



WOODBIDGE HIGH SCHOOL

Curriculum Booklet
for Students
and Parents
Year 13
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 13 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.

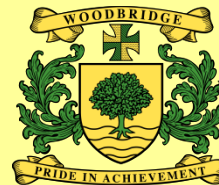
I hope that you will find this information useful.

Steven Hogan

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

Woodbridge High School Curriculum Overview

Year 13 – Art & Design



Curriculum Content	
Half Term 1 (Sep – Oct)	<p>Unit 3: Personal investigation – A practical unit supported by a 1000-3000 word essay</p> <ul style="list-style-type: none"> Students guided through the selection of an appropriate starting point for personal inquiry/ investigation. Plan project – what are you investigating or inquiring about and what do you aim to achieve at the end of the project. Complete first draft of essay introduction. Complete a wide range of high quality observations, photographs and visit places of interest. Select relevant artists, crafts people, designers to investigate. Critically analyse their work. Begin initial development of ideas.
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Reflect and act upon feedback. Thorough development of ideas looking at additional artists and sustaining investigations. Exploration of media, materials and techniques. Review and evaluate work through annotations and use this to direct further investigations. Re-visit initial observations – complete additional ones where necessary.
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Begin to narrow focus of ideas and sustain investigation that will lead to final outcome. First and second draft of essay main body. Reflect and act upon feedback. Plan and prepare for final outcome.
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Conclude essay, hand in whole draft and act upon feedback before submitting final version including bibliography. Identify areas that require improvement and discuss with teacher. Work on these last targets before concluding project. Complete final piece of work to conclude personal investigation.
Half Term 5 (Apr-May)	<p>Unit 4: Externally set assignment – A practical unit set by the exam board. 15 hour exam at the end.</p> <ul style="list-style-type: none"> Students given exam paper and will choose one topic from the five options available. Complete a wide range of high quality observations, photographs and visit places of relevance to the topic. Select relevant artists, crafts people, designers to investigate. Critically analyse their work. Begin initial development of ideas and thorough experimentation of materials, techniques and processes. Narrow focus of ideas and sustain investigation that will lead to final outcome. Review and refine final ideas. EXAM: 15 hours– complete final outcome to conclude the exam unit.

Additional and extension extra-curricular reading or activities:	<p>Students are expected to broaden their contextual knowledge and visit galleries regularly. Such as the Saatchi Gallery, Tate Britain & Tate Modern, National Portrait gallery, Royal Academy of Arts, Barbican gallery, Whitechapel gallery, Serpentine gallery, Somerset house, Hayward gallery. Students should also visit places of interest that can provide first hand source materials such as the Natural History museum, V&A, British museum, museum of childhood, Science museum and the museum of brands, packaging and advertising</p> <p>Useful websites: www.art2day.co.uk www.deviantart.com www.pinterest.com</p>
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Examples of Home Learning Tasks	Plan and carry out a photo shoot in preparation for lesson, complete observational studies in a range of media, critically analyze the work of a particular artist, essay draft, and annotate practical work, act upon feedback and targets to refine work.
Assessment Tasks, Methods & Frequency	Students will be formally assessed five times throughout the academic year in July, October, December, February and April. Grades, targets and feedback given. Students will receive weekly home learning. Verbal feedback will be ongoing and written feedback every 3 weeks. One to one tutorials will be incorporated with feedback.
Equipment That Students Need	A selection of shading pencils including a mechanical pencil, soft blending colour pencils, biro and fine liner pens, an A3 sketchbook, acrylic paints and brushes, water colours and oil pastels. Students may wish to buy an A2 or A1 portfolio to transport larger pieces of work to and from school or for college/ university interviews.

Who Can I Contact?	Head of Art	Mrs Ward-Mills
	Teacher of Y13 Art	Mrs Ward-Mills

Woodbridge High School Curriculum Overview

Year 13 – Biology



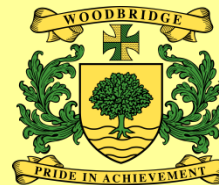
Curriculum Content		
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	Topic 5 On the Wild Side <ul style="list-style-type: none"> Photosynthesis – light dependent & independent reactions Productivity of Ecosystems 	Topic 6 Immunity, Infection & Forensics <ul style="list-style-type: none"> The Immune System Specific & Non Specific Immune Response Bacterial Resistance
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Global Warming & Climate Change – evidence for and impact of. Evolution – Allopatric & Sympatric Speciation. 	<ul style="list-style-type: none"> Protein Synthesis Post- Transcriptional Modification DNA Profiling Forensic Pathology
Half Term 3 (Jan-Feb)	Topic 8 Grey Matter <ul style="list-style-type: none"> Structure of The Brain & methods of viewing the brain Nervous System – structure of a neurone, action potential generation Synapses & Neurotransmitters 	Topic 7 Run for Your Life <ul style="list-style-type: none"> Respiration – Biochemistry of aerobic & anaerobic pathways. Skeletal Muscle – structure & contraction Skeletal damage & repair
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> The Eye Plant sensory responses Brain Development 	<ul style="list-style-type: none"> Cardiac Muscle & Regulation Homeostasis
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Brain Disorders Mock Exam Revision 	<ul style="list-style-type: none"> Pre-Release Article Mock Exam Revision
Across the Year	<p>During the course of Y13 you will undertake a further 8 core practical's, these are a compulsory component of the course and you generally will complete one practical per teacher per half term. Each practical assesses different core practical skills; all evidence of your work is kept within a separate practical assessment folder which demonstrates your practical competencies. At the end of the course you will either pass or fail this component – it will not affect the final grade you obtain in the exam, but the methods used will be assessed within the written papers. Your practical assessment folder must be completed by the end of April.</p>	
Additional and extension extra-curricular reading or activities:	<p>Each lesson on your learning schedule will have suggested tasks for extension reading. We advise all students to supplement the Board specific book provided by the school with a generic A-level Biology textbook to enable you to fully expand your class notes.</p> <p>The following website may also be useful</p> <p>http://www.biology-innovation.co.uk – video clips and revision notes for each topic</p> <p>http://www.s-cool.co.uk/a-level/biology - revision resources and exam questions</p>	

Examples of Home Learning Tasks	Writing up core practical's, preparing presentations; summarizing journal articles, research of new topics, completing practice calculation sheets, past paper questions.
Assessment Tasks, Methods & Frequency	End of topic assessments approximately 1 every 4 weeks for each teacher. Assessment of presentations and practical write up's as per your learning schedule given out at the start of each topic.
Equipment That Students Need	Practical Assessment Folder, Class Note Folder, Lined Paper, Pen, Pencil, Ruler, Calculator

Who Can I Contact?	Head of Biology	Ms Tew
	Teachers of Y13 Biology	Ms Plumb Ms Khan Ms Tew

Woodbridge High School Curriculum Overview

Year 13 – Business Studies



Curriculum Content		
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Mission, corporate objectives and strategy, what influences them and their impact on business strategy 	<ul style="list-style-type: none"> Strategic direction: choosing which markets to compete in and what products to offer and how to compete
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Analysing the internal position of a business by using financial ratio analysis and measures of overall performance 	<ul style="list-style-type: none"> Strategic methods: how to pursue strategies Assessing a change in scale of a business
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Analysing the external environment to assess opportunities and threats: political, legal, economic, social and technological change 	<ul style="list-style-type: none"> Assessing innovation, internationalisation and the greater use of digital technology in business
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Analysing the external environment to assess opportunities and threats: the competitive environment 	<ul style="list-style-type: none"> Managing strategic change including organisational culture
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Analysing strategic options: investment appraisal 	<ul style="list-style-type: none"> Managing strategic implantation; the problems with strategy and why strategies fail

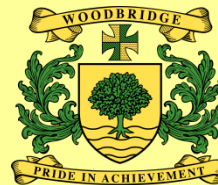
Additional and extension extra-curricular reading or activities:	<p>Wider reading: The Economist, Financial Times, Business Review <i>The Financial Times Guide to Business Start Up 2015</i> by Sara Williams</p> <p>Recommended viewing: Tutor2u, TED Talks for Business</p> <p>Useful Links: http://www.tutor2u.net/ http://bbc.co.uk/business bbc radio 4: Moneybox</p>
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Examples of Home Learning Tasks	Using news articles to examine the strategic decisions of a real business Case study exam style questions: assess the impact of e-commerce in the retail sector
Assessment Tasks, Methods & Frequency	Timed in class mini essays and assessed group presentations. All final assessment in the form of several two hour exam papers
Equipment That Students Need	Pens, pencils, rulers for diagrams and calculators for finance sections

Who Can I Contact?	Head of Business	Ms James
	Teachers of Y13 Business Studies	Ms Aftab Ms Garcia Ms James

Woodbridge High School Curriculum Overview

Year 13 – Chemistry



Curriculum Content		
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Kinetics II CP13 (1&2) CP14 Isomerism (Chirality) Core Practical (CP) 7 Carbonyl Compounds 	<ul style="list-style-type: none"> Entropy Equilibrium II Application of Rates and Equilibrium
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Carboxylic Acids and their derivatives Modern Analytical Techniques, Spectroscopy and Chromatography CP16 	<ul style="list-style-type: none"> Acid-base Equilibria CP9 Lattice Energy
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Transition Metals and d-block elements CP12 CP15 	<ul style="list-style-type: none"> Electrochemistry and Redox equilibria (Redox II) CP10 CP11
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Organic Nitrogen Compounds Organic Analysis and Synthesis 	<ul style="list-style-type: none"> Arenes – Benzene Compounds Further Nitrogen Compound
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Synopticism Revision 	<ul style="list-style-type: none"> Synopticism Revision

Additional and extension extra-curricular reading or activities:	<p>The Edexcel website (https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/chemistry-2015.html) has the full specification and other material that should be read by all students.</p> <p>Other A level Chemistry textbook are available to use in school to provide reinforcement/different examples to help or stretch students.</p> <p>Chemistry Review Magazine.</p> <p>Royal Society of Chemistry: Chemnet magazine Learn Chemistry website. Highly recommended for reinforcement, interest and revision.</p> <p>Students should keep up to date on current scientific issues in the news etc</p>
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Examples of Home Learning Tasks	<ul style="list-style-type: none"> End of chapter questions Examination questions Experiment write-ups Looking Ahead Revision
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> Examinations Examination questions Core Practicals End of Topic tests Approximately two a month. Some will be peer marked for instant feedback.
Equipment That Students Need	Ring binders for notes and core practical records, tracker sheets, paper, pen, pencil, rubber, ruler, scientific calculator, lab coat

Who Can I Contact?	Head of Science	Ms Tew
	Teachers of Y13 Chemistry	Mr Alam Mr Esop

Woodbridge High School Curriculum Overview

Year 13 – Computer Science



Curriculum Content		
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Advanced Algorithms & efficiency Big 'O' notation 	<ul style="list-style-type: none"> Programming Project – Design & Development
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Recursion vs iteration Models of computation & Turing machines Intractable Problems Finite State Automata 	<ul style="list-style-type: none"> Iterative Development of own software to solve a real life data processing problem Multi-table SQL & Data-definition language GUI Programming & exception handling
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Database Normalization Object Oriented Programming Data structures - Stacks and queues 	<ul style="list-style-type: none"> Testing & Evaluation of Independent programming project
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Networking & Communications Server-side scripting 	<ul style="list-style-type: none"> Advanced Programming skills development for pre-release exam
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Revision for external examinations 	<ul style="list-style-type: none"> Programming Exam preparation

Additional and extension extra-curricular reading or activities:	<p>Problem Solving with Flowcharts & a little flavour of Programming with Python Written by Achla Agarwal, Krishna Agarwal, Laura Gladrich, Mark Gladrich</p> <p>How to think like a Computer Scientist – Learning with Python 3 Written by Peter Wentworth, Jeffrey Elkner et al.</p> <p>Algorithmic Problem Solving with Python Written by John B Schneider, Shira Lynn Broschat, Jess Dahmen</p> <p>Problem Solving with Algorithms and Data Structures Using Python, Release 3.0 Written by Brad Miller, David Ranum</p> <p>Modern Operating Systems, 3rd Edition Andrew S Tanenbaum</p> <p>The Pragmatic Programmer Written by Andrew Hunt</p> <p>Clean Code: A Handbook of Agile Software Craftsmanship Written by Robert C. Martin</p>
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Examples of Home Learning Tasks	Practice programming tasks ahead of on-screen practical exam Completion of independent project Additional reading / research around the topic, past paper examination questions
Assessment Tasks, Methods & Frequency	Independent project assessed throughout the course in sections – formative feedback provided. Regular monthly assessments set to consolidate theory tasks.
Equipment That Students Need	Pencil case, course text book (provided), pupils must bring assessment folders (provided) to all lessons. Students to provide own ring-binder to store notes

Who Can I Contact?	Head of ICT & Computing	Ms Surujpaul
	Teachers of Y13 Computer Science	Mr Brock-Carey Ms Mistry

Woodbridge High School Curriculum Overview

Year 13 – Drama & Theatre Studies



Curriculum Content	
Half Term 1 & 2 (Sep-Dec)	<p>Unit 3: Exploration of Dramatic Performance – A development of Skills</p> <p>Development of knowledge of key practitioners and effective devising skills.</p> <p>Teacher led workshops and student led responses to the stimuli creating performances demonstrating their application and knowledge of the practitioners and effective use of the techniques. Students will reflect on the process and demonstrate knowledge of the practitioners in the form of written notes and class discussion.</p>
Half Term 3 & 4 (Jan – Mar)	<p>Unit 3: Exploration of Dramatic Performance - Application of Skills</p> <p>The development of a performance begins with teacher led workshops focusing on key practitioners and effective techniques to explore the dramatic potential and engage with the given stimuli. We aim to stimulate ideas and develop their creativity pushing them to take risks and further the potential of their responses.</p> <p>The students then work in groups to create an original and innovative performance by:</p> <ul style="list-style-type: none"> • Interpreting and sharing ideas. Reflect and review the development, character, situations and response to the given stimuli using a variety of techniques from different practitioners. • Recognise and record the process behind the realisation • Structure & refine ideas taking an active part in the exploration and development • Present the original performance to an audience in December • Notes demonstrating knowledge and analysis of the process and performance.
Half Term 5 (Apr-May)	<p>Unit 4: Theatre Text in Context: Externally assessed 2 half hour exam</p> <ul style="list-style-type: none"> • Explore the Greek text <i>Lysistrata</i> by <i>Aristophanes</i> as a director both academically and practically to develop knowledge of the original context and create own interpretation of the text. • Experience a live performance of a Shakespearian play and evaluate the production. Understand the original staging conditions of the play. In class we will collate notes on both the seen and original understanding creating of notes taken into the exam. We will develop the ability to examine how the elements that make up a modern performance relate to how it might have been produced in the past.

Additional and extension extra-curricular reading or activities:	<p>A. Perks and J. Porteous A2 Drama and Theatre Studies – The Essential Introduction for Edexcel,</p> <p>We recommend reading any books by leading practitioners. Some examples are:</p> <p>P. Brook - The Empty Space A. Bermel - Artaud's Theatre of Cruelty J. Willett - The Theatre of Bertolt Brecht D. Cannon - In Depth Acting J. Benedetti - Stanislavski: An Introduction</p> <p>Visits to live Theatre. Reading reviews of theatre. Also: Lysistrata by Aristophanes Shakespeare plays Research of the original conditions of Greek and Elizabethan theatre.</p>
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Examples of Home Learning Tasks	Collating notes on the in class process, research the theme, develop the response, written response to set questions, rehearsal of a performance, visiting theatre, research of the context/practitioner/writer, evaluation of live performance, exam questions, research of original context of Greek and Shakespeare plays
Assessment Tasks, Methods & Frequency	Unit 3: There are 4 areas of assessment: The practical process, the reflective notes, the performance and written evaluation. The assessment of the student's development is continuous using observation of practical work and written reflection. Feedback will be given using the assessment criteria identifying where these have been met and next step
Equipment That Students Need	Log-book, pen, pencil, eraser, note-book, post-it notes, props and costumes, scripts

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

Woodbridge High School Curriculum Overview

Year 13 – Economics



Curriculum Content		
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Individual Economic decision making including imperfect information and behavioral economics 	<ul style="list-style-type: none"> Financial Markets and monetary policy including the functions of money, the money capital and foreign exchange markets.
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> The law of diminishing returns and returns to scale and technological change Market structure, conduct and performance from perfect competition to monopolies 	<ul style="list-style-type: none"> The role of financial markets in the wider economy; commercial banking and regulation of the financial system Fiscal policy and supply side policies and their use in influencing the macroeconomy
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> The dynamics of the competitive market process and what makes a contestable market Consumer and producer surplus- looking at welfare issues with market structures such as price discrimination 	<ul style="list-style-type: none"> Free-market and interventionist supply-side policies and their impact on the macroeconomy The significance of national debt and budget responsibility
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> The labour market- Productivity, determination of wages and the influence of trade unions, the national minimum wage and discrimination in the labour market 	<ul style="list-style-type: none"> The international economy: Including the causes and effects of globalisation, trade and exchange rate systems
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> The distribution of income and wealth: poverty and inequality. Examines the measures, influences and policies related to poverty and inequality 	<ul style="list-style-type: none"> Economic Growth and development in MEDC's and LEDC's

Additional and extension extra-curricular reading or activities:	<p>Recommended Reading: <i>Nudge: Improving Decisions About Health, Wealth and Happiness</i> by Richard H Thaler and Cass R Sunstein <i>Paper Promises: Money, Debt and the New World Order</i> by Philip Coggan <i>Losing Control: The Emerging Threats to Western Prosperity</i> by Stephen D King</p> <p>Recommended extracurricular visits: Bank of England, and the London School of Economics which hosts open and free lectures</p> <p>Extracurricular Lectures available online at TED Talks as well as: http://www2.lse.ac.uk http://podcasts.ox.ac.uk/ http://www.sms.cam.ac.uk/</p> <p>Useful websites for Economics: Economist Tutor2u Institute of Fiscal Studies HM Treasury</p>
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Examples of Home Learning Tasks	Analysis of current news events such as Brexit Research the impact of globalisation on a specific BRIC economy
Assessment Tasks, Methods & Frequency	Assessed exam questions- timed essays and data response case studies. Supported multiple choice questions on a fortnightly basis. Mock exam in Jan. Final exam consists of several two hour papers
Equipment That Students Need	Pens, pencils and ruler for diagrams. Calculator

Who Can I Contact?	Head of Economics	Mr Chow	
	Teachers of Economics	Mr Chow	Ms Iyengar

Woodbridge High School Curriculum Overview

Year 13 – English Language



Curriculum Content		
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Coursework -Language Investigation 	<ul style="list-style-type: none"> Coursework - Original Writing
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Language Investigation 	<ul style="list-style-type: none"> Original Writing
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Language Varieties: Return to Paper 2 Revise: Social groups, Occupational groups and Global Varieties of English 	<ul style="list-style-type: none"> Language Varieties: Return to Paper 2 Revise: Gender, Dialects and Ethnicity.
Half Term 4 (Feb-Mar)	Paper 1 Section A General & Language Change Paper 2 Section A (global varieties, social groups, occupation and change) Paper2 Section B Language Change	Paper 1 Section B Acquisition Paper 2 Section A (ethnicity, gender, dialects) Paper 2 Section B - Directed writing task
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Exam Preparation A Level 	<ul style="list-style-type: none"> Exam Preparation A Level

Additional and extension extra-curricular reading or activities:	<p>Reading List/Wider Reading provided- essential requirement of the course.</p> <p>Students will be provided with a range of wider reading including essays by theorists such as Piaget and Chomsky.</p> <p>Students will also study concepts and approaches through wider reading of texts by researchers such as Crystal and Goddard.</p> <p>Further research can be conducted through a variety of online resources including: http://www.bl.uk/ http://www.oed.com/</p>
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Examples of Home Learning Tasks	Collecting and analysing data Close analysis of texts Directed Research- theories
Assessment Tasks, Methods & Frequency	Units will be assessed by written tasks upon completion.
Equipment That Students Need	Core text booklets Core text books

Who Can I Contact?	Head of English	Mrs Amihere
	Teachers of Y13 English Language	Mrs Amihere, Mr Wingfield Ms Geary

Woodbridge High School Curriculum Overview

Year 13– English Literature



Shakespeare

Curriculum Content	
	Teacher 2
Half Term 1 (Sep – Oct)	Paper 1 Section A: <i>Othello</i> Shakespeare
Half Term 2 (Nov-Dec)	Paper 1 Section A: <i>Othello</i> Shakespeare Revision: Paper 2: <i>WW1 and its Aftermath</i> <ul style="list-style-type: none"> Section B-Unseen Prose Section B – LLW&J.E
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Coursework The Picture of Dorian Gray and second text
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Coursework The Picture of Dorian Gray and second text
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Exam Preparation A2 Revision: Paper 1: Section A Shakespeare Paper 2: Section B Unseen prose Paper 2 Section B LLW/JE

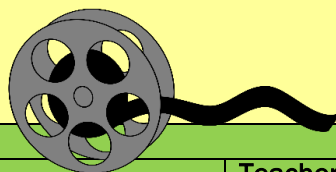
Additional and extension extra-curricular reading or activities:	Compulsory Summer reading pack NEA Example of extended wider reading tasks (provided in class): *A Doll's House *Jane Eyre *Pride and Prejudice *Atonement *Time Traveller's Wife *Maurice *Oranges Are Not the Only Fruit Places to visit: National Gallery, Stratford-Upon-Avon, National Theatre, Imperial War Museum www.oed.com http://www.bbc.co.uk/programmes/b006qykl/episodes/downloads https://podcasts.ox.ac.uk/
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Examples of Home Learning Tasks	<i>Research the Gothic Period/Jazz Age and identify important features of this genre. Track the changes of the character and analyse their presentation. Annotate 'key passage' paying close attention to language, form and structure. Read chapters 1-4 and comment on... Wider reading underpins the course and provides challenge and stretch beyond the syllabus- pupils will be guided to independent reading tasks.</i>
Assessment Tasks, Methods & Frequency	Units will be assessed by written tasks upon completion.
Equipment That Students Need	Core text booklets Folder, file dividers Core text books: <i>Wuthering Heights</i> , <i>Great Gatsby</i> , <i>Pre -1900 Poetry Anthology</i> , <i>The Picture of Dorian Gray</i> , <i>A Long, Long Way</i> , <i>Up the Line to Death</i> and <i>Journey's End</i> .

Who Can I Contact?	Head of English	Mrs Amihere	
	Teachers of Y13 English Literature	Mrs Amihere Mrs Colman Ms Geary	Ms Ree Miss Ruzane Mr Wingfield

Woodbridge High School Curriculum Overview

Year 13 – Film Studies



Curriculum Content		
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	Coursework 1: Research project <ul style="list-style-type: none"> • Trip to British Film Institute library • Academic research • Annotated bibliography • 1st drafts presentation script 	International Film Style <ul style="list-style-type: none"> • Silent cinema – Hollywood vs. Germany and Russia in 1920s • German expressionism • Nosferatu (1922) • Research project – FW Murnau / Fritz Lang
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> • Research project presentations • Final draft annotated bibliography and research project presentation scripts Coursework 2: Creative projects – <ul style="list-style-type: none"> • Screenplay or short film 	International Film Style <ul style="list-style-type: none"> • Metropolis (1927) • Soviet Montage Theory • Battleship Potemkin (1925) • Revision and exam practice for mocks
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> • Screenplay or short film (continued) Critical approaches to film <ul style="list-style-type: none"> • Auteur theory, star theory, gender studies, genre theory • Pedro Almodovar and La Movida • Talk To Her (2002) 	Spectatorship: Popular film and emotional response <ul style="list-style-type: none"> • Micro and Macro features • Techniques and devises for creating emotional response • Historical/Contextual studies • Argo (2012)
Half Term 4 (Feb-Mar)	Critical approaches to film <ul style="list-style-type: none"> • Talk To Her (2002) critical approaches, debates and responses 	Spectatorship: Popular film and emotional response <ul style="list-style-type: none"> • The Shawshank Redemption (1994)
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> • Revision and exam practise 	Revision and exam practise

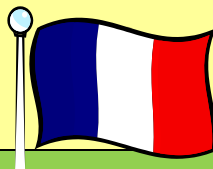
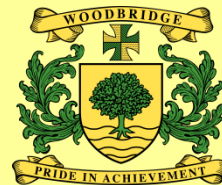
Additional and extension extra-curricular reading or activities:	<p>AS Film Studies: <i>The Essential Introduction</i>, Sarah Casey Benyahia, et al (Routledge: 2008) A2 Film Studies: <i>The Essential Introduction</i>, Sarah Casey Benyahia, et al (Routledge: 2009) <i>An Introduction to Film Studies</i> 5th edition, J. Nelmes (ed.), (Routledge: 2011) <i>How To Read A Film</i>, J. Monaco (OUP USA: 2009) <i>On Screenwriting</i>, Freddie Gaffney (Auteur: 2008)</p> <ul style="list-style-type: none"> - Visit a variety of different types of cinemas/exhibition experiences, including the British Film Institute - Go to/volunteer at film festivals, including the London Film Festival - View films from the AFI and BFI top 100 lists - Regularly read film industry news websites such as www.hollywoodreporter.com, www.launchingfilms.com, www.avclub.com etc. - Read film magazines such as <i>Empire</i>, <i>Total Film</i> or the more academic <i>Sight and Sound</i> - Build a portfolio of films, screenplays, etc. that you produce/edit outside of the curriculum - Apply for practical filmmaking classes such as the BFI academy, run nationally or locally
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Examples of Home Learning Tasks	Exam practice essays; Independent research; Preparation of case studies; Creative projects
Assessment Tasks, Methods & Frequency	Coursework 1 and 2 (40%) from October to January; 3 exam questions (60%) throughout the year and final exam.
Equipment That Students Need	The school can loan students technical equipment.

Who Can I Contact?	Head of Media Studies	Ms Gold
	Teachers of Y13 Film Studies	Ms Gold Ms Jackson

Woodbridge High School Curriculum Overview

Year 13 – French



Curriculum Content		
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Society and Current Affairs – Money, Crime, Immigration Review of grammar – negatives, agreement, use of infinitives 	<ul style="list-style-type: none"> History, Arts and Literature – French cinema, literature, plays – an introduction to some important authors Reading the RBE text
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Society and Current Affairs – Racism, Crime and Prison, Immigration Discursive essay skills – Structuring, using the correct register 	<ul style="list-style-type: none"> History, Arts and Literature – Fine art, Architecture Tenses – Future Perfect, Conditional and Pluperfect to form si clauses First RBE essays
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Traditions and Beliefs – Euthanasia, Questions in Modern Science Using idiomatic expressions, subjunctive Preparing a presentation on chosen speaking topic 	<ul style="list-style-type: none"> World Questions – War and Refugees, The resistance, genocide Impersonal verbs, reported speech Essay writing skills – Overview of Common Topics
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Traditions and Beliefs – Festivals and Celebrations, Women’s Rights, Citizenship Practise debating on chosen speaking topic 	<ul style="list-style-type: none"> Grammar review: tenses, pronouns, complex language RBE timed essays on all 4 topic areas
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Topic revision: Youth Culture and Concerns, Education and Employment Timed Translations and essays Individual speaking practice 	<ul style="list-style-type: none"> Topic revision: Lifestyle health and fitness, The world around us Timed Translations and essays

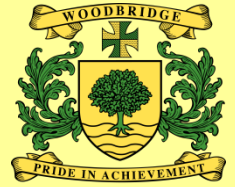
Additional and extension extra-curricular reading or activities:	<p>Action Grammaire – A-level Grammar Practice Book</p> <p>http://www.lesinrocks.com/ News and culture website</p> <p>http://www.telerama.fr/ News and culture website</p> <p>http://www.lemonde.fr/ Website of a newspaper</p> <p>http://www.lemouv.fr/ Radio website with music and podcasts</p> <p>http://www.letudiant.fr/trendy A range of interesting articles relating to student life</p> <p>http://www.conjuguemos.com Practice with verb conjugations</p> <p>Cinema club after school once a month</p>
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Examples of Home Learning Tasks	Vocabulary Learning, grammar practice, essay preparation and writing, presentations, reading and/or presenting an article, research for speaking topic, research for RBE topic (including reading chapters of the chosen book)
Assessment Tasks, Methods & Frequency	<p>Regular vocabulary tests in class</p> <p>Timed Essays in class</p> <p>Discursive and RBE essays set for home learning and marked using exam criteria</p> <p>Mock exams (whole school) in January</p> <p>Mock Speaking Exams in March</p> <p>Mock exams (in department) in April</p>
Equipment That Students Need	<p>Edexcel A Level Text Book (provided)</p> <p>Book for RBE (Research Based Essay) – Le Gone du Chaâba by Azouz Begag</p> <p>French Dictionary</p> <p>Book of Verb Conjugations would be useful</p>

Who Can I Contact?	Head of French	Ms Hancock	
	Teachers of Y13 French	Ms Hancock	Ms Zmirou

Woodbridge High School Curriculum Overview

Year 13 – Geography



Teacher 1 and Teacher 2	
Half Term 1 (Sep – Oct)	Geographical Fieldwork and Skills <ul style="list-style-type: none"> Core geographical skills (graphical, statistical, cartographical, ICT+ Investigative) Evaluation of AS Fieldwork
Half Term 2 (Nov-Dec)	World Cities <ul style="list-style-type: none"> How are the locations and characteristics of world cities changing? What impact do world cities have on the environment?
Half Term 3 (Jan-Feb)	Development and Globalization <ul style="list-style-type: none"> How can quality of life be improved? Is Aid an effective way of ‘Developing’ nation states? What impact has the ‘time-space’ compression had on the human/physical worlds?
Half Term 4 (Feb-Mar)	Tectonics <ul style="list-style-type: none"> What are the causes and consequences of tectonic events?
Half Term 5 (Apr-May)	Revision for Paper 3 and Paper 4

Additional and extension extra-curricular reading or activities:	<p>Extra Reading:</p> <ul style="list-style-type: none"> Read a broadsheet newspaper (weekend edition) once a week to get a wider view – read more than one. Watch the news – ask yourself the question “How are the syllabus and the news linked?” A range of appropriate literature in the Geography Library (W1) Twitter: @WHSGeography Flipboard: flipboard.com/@jsteacybuck TED Talks: ted.com/talks The Economist, TIME, and National Geographic <p>Support, Activities and places to visit</p> <ul style="list-style-type: none"> Geography Association: www.geography.org.uk Royal Geographical Society (with IGB): www.rgs.org Attend lectures. QMUL, Kings, UCL and RGS all run events throughout the year The Crystal – Sustainable Building – Docklands USGS and CIA World Fact book Google Earth and ArcGIS ONS Census
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Examples of Home Learning Tasks	Mainly exam past paper questions, wider reading given – there is the expectation that the pupils will read around the topic being taught and extend their knowledge/content knowledge beyond the text book, revision
Assessment Tasks, Methods & Frequency	Exam papers (Mocks) Homelearning is set weekly and expected to be handed in promptly. Class presentations of relevant case studies.
Equipment That Students Need	Maths set, calculator, ruler, pencil, dictionary

Who Can I Contact?	Head of Geography	Mr Steacy-Buck
	Teachers of Y13 Geography	Ms Howe Ms Sheehan

Woodbridge High School Curriculum Overview

Year 13 – German



Curriculum Content		
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Discussing homelessness, the influence of advertising on our lives, equality in the workplace Grammar: word order in complex sentences 	<ul style="list-style-type: none"> Researched based essay overview Overview of German history from 1945-1990 Talking about the STASI (state security) in the former GDR
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Discussing abortion, animal testing, stem cell research and equal rights Discursive essay writing skills Grammar: subjunctive/passive 	<ul style="list-style-type: none"> Film 'The Lives of Others' Character analysis Key events and their importance in the film Essay writing skills
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Literature and arts in German speaking countries Analysis of short literary texts Translation skills 	<ul style="list-style-type: none"> Film 'The Lives of Others' Key themes in the film Analysis of techniques such as use of camera, light, music and their importance in the film Research-based essay writing
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Topic revision 'Customs, traditions, beliefs and religions' Unit 3 discussion practice 	<ul style="list-style-type: none"> Film 'The Lives of Others' Re-visiting particular scenes of the film and using them as evidence for points made in analysis of film Research-based essay writing
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Topic revision 'Lifestyle: health and fitness' and 'Education and employment' Individual Oral practice 	<ul style="list-style-type: none"> Film 'The Lives of Others' Timed RBE essays

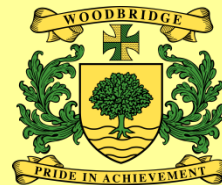
Additional and extension extra-curricular reading or activities:	<p>We would recommend the following books for further reading:</p> <p>Jens Gieseke (2011) Die Stasi 1945-1990 Ruth Hoffmann (2013) Stasi-Kinder: Aufwachsen im Überwachungsstaat Wolf Biermann et al (2006) Die Ausbürgerung Florian Henckel von Donnersmarck (2007) Das Leben der Anderen</p> <p>It is also worth visiting the library in the Goethe-Institute London for further resources for independent research on the topics studied.</p>
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Examples of Home Learning Tasks	Independent research on topics studied; Writing discursive and research-based essays; Preparation of ppt.presentations; vocabulary learning
Assessment Tasks, Methods & Frequency	Students will have assessments at the end of each half-term. These will take the form of exam paper style questions. Students will also have regular vocabulary and grammar tests.
Equipment That Students Need	A bilingual dictionary e.g Oxford German Dictionary; highlighter pens and a folder.

Who Can I Contact?	Head of German	Mrs Turner
	Teachers of Y13 German	Mrs Turner Mr Hennessy

Woodbridge High School Curriculum Overview

Year 13 – History



Curriculum Content		
	The British Empire	The Birth of the USA
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Coursework- The Civil Rights Movement, 1917-2015 	<ul style="list-style-type: none"> Coursework- The Civil Rights Movement, 1917-2015
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> The role of Empire during the First World War The impact of the First World War on the British Empire 	<ul style="list-style-type: none"> Outbreak of the War of Independence. From the British perspective From the colonial perspective
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Colonial policy and administration (the role of individuals) in the interwar period- India, Africa and the Middle East Trade and Commerce in the British Empire- 1914-1967 	<ul style="list-style-type: none"> Conduct of the War of Independence. From the British perspective From the colonial perspective
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Representations of Empire Empire and popular culture 	<ul style="list-style-type: none"> Foreign intervention in the revolutionary war The role of France/the role of Spain
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> The impact of WW2- Indian independence Decolonization of Africa Establishment of the commonwealth 	<ul style="list-style-type: none"> Establishing the American nation Forming a new government Development of the presidency

Additional and extension extra-curricular reading or activities:	<p>See the reading list on the year 12 page for the two exam courses.</p> <p>Civil Rights Reading: 'New Jim Crow' – Michelle Alexander 'Race relations' - Vivienne Sanders 'How free is free?' – Leon Litwack 'Malcolm X' autobiography 'Disintegration' - Eugene Robinson 'Black Leadership in America 1895-1965' – John White 'Sweet land of liberty' – Robert Cook 'Roll of thunder' – Mildred Taylor</p>
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Examples of Home Learning Tasks	<p>Extended research to be carried out before the next lesson.</p> <p>Reading articles/chapters in books</p> <p>Analyzing sources in depth</p> <p>Preparing for a subject knowledge test</p> <p>Writing an essay</p>
Assessment Tasks, Methods & Frequency	<p>6 pieces of work every half term will be marked. This will consist of essays and subject knowledge tests.</p> <p>PLEASE NOTE- this will not be applicable during the Coursework period.</p>
Equipment That Students Need	<p>Pens, pencil, folder, plastic wallets</p>

Who Can I Contact?	Head of History	Ms Larkin	
	Teachers of Y13 History	Mr Bhullar Ms Larkin	Mr Laws Ms Whelan

Woodbridge High School Curriculum Overview

Year 13 – ICT



	Curriculum Content	
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Design & development of ICT Database solution for independent project 	<ul style="list-style-type: none"> Design & development of ICT Database solution for independent project
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Testing Database solution for independent project Writing user documentation 	<ul style="list-style-type: none"> Testing Database solution for independent project Writing user documentation
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Independent Project Evaluation Impact & consequences of ICT upon society, extended response tasks 	<ul style="list-style-type: none"> Distributed databases, partitioning, data integrity problems Network Security problems
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Legal & ethical considerations of use of ICT 	<ul style="list-style-type: none"> Networking & Communications Transmission media – optical, satellite
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Revision & exam preparation 	<ul style="list-style-type: none"> Systems Development Life Cycle Revision & exam preparation

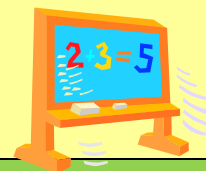
Additional and extension extra-curricular reading or activities:	<p>Teach-ict http://www.teach-ict.com/</p> <p>Wired.co.uk http://www.wired.co.uk/news</p> <p>Cnet.com/uk http://www.cnet.com/uk/</p> <p>BBC Click http://www.bbc.co.uk/programmes/n13xtmd5</p> <p>E3 Expo https://www.e3expo.com/</p> <p>Consumer Electronics Show https://www.cesweb.org/</p>
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Examples of Home Learning Tasks	<p>Practice software skills for coursework lessons & completion of coursework in line with deadlines</p> <p>Additional reading / research around the topic, past paper examination questions</p>
Assessment Tasks, Methods & Frequency	<p>Independent project assessed throughout the course in sections – formative feedback provided. Regular monthly assessments set to consolidate theory tasks.</p>
Equipment That Students Need	<p>Pencil case, course text book (provided), pupils must bring assessment folders (provided) to all lessons. Students to provide own ring-binder to store notes</p>

Who Can I Contact?	Head of ICT & Computing	Ms Surujpaul
	Teachers of Y13 ICT	Mrs Durrani Ms Mistry

Woodbridge High School Curriculum Overview

Year 13 – Mathematics



Curriculum Content		
	Teacher 1 (6 Lessons per fortnight) C3 & C4	Teacher 2 (3 lessons per fortnight) M1
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Transforming graphs of functions Trigonometry Further trigonometric identities and their application 	<ul style="list-style-type: none"> Moments (The moments of force acting on a body, uniform rod and non-uniform rod or a plank).
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Calculus (Differentiation and its application in terms of exponential, natural logarithmic and trigonometric equations and expressions). Partial fractions Coordinate geometry in (x,y) plane 	<ul style="list-style-type: none"> Dynamics of a particle moving in a straight line (Newton's laws of motion on particles including inclined planes, momentum and impulse of a particle)
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> The binomial expansion Calculus (application for differentiation including rate of change, implicit differentiation and parametric equations) 	<ul style="list-style-type: none"> Statics of a particle (Newton's laws of motion on a particle attached to a string and pulleys).
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Calculus (application for trigonometric, algebraic, exponential and logarithmic equations integrations. The trapezium rules and differential equations). 	<ul style="list-style-type: none"> Vectors (solving problems with vectors in mechanics).
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Exam practice 	<ul style="list-style-type: none"> C4, chapter 5: Vectors (Vector manipulation in algebra, angle between two vectors, vector equations and manipulation of vector equations). Exam practice

Additional and extension extra-curricular reading or activities:	<ul style="list-style-type: none"> Exam solutions (website) Maths watch (VLE) My Maths Edexcel text books Hegarty Maths (website)
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Examples of Home Learning Tasks	Most Home learning tasks are set after every chapter of every module. Your son/daughter will be given their own password to access lessons and Home learning activities on My maths. Other Home Learning may be set for revision purposes.
Assessment Tasks, Methods & Frequency	All students are assessed every 2-3 weeks at the end of each topic via end of chapter homework in addition to the end of half term assessments (accumulative tests in all the modules)
Equipment That Students Need	Students are required to have their own Casio scientific calculator, pens, papers and lever arch files and dividers (for each module). Text books and MyMaths login details will be provided in school by their teachers

Who Can I Contact?	Head of Maths	Mr Cook	
	Teachers of Y13 Maths	Ms Fisher Mr O'Driscoll Mr Rahman	Ms Rahman Ms Soori Mr Tilk

Woodbridge High School Curriculum Overview

Year 13 – Mathematics (Further)



Curriculum Content		
	Teacher 1(5 Lessons per fortnight) FP2&FP3	Teacher 2 (2 lessons per fortnight) M2
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Further Complex numbers (Continuation from FP1, leads to application of complex numbers, application of De Moivre's theorem). First order differential equations (application of calculus, C4 calculus). 	<ul style="list-style-type: none"> Kinematics of a particle moving in a straight line (projectile motion and calculus for kinematics). Centre of Mass (Centre of mass of particles. Laminas, plane composite lamina, framework and lamina in equilibrium).
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Second order differential equations (continuation from chapter 4, application of calculus, C4 calculus). McLaren and Taylor series (Finding the higher derivatives of Trigonometric series, application of trig functions and series). Polar coordinates (polar and Cartesian equations of curves and their applications). 	<ul style="list-style-type: none"> Work, energy and power (work, energy, potential energy, kinetic energy and their applications) Collisions (The impulse-momentum principles, conservation of momentum and restitution and successive impacts)
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> FP3: Hyperbolic functions (definition, graph and application of hyperbolic functions) Further coordinate system (equations of ellipse, normal and tangent to hyperbolic functions and application of hyperbolic functions) Differentiation (differentiation of hyperbolic, inverse hyperbolic and inverse trigonometric functions) 	<ul style="list-style-type: none"> Statics of rigid bodies (Moments of forces acting on a body, rigid bodies in equilibrium, under action of multiple non parallel forces and limiting equilibrium)
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Integration (integration of hyperbolic functions, trigonometric and hyperbolic substitution, reduction formula, arc of curve and surface of revolution). Vectors (vector product, triple vectors, application of vectors such as equation of plane in scalar, vector and Cartesian format) Further Matrix algebra (Continuation of Matrix from FP1, leads to work with 3 x 3 matrices, eigenvalues and eigenvectors) 	<ul style="list-style-type: none"> Exam Practice
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Exam Practice 	<ul style="list-style-type: none"> Exam practice.

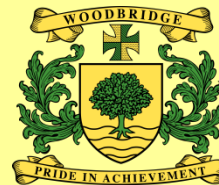
Additional and extension extra-curricular reading or activities:	Exam solutions (website) Maths watch (VLE))
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Examples of Home Learning Tasks	Most Home learning tasks are set after every chapter of every module. Your son/daughter will be given their own password to access lessons and Home learning activities on MyMaths. Other Home Learning may be set for revision purposes.
Assessment Tasks, Methods & Frequency	All students are assessed every 2-3 weeks at the end of each topic via end of chapter homework in addition to the end of half term assessments (accumulative tests in all the modules)
Equipment That Students Need	Scientific calculator, pens, papers and lever arch files and dividers (for each module). Text books and my Maths login details will be provided in school by their teachers

Who Can I Contact?	Head of Maths	Mr Cook
	Teachers of Y13 Further Mathematics (A2)	Mr O'Driscoll Mr Rahman

Woodbridge High School Curriculum Overview

Year 13 – Media Studies



Curriculum Content		
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	Television Industry (case study 2) <ul style="list-style-type: none"> • Narrative, Representation, Genre • Production, distribution and Exhibition • Industrial issues and critical responses • Audience targeting and responses 	Coursework: Media Investigation & Production <ul style="list-style-type: none"> • Complete research and bibliography • 1st draft of research essay • Filming & photography • Editing & desk top production
Half Term 2 (Nov-Dec)	Television Industry (case study 3) Revision and exam practice for mocks	Coursework: Media Investigation & Production <ul style="list-style-type: none"> • 2nd draft of essay • Editing & desk top production
Half Term 3 (Jan-Feb)	Texts, Industries, Audiences: Film Industry (Case study 1) <ul style="list-style-type: none"> • Narrative, Representation, Genre • Production, distribution and Exhibition • Industrial issues and critical responses • Audience targeting and responses 	Coursework: Media Investigation & Production <ul style="list-style-type: none"> • Final draft essay and production • Evaluation Texts, Industries, Audiences: Music Industry (Case study 1) <ul style="list-style-type: none"> • Narrative, Representation, Genre • Production, distribution, exhibition • Industrial issues and critical responses • Audience targeting and responses
Half Term 4 (Feb-Mar)	Film Industry (Case study 2)	Music Industry (Case studies 2 & 3)
Half Term 5 (Apr-May)	Revision and exam practice	Film Industry (Case studies 3) Revision and exam practice

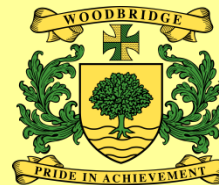
Additional and extension extra-curricular reading or activities:	Exploring the Media: Text, Industry, Audience (2nd Edition) , Connell, B. (ed), (Auteur: 2010) WJEC A2 Media Studies: Study and Revision Guide , Bell, C., (Illuminate Publishing: 2012) Key Themes in Media Theory Laughy, D, (Oxford University Press, 2007) Black Looks , hooks, Bell, (Routledge: 2015) White , Dyer, R, (Routledge: 1997) The Beauty Myth , Wolf, N, (Vintage: 2015) The Hip Hop Wars , Rose, T, (Basic Books: 2008) Use the BFI library for research essay Keep up to date with contemporary media industry news - mediaknowall.com; guardian.co.uk; avclub.com; slate.com; imdb.com; bbc.co.uk
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Examples of Home Learning Tasks	Exam practice essays; Independent research; Preparation of case studies; Creative projects.
Assessment Tasks, Methods & Frequency	Coursework (50%) from September to January; 3 exam questions (50%) throughout the year and final exam.
Equipment That Students Need	The school can loan students technical equipment.

Who Can I Contact?	Head of Media Studies	Ms Gold
	Teachers of Y13 Media Studies	Ms Gold Ms Lynch

Woodbridge High School Curriculum Overview

Year 13 – Music



Curriculum Content		
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> • Introduction to A2 Level Course • Instrumental Set Works: <ul style="list-style-type: none"> - Berlioz – Harold in Italy: movement III • 4-part harmony (Bach chorales) • A-Level composition preparation 	<ul style="list-style-type: none"> • Applied Set works: <ul style="list-style-type: none"> - Georges Auric – Passport to Pimlico: The Siege of Burgundy - Barrington Pheloung – Morse on the Case - Mustapha Tettey Addy (Ghana) – Agbekor Dance • Essay practice.
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> • Instrumental Set Works: <ul style="list-style-type: none"> - Shostakovich – String Quartet No. 8, Op. 110: movement I • Wider listening exam preparation. • 4-part harmony (Bach chorales) • A-Level composition preparation • Mock Solo Performance 	<ul style="list-style-type: none"> • Applied Set works: <ul style="list-style-type: none"> - G. Gabrieli – In ecclesiis - Stravinsky – Pulcinella Suite: Sinfonia, Gavotta and Vivo • Essay practice.
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> • Instrumental Set Works: <ul style="list-style-type: none"> - Mozart – Piano Sonata in B flat, K.333: movement I • Wider listening exam preparation. • 4-part harmony (Bach chorales) • A-Level composition coursework 	<ul style="list-style-type: none"> • Instrumental Set Works: <ul style="list-style-type: none"> - Corelli – Trio Sonata in D, Op. 3 No. 2: movement IV - Sweelinck – Pavana Lachrimae • Essay practice. • Wider listening exam preparation.
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> • Wider listening exam preparation • 4-part harmony (Bach chorales) • A-Level composition coursework • Performance Recital • Exam paper practice 	<ul style="list-style-type: none"> • Instrumental Set Work: <ul style="list-style-type: none"> - Ram Narayan (India) – Rag Bhairav - Cage – Sonatas and Interludes for Prepared Piano: Sonatas I–III • Essay practice.
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> • Composition deadline • Performance deadline • Revision of set works and exam paper practice. 	<ul style="list-style-type: none"> • Revision of set works. • Exam paper practice.

Additional and extension extra-curricular reading or activities:	<p>Reading:</p> <ul style="list-style-type: none"> • A History of Western Music (Palisca and Grout) • Music: A Very Short Introduction (Cook) • A Guide to Musical Analysis (Cook) <p>Websites:</p> <ul style="list-style-type: none"> • iTunesU (university lectures), Wider reading of articles from JSTOR • Teoria (Aural and Theory Revision)
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Examples of Home Learning Tasks	<ul style="list-style-type: none"> • A minimum of 5 hours instrumental practice per week. • Harmony practice questions, essay questions, listening practice questions • Wider reading of articles/book chapters
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> • Half termly practice paper • A minimum of weekly essays, harmony questions and listening questions • Half termly recorded performance
Equipment That Students Need	Instrument in every lesson

Who Can I Contact?	Head of Music	Miss Exposito
	Teachers of Y13 Music	Mr Archer Miss Exposito

Woodbridge High School Curriculum Overview

Year 13 – Physical Education



Curriculum Content		
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	Biomechanics <ul style="list-style-type: none"> • Biomechanic Principles • Levers 	Socio-Cultural Issues <ul style="list-style-type: none"> • Sport and Society • Emergency and Evolution of Modern Sport
Half Term 2 (Nov-Dec)	Biomechanics <ul style="list-style-type: none"> • Analysing Movement using tech • Advantages and Disadvantages 	Socio-Cultural Issues <ul style="list-style-type: none"> • Ethics and Deviance • Commercialisation and Media
Half Term 3 (Jan-Feb)	Biomechanics <ul style="list-style-type: none"> • Linear Motion • Angular Motion 	Socio-Cultural Issues <ul style="list-style-type: none"> • Routes to sporting excellence • Modern Technology
Half Term 4 (Feb-Mar)	Biomechanics <ul style="list-style-type: none"> • Fluid Motion • Projectile Motion 	Sport Psychology Recap <ul style="list-style-type: none"> • Unit 2
Half Term 5 (Apr-May)	Unit 1 Recap	Socio-Cultural Issues Recap <ul style="list-style-type: none"> • Unit 3

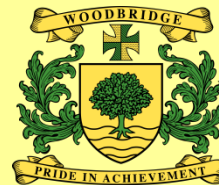
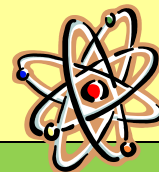
Additional and extension extra-curricular reading or activities:	<p>OCR A Level PE Textbook – Hodder 2016</p> <p>Sport, Media and Society: E Kennedy Sports Journalism “The Inside Track”: J Toney The Complete Guide to Sports Nutrition: Anita Bean Exercise in Extreme Environments: Lawrence Armstrong Meeting the needs of most able pupils in PE & Sport: Morley and Richards</p> <p>http://www.sads.org.uk/heart-functions/ http://www.gwheartandvascular.org/education/anatomy-and-function-of-the-heart-valves/ http://www.teachpe.com/anatomy/arteries.php</p> <p>http://www.teachpe.com/anatomy/veins.php</p> <p>http://www.teachpe.com/anatomy/capillaries.php</p>
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Examples of Home Learning Tasks	Research tasks, focus on Practical activities, Independent projects, Long answer questions
Assessment Tasks, Methods & Frequency	Practical and written assessment throughout course. Practical content assessed February year 13. Final 3 exams Summer Year 13.
Equipment That Students Need	PE Kit PE Folder Equipment for lessons

Who Can I Contact?	Head of Physical Education	Mr Jones
	Teachers of Y13 Physical Education	Mr Jones Ms Moore

Woodbridge High School Curriculum Overview

Year 13 – Physics



Curriculum Content		
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Electric Fields. Know and understand the relation between electric field and electric potential. Draw and interpret diagrams using field lines and equipotentials. 	<ul style="list-style-type: none"> Further Mechanics. Understand and use the equation for impulse. Apply the conservation of linear momentum to problems in two dimensions
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Magnetic Fields. Understand the factors that affect the e.m.f induced in a coil when there is relative motion between the coil and a permanent magnet. 	<ul style="list-style-type: none"> Nuclear and Particle Physics. Know that in the standard quark-lepton model particles can be classified as baryons, mesons, leptons or photons.
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Oscillations. Identify situations for which simple harmonic motion will occur. 	<ul style="list-style-type: none"> Nuclear Radiation. Understand the processes of nuclear fusion and fission with reference to the binding energy curve.
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Gravitational Fields. Apply Newton’s laws of motion and universal gravitation to orbital motion. 	<ul style="list-style-type: none"> Thermodynamics. Understand the concept of internal energy as the random distribution of potential and kinetic energy amongst molecules.
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Space. Sketch and interpret a simple Hertzsprung-Russell diagram that relates stellar luminosity to surface temperature. 	<ul style="list-style-type: none"> Working as a Physicist. Core practical review and consolidation. Practice and consolidate the appropriate use of equipment in order to achieve reliable and valid data.

Additional and extension extra-curricular reading or activities:	<ul style="list-style-type: none"> R.P. Feynman, <i>The Character of Physical Law</i>, Penguin T. Hey & P. Walters, <i>The Quantum Universe</i>, C.U.P. J. Walker, <i>The Flying Circus of Physics</i>, John Wiley & Sons Bill Bryson, <i>A Short History of Nearly Everything</i>, Transworld/Doubleday T. Ferris, <i>Coming of Age in the Milky Way</i>, Anchor/Doubleday G. Gamow. (Ed. R. Stannard), <i>The New World of Mr Tompkins</i>, C.U.P. The Theoretical Minimum by Susskind and Hrabovsky www.nrich.maths.org/6465 www.physics.org www.home.cern/ www.nasa.gov www.iop.org <p>http://www.physicsandmathstutor.com/ The Royal Observatory in Greenwich. http://www.rmg.co.uk/royal-observatory The Diamond Light Source in Didcot. http://www.diamond.ac.uk/Home.html The Royal Institution, London http://www.rigb.org/</p>
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Examples of Home Learning Tasks	Design an experiment. Evaluate evidence. Solve problems using Physics principles. Apply your knowledge to different contexts. Research a topic and use your findings to make a presentation to your classmates.
Assessment Tasks, Methods & Frequency	Past examination style questions every 4 weeks.
Equipment That Students Need	Scientific calculator. Ruler, protractor.

Who Can I Contact?	Head of Physics	Mr Barry
	Teachers of Y13 Physics	Ms Barry Ms Wardle

Woodbridge High School Curriculum Overview

Year 13 – Product Design



Curriculum Content		
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	Coursework <ul style="list-style-type: none"> Research and analysis Product specification Design and Development 	<ul style="list-style-type: none"> Information and communication technology (ICT) Digital special effects - Process and application of the following digital special effects used in film-making Biotechnology and the impact on the environment of genetic engineering techniques Systems and control Manufacturing systems Advanced Manufacturing Technology (AMT) and Quick Response Manufacturing (QRM) Computer integrated manufacture (CIM) Robotics and Artificial Intelligence (AI) Flow charts
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Design and Development Making 	<ul style="list-style-type: none"> Design in context Mass production The 'new' industrial age of high-technology production The global marketplace Influences of design history on the development of products Form and function Anthropometrics and ergonomics Sustainability Life cycle assessment (LCA) Minimising waste production The responsibilities of 'developed' countries in relation to social, economic and environmental issues for global sustainable development.
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Making 	<ul style="list-style-type: none"> Revision for Mock Exam
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Making Evaluation 	<ul style="list-style-type: none"> Revision for Mock Exam
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Revision of all theory topics in preparation for A2 exam 	

Additional and extension extra-curricular reading or activities:	<p>Text book: Edexcel A Level Design and Technology for Product Design: Graphic Products, 3rd edition Paperback – 6 Aug 2008 by Mr Jon Attwood (Editor), Mr Geoff Hancock (Editor) ISBN: 978-0435757793</p> <p>Websites: http://www.designcouncil.org.uk/ http://www.thestudentroom.co.uk/ https://designmuseum.org http://www.solidsmack.com/resources/ten-free-resources-for-product-design-students-and-professional-product-designers/ http://www.idsketching.com/toolbox/how-to-get-your-own-style/ http://www.idsketching.com/toolbox/toolbox-levels-of-sketching/ http://www.idsketching.com/basic/marker-sketch-technique-cylinder/ http://www.designyourway.net/blog/inspiration/cool-and-innovative-product-design-examples/</p> <p>Places to Visit: Design Museum</p>	
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Examples of Home Learning Tasks	<ul style="list-style-type: none"> Independent research tasks to support coursework – for instance liaising with client, user feedback, and specific primary research individual to the chosen brief. Creating revision resources on art and design movements that can be shared as learning materials for the group.
Assessment Tasks, Methods & Frequency	Assessment of coursework units half termly, assessment of theory unit with exam questions, every week, mock exam in January.
Equipment That Students Need	General drawing equipment

Who Can I Contact?	Head of Design and Technology	Miss Rivers
	Teachers of Y13 Product Design	Mrs Masterman Mr McGowan

Woodbridge High School Curriculum Overview

Year 13 – Psychology



Curriculum Content		
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Schizophrenia Classification of schizophrenia, Biological explanations for schizophrenia, Drug therapy and Cognitive behaviour therapy and family therapy 	<ul style="list-style-type: none"> Relationships: The evolutionary explanations, Factors affecting attraction in romantic relationships, Theories of romantic relationships
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Schizophrenia: The importance of an interactionist approach in explaining and treating schizophrenia; the diathesisstress model. 	<ul style="list-style-type: none"> Relationships: Virtual relationships in social media andParasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation.
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Issues and Debates: Gender and culture in psychology – universality and bias. Free will and determinism. The scientific emphasis on causal explanations. The nature-nurture debate 	<ul style="list-style-type: none"> Aggression: Neural and hormonal mechanisms in aggression, Genetic factors in aggression, The ethological explanation of aggression Social psychological explanations of human aggression,
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Issues and Debates: Holism and reductionism, Idiographic and nomothetic approaches, Ethical implications of research studies and theory 	<ul style="list-style-type: none"> Aggression Institutional aggression, Media influences on aggression
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Revision of AS and A2 	<ul style="list-style-type: none"> Revision of AS and A2

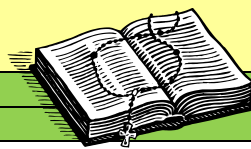
Additional and extension extra-curricular reading or activities:	<p>AQA Psychology for A Level Year 2 - Student Book; Cara Flanagan CGP Psychology book</p> <p>Psychology Review</p> <p>http://www.ted.com/talks/philip_zimbardo_on_the_psychology_of_evil https://www.ted.com/talks/marc_goodman_a_vision_of_crimes_in_the_future https://www.ted.com/talks/anne_milgram_why_smart_statistics_are_the_key_to_fighting_crime http://www.ted.com/talks/rebecca_onie_what_if_our_healthcare_system_kept_us_healthy</p> <p>Places to visit: Freud Museum, Science Museum</p>
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Examples of Home Learning Tasks	Research projects, conducting investigations, creating theories.
Assessment Tasks, Methods & Frequency	Essay writing, short answer questions, application skills (e.g. applying to contemporary issues in society). Once a week.
Equipment That Students Need	Folder, Dividers, Plastic Wallets, Exercise books, Pens, pencils, calculators and lined paper

Who Can I Contact?	Head of Psychology	Ms Param
	Teachers of Y13 Psychology	Ms Param Ms Younis

Woodbridge High School Curriculum Overview

Year 13 – Religious Studies: Philosophy & Ethics



Curriculum Content	
Teacher 1	
Half Term 1 (Sep – Oct)	<u>Attributes of God</u> <ul style="list-style-type: none"> Attributes of God; God as an eternal being Boethius, eternity and foreknowledge; Problems with belief in God
Half Term 2 (Nov-Dec)	<u>Religious Language</u> <ul style="list-style-type: none"> The religious language debate Attributes of God Logical positivism and the strong verification principle Weak verification; Falsification
Half Term 3 (Jan-Feb)	<u>Experience and Religion</u> <ul style="list-style-type: none"> Exploring religious experiences; Ineffable experiences Belief in miracles and criticisms of these beliefs Numinous experience; Mystical experiences Conversion and corporate experience Richard Swinburne; Challenges of Religious Experiences
Half Term 4 (Feb-Mar)	<u>Life and Death</u> <ul style="list-style-type: none"> Death; Belief in life after death Plato and dualism; Dawkins – Life after death Materialism; Resurrection and reincarnation Near death experiences and ghosts; The soul Aristotle’s view on the soul
Half Term 5 (Apr-May)	<u>Miracles</u> <ul style="list-style-type: none"> Introduction miracles; Miracles of Jesus David Hume on Miracles; Wiles on Miracles Strengths and weaknesses of Hume and Wiles.

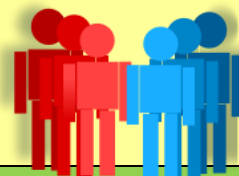
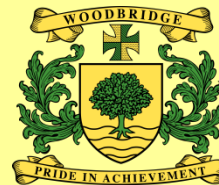
Additional and extension extra-curricular reading or activities:	<p>Please refer to reading list</p> <p>OCR Philosophy of Religion for AS and A2 – Jon Mayled OCR Religious Ethics for AS and A2 – Jon Mayled The Bible The Qur’an</p> <p>www.ocr.org.uk www.rsrevision.co.uk</p>
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Examples of Home Learning Tasks	Follow reading list Practice past exam papers using the OCR website
Assessment Tasks, Methods & Frequency	Essays to be completed based on past exam questions Additional assessment tasks to stretch and challenge
Equipment That Students Need	Textbooks Revision packs to be purchased from class teacher Writing equipment Highlighters Folder Exercise book/writing paper.

Who Can I Contact?	Head of Religious Studies	Ms Choudhry
	Teachers of Y13 Religious Studies	Ms Choudhry

Woodbridge High School Curriculum Overview

Year 13 – Sociology



Curriculum Content		
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Defining democracy Is British Democracy in decline/is meritocracy dead? Other kinds of political system. Inequality related to social class. 	<ul style="list-style-type: none"> Methods of Sociological Enquiry <ul style="list-style-type: none"> Key concepts, primary quantitative and qualitative research methods, Methodological approaches to research
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> The difference between power and authority. Different ways of examining power – Marxism, pluralism, elite theory, feminism. Decision making and non-decision making. Inequality related to gender. 	<ul style="list-style-type: none"> Methods of Sociological Enquiry <ul style="list-style-type: none"> Secondary methods and data, Sampling, ethical issues, practical issues
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Politics and ideology. The rise and fall of the political party. Political participation and pressure groups. 	<ul style="list-style-type: none"> Methodological approaches to research <ul style="list-style-type: none"> Theories of research Families and households revision and exam practice
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Pressure Groups, NSM and interest groups Inequality related to ethnicity Voting behaviour Inequality related to age. 	<ul style="list-style-type: none"> Families and households revision and exam practice
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Inequality related to disability. Theories and perspectives of inequality. Power and stratification and education revision and exam practice 	<ul style="list-style-type: none"> Methods of Sociological Enquiry and families and households revision and exam practice

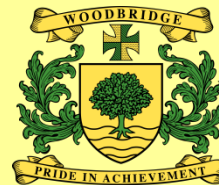
Additional and extension extra-curricular reading or activities:	<p>Specific books which students can read to extend their understanding beyond the specification: 'Gang Leader for A Day' by Sudhir Venkatesh. 'The Spirit Level' by Richard Wilkinson and Kate Pickett. 'The Tiger that Isn't: See through a world of numbers' by Andrew Dilnot and <u>Michael Blastland</u></p> <p>Websites or lectures students can watch: Sociology room website. TED talks. Apps – Socio Zone and Sociology Terms</p>
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Examples of Home Learning Tasks	<p>Students are required to keep informed about current affairs. Students are often required to present research findings to the rest of the class. They are required to do extended research on the role of women in politics today.</p>
Assessment Tasks, Methods & Frequency	<p>There should always be a home learning assignment task to complete during the course – there is never a time when there is nothing to do. The course is wholly assessed in two public examinations, of one hour and thirty minutes and two hours, so throughout the course there are many opportunities to practice examination technique.</p>

Who Can I Contact?	Head of Sociology	Mr Shaw
	Teachers of Y13 Sociology	Mr Shaw Ms Younis

Woodbridge High School Curriculum Overview

Year 13 – Business (BTEC Extended Diploma)



	Curriculum Content		
	Teacher 1	Teacher 2	Teacher 3
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Unit 12 – Internet Marketing 	<ul style="list-style-type: none"> Unit 14- Employment Law 	<ul style="list-style-type: none"> Unit 10 – Market Research
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Unit 9 – Creative Production Promotion 	<ul style="list-style-type: none"> Unit 18 – Managing a business event 	<ul style="list-style-type: none"> Unit 11 – Relationship marketing
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Unit 16 – Human Resource Management 	<ul style="list-style-type: none"> Unit 18 – Managing a business event 	<ul style="list-style-type: none"> Unit 11 – Relationship marketing
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Unit 19 - Developing Teams in Business 	<ul style="list-style-type: none"> Unit 23 – Aspects of the legal system 	<ul style="list-style-type: none"> Unit 41 – Business markets and the economy
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Unit 19 – Developing Teams in Business 	<ul style="list-style-type: none"> Unit 23 – Aspects of the legal system 	<ul style="list-style-type: none"> Unit 41 – Business markets and the economy

Additional and extension extra-curricular reading or activities:	<p>Wider reading: The Economist, Financial Times, Business Review <i>The Financial Times Guide to Business Start Up 2015</i> by Sara Williams</p> <p>Recommended viewing: Tutor2u, TED Talks for Business</p> <p>Useful Links: http://www.tutor2u.net/ http://bbc.co.uk/business bbc radio 4: Moneybox</p>
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Examples of Home Learning Tasks	Independent research tasks for coursework write-ups, i.e. research and compare promotional methods used on two products
Assessment Tasks, Methods & Frequency	Assessment tasks include written reports, observations, learner diaries and role plays. Assessments occur every two weeks
Equipment Which Students Need	Folders, stationary and calculator

Who Can I Contact?	Head of BTEC Business	Miss James	
	Teachers of BTEC Business	Mr Chow Miss Garcia	Miss Woodstock Mr Khan

Woodbridge High School Curriculum Overview

Year 13 – Health and Social Care (Camb Tech Ext Dip)



	Curriculum Content		
	Teacher 1	Teacher 2	Teacher 3
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Unit 12 Physiological Disorders (L01) 	<ul style="list-style-type: none"> Unit 17 Research methodology for health and social care 	<ul style="list-style-type: none"> Unit 19 Caring for individuals with additional needs
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Unit 12 Physiological Disorders (L02, L03) 	<ul style="list-style-type: none"> Unit 31 Public Health 	<ul style="list-style-type: none"> Unit 35 Complementary Therapies (L01, L02)
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Unit 12 Physiological Disorders (L04) and 2 weeks work experience 	<ul style="list-style-type: none"> Unit 8 Personal and professional development & 2 Week Work Experience 	<ul style="list-style-type: none"> Unit 35 Complementary Therapies (L03) & 2 weeks work experience
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Unit 16 Nutrition for health and social care (L01, L02) 	<ul style="list-style-type: none"> Unit 15 Promoting health education (L01, L02) 	<ul style="list-style-type: none"> Unit 35 Complementary Therapies (L04)
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Unit 16 Nutrition for health and social care (L03, L04) 	<ul style="list-style-type: none"> Unit 15 Promoting health education (L03, L04) 	<ul style="list-style-type: none"> Final Unit Corrections

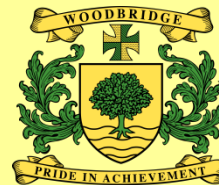
Additional and extension extra-curricular reading or activities:	<p>Resources for Coursework: BTEC Level 3 Health and Social Care by Stretch and Whitehouse BTEC Level 3 Health and Social Care by Mark Walsh Health and Social Care AS/A2 by Walsh and Stephens</p> <p>Additional Reading: Nursing Times Social Work Today Guardian Society Guardian Education</p> <p>Visits: Old Operating Theatre Science Museum Florence Nightingale Museum</p>
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Examples of Home Learning Tasks	Home Learning tasks will link to coursework assignments. A fair amount of time will need to be spent outside of lesson time completing assignment tasks. Primary and secondary research outside of lesson time will also be required to support learning.
Assessment Tasks, Methods & Frequency	Assessment is on-going throughout the school year. Students will work on a separate unit with each teacher and should expect to hand in an assessment piece to each teacher every week. Assessments can take the form of presentations, written reports, case studies or role plays.
Equipment That Students Need	Stationery Equipment: pens, pencils, ruler; calculator

Who Can I Contact?	Head of Health and Social Care	Ms Griffiths	
	Teachers of Y13 Health and Social Care	Ms Griffiths Ms Khudeza	Ms McNamee

Woodbridge High School Curriculum Overview

Year 13 – Sport (BTEC Extended Diploma)



	Curriculum Content		
	Teacher 1	Teacher 2	Teacher 3
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Unit 5 – Sports Coaching 	<ul style="list-style-type: none"> Unit 8 – Practical Team Sports 	<ul style="list-style-type: none"> Unit 11 – Sports Nutrition
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Unit 5 – Sports Coaching 	<ul style="list-style-type: none"> Unit 8 – Practical Team Sports 	<ul style="list-style-type: none"> Unit 22 – Rules, Regulations and Officiating
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Unit 14 – Exercise, Health and Lifestyle 	<ul style="list-style-type: none"> Unit 15 – Instructing Physical Exercise and Activity 	<ul style="list-style-type: none"> Unit 22 – Rules, Regulations and Officiating
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Unit 14 – Exercise, Health and Lifestyle 	<ul style="list-style-type: none"> Unit 15 – Instructing Physical Exercise and Activity 	<ul style="list-style-type: none"> Unit 12 – Current Issues in Sport
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Unit 13 – Leadership 	<ul style="list-style-type: none"> Unit 24 – PE and the Care of Children 	<ul style="list-style-type: none"> Unit 12 – Current Issue in Sport

Additional and extension extra-curricular reading or activities:	<p>At the beginning of each unit students will be given a list of appropriate reading for each assignment. Students will also be expected to conduct their own research around each topic.</p> <p>Bean, Anita. (2003) <i>Sports nutrition</i>. 4th ed. London: A & C Black.</p> <p>Elphinston, Joanne and Pook, Paul. (2004) <i>The core workout</i>. 3rd ed. Fleet: Core Workout.</p> <p>Fallowfield, Joanne L. , Hale, Beverley J. and Wilkinson, David M. (2005) <i>Using statistics in sport and exercise science research</i>. Chichester: Lotus.</p> <p>Food Standards Agency (2008) <i>Manual of nutrition</i>. 11th ed. London: TSO.</p> <p>Hawkins, Richard. (2004) <i>The official FA guide to fitness for football</i>. London: Hodder & Stoughton.</p> <p>Jarmey, Chris. (2003) <i>The concise book of muscles</i>. Chichester: Lotus</p>
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Examples of Home Learning Tasks	Research task for Assignments. Competition of assignments.
Assessment Tasks, Methods & Frequency	Each Unit is assessed through approximately 4 assignments of a different variety (Presentations, written tasks, research tasks, and practical assessments). Units 1 and 2 will be externally assessed.
Equipment Which Students Need	PE Kit, BTEC Folder

Who Can I Contact?	Head of Physical Education	Mr Jones	
	Teachers of Y13 BTEC Sport	Ms Bradley Mr Doolan	Mr Fuschillo Ms Payne