <li>• Encourage pupils to attend extra curricular sessions</li> </ul>
<b>Extra-curricular Activities</b>	<ul style="list-style-type: none"> <li>• All activities have an extra curricular club at lunchtime or after school to improve pupil performance</li> </ul>

<b>Who Can I Contact?</b>	Head of PE	Mr Jones	
	Teachers of Y7 PE	Ms Bradley Mr Doolan Ms Ennis Mr Fuschillo	Mr Jones Miss Moore Ms Payne Mr Clifton



# Woodbridge High School Curriculum Overview

## Year 7 – Religious Education



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<p><b>Introduction to RE.</b> What is RE, philosophy and ethics Why do we study RE Develop an understanding of faith and belief Explore personal faith and belief</p> <p><b>Christianity</b> Basic Christian beliefs - Who is God Who was Jesus, 10 Commandments Christian rites of passage The Bible and its place within Christianity</p>	<p>The Bible Christianity for Dummies</p> <p><a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a> <a href="http://londoninternetchurch.org.uk/">http://londoninternetchurch.org.uk/</a></p> <p><b>Extracurricular</b> Join the WHS Philosophers Club</p>
Half Term 2 (Nov-Dec)	<p><b>Islam</b> Basic Muslim beliefs, Who was Muhammad – The Life of Muhammad, What are the 5 pillars and why are they important to Muslims, Muslim Rites of Passage, The Revelation of The Qur’an and its importance in Islam</p>	<p>The Quran Islam for Dummies Teachings and Beliefs in Islam</p> <p><a href="http://www.bbc.co.uk/religion/religions/islam/">http://www.bbc.co.uk/religion/religions/islam/</a> <a href="http://www.interfaithsustain.com">http://www.interfaithsustain.com</a></p>
Half Term 3 (Jan-Feb)	<p><b>Hinduism</b> Is Hinduism a Polytheist religion Hindu basic beliefs , Gods and Goddesses x2 Hindu rites of passage, Holy Books</p>	<p>The Geeta Hinduism for Dummies, Hinduism for Kids: Beliefs And Practices – Shalu Sharma</p> <p><a href="http://ced.ochs.org.uk/">http://ced.ochs.org.uk/</a></p>
Half Term 4 (Feb-Mar)	<p><b>Sikhism</b> Sikh basic beliefs Who was Guru Nanak and why is he important Who were the 10 Gurus and why were they important, The Guru Granth Sahib What are the 5 K’s and what do they represent? Sikh rites of Passage</p>	<p>Guru Granth Sahib Sikh Stories - Anita Ganeri</p> <p><a href="http://www.bbc.co.uk/religion/religions/sikhism/">http://www.bbc.co.uk/religion/religions/sikhism/</a> <a href="http://www.sikhs.org/topics.htm">http://www.sikhs.org/topics.htm</a></p>
Half Term 5 (Apr-May)	<p><b>Religion and Authority</b> Concept of God, Trinity, 99 names of Allah Who has authority within religion, the community personal life?, Alternative ideas of a supreme power</p>	<p>Religions of the world – Sir Ben Kingsley Understand the Philosophy of Religion – Mel Thompson</p>
Half Term 6 (Jun-Jul)	<p><b>Independent Project</b> Investigate and deliver a presentation on one world religion.</p>	<p>All as above</p>

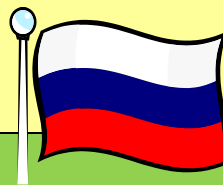
Examples of Home Learning Tasks	<p>Extended writing skills using the PEE (point/evidence/explanation) criteria Learning subject specific key words and how to use them in writing Interviewing friends and family members about their religious and non-religious beliefs Develop skills in enquiry</p>
Assessment Tasks, Methods & Frequency	<p>Formal written assessment at the end of the topic. Presentations Home learning peer assessed at the end of the topic. Informal speaking and listening assessment during class discussions and debates.</p>
Equipment That Students Need	<p>Pens, Blue/Black, Red and Green, pencil, ruler, rubber, and sharpener homework booklets/tasks printed per teacher instruction.</p>

Parents / Carers can help their child by:	<p>Check home learning diary for project deadlines and support child meeting deadlines. Encouraging their child to speak with their class teacher if they need help in RE.</p>
Useful Websites	<ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/religion">www.bbc.co.uk/religion</a></li> <li>• <a href="http://www.bbc.co.uk/learning/subjects/religious_studies">www.bbc.co.uk/learning/subjects/religious_studies</a></li> <li>• <a href="http://www.truetube.co.uk">www.truetube.co.uk</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>• Home learning support – Monday 3.15pm</li> </ul>

Who Can I Contact?	Head of RE	Ms Choudhry
	Teachers of Y7 RE	Ms Choudhry Mr Lines Mr Miah

# Woodbridge High School Curriculum Overview

## Year 7 – Russian

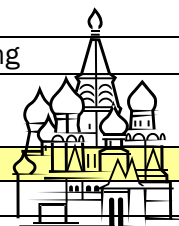


	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Key strategies to help us learn a new language</li> <li>Cultural facts about Russia</li> <li>Russian alphabet; cognates' recognition</li> <li>Introducing yourself; asking 'how you are'; counting to 20</li> <li>Sports and the verb 'to play'</li> </ul>	Researching cultural facts about Russia Making Russian Alphabet cards to help with learning the alphabet
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Alphabet revision</li> <li>Expressing likes/dislikes; using connectives</li> <li>Food; facts about Russian food</li> <li>Understanding longer texts; dialogues about likes/dislikes</li> <li>Russian Christmas and New Year traditions</li> </ul>	Research about Russian food and Sport in Russia Home learning project- presentation about likes/dislikes (food and sport)
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Giving reasons for your likes/dislikes; using connectives</li> <li>Saying where you live and expressing opinions</li> <li>Facts about Moscow and St Petersburg</li> <li>Giving the information about yourself and hobbies</li> </ul>	Facts about Moscow and St Petersburg H/I project- writing about yourself and your hobbies
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Classroom objects; gender in Russian</li> <li>Using the structure 'I have/ I do not have'</li> <li>My family; saying other people's names</li> <li>Russian names and Russian famous people; Patronymics</li> <li>Pets and adjectives to describe them</li> </ul>	Home learning project- mini booklet 'My Family' Research about famous Russians
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Months and dates in Russian</li> <li>Birthdays, saying how old you are</li> <li>Russian fairy tales; reading authentic texts</li> </ul>	Russian fairy tales H/I project 'About myself' to sum up everything learned
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>School subjects</li> <li>Uniform, clothes, colours, agreement of adjectives</li> <li>Times of lessons and routines</li> <li>Opinions, reasons and connectives – writing more complex sentences</li> </ul>	Home Learning project about Russian schools and comparing them to schools in the UK

Examples of Home Learning Tasks	Preparing presentations about what you like/dislike (food/sports); information about yourself and your family Cultural research projects as outlined above Vocabulary and alphabet learning	
Assessment Tasks, Methods & Frequency	Half-termly assessments in reading, writing and speaking Vocabulary tests	
Equipment That Students Need	Pens, pencils, ruler, exercise book, vocabulary booklet	

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Assisting in learning the Russian alphabet and vocabulary, and regularly testing your child</li> <li>Encouragement and checking planners and SMHW site for home learning tasks</li> <li>Buying them a small Russian/ English dictionary- The Oxford Beginner's Dictionary for Russian is recommended</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.quizlet.com">www.quizlet.com</a> (also available as an App) to assist in vocab learning</li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>School trip to Moscow planned for February 2018</li> <li>Key stage 3 Russian Home Learning Club at lunch-time</li> </ul>

Who Can I Contact?	Head of Russian	Mrs Clark	
	Teachers of Y7 Russian	Mr Baker Mrs Clark	Mr Hogan Ms Moroz



# Woodbridge High School Curriculum Overview

## Year 7 – Spanish



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Introduce myself, say how I feel and where I live</li> <li>Talk about my like and my dislikes</li> <li>Discuss my heroes using SER and learn about famous Spanish people</li> <li>Introduce my family using TENER</li> </ul>	Talk about different people Use the CROATIAN to form longer and more complex sentences
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Discuss what myself and others do in our free time</li> <li>Describe the weather - discover about weather and activities in the Spanish speaking world</li> <li>Talk about the sport you do using the present tense</li> </ul>	Conjugate AR verbs at plural persons to talk about others Be a grammar leader and explain rules to the class
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Give a range of opinions on the subjects I study</li> <li>Talk about my school and its facilities using hay</li> <li>Talk about what I do at break and lunch with ER &amp; IR verbs</li> <li>Look at the difference between Spanish and English schools</li> </ul>	Talk about different people using a range of different verbs Use the CROATIAN to form longer and more complex sentences
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Describe myself and my family using a range of adjectives</li> <li>Talk about other people's personalities using irregular verbs</li> <li>Use the verbs SER and TENER in context accurately</li> </ul>	Produce longer sentences , in written and spoken form, talking about different people and using more complex structures
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Describe where I live and what my house is like</li> <li>Use the verbs SER and ESTAR accurately</li> </ul>	Use the CROATIAN to form longer and more complex sentences Be a grammar leader and explain rules to the class
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Describe your town and where you go in town</li> <li>Be able to tell the time in Spanish</li> <li>Talk about what you will be doing in town next weekend</li> <li>Use the verb QUERER</li> </ul>	Use both present and future in the same text Conjugate the verbs SER, ESTAR, TENER, QUERER, IR



Examples of Home Learning Tasks	Writing tasks , vocab learning , prepare a presentation
Assessment Tasks, Methods & Frequency	Every half term, alternating between speaking, reading, listening and writing assessments in class
Equipment Which Students Need	Pencil case, ruler, glue, exercise book, vocabulary booklet, planner

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Helping with vocabulary learning ( use the vocabulary booklet )</li> <li>Help to check spelling with writing tasks</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.linguascope.com">www.linguascope.com</a> ; <a href="http://www.languagesonline.org">www.languagesonline.org</a></li> <li><a href="http://www.conjuguemos.com">www.conjuguemos.com</a> ; <a href="http://www.zut.org">www.zut.org</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Lunchtime Spanish club drop in sessions for extra help</li> <li>Half termly reward activities on invitation</li> </ul>



Who Can I Contact?	Head of Spanish	Ms Crofts	
	Teachers of Y7 Spanish	Ms Annee Ms Crofts	Mr Hennessy Ms Zmirou