

# WOODBRIDGE HIGH SCHOOL

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## Curriculum Booklet for Parents Year 10 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 10 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.

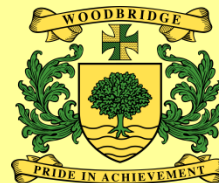
I hope that you will find this information useful.

## Steven Hogan

Deputy Headteacher: Curriculum  
shogan@woodbridge.redbridge.sch.uk

# Woodbridge High School Curriculum Overview

## Year 10 – English & English Literature (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>GCSE English Literature Component 2 Section A</b> Reading a post 1914 play: <i>An Inspector Calls</i> . <ul style="list-style-type: none"> <li>Studying the context of the play; the form, structure, language, themes and characters</li> </ul> Preparation for examination questions  <b>English Literature Component 2 – Section C Unseen poetry</b>	BBC website GCSE Bitesize Research (articles; non-fiction texts, <i>YouTube</i> , etc.): J.B. Priestley; social and historical context Britain pre-World War I to post WWII. Wider reading of selected poems (e.g. see <i>Guardian Review – Sunday poem; collections, etc.</i> ), Departmental resources
Half Term 2 (Nov-Dec)	<b>GCSE English Literature Component 2 Section B</b> <ul style="list-style-type: none"> <li>Reading a novel by Charles Dickens: <i>A Christmas Carol</i></li> <li>Studying the context of the play; the form, structure, language, themes and characters</li> <li>Preparation for full mock examination of Component 2</li> </ul>	BBC website GCSE Bitesize Research (articles; non-fiction texts, <i>YouTube</i> , etc.): social and historical context Britain in Victorian times, e.g. social classes, work houses, social responsibility, etc. Other Dickens novels
Half Term 3 (Jan-Feb)	<b>GCSE Language Component 1: 20<sup>th</sup> century prose</b> <ul style="list-style-type: none"> <li>Studying a wide range of 20<sup>th</sup> century prose writing</li> <li>Form, language, structure, character and theme</li> <li>Preparation for exam questions and technical accuracy</li> </ul>	BBC Bitesize Wider reading in fiction; see our school library for availability of titles suggested by the English department Past papers.
Half Term 4 (Feb-Mar)	<b>GCSE Language Component 1 continued</b> <ul style="list-style-type: none"> <li>Writing a creative piece from a selection of titles</li> <li>Understanding how to structure a narrative, create convincing characters and engage a reader effectively</li> <li>Full mock examination of Component 1</li> </ul>	As above Also encouraging keeping a journal and creative writing at home
Half Term 5 (Apr-May)	<b>GCSE Literature Component 1: Shakespeare</b> <ul style="list-style-type: none"> <li>Studying <i>Romeo and Juliet</i></li> <li>Understanding the language, form and structure of the play</li> <li>Understanding the themes and context of the play</li> </ul>	Watch and discuss Shakespeare plays and film versions Research: Elizabethan England Wider reading to include Shakespeare's sonnets
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Continuing study of <i>Romeo and Juliet</i></li> </ul> <b>GCSE Spoken Language – non-examined component.</b> <ul style="list-style-type: none"> <li>Presentation of a speech to an audience on a specific topic.</li> </ul>	Reading articles from a quality newspaper or from the BBC news website. Research and discuss: topics that student feels strongly about

Examples of Home Learning Tasks	Essays; improved writing, past papers; research projects and wider reading.
Assessment Tasks, Methods & Frequency	Ongoing assessments plus full year group mock exams.
Equipment That Students Need	Pupils need to buy Literature texts: <i>An Inspector Calls</i> by J.B. Priestley, <i>A Christmas Carol</i> by Charles Dickens, and <i>Romeo and Juliet</i> by William Shakespeare; green pen for regular editing; ruler; highlighter.



Shakespeare

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Ensuring that pupils read regularly and widely, both fiction and non-fiction texts.</li> </ul>
Useful Websites	BBC Bitesize; <a href="http://nfs.sparknotes.com/romeojuliet/">http://nfs.sparknotes.com/romeojuliet/</a> (No Fear Shakespeare – modern English and original text side-by-side); <a href="https://www.theguardian.com/uk">https://www.theguardian.com/uk</a>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Newspaper Club, Reading group</li> </ul>

Who Can I Contact?	Head of English	Mrs Amihere	
	Teachers of Y10 English	Mrs Amihere/Ms Rahman Ms Barnes Ms Begum Ms Boht Ms Colman	Mr Drake Ms Jackson Ms Minhas Ms Rée Ms Ruzane/Ms Buckland



# Woodbridge High School Curriculum Overview

## Year 10 – Mathematics (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Proportion, Ratio, Percentage Change, 3D Shapes, Volume of a prism (H)</li> <li>Proportion, Ratio, Percentage Change, 3D shapes, Volume of a prism (F)</li> </ul>	Extension and Activities to all topics can be found on: <a href="http://www.nrich.maths.org">www.nrich.maths.org</a>
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Volume and Surface Area, Circles, Sectors, Circle Theorems and Constructions &amp; Loci (H)</li> <li>Volume and Surface Area, Circles, Constructions and Loci (F)</li> </ul>	My Maths lessons and on-line home learning in number, algebra, Geometry, Statistics, Probability and Ratio & Proportion as well as activities from Grade 3 – 9 on Mathswatch
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Factors and Multiples, Powers and Roots, Surds, Equation of a straight line, Linear and Quadratic Functions (H)</li> <li>Factors and Multiples, Prime factor decomposition, Powers and Roots, Drawing straight line graphs, Equation of a straight line graph (F)</li> </ul>	
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Properties of quadratic functions, Kinematic Graphs, Frequency Diagrams, Averages and Spread, Box Plots and Cumulative Frequency Graphs, Scatter Graphs and Correlation, Time Series (H)</li> <li>Kinematic Graphs, Frequency Diagrams, Averages and Spread, Scatter Graphs and Correlation and Time Series Graphs (F)</li> </ul>	
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Negative and Fractional Indices, Exact Calculations, Standard Form, Linear Sequences, Quadratic Sequences, Special Sequences (H)</li> <li>Roots and indices, Exact calculations, Standard Form, Sequence rules, Finding the nth term, Special sequences (F)</li> </ul>	Edexcel Pearson Revision Guide, Foundation or Higher
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Cubic and Reciprocal Functions, Exponential and Trigonometric functions, Real life Graphs, Gradients and Areas under Graphs, Equation of a circle (H)</li> <li>Properties of Quadratic Functions, Sketching functions, Real-life graphs (F)</li> </ul>	Text Books: Oxford University Press GCSE Text Books



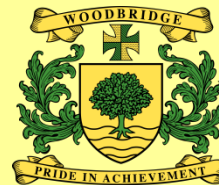
Examples of Home Learning Tasks	Re-enforces what pupils have learnt in class, e.g. find missing sides using Pythagoras. Home learning is set once a week on MyMaths and completed by students online.
Assessment Tasks, Methods & Frequency	Students will be tested every 3-4 weeks, based on each unit of work. Students will also be assessed before the Christmas holidays, on everything they have done since June, and will once again be assessed at the end of the year.
Equipment Which Students Need	Scientific Calculator, Ruler, Protractor, Pencils, Pens, Rubber, Compasses.
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Encouraging students to complete Booster packs in MyMaths.</li> <li>Sending children fully equipped for mathematics lessons.</li> </ul>
Useful Websites	<a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> , <a href="http://www.nrich.maths.org">www.nrich.maths.org</a> , <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>To use the web site Manga High as children learn best where they have to make choices in order to solve a problems.</li> <li><a href="http://www.mathscareers.org.uk">www.mathscareers.org.uk</a></li> <li>Maths Club</li> </ul>


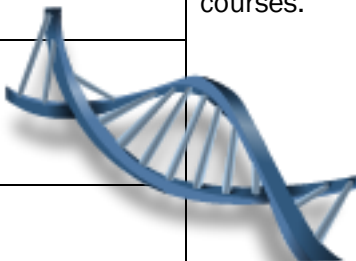
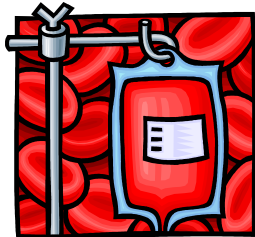


Who Can I Contact?	Head of Maths	Mr Cook	
	Teachers of Y10 Maths	Mr Bennett Mr Cook Ms Fisher Mr Gul Ms Karbhari Mr O'Driscoll	Ms Rahman Mr Rahman Mr Shah Ms Soori Mr Tilk Ms Waddilove


# Woodbridge High School Curriculum Overview

## Year 10 – Science: Biology (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Structure of animal and plant cells</li> <li>Light and electron microscopes</li> <li>Specialised cells</li> <li>Stem cells</li> <li>Structure and function of the brain</li> <li>The nervous system</li> <li>The eye</li> </ul>	<p>We shall make suggestions for the most appropriate further reading and revision books once more materials are published for the new GCSE courses.</p>   
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Sexual and asexual reproduction</li> <li>Mitosis and meiosis</li> <li>DNA</li> <li>Protein synthesis</li> </ul>	
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Genetics</li> <li>Genetic variation</li> <li>Mutation</li> <li>Classification</li> <li>Selective breeding</li> <li>Genetic engineering</li> </ul>	
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Tissue culturing</li> <li>Genetic modification</li> <li>Evolution</li> </ul>	
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Enzymes</li> <li>Revision and exam practice</li> <li>Health</li> </ul>	
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Disease</li> <li>Immunity</li> </ul>	

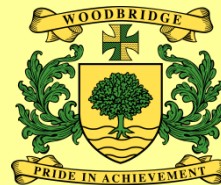
Examples of Home Learning Tasks	Research on topics. Pupils to write a comparison of animal and plant cells and describe how light microscopes and electron microscopy have aided our development in the understanding of cell structure. Research into the benefits of CT and PET scanning. Written descriptions of the structure of DNA and the process of protein synthesis.
Assessment Tasks, Methods & Frequency	End of topic progress assessments, termly progress checks and in class peer assessment tasks. Practical write ups are also assessed at least once per term.
Equipment That Students Need	Pen, pencil, ruler, rubber, scientific calculator.

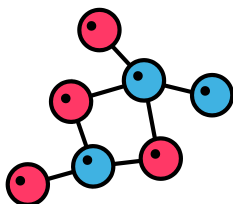
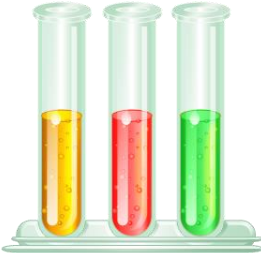
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Ensuring they learn their keyword definitions</li> <li>Regularly checking their books.</li> </ul>	
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.bbc.bitesize">www.bbc.bitesize</a></li> </ul>	
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Work alongside Science teachers and help out in Science club to gain better practical skills.</li> </ul>	

Who Can I Contact?	Head of Science	Ms Tew	
	Teachers of Y10 Biology	Ms Edmonds Dr Herbert Miss Plumb	Ms Khan Ms Tew

# Woodbridge High School Curriculum Overview

## Year 10 – Science: Chemistry (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Periodic table</li> <li>Formula Masses</li> <li>Empirical Formulae</li> <li>Equations and conservation of Mass</li> <li>Moles</li> </ul>	 <p>We shall make suggestions for the most appropriate further reading and revision books once more material is published for the new GCSE courses.</p> 
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Acids, alkalis and indicators</li> <li>Preparing soluble salts</li> <li>Solubility rules</li> <li>Insoluble salts</li> <li>Ionic Equations</li> </ul>	
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Electrolysis</li> <li>Oxidation and Reduction</li> <li>Products from electrolysis</li> <li>Reversible reactions and dynamic equilibrium</li> <li>Transition metals, alloys and corrosion</li> </ul>	
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Biological methods of metal extraction</li> <li>Recycling</li> <li>Electroplating, alloying and uses of metals and alloys.</li> <li>Yields, atom economy</li> <li>Titrations and concentrations</li> <li>Revision and exam practice</li> </ul>	
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Revision</li> <li>Fertilisers and the Haber Process</li> <li>Gas volume calculations</li> <li>Chemical cells and fuel cells</li> <li>Group 1, Group 7 and Group 0</li> </ul>	
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Rates of reaction</li> <li>Exothermic and endothermic reactions</li> <li>Energy changes in reactions</li> </ul>	

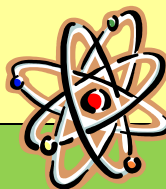
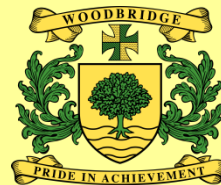
Examples of Home Learning Tasks	Research on topics, writing experimental methods, writing chemical equations, learning key words, revising and learning facts.
Assessment Tasks, Methods & Frequency	Tasks such as graph drawing and method writing as appropriate, mini tests and full tests on topics and previous work approximately termly and as required by the reporting calendar.
Equipment That Students Need	Pen, pencil, ruler, eraser, calculator and supplied exercise book to be brought to every lesson.



Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Ensuring they learn their keyword definitions</li> <li>Encouraging them to use their exercise books for written revision before assessments</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li>BBC bitesize</li> <li><a href="http://rsc.org/learnchemistry">rsc.org/learnchemistry</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Follow any science issues in the news</li> </ul>

Who Can I Contact?	Head of Science	Ms Tew	
	Teachers of Y10 Chemistry	Mr Alam Ms Church	Mr Esop Ms Tew


# Woodbridge High School Curriculum Overview

## Year 10 – Science: Physics (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Forces and motion. Interpreting distance-time and velocity-time graphs. Resultant forces and Newton's First Law of motion. Define weight. Recall and use Newton's Second Law of motion. Implications of Newton's Third Law of motion.</li> </ul>	A new textbook will be recommended to students later in the academic year when it has been published.
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Waves. Describe the difference between longitudinal and transverse waves. Describe the effects of reflection, refraction, transmission and absorption of waves at material interfaces. Explain the uses of ultrasound and infrasound.</li> </ul>	Practice the information that you have learned in different contexts by using past exam papers from the Edexcel website.
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Light and the electromagnetic spectrum. Explain with the aid of ray diagrams reflection, refraction and total internal reflection using the law of reflection and the critical angle. Converging and diverging lenses. Properties, uses and dangers of the waves in the electromagnetic spectrum.</li> </ul>	Make use of BBC Bitesize to consolidate or for an alternative explanation.
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Forces and their effects. Draw and use free body force diagrams. Moment of a force. Recall and use the principle of moments. Explain the difference between vector and scalar quantities and give examples.</li> </ul>	Explore the 'Veritasium' website and the Royal Institution website for exciting stories and discoveries in Science
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Astronomy. Describe why our ideas about the structure of the Solar System have changed over time. Describe the orbits of moons, planets, comets and artificial satellites. Compare the steady state and the Big Bang theories. Describe evidence supporting the Big Bang theory.</li> </ul>	 
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Particle model. Define the terms specific heat capacity and specific latent heat and explain the differences. Explain the pressure in a gas by describing the motion of its particles. Convert between Celsius and Kelvin scales of temperature.</li> </ul>	

Examples of Home Learning Tasks	Research and explain a topic, plotting data onto graphs, write a method to carry out an experiment, evaluate data from a graph, and solve problems by using appropriate Physics formulae. Learn formulae so that you can recall them for calculation work. Explain how a transformer works using keywords in your explanation.
Assessment Tasks, Methods & Frequency	Topic assessments, progress checks that are carried out once per term and in class peer assessment tasks. Recall key formulae mini tests, solve physics problems. Questions and answers and contributions in lesson both written and oral.
Equipment That Students Need	Pens, pencil, ruler, scientific calculator.

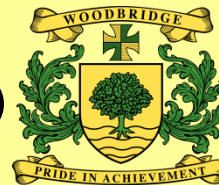
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Ensuring they learn their physics formulae and keyword definitions</li> <li>Being positive about physics, its importance to understanding everyday life and the world in which new live in. Highlighting the skills that they are developing by studying Physics and as a mental workout for their mind.</li> </ul>
Useful Websites	The Royal Observatory in Greenwich. <a href="http://www.rmg.co.uk/royal-observatory">http://www.rmg.co.uk/royal-observatory</a> <ul style="list-style-type: none"> <li><a href="http://www.nasa.gov">www.nasa.gov</a>      <a href="http://www.rigb.org">www.rigb.org</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Watching scientific shows from the BBC</li> <li>Attend consolidation and revision sessions</li> </ul> 




Who Can I Contact?	Head of Science	Ms Tew
	Teachers of Y10 Physics	Mr Barry      Ms Wardle Ms Verma



# Woodbridge High School Curriculum Overview

## Year 10 – Science: Double Award Combined Science (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
<p>During Year 10 the students will complete the following modules from each of the three curriculum subject areas.</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>Biology</b></p> <ul style="list-style-type: none"> <li>Cells</li> <li>Transport</li> <li>Homeostasis</li> <li>Inheritance</li> </ul>  <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>Acids, Alkali's &amp; Salts</li> <li>The Periodic Table</li> <li>Rates &amp; Equilibria</li> <li>Quantitative Chemistry</li> </ul>  <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>Matter</li> <li>Forces</li> <li>Waves &amp; Radioactivity</li> <li>Applied Physics</li> </ul> <p><b>Core Practicals</b></p> <ul style="list-style-type: none"> <li>During the course of Year 10 students will be required to carry out a number of compulsory core practicals to demonstrate their ability to follow methods, manipulate apparatus, measure accurately, and record and present data. These skills will be signed off on their Practical Log Books.</li> </ul>	<p>Look out for relevant science in the news that links to each of your topics.</p> <p>Additional materials and activities will become available during the year as more information about the new 9-1 course becomes available.</p> 

<b>Examples of Home Learning Tasks</b>	Research on topics, writing experimental methods, writing and using equations, learning key words, revising and learning facts, plotting graphs of experimental data, drafting extended written answers
<b>Assessment Tasks, Methods &amp; Frequency</b>	End of topic assessments, knowledge tests. Progress check assessments each term. In class peer assessment tasks, Core Practical Assessments – at least one per topic.
<b>Equipment That Students Need</b>	Pens, pencil, ruler, rubber, scientific calculator. Student exercise book.

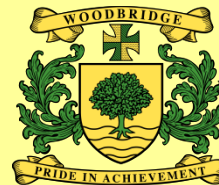
<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>Ensuring they learn their keyword definitions</li> <li>Testing them on their knowledge packs</li> </ul>
<b>Useful Websites</b>	<a href="http://www.bbc.co.uk/education/subjects/zrkw2hv">http://www.bbc.co.uk/education/subjects/zrkw2hv</a> (revision resources) <a href="http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-combined-science-a-j250-from-2016/">http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-combined-science-a-j250-from-2016/</a> (new specification link)
<b>Extra-curricular Activities</b>	<ul style="list-style-type: none"> <li>Science Booster sessions and master classes at lunch time and after school from January onwards.</li> </ul>

<b>Who Can I Contact?</b>	Head of Science	Ms Tew	
	Teachers of Y10 Science	Mr Alam Mr Bent Ms Edmonds Mr Esop Dr Herbert Ms Khan	Ms Khudeza Ms Plumb Ms Tew Ms Verma Ms Wardle



# Woodbridge High School Curriculum Overview

## Year 10 – Art, Craft & Design (GCSE)



		Curriculum Content	Extension Activities
Half Term 1 (Sep – Oct)	<b>INTRODUCTION PROJECT:</b> During the first project students will cover all four GCSE assessment criteria and learn the skills needed to successfully reach all objectives. They will be given the opportunity to explore a wide range of new media processes and techniques as well as improve upon skills taught at KS3. Students will cover aspects of Fine Art, design, photography and 3D.	<ul style="list-style-type: none"> <li>Observational drawing and painting – refining skills in the formal elements.</li> </ul>	All students will have extension activities in their homework trackers at the back of their sketchbooks.  Individual tasks set by teachers.  Extra work can be completed at home or after school during GCSE club.
Half Term 2 (Nov-Dec)		<ul style="list-style-type: none"> <li>Critical, analytical studies.</li> <li>Exploration of a wide range of materials, techniques and processes.</li> </ul>	
Half Term 3 (Jan-Feb)		<ul style="list-style-type: none"> <li>Use critical studies and source materials to develop ideas and further explore materials.</li> </ul>	
Half Term 4 (Feb-Mar)		<ul style="list-style-type: none"> <li>Source own materials and images.</li> <li>Expand project theme and develop work that follows a more individual and personal direction.</li> <li>Composition – explore various layouts and how separate components work together as a whole.</li> <li>Sustain development through the refining and improving of best line of inquiry.</li> <li>Produce final piece of work that summarizes development of project.</li> </ul>	
Half Term 5 (Apr-May)	<b>PORTRAITS:</b> Equip students with essential portraiture skills.	<ul style="list-style-type: none"> <li>Observational drawing – scale, proportion, enlarging</li> <li>Colour theory – skin tones and complimentary mixing.</li> </ul>	
Half Term 6 (Jun-Jul)		<ul style="list-style-type: none"> <li>Critical, analytical studies.</li> <li>Broadening student's skills in further materials, techniques and processes.</li> </ul>	

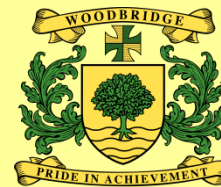
Examples of Home Learning Tasks	Students should expect to receive home learning every 2/3 weeks. <ul style="list-style-type: none"> <li>Collect a range of source materials/ images to draw from in lesson.</li> <li>Observational drawing task using shade and tone.</li> <li>Study an artist, designer, photographer that's relevant to your work.</li> <li>Review your teacher's feedback and make improvements to a particular piece.</li> </ul>
Assessment Tasks, Methods & Frequency	<b>Lessons</b> – Questioning, individual feedback, peer and self-assessment, reflective and reviewing lessons. <b>Sketch books</b> – students will receive effort & progress marks for home learning with written feedback and suggested areas for improvement every 2/3 weeks. <b>Student Tracker sheets</b> – Students will receive marks against AQA assessment objectives with predicted grades four times throughout the year. Individual targets and written feedback will be provided.
Equipment That Students Need	<b>Essentials:</b> A3 sketchbook, HB, 2B and 4B pencils, rubber, long 30 cm ruler, sharpener, glue stick, a black fine liner pen. <b>Desired:</b> Good quality blending colour pencils, a tin of water colours, a set of acrylic paints, a range of brushes and an A3 carry case/ portfolio.


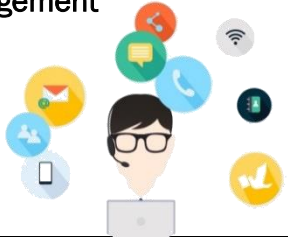
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Ensure students bring their equipment and sketchbook to every lesson.</li> <li>Encourage students to visit galleries, museums and places of interest.</li> <li>Ensure students meet deadlines.</li> </ul>
Useful Websites	<a href="http://www.gettyimages.co.uk">www.gettyimages.co.uk</a> <a href="http://www.npg.org.uk">www.npg.org.uk</a> <a href="http://www.tate.org.uk">www.tate.org.uk</a> <a href="http://www.saatchigallery.com">www.saatchigallery.com</a>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>GCSE club runs twice a week after school with all GCSE teaching staff.</li> <li>Trip to gallery or museum.</li> </ul>

Who Can I Contact?	Head of Art	Mrs Ward-Mills
	Teachers of Y10 Art	Mrs Ward-Mills Ms Louka Ms Karimova

# Woodbridge High School Curriculum Overview

## Year 10 – Business Studies (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>GCSE Unit 1 Topic 1 Starting a Business</b> <ul style="list-style-type: none"> <li>Sources of business ideas</li> <li>Setting business aims and objectives</li> <li>Business planning</li> <li>Legal structures</li> <li>Location</li> </ul> <b>GCSE Unit 1 Topic 2 Marketing</b> <ul style="list-style-type: none"> <li>Conducting market research</li> <li>Using the marketing mix</li> </ul> 	AQA Textbook  Pages 2-33
Half Term 2 (Nov-Dec)	<b>GCSE Unit 1 Topic 3 Finance</b> <ul style="list-style-type: none"> <li>Sources of finance</li> <li>Calculation profit</li> <li>Cash flow</li> <li>Solutions to cash flow problems</li> </ul>	AQA Textbook  Pages 51-77
Half Term 3 (Jan-Feb)	<b>GCSE Unit 1 Topic 4 People in Business</b> <ul style="list-style-type: none"> <li>Recruitment</li> <li>Motivating staff</li> <li>Legislation</li> </ul>	AQA Textbook  Pages 81-105
Half Term 4 (Feb-Mar)	<b>GCSE Unit 1 Topic 5 Operations Management</b> <ul style="list-style-type: none"> <li>Production</li> <li>Efficiency and technology</li> <li>Quality issues</li> <li>Customer service</li> <li>Customer protection</li> <li>Impact of ICT</li> </ul> 	AQA Textbook  Pages 104-109-126
Half Term 5 (Apr-May)	<b>GCSE Unit 3 Investigating businesses</b> <ul style="list-style-type: none"> <li>Pupils are given a task based around the material covered in Unit 1. They will need to carry out independent research to produce a final piece of work under exam conditions.</li> <li>Preparation for controlled assessment</li> </ul>	AQA Textbook  Pages 244-250
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Preparation for controlled assessment</li> <li>Exam practice</li> <li>Unit 1 Mock</li> <li>Review and feedback</li> </ul>	AQA Textbook  Pages 244-250 Pages 129-130

Examples of Home Learning Tasks	<ul style="list-style-type: none"> <li>Case studies, research project and wider reading.</li> <li>Find the mission statement for 5 large firms and feedback.</li> <li>To analyse cash flow problems for a large business</li> </ul>
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> <li>Progress test every 3 weeks with feedback and target for improvement.</li> <li>Assessed home learning every 2 weeks with feedback and target for improvement.</li> </ul>
Equipment That Students Need	Exercise books, different coloured biro pens, pencil, ruler, rubber, calculator, homework planner, access to AQA GCSE textbook.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Ensuring H/L is completed on time and to the best of student's ability.</li> <li>Being aware of current targets student has and to facilitate achievement.</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.bbc.co.uk/schools/gcsebitesize/">http://www.bbc.co.uk/schools/gcsebitesize/</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Wider reading – Reading the business section on BBC news</li> </ul>



Who Can I Contact?	Head of Business Studies	Ms James	
	Teachers of Y10 Business Studies	Ms Aftab Mr Chow	Ms Garcia Ms James

# Woodbridge High School Curriculum Overview

## Year 10 – Business Studies (BTEC)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Unit 8 Recruitment Selection and Employment</b> Learning aims: <ul style="list-style-type: none"> <li>Know about job roles and functional areas in business</li> <li>Produce documentation for specific job roles.</li> </ul>	<i>BTEC Level 2 First Business Student Book</i> (Pearson, 2012) <a href="http://www.bized.co.uk">www.bized.co.uk</a>
Half Term 2 (Nov-Dec)		
Half Term 3 (Jan-Feb)	<b>Unit 8 Recruitment Selection and Employment</b> Learning aims: <ul style="list-style-type: none"> <li>Demonstrate interview skills and plan career development.</li> </ul>	<i>BTEC Level 2 First Business Student Book</i> (Pearson, 2012) <a href="http://www.bized.co.uk">www.bized.co.uk</a>
Half Term 4 (Feb-Mar)	<b>Unit 2 Finance for Business</b> <ul style="list-style-type: none"> <li>Understand the costs involved in business</li> <li>How businesses make a profit</li> <li>Planning tools businesses use to predict when they will start making a profit</li> <li>Budgeting</li> <li>Cash flow forecasting</li> </ul>	<i>BTEC Level 2 First Business Student Book</i> (Pearson, 2012) <a href="http://www.bized.co.uk">www.bized.co.uk</a>
Half Term 5 (Apr-May)	<b>Unit 2 Finance for Business</b> <ul style="list-style-type: none"> <li>Understand how businesses measure success</li> <li>Measuring success by looking at financial statements</li> <li>Income statement (profit and loss account)</li> <li>Statement of financial position (balance sheet)</li> <li>how businesses can be more successful</li> </ul>	<i>BTEC Level 2 First Business Student Book</i> (Pearson, 2012) <a href="http://www.bized.co.uk">www.bized.co.uk</a>
Half Term 6 (Jun-Jul)		

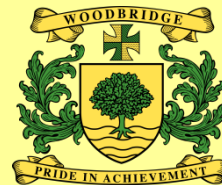
Examples of Home Learning Tasks	<ul style="list-style-type: none"> <li>Learners to research organisation structures</li> <li>Compare similar job roles and responsibilities in different businesses</li> <li>Create a job description</li> <li>Learners to individually complete a skills audit for themselves, identifying areas of strength and areas of improvement</li> </ul>
Assessment Tasks, Methods & Frequency	Assignments (every 2 weeks)
Equipment That Students Need	Pen, calculator for finance and ruler
Parents / Carers can help their child by:	Ensuring that all home learning is completed
Useful Websites	<ul style="list-style-type: none"> <li>GCSE Bitesize</li> <li><a href="http://www.beebusinessbee.co.uk">www.beebusinessbee.co.uk</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Wider reading – Reading the business section on BBC news or other newspapers/online</li> </ul>



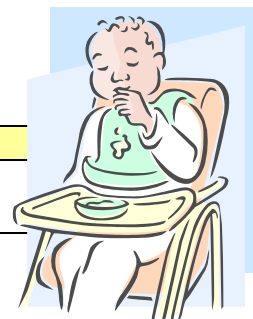
Who Can I Contact?	Head of Business Studies	Ms James
	Teachers of Y10 Business Studies	Ms Aftab Ms Woodstock

# Woodbridge High School Curriculum Overview

## Year 10 – Child Development (GCSE)



	Curriculum Content	Coursework
Half Term 1 (Sep – Oct)	<b>Unit 4: Development of the Child</b> <ul style="list-style-type: none"> <li>What is growth?</li> <li>What is development?</li> <li>Centile Charts</li> <li>Overview of PIES Development</li> </ul>	Find a child age 4 and under for your Child Study. Get permission from parent to study their child and conduct an introductory assessment of their current level of development.
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Developmental Milestones for Physical, Intellectual, Emotional and Social Development of Children ages 0-5</li> <li>Stages of Play</li> </ul>	Pick a focus area for your child study and carry out primary and secondary research on this topic. Arrange and carry out Visit 1 of your Child Study. You will type up the formal write-up for this in lesson time.
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Behaviour</li> <li>Toys for Development</li> <li>Books</li> <li>Technology and Play</li> </ul>	Arrange and carry out Visit 2 of your Child Study. You will type up the formal write-up for this in lesson time.
Half Term 4 (Feb-Mar)	<b>Unit 3: Diet, Health and Care of the Child</b> <ul style="list-style-type: none"> <li>Nutrition and Healthy Eating</li> <li>Breastfeeding vs. Bottle feeding</li> <li>Weaning</li> <li>Food-Related Problems</li> </ul>	Arrange and carry out Visit 3 of your Child Study. You will type up the formal write-up for this in lesson time.
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Hygiene</li> <li>Clothing and Footwear</li> <li>Infectious Diseases and Immunisations</li> <li>Care of the Sick Child</li> </ul>	Arrange and carry out Visit 4 of your Child Study. You will type up the formal write-up for this in lesson time.
Half Term 6 (Jun-Jul)	<b>Unit 5: Support for Parent and the Child</b> <ul style="list-style-type: none"> <li>Special children and their families</li> <li>Special educational needs</li> <li>Support for Families</li> <li>Childcare Provision</li> </ul>	Complete the final evaluation of your Child Study.



Examples of Home Learning Tasks	<ul style="list-style-type: none"> <li>Child Study Visits: Planning and Observations</li> <li>Exam style question and answer</li> </ul>
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> <li>Coursework completed consistently throughout the year.</li> <li>End of unit mock exam</li> <li>Marking of H/L questions</li> </ul>
Equipment That Students Need	Students must have access to a child aged 4 and under in order to complete their child study. Stationery Equipment: pens, pencils, ruler

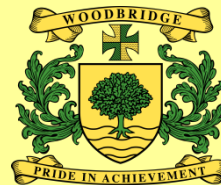
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Ensuring Visits with Study Child are carried out at necessary intervals.</li> <li>Encouraging completion of home learning questions to ensure preparation for exam</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.nhs.uk/Tools/Pages/birthtofive.aspx/close">www.nhs.uk/Tools/Pages/birthtofive.aspx/close</a></li> <li><a href="http://www.ask-nanny.com/child-development.html">www.ask-nanny.com/child-development.html</a></li> <li><a href="http://www.kidshealth.org">www.kidshealth.org</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Revision Session</li> <li>Lunch time and afterschool help session</li> <li>Trips: Westfield for Primary Research</li> </ul>

Who Can I Contact?	Head of Health and Social Care	Ms Griffiths
	Teachers of Y10 Child Development	Ms Griffiths Ms McNamee



# Woodbridge High School Curriculum Overview

## Year 10 – Computer Science (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	Preparation for Controlled Assessment <ul style="list-style-type: none"> <li>Developing Programming Skills</li> <li>Mobile App Development with App Inventor</li> </ul>	Design & develop your own mobile app using MIT appinventor
Half Term 2 (Nov-Dec)	Controlled Assessment – A452 Practical Investigation Mobile App Development <ul style="list-style-type: none"> <li>Investigating mobile app capabilities</li> <li>Gathering multimedia assets</li> <li>Prototype app development</li> </ul>	
Half Term 3 (Jan-Feb)	Controlled Assessment – A452 Practical Investigation Mobile App Development <ul style="list-style-type: none"> <li>Planning &amp; Design</li> <li>Software Development</li> <li>Testing</li> <li>Evaluating app design &amp; implementation</li> </ul>	Book of Programming challenges – see how many you can code  Projecteuler.net
Half Term 4 (Feb-Mar)	Preparation for Controlled Assessment <ul style="list-style-type: none"> <li>Developing Python Programming Skills</li> <li>Object-oriented procedural programming</li> </ul>	Create games using Scratch.  See Shared Area for CodeClub activities
Half Term 5 (Apr-May)	Controlled Assessment – A453 Programming Project Python Programming <ul style="list-style-type: none"> <li>Planning &amp; Software Design</li> <li>Software Development</li> <li>Testing</li> <li>Evaluating software performance</li> </ul>	Look out for signs of computer programs not being properly tested – Google “public blue screen of death” to get started
Half Term 6 (Jun-Jul)	Controlled Assessment – A453 Programming Project Python Programming <ul style="list-style-type: none"> <li>Software Development</li> <li>Refining &amp; Testing</li> <li>Evaluating software performance</li> </ul>	

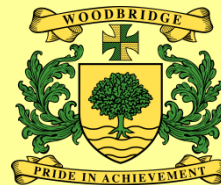
Examples of Home Learning Tasks	Practice programming skills to prepare for Controlled Assessment task Research how apps are developed by software companies Design the interface for an app to entertain people aged 17-23
Assessment Tasks, Methods & Frequency	Feedback to pupils during preparation & skills prior to Controlled Assessment task for each unit. Written feedback 3-4 weeks. Controlled Assessment – to be completed in lesson time: pupils to complete set exam board scenario.
Equipment That Students Need	Pen, pencil, ruler eraser

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Stick Coursework deadlines schedule to the fridge &amp; discuss with pupils as deadlines approach</li> <li>Email <a href="mailto:contactict@woodbridge.redbridge.sch.uk">contactict@woodbridge.redbridge.sch.uk</a> if you have questions/queries</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://scratch.mit.edu/">http://scratch.mit.edu/</a></li> <li><a href="http://www.codeacademy.com/#!/exercises/0">http://www.codeacademy.com/#!/exercises/0</a></li> <li><a href="http://appinventor.mit.edu/">http://appinventor.mit.edu/</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Watch BBC Click (available online on BBC iPlayer) each week</li> </ul>


Who Can I Contact?	Head of ICT & Computing	Ms Surujpaul
	Teachers of Y10 Computer Science	Mr Brock-Carey      Ms Surujpaul

# Woodbridge High School Curriculum Overview

## Year 10 – Creative iMedia (Cambridge National)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Preparation &amp; skills for Unit R085 – Creating Multipage websites</b> <ul style="list-style-type: none"> <li>Analysing graphics &amp; features of webpages</li> <li>Designing &amp; Planning with Website Templates</li> </ul>	Research & practice using Cascading Style Sheets for formatting webpages through online tutorials
Half Term 2 (Nov-Dec)	<b>Unit R085 – Creating Multipage websites</b> <ul style="list-style-type: none"> <li>10 hour controlled assessment scenario on creating multimedia webpages product using Adobe Dreamweaver</li> </ul>	
Half Term 3 (Jan-Feb)	<b>Preparation &amp; skills for Unit R092 – Developing Digital games</b> <ul style="list-style-type: none"> <li>Planning for a digital game</li> <li>Software developing and testing process</li> <li>Third party testing and evaluating software</li> </ul>	Create a game using Game Maker software  Practice pixel art graphics creation for your characters
Half Term 4 (Feb-Mar)	<b>R092 – Developing Digital games</b> <ul style="list-style-type: none"> <li>10 hour controlled assessment scenario on game creation</li> </ul>	Record a variety of sounds from everyday life to use in your game
Half Term 5 (Apr-May)	<b>Preparation &amp; skills for Unit R082 – Creating Digital Graphics</b> <ul style="list-style-type: none"> <li>Developing image manipulation skills</li> <li>Multimedia effects applied using Photoshop/Fireworks</li> <li>Copyright restrictions related to digital images</li> </ul>	Collect & analyse, then create a poster for a disaster movie using special effects in Adobe Photoshop
Half Term 6 (Jun-Jul)	<b>Unit R082 – Creating Digital Graphics</b> <ul style="list-style-type: none"> <li>10 hour controlled assessment scenario on databases</li> </ul>	Research what hardware and software digital artists use to create their graphics.

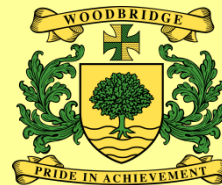
Examples of Home Learning Tasks	Research appropriate sound/video clips to be used within your project / investigate the copyright constraints related to use of images on your digital product. Design a house style to be used throughout your project development
Assessment Tasks, Methods & Frequency	Feedback to pupils during preparation & skills prior to Controlled Assessment task for each unit. Written feedback 3-4 weeks. Controlled Assessment – 10 hours of lesson time for pupils to complete set exam board scenario.
Equipment That Students Need	Pen, pencil, ruler eraser  



Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Stick Coursework deadlines schedule to the fridge &amp; discuss with pupils as deadlines approach</li> <li>Email <a href="mailto:contactict@woodbridge.redbridge.sch.uk">contactict@woodbridge.redbridge.sch.uk</a> if you have questions/queries</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.teach-ict.com">www.teach-ict.com</a></li> <li>BBC Bitesize</li> <li><a href="http://www.reviseict.co.uk">www.reviseict.co.uk</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Watch BBC Click (available online on BBC iPlayer) each week</li> </ul>

Who Can I Contact?	Head of ICT & Computing	Ms Surujpaul
	Teachers of Y10 Creative iMedia	Mr Brock-Carey Ms Durrani

# Woodbridge High School Curriculum Overview

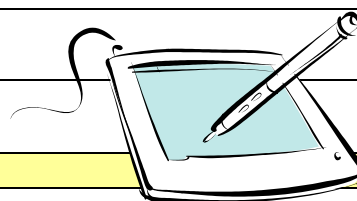
## Year 10 – Design & Technology: Graphics (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
		
Half Term 1 (Sep – Oct)	<b>Introduction to GCSE:</b> <ul style="list-style-type: none"> <li>• Structure of the course</li> <li>• Controlled assessment requirements.</li> </ul>	Reading articles from a quality newspaper or their online equivalent or from the BBC news website.
Half Term 2 (Nov-Dec)	Pupils work to the Design and Technology: Graphics specification.	BBC website: GCSE Bitesize
Half Term 3 (Jan-Feb)	<b>Unit A531 – Introduction to Design &amp; Making.</b> Within this unit students will develop a Design Brief, Specification, Design Ideas, and final solution. Throughout this process, students will have to gather and document information about existing products and components in order to understand the current products and marketplace.	
Half Term 4 (Feb-Mar)	During the second phase of year 10, pupils build up their practical skills and work on Focused Practical Tasks (FPTs) – i.e. mini Design and Make projects connected with points of display. They also develop basic practical skills of development nets, printing and using Photoshop, as well as using CAD/CAM.	<ul style="list-style-type: none"> <li>• Wider reading of card manufacturing processes.</li> <li>• Production of Questionnaires.</li> <li>• Conducting surveys.</li> <li>• Analyzing data.</li> <li>• Review of past examination papers.</li> <li>• BBC website and other online resources.</li> <li>• Continued research on the Lamination of Card.</li> <li>• Printing processes.</li> </ul>
Half Term 5 (Apr-May)		
Half Term 6 (Jun-Jul)	This is all in preparation for their Mock Examination at the end of year 10.	

Examples of Home Learning Tasks	Essays, research project and wider reading around a themed topic.
Assessment Tasks, Methods & Frequency	Controlled assessments run regularly and mock exams as appropriate.
Equipment That Students Need	Pupils will be provided with booklets and texts.

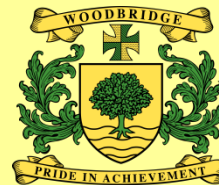
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>• Ensuring that pupils read regularly and widely text around advancements in smart materials and graphic manufacturing.</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li>• BBC Bitesize</li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>• Graphics Club</li> <li>• Lunchtime study support Club</li> </ul>



Who Can I Contact?	Head of Design & Technology	Ms Rivers
	Teachers of Y10 Graphics	Mrs Masterman

# Woodbridge High School Curriculum Overview

## Year 10 – Design & Technology: Product Design (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Introduction to GCSE:</b> <ul style="list-style-type: none"> <li>Structure of the course</li> <li>Controlled assessment requirements</li> </ul>	Reading articles from a quality newspaper or their online equivalent or from the BBC news website.
Half Term 2 (Nov-Dec)	<b>GCSE Product Design (year 10 course)</b>  The course consists of 2 Components:	BBC website GCSE Bitesize.
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Unit 1 (written exam paper) (40%)</li> <li>Unit 2 Design and Make controlled assessment/coursework (60%)</li> </ul>	Wider reading around:-
Half Term 4 (Feb-Mar)	<b>Unit 1 Exam topics include:</b> Sustainable design, materials theory, quantity production, health and safety, inclusive design and design movements such as Pop Art, Memphis and Art Deco.	<ul style="list-style-type: none"> <li>Materials Characteristics</li> <li>Manufacturing processes</li> </ul>
Half Term 5 (Apr-May)	<b>Unit 2 Controlled Assessment themes</b> change every year. Themes that have regularly featured are designing and making creative and innovative products, such as furniture, storage or lighting, which is inspired by different Cultures or Design Movements.	Exam board: AQA
Half Term 6 (Jun-Jul)	In year 10, students are involved in: <ul style="list-style-type: none"> <li>Developing and applying their design skills</li> <li>Making, testing and marketing products</li> <li>Preparation for a mock exam</li> </ul>	



Examples of Home Learning Tasks	Research project, investigations into materials characteristics, surveys and wider reading.
Assessment Tasks, Methods & Frequency	Controlled assessments run regularly and mock exams as appropriate.
Equipment That Students Need	Pupils will be provided with booklets and texts.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Ensuring that pupils read regularly and widely, design publications and newspaper supplements, BBC News\Tech website</li> <li>Fully equipped pencil case</li> <li>Access to a computer/internet</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li>BBC Bitesize</li> <li><a href="http://www.bbc.co.uk/news/technology">http://www.bbc.co.uk/news/technology</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Study support sessions at lunchtime &amp; afterschool.</li> <li>Encouraging students to read Design supplements in newspapers.</li> <li>Visit museums –               <ul style="list-style-type: none"> <li>Design Museum</li> <li>Science Museum</li> <li>The British Museum</li> <li>Museum of Brands, Packaging &amp; Advertising</li> <li>Victoria &amp; Albert Museum</li> </ul> </li> </ul>

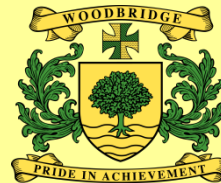


Who Can I Contact?	Head of Design & Technology	Ms Rivers	
	Teachers of Y10 Product Design	Miss Gleeson Mr O'Brien	Ms Rivers Mr Savill



# Woodbridge High School Curriculum Overview

## Year 10 – Drama (GCSE)

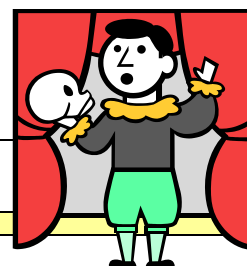


	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b><u>Introduction to the course</u></b> <ul style="list-style-type: none"> <li>Develop needed skills to work effectively with others</li> <li>Know how to respond to a stimulus</li> <li>Collaborate to create responses</li> </ul>	Experiencing drama is the best way to develop and extend ideas.
Half Term 2 (Nov-Dec)	<b><u>Introduction to key practitioners and genres of theatre</u></b> <ul style="list-style-type: none"> <li>Develop knowledge</li> <li>Apply techniques to interpret the stimuli or script</li> <li>Create effective performance using the given techniques</li> </ul>	Visiting the theatre is a great extension to the in class experience.
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>View live theatre and evaluate the performances</li> <li>Collate this knowledge in a portfolio.</li> </ul> <p><b>Practitioners:</b> STANISLAVSKY, BRECHT, ARTAUD, BERKOFF, FRANTIC ASSEMBLY,</p> <p><b>GENRES:</b> Naturalism, Brechtian, Theatre in Education, Absurdist, Physical Theatre.</p>	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.
Half Term 4 (Feb-Mar)	<p>Throughout the students will develop mini projects based on the practitioners' styles and collate this within their portfolio.</p>	Alongside visiting is to take part in extra-curricular drama both in school and outside. We run lunchtime and after-school clubs.
Half Term 5 (Apr-May)	<b><u>Monologues and Duologues (Mock Component 2)</u></b> <ul style="list-style-type: none"> <li>Study the play for <b>component 3</b></li> <li>Select a monologue and duologue</li> <li>Develop a performance of the extracts to present to an audience.</li> </ul>	We offer opportunities to perform in school and hope to continue this. This includes the annual school production.
Half Term 6 (Jun-Jul)	<b><u>Devising skills – Component 1</u></b> <ul style="list-style-type: none"> <li>Explore the chosen practitioner and genre</li> <li>Use the techniques to create</li> <li>Record the process in a portfolio</li> </ul> <p>Present a piece of original theatre and presentation showing how the piece has used the techniques.</p>	



Examples of Home Learning Tasks	Research and develop knowledge of the skills, characters roles Reading plays Learning lines, planning performances Portfolio development Theatre trips and theatre reviews 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>Help with the learning of lines and present the monologues and scenes to you</li> <li>Identify potential props that could be used in a performance</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.bbc.co.uk/schools/gcsebitesize/drama/drama_wjec">www.bbc.co.uk/schools/gcsebitesize/drama/drama_wjec</a></li> <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, After-school Clubs and Whole school production</li> <li>Theatre trips</li> </ul>

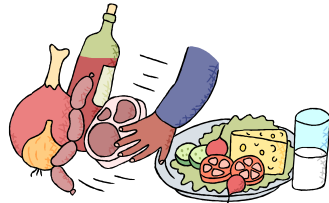


Who Can I Contact?	Head of Drama	Ms Cranwell
	Teachers of Y10 Drama	Ms Cranwell


# Woodbridge High School Curriculum Overview

## Year 10 – Food Preparation and Nutrition (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Introduction to GCSE:</b> <ul style="list-style-type: none"> <li>Structure of the course</li> <li>Controlled assessment requirements.</li> </ul>	Reading articles from a quality newspaper or their online equivalent or from the BBC news website.
Half Term 2 (Nov-Dec)	Pupils work to the AQA Food Preparation and Nutrition specification. The course consists of 2 Components: <ul style="list-style-type: none"> <li>Unit 1 (written exam paper) (40%)</li> <li>Unit 2 Controlled Assessment/coursework (60%)</li> </ul>	BBC website GCSE Bitesize.
Half Term 3 (Jan-Feb)	Areas of focus: <ul style="list-style-type: none"> <li>Food science – why ingredients react as they do in a recipe</li> <li>Food safety and food spoilage</li> <li>Food skills and cooking methods needed to prepare a wide range of different dishes</li> <li>Sensory evaluations of dishes, leading to improvements and developments</li> </ul>	
Half Term 4 (Feb-Mar)		Wider reading of food manufacturing processes.
Half Term 5 (Apr-May)		
Half Term 6 (Jun-Jul)	Year 10 students engage in tasks that will support them with their two controlled assessments they will complete in Year 11. The curriculum will focus on practical and investigative work and the written exam as well as testing knowledge gained throughout the course.	Review of past examination papers. BBC website and other online resources. Continuing contextual research on pasteurization and chilled food products.

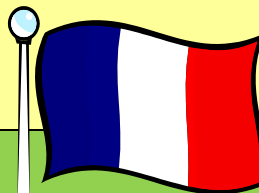
Examples of Home Learning Tasks	Essays, research project and wider reading around a themed topic.
Assessment Tasks, Methods & Frequency	Controlled assessments run regularly and mock exams as appropriate.
Equipment That Students Need	Pupils will be provided with booklets and texts.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Ensuring that pupils read regularly and widely text around advancements in food processes and manufacture.</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>Lunchtime study support Club</li> </ul>	

Who Can I Contact?	Head of Design & Technology	Ms Rivers
	Teachers of Y10 Food Preparation and Nutrition	Mrs Addae

# Woodbridge High School Curriculum Overview

## Year 10 – French (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Basic introductions and informal writing</li> <li>Describe friends and family</li> <li>Describe the relationships in your family using reflexive verbs</li> <li>Discuss sports and hobbies in 3 tenses</li> </ul>	Read and add comments to the article about being a teenager: <a href="http://fr.maryglasgowplus.com/students/features/24609">http://fr.maryglasgowplus.com/students/features/24609</a> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> for activities on reflexive verbs
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Explain the plots of films and books</li> <li>Give opinions on films, books and tv shows</li> <li>Discuss technology and social media</li> <li>Describe a sporting event.</li> </ul>	Research and watch a famous French film- ideas from teacher. Research a French sportsman or team.
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Describe where you live</li> <li>Understand directions in a town</li> <li>Describe problems in the area and how things changed.</li> <li>Give opinions on where you would prefer to live</li> </ul>	Research an area or town in France – Paris, Marseille, Lyon, Strasbourg, Nice, Grenoble, Aix-en-Provence, Cannes, Nancy, Bordeaux, Toulouse.
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Describe and give opinions on your school and uniform</li> <li>Revise school subjects, opinions, and telling the time</li> <li>Describe daily routine</li> <li>Describe differences between French and English schools</li> </ul>	Find a website of a French college and compare with school in the UK.
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Describe and give an opinion on school rules</li> <li>Use conditional tense to talk about your ideal school</li> <li>Discuss future plans</li> </ul>	Watch the film 'Entre les Murs' or 'Avoir et Etre', both about school
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Discuss your eating habits and food preferences</li> <li>Understand and give information about restaurants and eating out</li> <li>Write formally to describe a bad visit to a restaurant</li> <li>Discover more about key festivals in France</li> </ul>	Use <a href="https://conjuguemos.com/">https://conjuguemos.com/</a> to learn and practice key verbs in the 5 different tenses covered. Research a French or Francophone festival

Examples of Home Learning Tasks	Learning key vocabulary and verbs Writing articles/letters/emails/blogs Preparing presentations on key topics
Assessment Tasks, Methods & Frequency	Half-termly assessments in two of the following skills: reading, writing, speaking, listening Frequent mini verb and vocabulary tests End of year exam on all skills
Equipment That Students Need	French dictionary and verb tables Access to the internet Pens, rulers, glue, highlighters

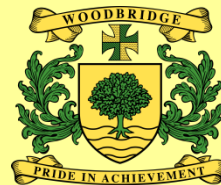




Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Quizzing their child on key vocabulary learnt</li> <li>Ensuring students go back and check the accuracy of their work</li> <li>Encouraging children to watch films in French and listen to French radio</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.zut.org.uk">www.zut.org.uk</a> – practice in all skills on the different topics</li> <li><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> – grammar explanations and practice</li> <li><a href="http://www.wordreference.com">www.wordreference.com</a> – online dictionary</li> <li><a href="http://www.letudiant.fr/trendy">www.letudiant.fr/trendy</a> – Interesting articles relating to student life</li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Etoiles Club for those students aiming for the top grades</li> <li>Regular enrichment activities for good levels of effort and attainment.</li> </ul>

Who Can I Contact?	Head of French	Ms Hancock
	Teachers of Y10 French	Ms Année Ms Crofts Ms Hancock Ms Moroz

# Woodbridge High School Curriculum Overview

## Year 10 – Geography (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Section A: The challenge of natural hazards (9 weeks)</b> <ul style="list-style-type: none"> <li>Can humans 'manage' hazards?</li> <li>What are the SEE impacts of hazard events?</li> </ul>	<ul style="list-style-type: none"> <li><i>More Less First Finest</i></li> <li>Revision Guides</li> <li>Quality News Articles</li> <li>@WHSGeography</li> <li>Geography Flipboard</li> <li>Geography Library</li> </ul>  
Half Term 2 (Nov-Dec)	<b>Section C: Physical Landscapes in the UK (4 weeks)</b> <ul style="list-style-type: none"> <li>What processes have shaped the UK landscape?</li> <li>What is 'geomorphology'?</li> <li><i>End of topic test</i></li> </ul>	
Half Term 3 (Jan-Feb)	<b>Section C: Physical Landscapes in the UK (6 weeks)</b> <ul style="list-style-type: none"> <li>What processes occur at the coast?</li> <li>How have rivers shaped the landscape?</li> <li><i>End of topic test</i></li> </ul> <b>Fieldwork – planning, preparation, visits and write-up ( 5 weeks)</b> <ul style="list-style-type: none"> <li>Fieldwork must contain physical/human elements</li> </ul>	
Half Term 4 (Feb-Mar)	<b>Section B: The Living World (optional topic: Hot Deserts) ( 4 weeks)</b> <ul style="list-style-type: none"> <li>What processes are associated with Hot Deserts?</li> <li></li> </ul>	
Half Term 5 (Apr-May)	<b>Section B: The Living World (optional topic: Hot Deserts) (5 weeks)</b> <ul style="list-style-type: none"> <li>What processes are associated with Hot Deserts?</li> </ul>	
Half Term 6 (Jun-Jul)	<b>Urban Issues and challenges (4 weeks)</b> <ul style="list-style-type: none"> <li>What challenges exist for urban environments?</li> <li>What impacts do urban areas have on the environment?</li> <li><i>Paper 1 mock (All topics included)</i></li> </ul>	

Examples of Home Learning Tasks	<ul style="list-style-type: none"> <li>Home Learning Questions/Tasks will be set on <i>Show My Homework</i></li> <li>Continual Revision (As each topic progresses)</li> <li>Students will complete unfinished classwork for Home Learning</li> </ul>
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> <li>33 Mark Past Exam Paper for each Topic</li> <li>A Sustainable Decision Making Activity will be completed for each topic</li> </ul>
Equipment That Students Need	<ul style="list-style-type: none"> <li>Full Pencil Case (Including Green Pens, mathematical set and calculator)</li> <li>OCR 'B' Revision Workbook and CGP Revision Guide</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> </ul>
Useful Websites	<ul style="list-style-type: none"> <li>BBC Bitesize Geography <a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/">http://www.bbc.co.uk/schools/gcsebitesize/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>GeogDrop/GeoCaching</li> </ul>


Who Can I Contact?	Head of Geography	Mr Steacy-Buck	
	Teachers of Y10 Geography	Ms Fleet Ms Howe	Mr Steacy-Buck Ms George-Francis



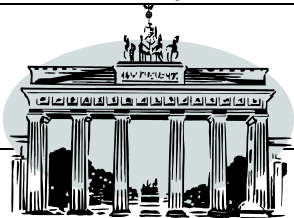
# Woodbridge High School Curriculum Overview

## Year 10 – German (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Describing forms of transport and making a hotel booking</li> <li>Discussing ways of travelling and buying train tickets</li> <li>Describing accommodation and associated problems</li> <li>Asking for and giving directions</li> </ul>	Read an article about 'couch-surfing' as an alternative holiday accommodation <a href="http://aufdeutsch.co.uk/couchsurfing-zu-gast-bei-fremden-2/">http://aufdeutsch.co.uk/couchsurfing-zu-gast-bei-fremden-2/</a>
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Ordering at a restaurant</li> <li>Shopping for souvenirs</li> <li>Describing problems</li> <li>Using 'wenn' clauses with the subjunctive</li> </ul>	Complete the activities on Kurt buying Currywurst in Berlin <a href="http://www.dw.com/de/deutsch-lernen/bandtagebuch/s-13891">http://www.dw.com/de/deutsch-lernen/bandtagebuch/s-13891</a>
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Talking about popular holiday destinations</li> <li>Discussing different types of holidays</li> <li>Using the pluperfect tense to discuss holiday experiences</li> </ul>	Cycling through Northern Germany <a href="http://aufdeutsch.co.uk/von-kuste-zu-kuste-eine-radtour-durch-norddeutschland/">http://aufdeutsch.co.uk/von-kuste-zu-kuste-eine-radtour-durch-norddeutschland/</a>
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Using infinitive constructions with 'zu' to discuss holiday plans</li> <li>Describing places where people live</li> <li>Assessing the advantages and disadvantages of where you live</li> <li>Using conditional clauses</li> </ul>	
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Meeting and greeting an exchange partner</li> <li>Describing your home</li> <li>Using reflexive and separable verbs to talk about what you do on a typical day</li> </ul>	Reading activities on Goethe Institute link <a href="http://aufdeutsch.co.uk">http://aufdeutsch.co.uk</a>
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Discussing traditional German meals</li> <li>Discussing how and when you use social media</li> <li>Using complex opinions when discussing advantages and disadvantages of social media and technology</li> </ul>	Complete activities on traditional German food <a href="http://www.goethe.de/ins/gb/lp/prj/mtg/mat/deindex.htm">http://www.goethe.de/ins/gb/lp/prj/mtg/mat/deindex.htm</a>

Examples of Home Learning Tasks	Responding to letters, blogs and e-mails, translation tasks, grammar worksheets, independent listening tasks vocabulary Learning, preparation for speaking activities
Assessment Tasks, Methods & Frequency	Students will be assessed at regular intervals during lessons e.g vocabulary tests and also at the end of every unit studied. Assessment tasks will comprise of exam style activities i.e past Reading and Listening Papers and writing tasks. Students will also have 3-4 minute long speaking assessments.
Equipment That Students Need	German exercise book, vocabulary booklet, grammar booklet, bilingual dictionary, highlighter pen, glue stick


Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Vocabulary and grammar testing</li> <li>Ensuring that all home learning is completed and checked for accuracy</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://duolingo.com">http://duolingo.com</a></li> <li><a href="http://aufdeutsch.co.uk">http://aufdeutsch.co.uk</a></li> <li><a href="http://www.dw.com/en/learn-german/s-2469">http://www.dw.com/en/learn-german/s-2469</a></li> <li><a href="http://gut.languageskills.co.uk/">http://gut.languageskills.co.uk/</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Lunchtime German film club</li> <li>Grammar booster class</li> <li>Residential trip to Berlin</li> </ul> 

Who Can I Contact?	Head of German	Mrs Turner	
	Teachers of Y10 German	Mrs Turner	Mr Hennessy

# Woodbridge High School Curriculum Overview

## Year 10 – Health and Social Care (Cambridge National)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Child Protection</b> <ul style="list-style-type: none"> <li>Physical, intellectual, emotional and social development of children ages 0-5</li> </ul>	AQA GCSE Child Development by Brennd and Hall- Unit 4 Development Age 0-5
Half Term 2 (Nov-Dec)	<b>Child Protection</b> <ul style="list-style-type: none"> <li>Hazards in Early Years Settings</li> <li>Risk Assessments</li> <li>Designing a safe early years environment</li> </ul>	CACHE Level 2 by Tassoni
Half Term 3 (Jan-Feb)	<b>Communication</b> <ul style="list-style-type: none"> <li>Different types of communication</li> <li>Factors that positively affect communication</li> <li>Barriers to Communication</li> </ul>	OCR National Health and Social Care Level 2 by Angela Fisher Unit 2  Extension- AS Applied Health and Social Care by Angela Fisher
Half Term 4 (Feb-Mar)	<b>Communication</b> <ul style="list-style-type: none"> <li>Qualities that contribute to effective care</li> <li>Planning and carrying out a one-to-one and group interaction</li> <li>Evaluation of communication skills</li> </ul>	
Half Term 5 (Apr-May)	<b>Essential Values of Care (Exam Unit)</b> <ul style="list-style-type: none"> <li>The rights of individuals and how care workers can support service users' right</li> <li>The values of care in health, social care and early years settings.</li> <li>Legislation</li> </ul>	OCR National Health and Social Care Level 2 by Angela Fisher Unit 1 and 4  
Half Term 6 (Jun-Jul)	<b>Essential Values of Care (Exam Written in June)</b> <ul style="list-style-type: none"> <li>Hygiene, safety and security</li> <li>Revision</li> </ul> <b>First Aid (July)</b>	

Home Learning Tasks, Assessment Tasks, Methods & Frequency	Students will be given assignment briefs outlining specific assessment tasks to be completed for each Learning Objective. On average these assignments will take 1-2 weeks to complete. Students will be given time to complete these tasks in class but additional time will be required and therefore these assignments must be completed as home learning.
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Equipment That Students Need	Stationary Equipment: pens, pencils, ruler; calculator
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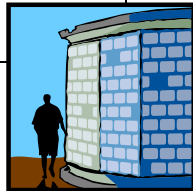
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Encouraging completion of home learning and coursework</li> <li>Encouraging to attend help sessions at lunch time if they lack understanding of course content</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.nhs.uk">www.nhs.uk</a></li> <li><a href="http://www.bbc.co.uk/health/">www.bbc.co.uk/health/</a></li> <li><a href="http://www.bbc.co.uk/schools/gcsebitesize/pe/appliedanatomy/">http://www.bbc.co.uk/schools/gcsebitesize/pe/appliedanatomy/</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Additional help sessions at lunch time and afterschool</li> <li>School trips to reinforce application of course content (i.e. care homes, nurseries)</li> </ul>

Who Can I Contact?	Head of Health and Social Care	Ms Griffiths
	Teachers of Y10 Health and Social Care	Ms Griffiths Ms McNamee

# Woodbridge High School Curriculum Overview

## Year 10 – History (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Key Topic 1: How did the Cold War in Europe develop? 1943-56</li> <li>The widening gulf between the Allies and the development of the 'Iron Curtain'</li> <li>The development of the Cold War, 1947-55</li> <li>Hungary: the tightening of control</li> </ul>	Hodder GCSE History for Edexcel: Superpower relations and the Cold War, 1941-91
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Key Topic 2: Three Cold War Crises: Berlin, Cuba &amp; Czechoslovakia 1957-69</li> <li>The Berlin Crisis: a divided city</li> <li>Cuba: the world on the brink of war</li> <li>Czechoslovakia: the 'Prague Spring'</li> </ul>	The Cold war: Causes Of The Cold War, Stewart Ross
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Key Topic 3: Why did the Cold War End? From détente 1972 to the collapse of the Soviet Union 1991</li> <li>Détente &amp; its collapse</li> <li>Ronald Reagan &amp; the 'Second Cold War'</li> <li>Gorbachev &amp; the end of the Cold War</li> </ul>	Questioning History: The Cold War, Sean Sheehan
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Key Topic 1: Queen, Government and Religion</li> <li>1558- Elizabeth's problems and decisions</li> <li>Challenges to the Religious Settlement</li> </ul>	
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Key Topic 2: Challenges to Elizabeth at home and abroad, 1569-88</li> <li>Plots and revolts at home and abroad, 1569-88</li> <li>Rivalry, war and the Spanish Armada</li> </ul>	Elizabeth I- film starring Cate Blanchett
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Key Topic 3: Elizabethan society in the age of exploration, 1558-88</li> <li>Leisure, education and the problem of the poor</li> <li>Exploration, voyages of discovery, Raleigh and Virginia</li> <li>The end of the reign</li> </ul>	Hodder GCSE History for Edexcel- Early Elizabethan England 1558-88

Examples of Home Learning Tasks	Students will frequently be set exam questions to complete independently for their Home Learning. This will be put into their assessment files and marked.
Assessment Tasks, Methods & Frequency	Students complete a mock exam at the end of each Unit of study. Exam questions are also set frequently both for HL and in class- they will be marked and put into an assessment file.
Equipment That Students Need	Pen, pencil ruler, rubber, glue, scissors & at least 4 different highlighter pens &/or coloring pencils.

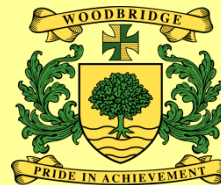
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Asking their child what they covered in their History lesson that day</li> <li>Encourage wider reading as well as the viewing of related documentaries</li> <li>Support their revision in the period leading up to their mock exams by testing them</li> </ul>
Useful Websites	<a href="http://educationforum.co.uk/GCSEHistory.htm">http://educationforum.co.uk/GCSEHistory.htm</a> <a href="http://getrevising.co.uk/resources/levels/gcse/subjects/history">http://getrevising.co.uk/resources/levels/gcse/subjects/history</a> <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/">http://www.bbc.co.uk/schools/gcsebitesize/history/</a> <a href="http://www.spartacus.schoolnet.co.uk/">http://www.spartacus.schoolnet.co.uk/</a>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>History Club every Wednesday lunchtime</li> <li>Residential trip to Berlin in February</li> </ul>



Who Can I Contact?	Head of History	Ms Larkin	
	Teachers of Y10 History	Mrs Doig Ms Karimova Ms Larkin	Mr Laws Miss Whelan

# Woodbridge High School Curriculum Overview

## Year 10 – ICT (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Preparation for Controlled Assessment</b> <ul style="list-style-type: none"> <li>Basic Spreadsheet skills</li> <li>Advanced spreadsheet formulas and controls</li> </ul>	
Half Term 2 (Nov-Dec)	<b>Controlled Assessment – Festivals UK Activity 1</b> <ul style="list-style-type: none"> <li>Festival logo design</li> <li>Database management, querying &amp; updating</li> <li>Create promotional video</li> </ul>	Research how websites like Facebook store your details in databases.
Half Term 3 (Jan-Feb)	<b>Controlled Assessment – Festivals UK Activity 1</b> <ul style="list-style-type: none"> <li>Review &amp; Evaluation</li> </ul> <b>Controlled Assessment – Festivals UK Activity 2</b> <ul style="list-style-type: none"> <li>Spreadsheet modelling</li> </ul>	What queries might Facebook need to run to create your <i>timeline</i> ?
Half Term 4 (Feb-Mar)	<b>Controlled Assessment – Festivals UK Activity 2</b> <ul style="list-style-type: none"> <li>Desktop publishing &amp; flyer design</li> <li>Review &amp; Evaluation</li> </ul> <b>Controlled Assessment – Festivals UK Activity 3</b> <ul style="list-style-type: none"> <li>Promotional Audio clip creation</li> </ul>	Audio editing using Audacity
Half Term 5 (Apr-May)	<b>Controlled Assessment – Festivals UK Activity 3</b> <ul style="list-style-type: none"> <li>Mobile app development skills</li> <li>Design mobile app for festival</li> </ul>	See appshed.com for app development & practice
Half Term 6 (Jun-Jul)	<b>Controlled Assessment – Festivals UK Activity 3</b> <ul style="list-style-type: none"> <li>Mobile app development</li> <li>Review &amp; Evaluation</li> </ul> <b>Controlled Assessment Festivals UK Activity 4</b> <ul style="list-style-type: none"> <li>Evaluation of CA Work Activities 1,2,3</li> </ul>	

Examples of Home Learning Tasks	Practice software skills to prepare for Controlled Assessment task / Catchup on incomplete Controlled Assessment tasks at lunchtime or after school
Assessment Tasks, Methods & Frequency	Feedback to pupils during preparation & skills prior to Controlled Assessment task for each unit. Written feedback 3-4 weeks. Controlled Assessment – to be completed in lesson time: pupils to complete set exam board scenario.
Equipment That Students Need	Pen, pencil, ruler eraser

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Stick Coursework deadlines schedule to the fridge &amp; discuss with pupils as deadlines approach</li> <li>Email <a href="mailto:contactict@woodbridge.redbridge.sch.uk">contactict@woodbridge.redbridge.sch.uk</a> if you have questions/queries</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.teach-ict.com">www.teach-ict.com</a></li> <li><a href="http://www.reviseict.co.uk">www.reviseict.co.uk</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Watch BBC Click (available online on BBC iPlayer) each week</li> </ul>





Who Can I Contact?	Head of ICT & Computing	Ms Surujpaul
	Teachers of Y10 ICT & Computing	Ms Mistry



# Woodbridge High School Curriculum Overview

## Year 10 – Life Studies



	Curriculum Content	Suggested Reading or Extension Activities
Term 1 (Sept-Dec) SRE	<b>Sex and Relationships</b> <ul style="list-style-type: none"> <li>Relationships and technology</li> <li>Positive relationships</li> <li>Diverse relationships</li> <li>STIs and safe sex</li> <li>Marriage, divorce, civil partnership, etc.</li> <li>Emotional and mental health</li> <li>Drugs and legal highs</li> <li>Consequence of drugs</li> </ul>	<p>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.</p> 
Term 2 (Jan-March) Careers	<b>Careers Education, Information, Advice and Guidance</b> <ul style="list-style-type: none"> <li>What can different colleges/ 6<sup>th</sup> Form offer me?</li> <li>What's right for me?</li> <li>What is a CV?</li> <li>Writing a CV</li> </ul>	
Term 3 (April-July) R&R	<b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>Rights and freedoms in the UK and the struggle for these</li> <li>Parliamentary democracy in the UK</li> <li>Impact of migration and integration on identities, groups and communities in the UK</li> <li>The UK's role in the world – the EU, Commonwealth and United Nations</li> </ul> <b>Technology and the Media</b> <ul style="list-style-type: none"> <li>The representation of young people in the media</li> <li>Body image in the media</li> <li>Men and women in the media- social stereotypes</li> <li>Films and video games- the cause of violence</li> </ul> <b>Beliefs and Values</b> <ul style="list-style-type: none"> <li>What is the relationship between religion and the media?</li> <li>What role does religion play in peace and justice?</li> <li>Is it possible to have a genuine religious experience?</li> </ul>	 

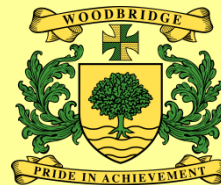
Examples of Home Learning Tasks	Home Learning tasks are only occasionally set for Life Studies. Lessons consist of discussion and debate, with some written work.
Assessment Tasks, Methods & Frequency	Assessment is continuous through teacher observation.
Equipment Which Students Need	Pens, pencils, ruler.

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 Y10 Life Studies	Mr Beaumont Ms Choudhry Ms Cranwell Miss Ennis	Ms Fleet Ms George-Francis Ms Moore Ms Whelan

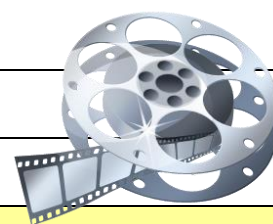
# Woodbridge High School Curriculum Overview

## Year 10 – Media Studies (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Introduction to key media studies concepts</b> <ul style="list-style-type: none"> <li>Introduction to technology and practical tasks</li> <li>Photography project (practice controlled assessment)</li> </ul>	AQA Media Studies GCSE (Nelson Thornes) chapter 1
Half Term 2 (Nov-Dec)	<b>Controlled Assessment 1: Magazines</b> <ul style="list-style-type: none"> <li>Representation, Audience and Media Language</li> <li>written analysis of 2 magazine covers (1000 words)</li> </ul>	- Examine the magazine categories at the supermarket. - Consider how many titles of magazine there are for each genre. - analyse similarities/ differences between their design, layout and content
Half Term 3 (Jan-Feb)	<b>Controlled assessment 1: Magazines</b> <ul style="list-style-type: none"> <li>plan and produce your own magazine front cover</li> </ul>	Plan photograph: costume and styling; background; body language; framing; lighting; focus
Half Term 4 (Feb-Mar)	<b>Controlled assessment 2: Film Promotion</b> <ul style="list-style-type: none"> <li>Representation, Audience, Institution, Media Language</li> <li>written analysis – compare and contrast the poster and trailer for a recent film (1200 words)</li> </ul>	Research promotional campaigns of top 10 films: posters, trailers, websites. Look for similarities and differences and consider why these exist.
Half Term 5 (Apr-May)	<b>Controlled assessment 2: Film Promotion</b> <ul style="list-style-type: none"> <li>plan and produce a poster and storyboard the trailer for a new film</li> <li>Final completion and improvement of year 10 controlled assessments</li> </ul>	Plan photograph: costume and styling; background; body language; framing; lighting; focus  Make final improvements to year 10 folder (30% of GCSE) using AQA mark scheme
Half Term 6 (Jun-Jul)	<b>Controlled Assessment 3: Introduction to Music Videos</b> <ul style="list-style-type: none"> <li>Key concepts, research and planning tasks</li> </ul>	Nelson Thornes AQA Media Studies GCSE (Morris et al) Internet searches on planning/shooting music videos

Examples of Home Learning Tasks	Take photographs for practical tasks; internet-based research; flat planning (sketching and annotating designs); media consumption diary
Assessment Tasks, Methods & Frequency	Controlled assessments – written and practical. 2 in year 10.
Equipment That Students Need	Colouring pencils; fine liner pens; glue; scissors; ruler



Parents / Carers can help their child by:	Check students are managing independent study and preparation time for controlled assessments; 1 hr home learning per week is expected from half term 2 in order to complete work to the required standard. This can be research, planning or written tasks but students manage these tasks themselves.
Useful Websites	<a href="http://www.nrs.co.uk">www.nrs.co.uk</a> National Readership Survey <a href="http://www.imdb.com">www.imdb.com</a> the Internet Movie Database <a href="http://www.hollywoodreporter.com">www.hollywoodreporter.com</a> the Hollywood Reporter <a href="http://www.bbfc.co.uk">www.bbfc.co.uk</a> the British Board of Film Classification <a href="https://creativeskillset.org/">https://creativeskillset.org/</a> Creative Skillset <a href="http://www.mediaknowall.com">www.mediaknowall.com</a> Media theories online
Extra-curricular Activities	Help run 6 <sup>th</sup> form Oscars ceremony

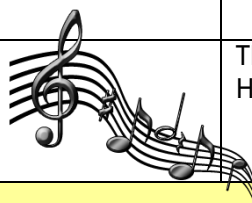
Who Can I Contact?	Head of Media Studies	Ms Gold
	Teachers of Y10 Media Studies	Ms Gold Ms Lynch

# Woodbridge High School Curriculum Overview

## Year 10 – Music (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Introduction and Key Skills</b> <ul style="list-style-type: none"> <li>General theory and listening skills, basic composition skills</li> <li>Begin Area of Study 5 – Conventions of Pop</li> <li>Begin Area of Study 3 – Rhythms of the World</li> </ul>	Throughout the course: <ul style="list-style-type: none"> <li>Instrumental practice</li> <li>Listening to ClassicFM</li> <li>Teoria.com</li> </ul>
Half Term 2 (Nov-Dec)	<b>Areas of Study 1, 3 and 5</b> <ul style="list-style-type: none"> <li>General theory and listening skills.</li> <li>Complete AoS 3 – Rhythms of the world</li> <li>Complete AoS 5 – Conventions of Pop</li> </ul>	World Music: A Very Short Introduction by Philip Bohlman
Half Term 3 (Jan-Feb)	<b>Areas of Study 1 and 2</b> <ul style="list-style-type: none"> <li>General theory and listening skills.</li> <li>Begin Area of Study 2 – The Concerto Through Time</li> <li>Planning and starting of AoS1 Composition</li> <li>Choose solo performance piece (Area of Study 1)</li> </ul>	Popular Music Culture: The Key Concepts by Roy Shuker
Half Term 4 (Feb-Mar)	<b>Areas of Study 1, 2, and 3</b> <ul style="list-style-type: none"> <li>Completion of AoS2</li> <li>Begin AoS 4 – Film Music</li> <li>Continued work on AoS1 Composition</li> <li>Continued work on AoS1 Performance</li> <li>General theory, performance and listening skills</li> </ul>	The Story of Music by Howard Goodall
Half Term 5 (Apr-May)	<b>Areas of Study 1, 2, and 3</b> <ul style="list-style-type: none"> <li>Completion of AoS4</li> <li>Revision of AoS2, 3, 4 and 5.</li> <li>Continued work on AoS1 Composition</li> <li>Continued work on AoS1 Performance</li> <li>General theory, performance and listening skills</li> </ul>	The Story of Music by Howard Goodall
Half Term 6 (Jun-Jul)	<b>Areas of Study 1, 2, and 3</b> <ul style="list-style-type: none"> <li>Revision of Areas of Study 2,3 and 4 topics</li> <li>Deadline for AoS1 Composition</li> <li>Deadline for AoS1 Performance</li> </ul>	The Story of Music by Howard Goodall



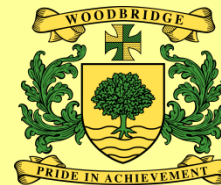
Examples of Home Learning Tasks	<ul style="list-style-type: none"> <li>Theory workbook tasks (students will work at different stages depending on their prior theory knowledge)</li> <li>Practice exam questions, listening to set styles of music and other surrounding styles.</li> </ul>
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> <li>Progress test at the end of Area of Study</li> <li>Progress tests at the end of each term (to cover all AoS completed).</li> </ul>
Equipment That Students Need	<ul style="list-style-type: none"> <li>Folder</li> <li>General writing equipment</li> <li>Instrument</li> </ul>


Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Listening to classical music stations on the radio and talking about the music</li> <li>Revising factual content on the set works</li> <li>Listening to and encouraging instrumental practice</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.teoria.com">www.teoria.com</a> (for aural practice), BBC Bitesize</li> <li><a href="http://www.revisemusic.webs.com">www.revisemusic.webs.com</a> (specifically for Woodbridge – maintained by staff)</li> </ul>
Extra-curricular Activities	Please see extra-curricular music timetable. Choir is particularly useful for practising listening skills

Who Can I Contact?	Head of Music	Miss Exposito
	Teachers of Y10 Music	Mr Archer Mrs Nunn Miss Exposito

# Woodbridge High School Curriculum Overview

## Year 10– Performing Arts (BTEC)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b><u>Introduction to the unit</u></b> <ul style="list-style-type: none"> <li>Develop needed skills</li> <li>Reflect on the ability and how to develop the skills</li> <li>Collaborate to create responses</li> </ul>	Experiencing drama is the best way to develop and extend ideas.
Half Term 2 (Nov-Dec)	<b><u>Unit 3 Acting Skills</u></b> <ul style="list-style-type: none"> <li>Explore and develop your acting skills within teacher led workshops.</li> <li>Review your own practice and log the progress and development of skills.</li> <li>Log the progress within a portfolio.</li> <li>Create and present rehearsed performances within class using the needed skills.</li> <li>Prepare a performance for an audience</li> <li>Present to an audience a polished performance</li> </ul> <p>The assessment of this will be continuous. It is based on the student's application in the classroom, record of the preparation and of their final performance.</p> 	Visiting the theatre is a great extension to the in class experience.
Half Term 3 (Jan-Feb)		There are many performances both locally and beyond that capture and show new ideas and ways to tell stories.
Half Term 4 (Feb-Mar)		One of the easiest to access is Redbridge Drama Centre.
Half Term 5 (Apr-May)		Alongside visiting is to take part in extra-curricular drama both in school and outside.
Half Term 6 (Jun-Jul)		We run lunchtime and after-school clubs.
	<b><u>Unit 1 Unit 1: Individual showcase</u></b> <p>Students will develop the relevant skills and knowledge for an audition. This will be shown through a letter of application and a presentation and/or audition.</p> <ul style="list-style-type: none"> <li>Develop a performance of 2 monologues</li> <li>Prepare a letter of application</li> </ul> <p>The assessment is external and all work completed under controlled conditions.</p>	We offer opportunities to perform in school and hope to continue this. This includes the annual school production.

Examples of Home Learning Tasks	Research and develop knowledge of the skills, characters roles Learning lines, planning performances 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

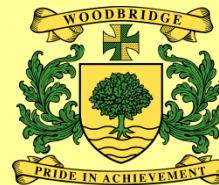
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Visit the theatre or watching these on television</li> <li>Help with the learning of lines and present the monologues and scenes to you</li> <li>Identify potential props that could be used in a performance</li> </ul>
Useful 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 After-school Clubs and Whole school production</li> <li>Theatre trips</li> </ul>

Who Can I Contact?	Head of Drama	Ms Cranwell
	Teachers of Y10 Performing Arts	Ms Cox

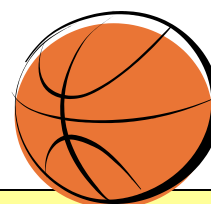
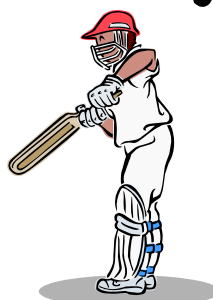
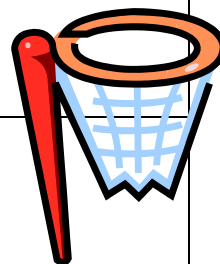


# Woodbridge High School Curriculum Overview

## Year 10 – Physical Education (Core)



	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>Summer / Autumn</b></p> <ul style="list-style-type: none"> <li>Striking and Fielding</li> <li>Cricket</li> <li>Rounders</li> <li>Fitness</li> <li>Netball</li> <li>Trampolining</li> <li>Games for Understanding</li> </ul>	<p>Extra-curricular clubs run in most of the sports offered during curriculum time.</p>
	<p><b>Winter / Spring</b></p> <ul style="list-style-type: none"> <li>Football</li> <li>Outdoor and Adventurous Activities</li> <li>Netball</li> <li>Badminton</li> <li>Basketball</li> <li>Dance</li> <li>Table Tennis</li> <li>Fitness</li> </ul>	



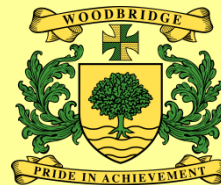
Examples of Home Learning Tasks	Home learning is not set for core PE.
Assessment Tasks, Methods & Frequency	Continuous assessment throughout activity
Equipment That Students Need	White Woodbridge Polo shirt, Black Woodbridge shorts, Black Woodbridge tracksuit, white socks, trainers, football boots



Parents / Carers can help their child by:	<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>
Extra-curricular Activities	<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>

Who Can I Contact?	Head of PE	Mr Jones	
	Teachers of Y10 PE	Miss Bradley Mr Clifton Mr Doolan Miss Ennis	Mr Fuschillo Mr Jones Miss Moore Ms Payne

# Woodbridge High School Curriculum Overview

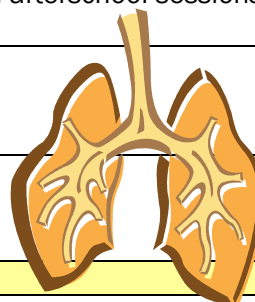
## Year 10 – Physical Education (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Unit 1.1.a Structure of the Skeletal System</li> <li>Unit 2.2.a Engagement patterns of different social groups</li> <li>Practical Activities</li> </ul>	<p>Students should seek to develop their physical fitness and practical abilities by joining extra-curricular school and external clubs.</p> 
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>1.1.b The structure and function of the muscular system</li> <li>2.1.b Commercialisation of physical activity and sport</li> <li>Practical Activities</li> </ul>	
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>1.1.c Movement Analysis</li> <li>2.1.c Ethical and Socio-cultural issues in sport</li> <li>Practical Activities</li> </ul>	
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>1.1.d The cardiovascular and respiratory systems</li> <li>2.2 Sports psychology</li> <li>Practical Activities</li> </ul>	
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>1.1.e Effects of exercise on body systems</li> <li>2.3 Health, fitness and wellbeing</li> <li>Practical Activities</li> </ul>	
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>1.2.a Components of fitness</li> <li>1.2.b Applying the principles of training</li> <li>1.3.c Preventing injury in physical activity and training</li> <li>Practical Activities</li> </ul>	

Examples of Home Learning Tasks	The pupils will be given a revision booklet at the start of each block which must be completed as the unit progresses. Sample activities might include researching current news articles, creating revision tools, completing practice exam questions, etc.
Assessment Tasks, Methods & Frequency	After each unit the pupils complete a test of that unit. If they fail to achieve their target grade they will take a retake of the test. Test scores will be communicated home.
Equipment That Students Need	Pens, pencils, rulers, rubbers, sharpeners, green pens The pupils are required to purchase a GCSE PE polo shirt. More information on this will be communicated at the start of the course.

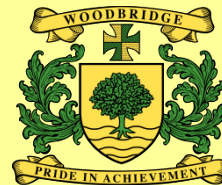
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Ensuring they attend extra-curricular school and external clubs regularly</li> <li>Ensuring that they attend catch up / revision afterschool sessions</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.Teachpe.com">www.Teachpe.com</a></li> <li><a href="http://www.Brianmac.co.uk">www.Brianmac.co.uk</a></li> <li><a href="http://www.bbc.co.uk/bitesize/gcse/pe/">www.bbc.co.uk/bitesize/gcse/pe/</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Seasonal Extra Curricular Clubs</li> <li>Theory Catch up sessions</li> </ul>



Who Can I Contact?	Head of PE	Mr Jones
	Teachers of Y10 GCSE PE	Mr Doolan Ms. Payne Mr. Jones

# Woodbridge High School Curriculum Overview

## Year 10 – Psychology (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Sex &amp; Gender</li> <li>Diamond &amp; Sigmundson (Core Study)</li> <li>Biological Theory of Sex &amp; Gender</li> <li>Psychodynamic Theory of Sex &amp; Gender</li> </ul>	<p>Students are encouraged to discuss the issues raised in psychology with parents or peers.</p> <p>Wider reading: The Lucifer Effect</p> <p>We Need to Talk about Kevin</p>
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Memory</li> <li>Terry (Core Study)</li> <li>Multi-Store Model of Memory</li> <li>Levels of Processing</li> </ul>	
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Attachment</li> <li>Hazen &amp; Shaver (Core Study)</li> <li>Bowlby's Theory of Attachment</li> <li>Behaviourist Theory</li> </ul>	
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Obedience</li> <li>Bickman (Core Study)</li> <li>Situational Factors Theory</li> <li>Dispositional Theory</li> </ul>	
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Atypical Behaviour</li> <li>Watson &amp; Raynor</li> <li>Behaviourist Theory</li> <li>Evolutionary Theory</li> </ul>	
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Revision for end of unit test</li> <li>Research Methods</li> </ul>	



Examples of Home Learning Tasks	<p>Sex &amp; Gender – complete BEM inventory</p> <p>Memory – conduct memory experiment on participants</p> <p>Attachment – interview family about attachment types</p>
Assessment Tasks, Methods & Frequency	<p>Assessment will take place every three weeks. Mid half term assessments are 10 mark questions on the core study/theory. End of half term assessments are on the unit. There will be a total of 10 possible essay questions at the end of year 10.</p>
Equipment That Students Need	<p>Standard equipment for school</p>

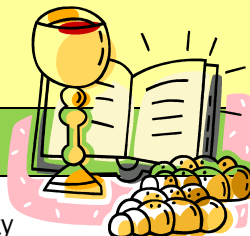
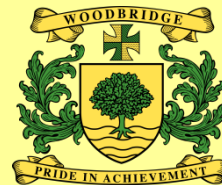
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Overseeing home learning</li> <li>Taking part in experiments/surveys</li> <li>Watching prescribed documentaries with students</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.holah.co.uk">www.holah.co.uk</a></li> <li>Woodbridge MLE</li> <li><a href="https://gcsepsychology.com/ocr-gcse-psychology-revision/">https://gcsepsychology.com/ocr-gcse-psychology-revision/</a></li> <li><a href="http://www.ocr.org.uk/qualifications/gcse-psychology-j611-from-2012/">http://www.ocr.org.uk/qualifications/gcse-psychology-j611-from-2012/</a></li> </ul>
Extra-curricular Activities	


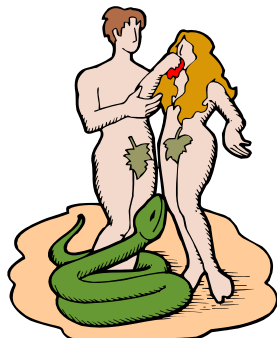


Who Can I Contact?	Head of Psychology	Ms Param
	Teachers of Y10 Psychology	Ms Param Ms Younis

# Woodbridge High School Curriculum Overview

## Year 10 – Religious Studies (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b><u>Introduction to Religious Studies</u></b> Brief introduction to Islam and Christianity The great schism Denominations Exam technique	The Bible, The Qur'an Christianity for Dummies Discovery Christianity and Islam – Jon Mayled GCSE Religious Studies: Philosophy and Ethics for OCR B – Jon Mayled and Jill Oliphant OCR GCSE Christian Philosophy and Applied Ethics
Half Term 2 (Nov-Dec)	<b><u>Beliefs and Teachings – Christianity</u></b> <ul style="list-style-type: none"> <li>Nature of God, Concept of God as a Trinity of persons</li> <li>Biblical accounts of Creation</li> <li>The problem of evil and suffering and a loving and righteous God</li> <li>Jesus Christ, Incarnation, Crucifixion, Resurrection and Ascension, The concept of salvation</li> </ul>	<a href="http://www.ocr.org.uk">http://www.ocr.org.uk</a> <a href="http://www.rsrevision.co.uk">www.rsrevision.co.uk</a> <a href="http://www.bbc.co.uk/education">http://www.bbc.co.uk/education</a> <a href="http://www.biblegateway.co.uk">www.biblegateway.co.uk</a> <a href="http://quran.com/">http://quran.com/</a>
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Eschatological beliefs and teachings</li> <li>Worship, Sacraments, Prayer</li> <li>The role and importance of pilgrimage and celebrations to Christians</li> <li>The role of the church in the local community and living practices, Mission, The role of the church in the wider world</li> </ul>	
Half Term 4 (Feb-Mar)	<b><u>Beliefs and teachings – Islam</u></b> <ul style="list-style-type: none"> <li>The six articles of faith in Sunni Islam:</li> <li>Belief in Allah as the one and only God, belief in angels, belief in holy books, belief in the Prophets, belief in the Day of Judgement, belief in Predestination</li> </ul>	
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Nature of Allah</li> <li>Prophethood (Risalah), Books (Kutub), Angels (Malaikah)</li> <li>Eschatological beliefs and teachings</li> <li>Life after death (Akhirah)</li> <li>The importance of practices, public / private acts of worship, exploration of the five pillars</li> <li>Festivals/special days, Jihad</li> </ul>	
Half Term 6 (Jun-Jul)	Revision and catch up Assessment tasks Exam preparation and technique	 

Examples of Home Learning Tasks	Past exam practice papers Revising subject specific terminology and definitions Producing revision mind-maps
Assessment Tasks, Methods & Frequency	Timed exam practice within schemes of learning Mini-mock exams at the end of each unit End of Year 10 mock exam, presentations
Equipment That Students Need	Writing pens (blue / black, green and red ink), pencil, ruler, rubber, sharpener. OCR GCSE text books as loaned to students by the department.

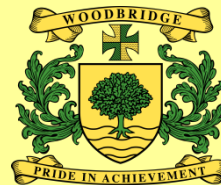
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Assisting in timing their child completing exam practice at home.</li> <li>Purchasing the relevant revision guide (release date to be confirmed)</li> <li>Purchase the revision guide from class teacher.</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.bbc.co.uk/religions/christianity">www.bbc.co.uk/religions/christianity</a></li> <li><a href="http://www.rsrevision.com/GCSE">www.rsrevision.com/GCSE</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Study support to assist with home learning and exam practice will be available to students after school</li> </ul>

Who Can I Contact?	Head of RE	Ms Choudhry	
	Teachers of Y10 RE	Ms Choudhry	Mr Lines



# Woodbridge High School Curriculum Overview

## Year 10 – Russian (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Town and locality – “Vnimanye” Unit 2, Amenities, adjectives and agreements</li> <li>Comparing town and country</li> <li>Public transport and directions</li> <li>Improving and redrafting texts</li> </ul>	Comparing Moscow with London Making a brochure about your town
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>School subjects and opinions – “Vnimanye” Unit 3</li> <li>Pocket money and part-time jobs</li> <li>Clubs and leisure activities</li> <li>Professions and work, future plans</li> </ul>	Use of case endings – accusative, instrumental and prepositional A/A* grammar
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Food shopping - “Vnimanye” Unit 4</li> <li>Transactions – listening for detail, numeracy</li> <li>Clothes and fashion, adjectival agreements</li> <li>Problems – making a complaint, role-palys</li> </ul>	Genitive case used with quantities, understanding authentic dialogues
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>My family – “Vnimanye” Unit 5</li> <li>Possessive pronouns, using the 3<sup>rd</sup> person</li> <li>Descriptions, appearance, ages with dative case</li> <li>Body, illness, healthy living</li> </ul>	Independent reading and writing tasks
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>House, rooms and furniture – “Vnimanye” Unit 6</li> <li>My ideal home – using the future and conditional tense</li> <li>My daily routine where I live, helping at home</li> </ul>	Reflexive verb conjugations in the present and past tense; reading longer authentic texts
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Begin “Marsh” GCSE course book Part 1</li> <li>Media – music, books, films, hobbies</li> <li>Culture and celebrities</li> <li>Comparatives and superlatives, more advanced grammar</li> </ul>	Reading for pleasure – longer texts independently from the course book

Examples of Home Learning Tasks	Completion of exercises from the GCSE course booklet Vocabulary and grammar learning
Assessment Tasks, Methods & Frequency	End of unit Controlled Writing – GCSE writing tasks completed within an hour using only a dictionary GCSE past papers Fortnightly or weekly vocabulary tests
Equipment That Students Need	Pens, pencils, highlighters, ruler, GCSE Vocabulary Booklet, course booklets

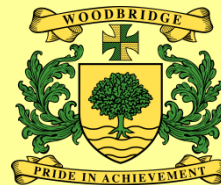
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Encouragement, checking Student Planners for Home Learning tasks</li> <li>Buying a Russian / English dictionary – OUP ones are very good</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.quizlet.com">www.quizlet.com</a> (also available as an App) to assist in vocab learning</li> <li><a href="http://www.edexcel.com">www.edexcel.com</a> for GCSE Russian Specification and past papers</li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>School trip to Moscow planned for February 2018</li> <li>High Flyers lunch-time club run with support of the Russian Language Assistant</li> </ul>




Who Can I Contact?	Head of Russian	Mrs Clark	
	Teachers of Y10 Russian	Mrs Clark	Mr Baker

# Woodbridge High School Curriculum Overview

## Year 10 – Spanish (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Describing holidays in the present tense</li> <li>Giving opinions about a variety of different types of holiday and destinations</li> <li>Describing a past holiday</li> <li>Asking and answering questions about other people's holidays</li> </ul>	Practise listening using <a href="http://spanish-resources.com/">http://spanish-resources.com/</a>
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Describing and give opinions on your school and ideal school</li> <li>Describing daily routine</li> <li>Explaining the differences between primary and secondary</li> <li>Discussing future plans</li> </ul>	Find out about the differences between schools in Spanish speaking countries and English schools
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Introductions</li> <li>Describing friends and family</li> <li>Describing the relationships in your family</li> <li>Discussing sports and hobbies in 3 tenses</li> </ul>	Explore the library of cultural activities on <a href="http://www.londres.cervantes.es">www.londres.cervantes.es</a>
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Describing shopping habits and preferences</li> <li>Discussing fashion</li> <li>Asking for things in shops, banks and post office</li> <li>Describing special occasions using 4 different tenses</li> </ul>	
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Talking about the body and illness</li> <li>Talking about food and practicing conversations in restaurants/shops</li> <li>Discussing how to stay in good shape using present and imperfect tenses</li> <li>Discussing the key issues facing young people</li> </ul>	Research traditional food in a variety of Spanish speaking countries
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Key grammar and vocabulary revision ready for Y11</li> <li>Preparation of topic related questions for speaking exam.</li> </ul>	Use <a href="http://www.memrise.com">www.memrise.com</a> to revise key vocabulary and structures

Examples of Home Learning Tasks	Learning key vocabulary and verbs Writing articles/letters/emails/blogs Preparing presentations on key topics
Assessment Tasks, Methods & Frequency	Half-termly assessments in two of the following: reading, writing, speaking, listening Frequent mini verb and vocabulary tests End of year exam on all skills
Equipment That Students Need	Spanish dictionary and verb tables Access to the internet Pens, rulers, glue, highlighters



Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Quizzing their child on key vocabulary learnt</li> <li>Ensuring students go back and check the accuracy of their work</li> <li>Encouraging children to watch films in Spanish and listen to Spanish radio</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.oye.languageskills.co.uk">www.oye.languageskills.co.uk</a> – interactive grammar and vocabulary revision</li> <li><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> – grammar explanations and practice</li> <li><a href="http://www.wordreference.com">www.wordreference.com</a> – online dictionary</li> <li><a href="http://www.vocabexpress.com">www.vocabexpress.com</a> – online revision and practice of key vocabulary</li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Half-termly enrichment activities for good levels of effort and attainment.</li> </ul>

Who Can I Contact?	Head of Spanish	Ms Crofts
	Teachers of Y10 Spanish	Ms Zmirou      Mr Baker Mr Hennessey