



WOODBRIDGE HIGH SCHOOL

Curriculum Booklet for Parents

Year 7

2021-22

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Dear Parent

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

Please note that end of year exams covering the material studied in year 7 will take place for all students in each subject. Specific details of the exam for each subject will be sent to you by the relevant departments.

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.

Jeremy Clifton

Deputy Headteacher: Curriculum

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Woodbridge High School Curriculum Overview

Year 7 – English



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep-Oct)	<p>All About Me - personal narrative accounts celebrating identity.</p> <p>My Black Hero project - Celebrating diversity (inspired by the BLM agenda) Discussion, Research and Class presentations.</p> <p>Childhood Choices Unit</p> <ul style="list-style-type: none"> Reading a range of texts based on school memories Students will analyse and evaluate the writer's narrative style including choices of language and structure and their intended impact on the reader. 	Using links provided, pupils will research their chosen Black hero and prepare a presentation to the class. Extension activities will vary depending on the precise text studied. Pupils will be guided by the teacher.
Half Term 2 & 3 (Nov-Feb)	<p>Studying a novel</p> <ul style="list-style-type: none"> Analysing and evaluating the writer's craft Exploring and evaluating character, relationships, themes, the writer's intentions and messages, the contexts of the texts and their relevance to today's world. <p>Possible texts for study include: John Boyne – <i>Boy in the Striped Pyjamas</i> Anne Fine – <i>The Tulip Touch</i> Michael Morpurgo – <i>Private Peaceful</i> Patrick Ness – <i>A Monster Calls</i></p>	Recommended texts will cover a diverse range of texts written by celebrated writers including those from Black and Asian heritages. Reading boxes are provided in class to extend pupils' reading. Examples of texts include: <i>Born a Crime</i> – Trevor Noah <i>Chinese Cinderella</i> – Adeline Yen
Half Term 4 (Feb-Mar)	<p>Poetry – Romantic poetry & poems from other cultures</p> <ul style="list-style-type: none"> Studying Romantic poetry with a focus on William Blake. Pupils will analyse poetic techniques and produce both oral and written responses. 	The department also recommends the regular reading of quality non-fiction texts, such as broadsheet newspapers. Other highly recommended texts are available via the Redbridge Book Award website, the Accelerated Reading lists, and of course the school library.
Half Term 5 (Apr-May)	<p>Narrative Writing – 'Escape from Kraznir'</p> <ul style="list-style-type: none"> Writing an extended adventure story, focusing on narrative techniques and high order writing skills. <p><u>End of Year exams for entire year group</u></p>	
Half Term 6 (Jun-Jul)	<p>Drama – Studying Shakespeare - 'The Tempest' or 'A Midsummer Night's Dream'</p> <ul style="list-style-type: none"> Exploring the genre of drama Performance and creative writing Shakespeare's context. 	

Examples of Home Learning Tasks	Essays, stories, poems, research projects, reviews and other creative responses from a home learning menu.
Assessment Tasks, Methods & Frequency	Pupils will be formally assessed each half term - interim and main assessments as well as periodic learning checks. These will include tasks which assess their skills in Speaking and Listening, Writing and responding to Reading.
Equipment That Students Need	Pupils will be provided with resources by members of staff. It is recommended that each student has their own highlighters, glue sticks and translation dictionaries where relevant. Personal Reading books (for the 15 min Silent Reading or AR lessons) can be brought in or borrowed from the Library.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Reading regularly at home with the student. Assisting with checking home learning technical accuracy.
Useful Websites	<ul style="list-style-type: none"> BBC Bitesize and other links, provided by the teacher, relevant to the study topics
Extra-curricular Activities	<ul style="list-style-type: none"> Debating Club, Reading Club, Newspaper Clubs *(all under review)

Who Can I Contact?	Head of English		Ms Amihere		
	Teachers of Y7 English	Ms Minhas Ms Thompson Ms Gold Ms Barnes	Ms Shahid Ms Prasher Ms Ruzane Ms Ree	Ms Bhamra Ms Boaten-Rolfe	Ms Kalynchuk Mr Walker Ms Geary

Woodbridge High School Curriculum Overview

Year 7 – Mathematics



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep-Oct)	<ul style="list-style-type: none"> Place Value Calculations 	Booklets used in class can be found online with additional resources at: www.mathspad.co.uk/woodbridge Username: woodhigh Password: flyhigh MyMaths Lessons, Online Home Learning and Games; Number, Algebra, Geometry, Ratio and Proportion, Data Handling and Probability www.CorbettMaths.com has excellent free, online videos and practice questions on a range of topics. www.Emaths.co.uk has free access to KS3 Sats papers that are great for revision and exam preparation.
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Term 1 Exam Negatives Fractions 	
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Indices & Bidmas Algebra (Expressions) 	
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Measures Equations 	
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Angles End of Year Exam 	
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> Area Fractions, Decimals, Percentages Review 	

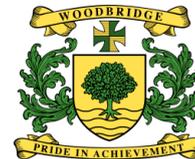
Examples of Home Learning Tasks	Most home learning tasks are set online. Your son/daughter will be given their own password to access lessons and home learning activities as well as games. Other Home Learning may be set for revision purposes.
Assessment Tasks, Methods & Frequency	All students will sit topic tests to receive feedback, approximately every 3 weeks. In addition students sit termly exams to assess long term learning.
Equipment That Students Need	Pen, pencil, maths set, scientific calculator and rubber.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Help your child by being positive about mathematics. Point out that maths is everywhere. Ask your child how they work out problems or questions. Take an interest in what your child is doing in maths. Access MyMaths or Mathspad together to go over the lessons taught in school. Ensure that times tables and number bonds are fluent by practicing daily. Use time at home to practise practical maths like shopping, cooking and playing board games.
Useful Websites	www.mathspad.co.uk www.mymaths.co.uk Username: woodhigh Password: flyhigh

Who Can I Contact?	Head of Maths	Mr Blunt	
	KS3 Maths Co-ordinator	Ms Neil	
	Teachers of Y7 Maths	Ms Burch	Ms Schneider
		Mr Rahman	Mr Said
	Ms Neil	Mr Nagra	
	Ms Sooriyakumar	Mr Sharma	

Woodbridge High School Curriculum Overview

Year 7 – Science



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

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

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

Who Can I Contact?	Head of Science	Mr Williams
	Teachers of Y7 Science	Ms Tapper Ms Mohammed Mr Britto Ms Wardle Ms Verma Mr Benamaisia Mr Esop Ms Raouf Mr Sethuramen

Woodbridge High School Curriculum Overview

Year 7 – Art



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

Examples of Home Learning Tasks	Students should expect to receive home learning every 4 weeks: <ul style="list-style-type: none"> Draw a fruit or vegetable and apply directional shading to create tone. Create your own imaginary fruit/ vegetable. Review written work from class and act upon teacher feedback. Choose one previous home learning, reflect on feedback and improve the piece.
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> One to one verbal feedback in lessons Peer and self-assessment of HL every four weeks Skills and knowledge-based learning checks every term Assessment of classwork every term
Equipment That Students Need	Rubber, sharpener, long 30cm ruler, HB and 2B shading pencil, glue stick, coloured pencils, black fine liner pen and apron.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Ensure your child is summarizing information in their own words in research tasks Ensure your child brings their Art equipment to every lesson. Encourage visits to museums/ galleries. Encourage your child to practice drawing from observation.
Useful Websites	<ul style="list-style-type: none"> www.insectlabstudio.com
Extra-curricular Activities	<ul style="list-style-type: none"> Aim Higher HL tasks Look out for competition opportunities/ clubs on the Art corridor notice board

Who Can I Contact?	Head of Art	Mrs Ward-Mills	
	Teachers of Y7 Art	Mrs Johnstone Miss Chana	Mrs Joomun Mrs Ward-Mills

Woodbridge High School Curriculum Overview

Year 7 – Computing and IT



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	E-safety project Students create a set of different media documents about knowledge and concepts gained about e-safety	http://stopcyberbullying.org/prevention/parents_role.html
Half Term 2 (Nov-Dec)	VISUAL SCRATCH PROGRAMMING This unit of work is an introduction to programming using Scratch. Students will be introduced to programming inputs, variable storage, outputs, sequencing and selection.	Learn more: http://www.kodugamelab.com
Half Term 3 (Jan-Feb)	How Computers Work This unit will help you Understand the hardware and software components that make up computer systems and how they communicate with one another and with other systems	
Half Term 4 (Feb-Mar)	Excel Basics in this unit you will: <ul style="list-style-type: none"> design, use and evaluate computational abstractions that model the state and behavior of real-world problems and physical systems undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users 	
Half Term 5 (Apr-May)	Revisions for end of year test <ul style="list-style-type: none"> This term is a re-cap the year with the students preparing for their end of year tests 	Using skills and techniques to search and select specific information
Half Term 6 (Jun-Jul)	Computing with Micro bits This unit introduces students to the micro: bit device and teaches them how to program a variety of applications including a digital dice, digital compass and games console (pong). The unit uses 'blocks' programming language.	How to get started with Python http://www.learnpython.org/_Learning how to code www.code.org

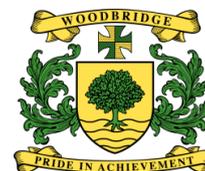
Examples of Home Learning Tasks	Create a computer model from recycled materials. Write the code which will execute as a conversation. How technology is currently used in students life
Assessment Tasks, Methods & Frequency	Mostly computer-based projects, constant feedback provided to students verbally during lesson time. Assessed home learning sheets provided once a fortnight. The overall project is assessed towards the end.
Equipment That Students Need	Computers, pencil case.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Supporting them with specific home learning tasks Providing guidance with extended home learning projects
Useful Websites	<ul style="list-style-type: none"> http://stopcyberbullying.org/prevention/parents_role.html https://www.thinkuknow.co.uk/parents/ http://www.learnpython.org/ https://goo.gl/VNQW11 (Internet Matters) https://goo.gl/i6Lkhj (Stop Cyber Bullying)
Extra-curricular Activities	<ul style="list-style-type: none"> Computer Club held by Computing and IT Teachers

Who Can I Contact?	Head of Computing and IT	Mr Brock-Carey	
	Teachers of Y7 Computing	Mr Brock-Carey Mr Arday	Mr Ince Mr Raffety

Woodbridge High School Curriculum Overview

Year 7 – Design & Technology



	Curriculum Content	Suggested Reading or Extension Activities
<p>During the year, students complete the following units shown here in rotation.</p> <p>Not all students complete the same units at the same time.</p> <p>Please contact the Head of Department for further details</p>	<p>Product Design – Timber focus</p> <ul style="list-style-type: none"> Workshop safety Exploring design culture Application of CAD/CAM in design Understanding properties of timbers Incorporating sustainability into design Evaluation and analysis of joining methods 	<p>Sketchup CAD on Realsmart Tinkercad Isometric drawing IsoSketch drawing tool</p>
	<p>Food Technology – Introduction to Cooking</p> <ul style="list-style-type: none"> Basics of food hygiene and kitchen safety. Importance of weighing accurately and using combinations of ingredients to give different flavours and textures in a food product. Practical work includes savoury rolls, Traditional Pizza, Chelsea Buns, Focaccia Bread and Fruit Muffins 	<p>Experiment with producing the same meals at home. Developing it further by experimenting with different toppings and flavours.</p>
	<p>Graphics – Papers and Boards focus</p> <ul style="list-style-type: none"> Properties of paper and board and materials Be able to use design movements to influence design ideas Develop CAD skills. Evaluation and analysis of designers 	<p>Research alternative ways to use papers and cardboard that is more sustainable and environmentally friendly.</p>

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

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

Who Can I Contact?	Head of Design & Technology	Ms Rivers	
	Teachers of Y7 Design & Technology	Mr Allen Mrs Allen Ms John	Mr O'Brien Ms Rivers

Woodbridge High School Curriculum Overview

Year 7 – Drama



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<p>Little Red</p> <ul style="list-style-type: none"> Work effectively in groups and build relationships with new peers. Explore and develop knowledge of drama skills and techniques. Build awareness of how young people live across the world. 	<p>Visiting the theatre is a great extension to the in-class experience.</p> <p>There are many performances both locally and beyond that capture and show new ideas and methods of story-telling. One of the easiest to access is Redbridge Drama Centre.</p> <p>There are also plenty of opportunities to take part in extra-curricular drama both in school and outside.</p> <p>We run lunchtime and after-school clubs.</p> <p>Every year the school hosts an annual school production that showcases the incredible talent of our students. We encourage all students to get involved in this challenging but incredible experience and look forward to sharing our performances with parents, teachers, peers and the local community.</p>
Half Term 2 (Nov-Dec)	<p>Darkton Manor</p> <ul style="list-style-type: none"> Explore a fictional situation and respond in role to develop a story. Investigate how tension is created on stage and the effect this may have on audiences. Work collaboratively with the whole class and groups to develop performed scenes. 	
Half Term 3 (Jan-Feb)	<p>Max</p> <ul style="list-style-type: none"> Develop empathy and understanding of the impact of bullying among young people. Reflect on the role of the bystander, parent and victim of bullying in a given situation Understand ways of dealing with bullying and supporting others. 	
Half Term 4 (Feb-Mar)	<p>Greek Theatre</p> <ul style="list-style-type: none"> Understand the specific techniques in Greek Theatre Ancient Greek gods, myths and theatre traditions and conventions Create performances using traditional text and techniques 	
Half Term 5 (Apr-May)	<p>Silent Movies (Key Stage 3 Exam)</p> <ul style="list-style-type: none"> Develop the use of non-verbal techniques including mime, exaggeration and interaction. Collaborate to develop effective scenes using the given techniques, characters and circumstances. Respond in imaginative and creative way to create a comedic effect among audiences. 	
Half Term 6 (Jun-Jul)	<p>The Island</p> <ul style="list-style-type: none"> Based on ‘The Lord of the Flies’ students will explore what it means to be a part of a democracy and the characteristics of successful leadership and community. Develop our understanding of culture and how it is built. Utilise and build on our knowledge of dramatic skills and techniques developed throughout the year. 	

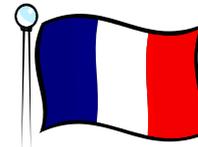
Examples of Home Learning Tasks	Research and develop knowledge of history of theatre and skills Rehearsal and development of performance
Assessment Tasks, Methods & Frequency	All Schemes of Learning have an end performance that is assessed. Within class we reflect on what has been created and discuss how skills and techniques could be further developed.
Equipment Which Students Need	Students may be asked to bring in props to enhance assessed performances. This however is not an essential part of studying drama.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Visiting the theatre Encourage reading of fictional stories and theatre history Promoting the study of drama by acknowledging the transferable skills
Useful Websites	<ul style="list-style-type: none"> www.vam.ac.uk/page/t/theatre-and-performance/ www.nationaltheatre.org.uk/discover-more www.redbridgedramacentre.co.uk
Extra-curricular Activities	<ul style="list-style-type: none"> Lunchtime and After-school Clubs, whole school production, Theatre trips

Who Can I Contact?	Head of Drama	Miss Pinnell		
	Teachers of Y7 Drama	Ms Cranwell	Ms Farr	Ms Manwaring

Woodbridge High School Curriculum Overview

Year 7 – French



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Introduce yourself and where you live Understand key strategies to use when learning French Talk about likes and dislikes Describe yourself and others Talk about your family and friends 	www.memrise.com Create an account with your school email address and choose your own password SEARCH: Studio 1 French Course
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Talk about school subjects and your timetable Give opinions and agree or disagree Tell the time in French Use some key verbs to talk about what you do at school Compare schools in Britain and France 	Working out information from French school websites
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Talk about free time activities including sport Use verbs ending in –er to talk about technology Give opinions using a verb plus the infinitive Be able to say what activities other people do Describing a photo in written form and answering Target Language questions in bullet point form 	Find out information on French sportspeople or teams; e.g. Frank Ribery, Karim Benzema, Tony Parker, Marion Bartoli Practice regular –er verb endings using www.conjuguemos.com
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Use ‘il y a’ to say what there is in your town Ask for, understand and give directions 	Research a French town or city
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Say where you and others go at the weekend Use ‘on peut’ to say what you can do in your town KS3 Exams: Revision of previous content and preparation 	Look up places you can visit – Paris, Loire valley, Les Alpes, Nice, La Dordogne, Normandy
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> Talk about where you go and what you do on holiday Be able to order drinks and snacks in a cafe Understand prices with numbers 1-100 Use near future tense to talk about holiday plans Understand more about French speaking countries 	Videos on Youtube to learn near future tense, for example ‘Mes Vacances song’

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

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Helping students to learn words from the vocabulary book Ensuring that home learning is completed and checked, and writing has not been done using internet translators Encouraging students to make flashcards or mind maps and to re-read notes
Useful Websites	<ul style="list-style-type: none"> www.languagesonline.org.uk www.conjuguemos.com www.zut.org.uk www.memrise.com www.wordreference.com
Extra-curricular Activities	<ul style="list-style-type: none"> KS3 Homework club – drop in session

Who Can I Contact?	Head of French	Mrs Bemath
	Teachers of Y7 French	Mrs Bemath Mr Waddington Miss Bentham Mr Pattinson

Woodbridge High School Curriculum Overview

Year 7 – Geography



	Curriculum Content	Assessment, Suggested Reading or Extension
Autumn Term	What is Geography? <ul style="list-style-type: none"> Baseline test SPICES ST – Introduction to key concepts which will be used throughout KS3, 4 & 5 Core Geography 	Midpoint assessment 2* Multiple choice quizzes. End of topic assessment. Please visit our padlet page: https://padlet.com/WHS_GEOG/qdpq303ej0lz4d8n
Spring Term	Living World (Hot Deserts & Tropical Rainforests) Hot desert/Tropical Rainforest ecosystems have a range of distinctive characteristics. Development of hot desert/Tropical Rainforest environments creates opportunities and challenges. Areas on the fringe of hot deserts/Tropical Rainforests are at risk of desertification/deforestation	Midpoint assessment 2* Multiple choice quizzes. End of topic assessment. Please visit our padlet page: https://padlet.com/WHS_GEOG/75tqpyupswxorgq7
Summer Term	Natural Hazards (Plate Tectonics) Earthquakes and volcanic eruptions are the result of physical processes. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Management can reduce the effects of a tectonic hazard.	Midpoint assessment 2* Multiple choice quizzes. End of topic assessment. Visit our padlet page: https://padlet.com/WHS_GEOG/sb27jcvflggh6jde
Summer Term	Preparation for end of year assessment <ul style="list-style-type: none"> Revision skills and preparation LH2L techniques. 	A Geographical issue examination. Pupils are given a resource booklet about an issue which links across topics they have studied. Pupils answer exam style questions

Examples of Home Learning Tasks	<ul style="list-style-type: none"> For each topic there will be 4 home learning tasks which will be set, these are to assist ongoing retrieval practice and development of Geographical skills. Home learning tasks will be set on <i>Show my Homework</i> and published on the parent newsletter which will be sent each term to parents/Guardians.
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> Each topic will have a midpoint and summative (End of topic) assessment. The type of assessment will vary depending on the topic and core skill range. Multiple choice quizzes will also be completed to help with retrieval of key knowledge.
Equipment	<ul style="list-style-type: none"> Full Pencil Case (Including Green Pens, protractor and calculator)

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Fully equipping students and checking their pencil case Asking students to teach parents what they've learnt in/out of class Check students have completed Home Learning Get students to regularly read/watch the news Support students in being resilient and lifelong learners Reading the topic newsletters to assist them with their current topic.
Useful Websites	<ul style="list-style-type: none"> BBC Bitesize Geography http://www.bbc.co.uk/bitesize/ks3/geography/ Twitter- @WHSGeography https://twitter.com/WHSGeography Instagram https://www.instagram.com/woodbridgegeography/ Padlet: https://padlet.com/WHS_GEOG/75tqpyupswxorgq7 https://padlet.com/WHS_GEOG/sb27jcvflggh6jde https://padlet.com/WHS_GEOG/qdpq303ej0lz4d8n
Extra-curricular Activities	<ul style="list-style-type: none"> Geography Club and fieldtrip days offered throughout the year.

Who Can I Contact?	Head of Geography	Miss Fleet	
		Miss Fleet Miss Ridler	Miss Sheehan Miss Das

Woodbridge High School Curriculum Overview

Year 7 – German



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Students will learn to introduce themselves including name, age, where they live, character, favourite things Using the German alphabet to understand how words are spelt, intro to key phonics and numbers up to 19 Using connectives/qualifiers to make sentences interesting 	Use this link from Easy German to listen to people introducing themselves https://www.youtube.com/watch?v=r94aqLU00wo
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Talking about family and pets Using adjectives to describe appearance Using all parts of the verb 'haben' – to have Learning about German culture and Christmas traditions 	Research Christmas/New Year traditions in German speaking countries (Germany, Austria, Switzerland) and compare with celebrations in your culture
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Talking about sports and leisure activities Using adverbs of frequency to say how often you do things Expressing opinions in a variety of ways Making sound-writing links to predict the pronunciation/spellings of new words 	Find out about sports day in Germany http://ukgermanconnection.org/kids/find-out-en/sports-day-in-germany/ Practise German tongue twisters https://www.youtube.com/watch?v=aDFOFRURX8Y
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Talking about school (school subjects, timetable, school items) Using possessive adjectives e.g 'mein' (my) Use the verb 'es gibt' to say what there is or there are Giving a presentation about your dream school 	Find out about a typical school day in Germany https://ukgermanconnection.org/kids/find-out-en/a-school-day-in-germany/
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Reinforcement of present tense verb endings Reinforcement of more complex sentence structure Effective revision strategies End-of-year exams 	
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> Reflection on progress made Closing achievement gaps by revisiting linguistic structures/content of previous units of work Student action plans for new academic year 	

Examples of Home Learning Tasks	Vocabulary Learning, preparing a poster presentation; preparing a ppt. presentation writing short paragraphs e.g description of a famous person
Assessment Tasks, Methods & Frequency	One formal assessment per term – reading, writing, listening or speaking Mini vocabulary and grammar learning checks, translations from German into English
Equipment needed	Year 7 vocabulary booklet, highlighter pens, a bilingual dictionary, glue stick

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Learning new vocabulary with their child and practising together Encouraging their child to teach the parent some of the new items learnt Ensure that all H/L is completed on time
Useful Websites	<ul style="list-style-type: none"> http://www.languages.online.org.uk http://www.ukgermanconnection.org/kids-home-uk www.memrise.com https://www.bbc.co.uk/bitesize/subjects
Extra-curricular Activities	Reward activities by invitation only Berlin Trip June 2022

Who Can I Contact?	Head of German	Mrs Turner	
	Teachers of Y7 German	Mrs Turner Miss Bentham	Miss Tann Miss Watton Mr Hennessy

Woodbridge High School Curriculum Overview

Year 7 – History



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<p>Introduction to History and the Norman Conquest</p> <ul style="list-style-type: none"> • What is History? Introduction to historical skills and source work • The Battle of Stanford Bridge • The Battle of Hastings 	<p>Students should be encouraged to find out more about the period in history they are studying. This might involve reading articles in History magazines or online. We also highly recommend watching documentaries and even historical films, but you must do your research before and after to judge the historical accuracy! <u>Please also make sure the content is age appropriate</u></p> <p>Teachers can give guidance on further reading if required.</p>
Half Term 2 (Nov-Dec)	<p>How did William I control England?</p> <ul style="list-style-type: none"> • King John- good or bad king? • The Magna Carta • Causes and Effects of the Black Death • The Peasant's Revolt 	
Half Term 3 (Jan-Feb)	<p>The Mongol Empire</p> <ul style="list-style-type: none"> • How did it grow into the largest contiguous land empire in the 13th and 14th century? 	
Half Term 4 (Feb-Mar)	<p>Why did Henry VIII break from Rome and was Elizabeth the greatest Tudor of them all?</p> <ul style="list-style-type: none"> • How far did religion change in Tudor England? • Why was Elizabeth so successful? • Why did the Spanish Armada fail? • Why did England's first colony (Roanoke) fail? 	
Half Term 5 (Apr-May)	<p>The English Civil War- Did Charles deserve to lose his head?</p> <ul style="list-style-type: none"> • Who was responsible? • The impact on the English people • Interpretations of the English Civil War 	
Half Term 6 (Jun-Jul)	<p>The Witch Craze</p> <ul style="list-style-type: none"> • Who was responsible and why? 	

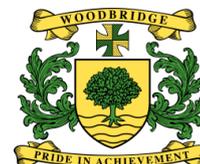
Examples of Home Learning Tasks	Students will be provided home learning tasks to either to reinforce learning, to facilitate their grasp of key skills or to prepare for the next lesson.
Assessment Tasks, Methods & Frequency	In History, our curriculum is divided up into enquires which all conclude with an outcome activity. This enables our students to demonstrate their knowledge and understanding of the topic by tackling the overarching enquiry question. In addition to this, students will undertake three extended writing assessments and three end of term assessments during this year.
Equipment	Pen, pencil, ruler, highlighters or coloured pens, glue and scissors

Parents / Carers can help their child by:	<ul style="list-style-type: none"> • Questioning what your child has learned in the classroom and ask probing questions. • Assisting your child in conducting wider research to learn more about the subject to aid class discussion and increase your child's confidence in the subject
Useful Websites	https://www.historylearningsite.co.uk/ https://www.bbc.com/bitesize/subjects/zk26n39 http://www.nationalarchives.gov.uk/
Extra-curricular Activities	History outside the classroom Planning and leading assemblies

Who Can I Contact?	Head of History	Ms Whelan	
	Teachers of Y7 History	Mr Beckett Ms Birch Mrs Brian	Mrs Doig Ms Morgan

Woodbridge High School Curriculum Overview

Year 7 – Music



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	Musical Elements <ul style="list-style-type: none"> Analyzing music using the key elements Performance and arrangement of a melody using musical elements 	Listening to Classic FM and discussing the music heard. Theory Fun Factory: v. 1: Music Theory, Puzzles and Games
Half Term 2 (Nov-Dec)	Musical Notation <ul style="list-style-type: none"> Learning how to read musical pitches and rhythms Performing a piece of music using a score 	Revise musical notation Practice naming musical notes from a score
Half Term 3 (Jan-Feb)	Carnival of the Animals <ul style="list-style-type: none"> Exploring ways that composers use the elements of music to represent different animals. Composing a piece of music to represent an animal. Developing keyboard skills. 	Listening to 'Carnival of the Animals' on YouTube.
Half Term 4 (Feb-Mar)	African Drumming <ul style="list-style-type: none"> Exploring the background and context of African music Creating whole class and group compositions. 	Listening to examples of African Music. Useful resources on YouTube.
Half Term 5 (Apr-May)	Instruments of the Orchestra <ul style="list-style-type: none"> Be able to identify instruments of the orchestra visually and aurally. Being able to describe how instruments of the orchestra sound and work. Playing together as a whole class ensemble. 	Listening to examples of different instruments of the orchestra on dsokids.com Identifying instruments when playing as a whole orchestra.
Half Term 6 (Jun-Jul)	Mini Band Project <ul style="list-style-type: none"> Developing skills on the Ukulele and Keyboard Working together in groups to create a pop song performance. 	Practicing keyboard/ukulele skills Listening to songs being performed.

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

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Helping with revision of musical notation Listening to music and discussing opinions and musical elements heard
Useful Websites	<ul style="list-style-type: none"> www.youtube.com (for listening to examples of music and instrumental skills) www.bbc.co.uk/music (excellent videos and tracks of experts discussing music) www.teoria.com (useful for revising musical notation and musical structures)
Extra-curricular Activities	<ul style="list-style-type: none"> Students who are learning an instrument should attend at least one extra-curricular ensemble: please see Music Department clubs timetable.

Who Can I Contact?	Head of Music	Ms Brock-Carey
	Teachers of Y7 Music	Mr Archer Ms Holland

Woodbridge High School Curriculum Overview

Year 7 – Physical Education



	Curriculum Content	Suggested Reading or Extension Activities
<p>All students will equally partake in a range of activities that stretch and challenge.</p> <p>Students will not be set based on ability in year 7 or 8.</p> <p>We aim to deliver a truly equal and inclusive experience for all students.</p>	<p>At Woodbridge the PE department prides itself on offering a broad and balanced curriculum that allows pupils to become physically confident.</p> <p>In year 7 we look to build on the fundamental movement skills learned in primary school. Teachers will create an environment of enjoyment where students develop confidence in all physical areas. Staff will work hard to empower students to lead healthy and active lifestyles through a range of activities and develop personal character, such as fairness and respect.</p> <p>At WHS we offer: aesthetic activities, racquet sports, invasion games, striking and fielding games as well as individual activities.</p> <p>Students are asked to come prepared to lessons with the correct equipment. This is typically a full PE kit and trainers, but depending on the activity, may require additional equipment.</p>	<p>Woodbridge High School is surrounded by many fantastic local clubs. From traditional team sports like football and rugby to self-defense, there is something for everyone.</p> <p>Staff will encourage students to take part in physical activity outside of school and are happy to help facilitate this where possible.</p> <p>Additionally, there are a wide, and ever-growing number of extra-curricular clubs. These are free and can provide students with the chance to improve their skill and fitness levels whilst having fun.</p>

Examples of Home Learning Tasks	<p>Home learning will on occasions be a theoretical task such as a project, quiz or worksheet relating to the sport/activity the student has covered.</p> <p>As an alternative to home learning, students may be asked to attend extra-curricular clubs to continue developing their physical literacy.</p>
Assessment Tasks, Methods & Frequency	<p>Practical assessment through activities, Summative assessment at the end of each activity unit.</p>
Equipment That Students Need	<p>White Woodbridge Polo shirt, Black Woodbridge shorts, Black Woodbridge tracksuit, socks, trainers.</p> <p>Students may require gumshields and shin pads for particular sports.</p> <p>If a student is involved in a fixture, they will need to bring correct equipment and footwear.</p>

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Ensuring that they have the correct kit for every lesson Encourage pupils to attend extra-curricular sessions Engage with other providers of physical activity in the local area Staying in touch with PE at WHS via social media- https://twitter.com/woodbridgepe?lang=en https://www.instagram.com/pewoodbridge/?hl=en <p>If a student is unable to take part in a lesson this must be communicated to the teacher in advance of the lesson.</p>														
Extra-curricular Activities	<p>We want year 7 to be actively engaged in extra-curricular clubs at school, but also outside. Please look through this Redbridge document that provides details of local clubs - https://www.redbridge.gov.uk/media/7611/sports-club-directory.pdf</p>														
Who Can I Contact?	<table border="1"> <tbody> <tr> <td>Head of PE</td> <td colspan="3">Mr Smith</td> </tr> <tr> <td rowspan="3">Teachers of Y7 PE</td> <td>Ms Moore</td> <td>Ms Payne</td> <td>Mr Smith</td> </tr> <tr> <td>Mr Prince</td> <td>Mr Mahoney</td> <td>Mr Shehu</td> </tr> <tr> <td>Ms Lennard</td> <td>Ms Taylor</td> <td></td> </tr> </tbody> </table>	Head of PE	Mr Smith			Teachers of Y7 PE	Ms Moore	Ms Payne	Mr Smith	Mr Prince	Mr Mahoney	Mr Shehu	Ms Lennard	Ms Taylor	
Head of PE	Mr Smith														
Teachers of Y7 PE	Ms Moore	Ms Payne	Mr Smith												
	Mr Prince	Mr Mahoney	Mr Shehu												
	Ms Lennard	Ms Taylor													

Woodbridge High School Curriculum Overview

Year 7 – Religious Education



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept – Nov)	Introduction to RE. What is RE, philosophy and ethics, Baseline Test, World Religions Religions at Woodbridge High School , Explore personal faith and belief Interfaith dialogue and multi-faith societies-Religions at WHS Evangelism and proselytisation Comparison of world religions – Assessed Task	<i>The Religions Book</i> by DK. (A good companion to all KS3 study)
Half Term 2 (Nov-Jan)	Christianity Introduction to Christianity, The trinity Forgiveness, Forgiveness artwork Greed – Christian Views Love in Christianity, Christian rites of passage The Bible and its place within Christianity Christian Festivals, Miracles – Fact or Fiction Denominations	The Bible Christianity for Dummies https://www.truetube.co.uk/ http://londoninternetchurch.org.uk/ www.bbc.com/education
Half Term 3 (Jan-Mar)	Islam Basic Islamic beliefs, who was Muhammad – The Life of Muhammad The 5 pillars of Islam and their significance (Focus on Fasting and Zakah). Zakah – Charity or tax, charity in Islam The importance of giving, The Quran – Fact or Fiction, Muslim food laws and Role of men and women in Islam	The Quran Beliefs and Teaching – Islam by Ghulam Sarwar http://www.bbc.co.uk/religion/religions/islam/ http://www.interfaithsustain.com www.mcb.co.uk
Half Term 4 (Apr – June)	Hinduism Hinduism – Polytheist or Monotheist? Hindu basic beliefs, Gods and Goddesses x2 The role of men and women – goddesses The Bhagvad Gita – Its teachings on the environment comparing this with issues of pollution in India with a focus on the Ganges The Mandir and its significance Reincarnation and Karma	The Bhagvad Gita – A.C. Bhaktivedanta Swami Prabhupada (Author Hinduism for Dummies, Hinduism for Kids: Beliefs And Practices – Shalu Sharma http://ced.ochs.org.uk/
Half Term 6 (Jun-Jul)	Sikhism Sikh basic beliefs Who was Guru Nanak. Who were the 10 Gurus and why were they important, The Guru Granth Sahib What are the 5 K's and what do they represent? Vaisakhi The importance of courage in Sikhism Role of men and women The establishment of Khalistan – essential?	Guru Granth Sahib/Adi Granth Sikh Stories - Anita Ganeri Janam Sakhi's http://www.bbc.co.uk/religion/religions/sikhism/ http://www.sikhs.org/topics.htm

Examples of Home Learning Tasks	Extended writing skills using the PEEL (point/evidence/explanation and link) criteria Learning subject specific key words, fact files and research.		
Assessment Tasks, Methods & Frequency	Formal written assessment at the end of the topic. Mid-Term assessments and in class feedback.		
Equipment That Students Need	Pens, Blue/Black, Green, pencil, ruler, rubber, and sharpener homework booklets/tasks printed per teacher instruction. Homework must always be printed and submitted in lessons – not emailed to staff unless staff have made this arrangement with you.		
Parents / Carers can help their child by:	Check home learning diary/SMHW for project deadlines and support child meeting deadlines.		
Useful Websites	<ul style="list-style-type: none"> www.bbc.co.uk/religion, www.bbc.co.uk/learning/subjects/religious_studies www.truetube.co.uk 		
Extra-curricular Activities	<ul style="list-style-type: none"> Homework support 		
Who Can I Contact?	Head of RE	Ms Choudhry	
	Teachers of Y7 RE	Mr Edwards	Ms Din Ms Das

Woodbridge High School Curriculum Overview

Year 7 – Russian



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

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

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

Who Can I Contact?	Head of Russian	Mrs Clark
	Teachers of Y7 Russian	Miss Tann Mrs Clark Miss Watton

Woodbridge High School Curriculum Overview

Year 7 – Spanish



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

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

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Helping with vocabulary learning (use the vocabulary booklet) Help to check spelling with writing tasks
Useful Websites	<ul style="list-style-type: none"> www.linguascope.com ; www.languagesonline.org www.conjuguemos.com ; www.memrise.com ; www.thisislanguge.com
Extra-curricular Activities	<ul style="list-style-type: none"> reward activities on invitation only

Who Can I Contact?	KS3 Spanish Coordinator	Ms Nikolaeva	
	Teachers of Y7 Spanish	Ms Nikolaeva Mr Pattinson	Ms Kalynchuk Mr Waddington