



WOODBIDGE HIGH SCHOOL

Curriculum Booklet for Students and Parents

Year 13

2023-24

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Dear Parent / Carer,

This booklet provides you with details of the curriculum which your child will follow in year 13 at Woodbridge High School. It will allow you to help them plan their studies and revision, and provides you with suggested examples of wider reading and extension activities to try at home. The equipment which your child 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.

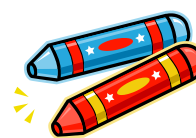
Jeremy Clifton

Deputy Headteacher

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Woodbridge High School Curriculum Overview

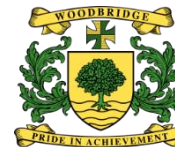
Year 13 – Art & Design



Curriculum Content		
Half Term 1 (Sep – Oct)	Component 1: Personal investigation – A practical unit supported by an essay - continued <ul style="list-style-type: none"> Students will review their written inquiry, what they have learnt from year 12 and how this can inform the rest of their practical project work. Students will continue to develop ideas, concepts, styles, techniques and materials that have been inspired by the artists on their timeline and in their written inquiry. At this stage in the course students will be regularly set individual, bespoke targets which they will be working through in class and for independent study. Resolve development work through refined outcomes as work progresses In the later part of the term, students should be refining specific, chosen skills and techniques and working towards a large, major outcome. Start major outcome 	
Half Term 2 (Nov-Dec)		
Half Term 3 (Jan-Feb)		<ul style="list-style-type: none"> Complete major outcome Finalize written component - essay Students will use this time to work on individual targets to strengthen their coursework
Half Term 4 (Feb-Mar)		Component 2: Externally set assignment Students will receive a paper with choices of topics. In the lessons that lead up to the exam they will cover the content below: At the end of this period, they will complete a 15-hour exam.
Half Term 5 (Apr-May)		<ul style="list-style-type: none"> Topic brainstorming – identifying exam theme to pursue. Identify and source interesting and relevance starting points Observational drawing/ photographs and visits to places of interest Artist analysis Responding to the work of artists, exam theme and own initial starting points to begin to develop ideas. Explore relevant materials, techniques and processes Reviewing and evaluating work as it progresses - written annotations Create informed and refined ideas through sustained and focused investigations Plan final outcome Complete final outcome in exam
Additional and extension extra-curricular reading or activities:	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 Useful websites: www.art2day.co.uk www.deviantart.com www.pinterest.com Please also refer to the A level reading list for books to read and Art websites to visit.	
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 September, December, February and April. Grades, targets and feedback given. Students will receive weekly home learning. Verbal and written feedback will be ongoing. One to one tutorials will be incorporated with feedback.	
Equipment That Students Need	Students should have their Art packs from last year but will need to top up depleted resources. 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 Miss Chana

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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"> Death and Decay Forensics
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"> The Immune System Specific & Non-Specific Immune Response Bacterial Resistance
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 practicals, 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 text book provided by the school with at least 1 other generic A-level Biology textbook to enable you to fully expand your class notes. Use the Biology folder on the school Google drive to access the Maths guide, and banks of past paper questions.</p> <p>The following websites 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, summarising 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. Assessments include testing of current and prior content. One retrieval topic is tested per assessment.
Equipment That Students Need	Class Note Folder, Lined Paper, Pen, Pencil, Ruler, Calculator

Who Can I Contact?	Head of Biology	Ms Bartlett
	Teachers of Y13 Biology	Ms Bartlett Mr Williams Ms Sajeev

Woodbridge High School Curriculum Overview

Year 13 – Business



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 Jaeggi
	Teachers of Y13 Business	Ms O'Callaghan Mr Neale

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.</p> <p>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	End of chapter questions Examination questions Experiment write-ups Looking Ahead Revision
Assessment Tasks, Methods & Frequency	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 Chemistry	Dr Pih
	Teachers of Y13 Chemistry	Mr Ankrah Dr Pih

Woodbridge High School Curriculum Overview

Year 13 – Computer Science



Curriculum Content		
	Teacher 1	
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	<p>Practice programming tasks ahead of on-screen practical exam</p> <p>Completion of independent project</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 Computing	Mr Brock-Carey
	Teachers of Y13 Computer Science	Mr Brock-Carey

Woodbridge High School Curriculum Overview

Year 13 – Design and Technology



Curriculum Content		
Teacher 1 and Teacher 2		
Half Term 1 (Sep – Oct)	NEA - Manufacturing Specification, product manufacture and Production Diary Theory Topics: Joining methods - uses, advantages, disadvantages	
Half Term 2 (Nov-Dec)	Finishing techniques/methods of preservation CAD/CAM and rapid prototyping NEA - Product manufacture and Production Diary Revision for Year 13 Mock exams	
Half Term 3 (Jan-Feb)	NEA - Product manufacture and Production Diary, Testing and Evaluation Theory Topics: QC/QA/TQM	
Half Term 4 (Feb-Mar)	"Cleaner" Design and Technology Protecting intellectual property rights, consumer rights Recap on Year 12 Theory	
Half Term 5 (Apr-May)	Theory Topics: Project Management Strategies Products Life Cycles: Sales/profit/market implication Revision and exam practice for Design and Technology exam (externally assessed) Re-cap on all theory	
Additional and extension extra-curricular reading or activities:	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 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/ Places to Visit: Design Museum, V&A museum	
Examples of Home Learning Tasks	<ul style="list-style-type: none"> Independent research tasks to support coursework – for instance liaising with client, user feedback, leading into further developments during manufacture. 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, learning checks and exam practice, mock exam in January.	
Equipment That Students Need	General drawing equipment Specific materials or components for individual projects that are not available in school	
Who Can I Contact?	Head of Design and Technology	Ms Rivers
	Teachers of Y13 Design & Technology	Mr O'Brien Ms Gleeson

Woodbridge High School Curriculum Overview

Year 13 – Drama & Theatre Studies



Curriculum Content	
September-October 2017	<p>Component 1 (20% of qualification)</p> <p>Learners participate in the creation, development and performance of one reinterpretation of an extract from a text, using the working methods and techniques of either an influential theatre practitioner or a recognised theatre company. This will be formally assessed before half-term and students will be expected to submit a creative log detailing the process, rehearsal and development of the reinterpretation. There are four steps to the assessment of this component and these are:</p> <ul style="list-style-type: none"> • Researching (Research of theatre practitioner and concept for performance) • Developing (Rehearsal process in which ideas are brought in to fruition and adapted) • Reflecting (Reflection of entire process in the form of a creative log) • Realising (Assessed performance)
October 2017-March 2018	<p>Component 2 (40% of qualification)</p> <p>For the entire component students will develop two performances, one a devised piece based on the working methods of a practitioner in response to a stimulus, the other a performance of a text influenced by a style of theatre. After completing your performances, students will write a process and evaluation report on both pieces performed. This will be formally assessed in March by a visiting examiner. There are four steps to the assessment of this component and these are:</p> <ul style="list-style-type: none"> • Researching (Research of stimulus, play text, practitioner and theatrical style) • Developing (Rehearsal process in which ideas are brought in to fruition and adapted) • Realising (Assessed performance) • Reflecting & Evaluating (Process report to be submitted one week after realised performance)
March- April 2108	<p>Component 3 (40% of qualification)</p> <p>In this component, learners are required to study two texts and an extract from a third contrasting text. In the exam learners are given the opportunity to demonstrate knowledge, understanding and skills in interpreting texts for performance. Revision and practice for the exam will take place alongside the development of component 2.</p>

Additional and extension extra-curricular reading or activities:	<p>Visiting live theatre is an invaluable activity that applies to the study of drama and theatre studies and will have an impact across all components. We recommend reading any books by leading practitioners. Some examples are:</p> <p>P. Brook - The Empty Space</p> <p>A. Bermel - Artaud's Theatre of Cruelty</p> <p>J. Willett - The Theatre of Bertolt Brecht</p> <p>S. Graham, S. Hoggett- The Frantic Assembly Book of Devising Theatre</p> <p>D. Cannon - In Depth Acting</p> <p>J. Benedetti - Stanislavski: An Introduction</p> <p>D. Taylor: Antigone</p> <p>S. Stephens- The Curious Incident of the Dog in the Nigh-Time</p> <p>W. Shakespeare- The Complete Works of William Shakespeare</p>
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Examples of Home Learning Tasks	<ul style="list-style-type: none"> • Theatre reviews • Research tasks • Evaluations • Reflections, • Self-assessments 	<ul style="list-style-type: none"> • Mind-mapping/ brainstorming • Independent rehearsal, • Response to set questions, • Mock Exams, • Collating notes
Assessment Tasks, Methods & Frequency	<p>Component 1 Theatre Workshop: Non-exam assessment, internally assessed, externally moderated. (October 2017)</p> <p>Component 2 Text in Action: Non-exam assessment, externally assessed by a visiting examiner. (March 2018)</p> <p>Component 3 Text in Performance: Written examination of 2 hours and 30 minutes (Summer 2018)</p>	
Equipment That Students Need	Log-book, pen, pencil, eraser, note-book, props and costumes, scripts, movement clothes	

Who Can I Contact?	Head of Drama	Ms Farr
	Teachers of Y13 Drama	Mr Eva

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"> Sizes and types of firms Business growth Demergers 	<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"> Business objectives, to include; profit maximisation, revenue maximisation, sales maximisation and profit satisficing Revenues, Costs and Profits 	<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"> Efficiency Perfect competition Monopolistic competition Oligopoly Monopoly 	<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"> Monopsony Contestability Government Intervention 	<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"> Revision/Exam practice 	<ul style="list-style-type: none"> Economic Growth and development in MEDC's and LEDC's

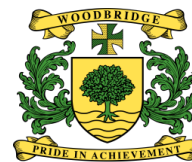
Additional and extension extra-curricular reading or activities:	<p>Recommended Reading: <i>Nudge: Improving Decisions About Health, Wealth and Happiness</i> by Richard H Thaler and Cass R Sunstein <i>Paper Promises: Money, Debt and the New World Order</i> by Philip Coggan <i>Losing Control: The Emerging 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	Ms Jaeggi
	Teachers of Economics	Mr Kelly Ms Iyengar Ms O'Callaghan

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"> NEA (non-exam assessment) Coursework -Language Investigation 	<ul style="list-style-type: none"> NEA (non-exam assessment) Coursework - Original Writing and Commentary
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Paper 1 – Language Varieties Section A Mock preparation 	<ul style="list-style-type: none"> Paper 1 – Developing Literacy Mock preparation
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Language Varieties: Return to Paper 2 Revise: Language and Gender, Accents and Dialects and Ethnicity. 	<ul style="list-style-type: none"> Language Varieties: Return to Paper 2 Revise: Language and Social groups, Occupational groups and Global Varieties.
Half Term 4 (Feb-Mar)	Paper 1 Section A – Language discourses and text varieties. Paper 2 Section A – Discursive essays (Language change, Ethnicity, Gender and Dialects)	Paper 1 Section B Child Language Acquisition Paper 2 Section A – Discursive essays (Language and Social groups, Global English and Occupations.) Paper 2 Section B - Qs 3 and 4 - comparative analysis of two texts and a 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, exercise books, assessment folders – provided by the department. Core text books, ring binder folders for organising notes and storing resources

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

Woodbridge High School Curriculum Overview

Year 13– English Literature



Curriculum Content		
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	Paper 1 Section A: <u>Othello</u> Shakespeare Continuing work on the NEA.	Paper 1 Section C: Wuthering Heights, The Great Gatsby and Poetry through the Ages.
Half Term 2 (Nov-Dec)	Paper 1 Section A: <u>Othello</u> Shakespeare Revision: Paper 2: <u>WW1 and its Aftermath</u> <ul style="list-style-type: none"> Section B-Unseen Prose Section B – ALLW&JE 	Paper 1 Section C: <u>Wuthering Heights</u> Bronte Revision: Paper 1 Love Through The Ages: Section C ANTHOLGY/GG/WH Paper 2: <u>WW1 and its Aftermath</u> Section A: Up the Line to Death
Half Term 3 (Jan-Feb)	REVISION	REVISION
Half Term 4 (Feb-Mar)	REVISION Paper 1: Section A Shakespeare Paper 2: Section B Unseen prose Paper 2 Section B LLW/JE	REVISION Paper 1: Section B Poetry Paper 2: Section A Up the Line Paper 1 Section C ANT/WH/GG
Half Term 5 (Apr-May)	Exam Preparation A2 Revision: Paper 1: Section A Shakespeare Paper 2: Section B Unseen prose Paper 2 Section B LLW/JE	Exam Preparation A2 Revision: Paper 1: Section B Poetry Paper 2: Section A Up the Line Paper 1 Section C ANT/WH/GG

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 *Birdsong *A Strange Meeting *Regeneration Virtual visits: 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	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.
Assessment Tasks, Methods & Frequency	Units will be assessed by written tasks upon completion.
Equipment That Students Need	Core text booklets, exercise books and assessment folders – provided by the dept Ring binder folders and file dividers for organising notes and storing resources. Core text books: Wuthering Heights, Great Gatsby, Pre -1900 Poetry Anthology, A Long, Long Way, Up the Line to Death and Journey's End. NEA texts.

Who Can I Contact?	Head of English	Ms Amihere	
	Teachers of Y13 English Literature	Ms Colman Ms Amihere	Mr Wingfield Ms Brown

Woodbridge High School Curriculum Overview

Year 13 – Film Studies



Curriculum Content			
	Teacher 1	Teacher 2	Teacher 3
Half Term 1 (Sep – Oct)	Silent Cinema: <ul style="list-style-type: none"> Context Soviet Montage Theory; German Expressionism; American Realism Key Sequences – Meanings & Response Narrative, Auteur Theory In class assessment 	Documentary Film: <ul style="list-style-type: none"> Context Key Sequences – Meanings & Response Critical debates, filmmakers' theories In class assessment 	Experimental Film: French new wave <ul style="list-style-type: none"> Context Key Sequences – Meanings & Response Narrative, Auteur theory In class assessment
Half Term 2 (Nov-Dec)	British Film: <ul style="list-style-type: none"> Context Key Sequences – Meanings & Response Narrative, Ideology 	Documentary Film cont <ul style="list-style-type: none"> Context Key Sequences – Meanings & Response Critical debates, filmmakers' theories In class assessment 	British Film: <ul style="list-style-type: none"> Context Key Sequences – Meanings & Response Narrative, Ideology
Half Term 3 (Jan-Feb)	Revision and exam practice	Revision and exam practice	British Film cont
Half Term 4 (Feb-Mar)	Revision and exam practice	Revision and exam practice	Revision and exam practice
Half Term 5 (Apr-May)	Revision and exam practice	Revision and exam practice	Revision and exam practice

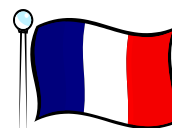
Additional and extension extra-curricular reading or activities:	<p>WJEC/Eduqas Film Studies for A Level & AS, L. Wardle et al. (Illuminate Publishing: 2018)</p> <p>An Introduction to Film Studies 5th edition, J. Nelmes (ed.), (Routledge: 2011)</p> <p>How To Read A Film, J. Monaco (OUP USA: 2009)</p> <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	Research tasks; presentations; exam-style questions as learning checks at end of each unit and mock exam.
Equipment That Students Need	The school can loan students technical equipment.

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

Woodbridge High School Curriculum Overview

Year 13 – French



Curriculum Content		
	Teacher 1 Ms Hall	Teacher 2 Mrs Bemath
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Recap of Year 12 themes and grammar positive impact of immigration on society The contribution if immigrants on the economy and culture Grammar Writing a summary of a listening passage Dealing with unknown language Begin IRP Preparation 	<ul style="list-style-type: none"> Reading the literary text 'Un Sac de Billes' and analysis of themes, character and techniques – ongoing throughout the year Ongoing grammar throughout the year France during the Occupation and Collaboration Antisemitism in WW2 France Inferring information when listening to interviews How to construct phrases with mixed tenses
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> The challenges of immigration and integration in France The challenges and positive aspects of multiculturalism Extract and summarise info from a longer listening passage Translation from French – English Revision of exam skills for mock exams 	<ul style="list-style-type: none"> Pétain and the Vichy regime The Révolution nationale The politics of Vichy and its' consequences Essay writing skills Adapting your register according to the task Recognise and use similes and metaphors Revision of La Haine – essays Revision of exam skills for mock exams
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> The history and rise of the National Front in France, The objectives of the NF. Public opinion of the NF Proof-reading answers, Weighing up opinions and drawing conclusions, Using idioms, synonyms and higher register language 	<ul style="list-style-type: none"> The French Resistance The importance of key Resistance figures and the women of the Resistance The Free French and de Gaulle Note key facts from a listening passage Translation from English to French
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Oral exam preparation, Grammar revision, Topic revision, Past papers, Practice debating on chosen independent research project 	<ul style="list-style-type: none"> Paper 2– essay practice Grammar and topic revision Past Papers
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Topic revision Individual speaking practice on themes 	<ul style="list-style-type: none"> Timed Translations and essays Exam practice: reading and listening

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>https://padlet.com/rbemath1/a-level-french-ug1I9Ij3e3bdf7r - online pinboard of up to date articles/websites relevant to the course.</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 film / literary text (including reading chapters of the chosen book), Creating revision material
Assessment Tasks, Methods & Frequency	Regular vocabulary tests in class, Timed Essays in class, Essays set for home learning and marked using exam criteria, Mock exams (whole school) Mock Speaking Exams
Equipment That Students Need	Edexcel A Level French, by K. Harrington et al, Hodder Education Mot à Mot 6th Edition: French Vocabulary for Edexcel A Level, Un Sac de Billes – Joseph Joffo, livre de poche edition in French A Bag of Marbles – English translation of the text Un Sac de Billes – Study Guide pub. Hodder Education

Who Can I Contact?	Head of French	Mrs Bemath
	Teachers of Y13 French	Mrs Bemath and Ms Hall

Woodbridge High School Curriculum Overview

Year 13 – Geography



	Curriculum Content Teacher 1 (Miss Fleet)	Curriculum Content Teacher 2 (Miss Cameron)
Autumn Term	NH (P) Hazards [44 Lessons/10 Weeks] This optional section of our specification focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. How do Hazard events drive changes in water and carbon cycles, CUEs, Changing Places? Additional and extension extra-curricular reading Please visit our padlet page: https://padlet.com/WHS_GEOG/pn7h7dbiz5vrkljp	GSAGG(H) Global Systems and Global Governance [30 lessons/6 Weeks] <i>This section of our specification focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades.</i> Additional and extension extra-curricular reading Please visit our padlet page: https://padlet.com/WHS_GEOG/ctqz11g4w2gdvl
Spring Term	Coastal Systems (30 lessons/6 weeks) (Team Teaching) Coastal systems and processes. This content must include study of a variety of landscapes from beyond the United Kingdom (UK) but may also include UK examples. Human intervention in coastal landscapes. Traditional approaches to coastal flood and erosion risk: hard and soft engineering. Case studies of coastal environments at a local scale and of a contrasting coastal landscape beyond the UK.	
Spring Term	Synoptic Opportunity (10 lessons/ 2 weeks) (Team Teaching) This will be a chance for students to develop their synoptic thinking, discussing the key concepts in A-Level geography a synoptically linking the themes taught to develop big picture thinking in Geography.	
Summer Term	Preparation for A-Level Examinations	

Additional and extension extra-curricular reading or activities:	Extra Reading: <ul style="list-style-type: none"> Read a broadsheet newspaper (weekend edition) once a week to get a wider view Watch the news – ask yourself the question “How are the syllabus and the news linked?” A range of appropriate literature in the Geography Library (W17) Twitter: @WHSGeography Padlet created for each topic. TED Talks: ted.com/talks, The Economist, TIME, and National Geographic, The Geography Review (Hodder). Support, Activities and places to visit <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	<ul style="list-style-type: none"> Preparing for lessons by reading and making notes from the core text book Practicing skills (Investigative, cartographic, graphical, ICT and statistical skills) Continual revision
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> AQA Practice Papers and Questions (Week 1: 1-6 Mark Q's) AQA Practice Papers and Questions (Week 2: 9-20 Mark Q's) Formal Mock Examinations
Equipment Which Students Need	<ul style="list-style-type: none"> Core textbook (Hodder) and AQA Workbooks and WHS Support Pack Mathematical set including a calculator, highlighters and green pens

Who Can I Contact?	Head of Geography	Miss Fleet
	Teachers of Geography	Miss Fleet, Miss Cameron

Woodbridge High School Curriculum Overview

Year 13 – German



Curriculum Content		
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	Theme 3: Immigration and multicultural society in Germany <ul style="list-style-type: none"> Discussing the positive effects of immigration Advantages of social integration and multiculturalism Independent research project- Focusing the question/statement Skills focus: Critical analysis Mock speaking - MIRP 	Theme 4: The reunification of Germany <ul style="list-style-type: none"> Understanding key concepts about the GDR system The influence of the state on people, housing and employment Novel 'Der Vorleser' - Critical analysis of form and technique Critical analysis of themes and cultural and social context
Half Term 2 (Nov-Dec)	Theme 3: Immigration and multicultural society in Germany <ul style="list-style-type: none"> The positive influence immigrants make on culture and the arts Learning facts about migrants Discrimination in the German job market The housing situation of migrants Independent research project 	Theme 4: The reunification of Germany <ul style="list-style-type: none"> Understanding the relationship between East and West Understanding the role of Mikhail Gorbachev in the reunification of Germany Events leading to reunification Novel 'Der Vorleser' Writing an analytical response
Half Term 3 (Jan-Feb)	Theme 3: Immigration and multicultural society in Germany <ul style="list-style-type: none"> Learning about the historic background of <i>Gastarbeiter</i> Discussing ideology and consequences of right extremism Skills focus: Cultural analysis in speaking 	Theme 4: The reunification of Germany <ul style="list-style-type: none"> Learning about the period between the fall of the Berlin Wall and reunification The effects of the end of communism and the resulting changes in Germany The effects of German reunification on the German economy and society Novel 'Der Vorleser' Skills focus: Developing an argument
Half Term 4 (Feb-Mar)	Theme 1 and Theme 2 <ul style="list-style-type: none"> Revision of independent research project Theme 2 – <i>Political and artistic culture in German speaking regions</i> Revisiting: Film <i>Das Leben der Anderen</i> Mock Paper 1: Listening, Reading, Translation 	Theme 1 and Theme 2 <ul style="list-style-type: none"> Revisiting: Theme 1 -<i>Social issues and trends in Germany</i> Novel 'Der Vorleser' Mock Paper 2: Written Response to works and translation
Half Term 5 (Apr-May)	Exam Preparation <ul style="list-style-type: none"> Speaking practice stimuli tasks Timed Translations Reinforcement Listening and Reading Strategies – Past exam papers 	Exam Preparation <ul style="list-style-type: none"> Timed essay writing Timed Translations Reinforcement Listening and Reading Strategies – Past exam papers

Additional and extension extra-curricular activities:	Susanne Fritsche (2014) <i>Die Mauer ist gefallen</i> , Hermann Vinke (2015) <i>Die DDR Bösenberg</i> ; Huffmann (2011) <i>Mauerjahre- Leben im geteilten Berlin</i> , Paul Elliott (2017) https://learngerman.dw.com/de/
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Examples of Home Learning Tasks	Independent research on topics studied; Writing in response to texts; Preparation of presentations; vocabulary learning
Assessment Tasks, Methods & Frequency	Students will be assessed fortnightly: exam paper style question/ short presentations. Students will also have regular vocabulary and grammar tests.
Equipment	Novel 'Der Vorleser', Literature Study Guide 'Der Vorleser', 'Wort für Wort' advanced German vocabulary book, a bilingual dictionary, highlighter pens and a folder.

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

Woodbridge High School Curriculum Overview

Year 13 – History



Curriculum Content		
	The British Empire	The Birth of the USA
Half Term 1 (Sep – Oct)	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:</p> <p>'New Jim Crow' – Michelle Alexander</p> <p>'Race relations' - Vivienne Sanders</p> <p>'How free is free?' – Leon Litwack</p> <p>'Malcolm X' autobiography</p> <p>'Disintegration' - Eugene Robinson</p> <p>'Black Leadership in America 1895-1965' – John White</p> <p>'Sweet land of liberty' – Robert Cook</p> <p>'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 essay answers to exam questions</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	Pens, pencil, folder, highlighters and plastic wallets

Who Can I Contact?	Head of History	Ms Latino
	Teachers of Y13 History	Mr Beckett Mr Laws Mr Bhullar

Woodbridge High School Curriculum Overview

Year 13 – Mathematics



Curriculum Content		
	Teacher 1 (6 Lessons per fortnight)	Teacher 2 (4 lessons per fortnight)
	Pure module Radians Trigonometric functions Trigonometry and modelling	Mechanics module Moments Forces and friction Applications of forces
Half Term 2 (Nov-Dec)	Parametric equations Differentiation	Applications of forces continued Projectiles
Half Term 3 (Jan-Feb)	Vectors Numerical methods	Kinematics Start Statistics module Normal distribution
Half Term 4 (Feb-Mar)	Integration	Normal distribution continued Conditional probability
Half Term 5 (Apr-May)	Past paper practice: pure	Regression Past paper practice : stats and mechanics

Additional and extension extra-curricular reading or activities:	<ul style="list-style-type: none"> • Exam solutions (website) • Maths physics tutor website • Crash maths website • TL maths website
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Examples of Home Learning Tasks	Home learning tasks are set after every lesson using the exercises in the text books.
Assessment Tasks, Methods & Frequency	All students are assessed every 2-3 weeks at the end of each module of work
Equipment That Students Need	Students are required to have their own Casio Classwiz fx-991EX or fx-991CW calculator. Students will need to purchase the text books for the course. The department makes these books and calculators available to buy at discounted prices.

Who Can I Contact?	Key stage 5 coordinator	Ms Fisher
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Woodbridge High School Curriculum Overview

Year 13 – Mathematics (Further)



	Curriculum Content		
	(8 Lessons per fortnight) Core 1/2 & FP1	(6 lessons per fortnight)	(6 lessons per fortnight)
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Core 1 matrices Core 1 proof Core 1 Vectors Core 2 Complex numbers 	<ul style="list-style-type: none"> Core 2 Differential Equations Collisions (The impulse-momentum principles, conservation of momentum and restitution and successive impacts) 	<ul style="list-style-type: none"> Revision of Integration and Differentiation Core 2 Methods in Calculus
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Core 2 Polar coordinates Core 2 hyperbolic functions FP1 Reducible D.E FP1 t-formula 	<ul style="list-style-type: none"> Work, energy and power (work, energy, potential energy, kinetic energy and their applications) Elastic Strings and springs – Hooke's law and equilibrium and dynamics problems, Elastic energy Elastic collision in one dimension – Newton's law of restitution 	<ul style="list-style-type: none"> Core 2 Series involving sigma and Maclaurin Core 2 Volume of Revolution
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> FP1 Methods in Calculus FP1 Taylor Series 	<ul style="list-style-type: none"> Elastic collisions in two dimensions – oblique impact with a fixed surface, successive impacts and smooth spheres 	<ul style="list-style-type: none"> FP1 inequalities FP1 Numerical Methods
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> FP1 Conic Sections 1 FP1 Conic Sections 2. FP1 Further Vectors 	<ul style="list-style-type: none"> Exam Practice 	<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. 	<ul style="list-style-type: none"> Exam practice.

Additional and extension extra-curricular reading or activities:

- MrFurtherMaths (website)
- Exam solutions (website)
- Hegarty Maths (website)
- Maths physics tutor website
- Crash maths website
- TL maths website

Examples of Home Learning Tasks	Home learning tasks are set after every lesson using the exercises in the text books and exam question worksheets
Assessment Tasks, Methods & Frequency	All students are assessed every 2-3 weeks at the end of each module of work
Equipment That Students Need	Students are required to have their own Casio Classwiz fx-991EX or fx-991CW calculator. Students will need to purchase the text books for the course. The department makes these books and calculators available to buy at discounted prices.

Who Can I Contact?	Further Maths Lead Teacher	Mr Ramdoyal
	Teachers of Y13 Further Maths	Mr Ramdoyal, Ms Neil, Mr Blunt

Woodbridge High School Curriculum Overview

Year 13 – Media Studies



Curriculum Content		
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	Key concepts: <i>Media Language (ML), Representation (Rep)</i> <u>Component 3: Cross media production (NEA)</u> <ul style="list-style-type: none"> Production 2 review 	Key Concepts: <i>Audience (Aud), Industry (Ind)</i> <u>Component 2: Media forms & products</u> Television In the Global Age <ul style="list-style-type: none"> case study 2: Non- English Language Product <u>Component 3: Cross media production (NEA)</u> <ul style="list-style-type: none"> Production 2 review
Half Term 2 (Nov-Dec)	<u>Component 2: Media forms & products</u> Magazines – Mainstream and Alternative <ul style="list-style-type: none"> Case study 1: Contemporary Revision 	<u>Component 2: Media forms & products</u> Magazines – Mainstream and Alternative <ul style="list-style-type: none"> Case study 2: Historical Revision
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Mock exam <u>Component 1: Media products, industries & Audiences:</u> <ul style="list-style-type: none"> Video Games <i>Ind, Aud</i> 	<ul style="list-style-type: none"> Mock exam <u>Component 1: Media products, industries & Audiences:</u> <ul style="list-style-type: none"> Radio <i>Ind, Aud</i>
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Video Games <i>Ind, Aud</i> <u>Component 2: Media forms & products</u> Media in the Online Age <ul style="list-style-type: none"> Case study 1: Online Magazines 	<ul style="list-style-type: none"> Radio <i>Ind, Aud</i> <u>Component 2: Media forms & products</u> Media in the Online Age <ul style="list-style-type: none"> Case study 2: Blogs
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Revision

Additional and extension extra-curricular reading or activities:	<ul style="list-style-type: none"> Reading: <i>WJEC/Eduqas Media Studies for A Level Year 1 & AS</i>, Bell, Christine et al. (Illuminate Publishing, 2017); <i>Key Themes in Media Theory</i>, Laughey, D, (Oxford University Press, 2007); <i>Black Looks</i>, hooks, Bell, (Routledge: 2015); <i>The Beauty Myth</i>, Wolf, N, (Vintage: 2015); <i>The Hip Hop Wars</i>, Rose, T, (Basic Books: 2008) Documentaries: <i>Miss Representation</i> (2011), <i>Mansome</i> (2012) <i>Tough Guise</i> (1999); <i>Tough Guise 2</i> (2014); <i>The Mask You Live In</i> (2015); <i>Red Pill</i> (2016) Use the BFI library for research essay Keep up to date with contemporary media industry news - mediaknowall.com; guardian.co.uk/media; avclub.com; slate.com; imdb.com
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Examples of Home Learning Tasks	Exam practice essays; Independent research; Preparation of case studies; Creative projects.
Assessment Tasks, Methods & Frequency	Non-exam assessment (NEA) 30% from Sept-Oct; exam questions and practical tasks as learning checks throughout the year.
Equipment That Students Need	The school can loan students technical equipment.

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

Woodbridge High School Curriculum Overview

Year 12 – Music



Curriculum Content		
	Teacher 1	Teacher 2
Autumn Term	<u>AoS6: Innovations in Music in the 20th Century</u> <ul style="list-style-type: none"> Late Romantic Orchestral Music Impressionism Expressionism & Atonality Serialism Neoclassicism <p>Mock Exams</p> <p>Solo Performance</p>	<u>AoS2 – Popular Song: Blues, Jazz, Swing and Big Band</u> <ul style="list-style-type: none"> Early Jazz and Blues Popular solo song and vocal recordings <p>Introduction to Set Brief Composition</p> <p>Solo Performance</p>
Half Term 4 (Feb-Mar)	<u>S6: Innovations in Music in the 20th Century</u> <ul style="list-style-type: none"> National Styles Post-1945 Avant-Garde Minimalism Post Modernism <p>Solo Performance</p> <p>Revision of AoS1</p>	<u>AoS2 – Popular Song: Blues, Jazz, Swing and Big Band</u> <ul style="list-style-type: none"> Interpretations of Standards Set Works End of Unit Assessment <p>Composition to a Set Brief</p>
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Revision of AoS2 Revision of AoS1 Final Listening Exam Final Recital 	<ul style="list-style-type: none"> Final composition deadline Revision of AoS5

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) The Rest is Noise (Ross) <p>Others:</p> <ul style="list-style-type: none"> Classical Music Podcasts (e.g. Spotify, Apple Podcasts) 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 <u>minimum</u> of 5 hours instrumental practice per week. Wider listening, Essay questions, Listening practice questions, Composition Wider reading of articles/book chapters
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> End of Unit Assessments Regular exam questions Half termly recorded performance
Equipment That Students Need	<p>Instrument in every lesson</p> <p>Notes folder</p> <p>Pencil and eraser for dictation</p>

Who Can I Contact?	Head of Music	Ms Brock-Carey
	Teachers of Y13 Music	Ms Brock-Carey Ms Holland

Woodbridge High School Curriculum Overview

Year 13 – Physical Education



Curriculum Content			
	Teacher 1	Teacher 2	Teacher 3
Half Term 1 (Sep – Oct)	Applied Anatomy Physiology Recap Biomechanics Recap Ergogenic Aids Recap Training Recap Ergogenic aids <ul style="list-style-type: none"> Training aids 	Sports Psychology <ul style="list-style-type: none"> Group and team dynamics in sport Attribution 	Commercialisation and Media <ul style="list-style-type: none"> Factors leading to commercialisation Positive and negatives Media coverage Positives and negatives of media
Half Term 2 (Nov-Dec)	Diet and Nutrition <ul style="list-style-type: none"> Functions and components of a balanced diet Energy intake and energy expenditure 	Sports Psychology <ul style="list-style-type: none"> Confidence and self-efficacy in sports performance Leadership in sport 	Routes to sporting excellence <ul style="list-style-type: none"> Talent Identification Schools, clubs, universities UK sport and national institutes Drop-out prevention strategies
Half Term 3 (Jan-Feb)	Exercise Physiology <ul style="list-style-type: none"> Acute and Chronic Injuries Injury Prevention Responding to injuries Rehabilitation of injuries 	Sports Psychology <ul style="list-style-type: none"> Stress Management to optimize performance 	Modern Technology <ul style="list-style-type: none"> Elite performance General participation Fair outcomes Entertainment
Half Term 4 (Feb-Mar)	Applied Anatomy Physiology Recap Biomechanics Recap	Sport Psychology <ul style="list-style-type: none"> Goal Setting in Sports performance Sports Psychology and Skill Acquisition Recap	Socio-Cultural Issues Recap
Half Term 5 (Apr-May)	Exam Preparation	Exam Preparation	Exam Preparation
Practical Performance	<ul style="list-style-type: none"> Students are expected to spend at least 3 hours per week on their own practical activity. They are required to keep a competitive performance log throughout year 12 and 13 of their performances in their practical activity. Students are also required to produce filmed evidence of themselves in their practical sport. Students are also expected to practice the EAPI (oral exam) task by analysing performer's strengths and weakness in their sport and producing an action plan to develop a weakness. <p>Students will have an internal practical exam February/March for their practical performance and EAPI. They may then also be required to attend the exam board moderation day in April/May.</p>		

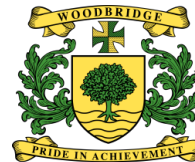
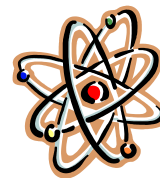
Additional and extension extra-curricular reading or activities:	<p>Throughout the course students will be given additional reading material around each topic. There will also be practical assessment opportunities that may be outside of school hours</p> <p>OCR A Level PE Textbook – Hodder 2016</p> <p>Sport, Media and Society: E Kennedy</p> <p>Sports Journalism "The Inside Track": J Toney</p> <p>The Complete Guide to Sports Nutrition: Anita Bean</p> <p>Exercise in Extreme Environments: Lawrence Armstrong</p> <p>Meeting the needs of most able pupils in PE & Sport: Morley and Richards</p>
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Examples of Home Learning Tasks	Research tasks, independent projects, exam practice questions, producing presentations, extended reading, preparing and practicing EAPI, producing video of performance in practical sport, collating information for performance log books.
Assessment Tasks, Methods & Frequency	Students will be assessed throughout the course and will take part in assessments in each unit area of the course to monitor progress. Final practical assessment will be February/March of year 13 (both practical performance and EAPI). Final 3 exams Summer Year 13.
Equipment That Students Need	PE Folder, Equipment for lessons, Competitive Performance logs, PE kit

Who Can I Contact?	Head of Physical Education	Mr Mahoney		
	Teachers of Y13 Physical Education	Mr Mahoney	Mr Gillard	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"> Further Mechanics. Understand and use the equation for impulse. Apply the conservation of linear momentum to problems in two dimensions 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"> Nuclear and Particle Physics. Know that in the standard quark-lepton model particles can be classified as baryons, mesons, leptons or photons.
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"> Thermodynamics. Understand the concept of internal energy as the random distribution of potential and kinetic energy amongst molecules.
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Nuclear Radiation. Understand the processes of nuclear fusion and fission with reference to the binding energy curve. 	<ul style="list-style-type: none"> Space. Sketch and interpret a simple Hertzsprung-Russell diagram that relates stellar luminosity to surface temperature.
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"> 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.
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Revision

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, Practice use of formulae
Assessment Tasks, Methods & Frequency	Past examination style questions every 4 weeks. Core Practical Assessments
Equipment That Students Need	Folder and paper for class notes, Scientific calculator, ruler, protractor.

Who Can I Contact?	Head of Science/Physics	Mr Williams
	Teachers of Y13 Physics	Mr Sethuraman Ms Wardle

Woodbridge High School Curriculum Overview

Year 13 – Politics



Curriculum Content		
	Teacher 1 UK Politics	Teacher 2
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Electoral Systems 	<ul style="list-style-type: none"> Feminism: Types of Feminism Feminism: Feminist Thinkers
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Election Case Studies 	<ul style="list-style-type: none"> US Supreme Court Race and Rights in the US US Electoral Systems Debates within US Politics
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Political Thinkers 	<ul style="list-style-type: none"> Relationship between the branches of UK government Sovereignty in the UK and the impact of the EU
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Tensions within ideologies 	<ul style="list-style-type: none"> Comparative Approaches
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Revision Y12 / 13 	<ul style="list-style-type: none"> Revision of Year 12 and 13

Additional and extension extra-curricular reading or activities:	<p>Follow @simplepolitics on social media</p> <p>News Sources to consider</p> <ul style="list-style-type: none"> • www.theguardian.com • https://www.bbc.co.uk/news/election/us2020 • www.realclearpolitics.com/ • www.slate.com/ • www.huffingtonpost.com/ • www.nytimes.com/pages/politics • www.politico.eu <p><u>Recommended Textbook</u></p> <p>Edexcel GCE Politics AS and A-level Student Book</p> <p>Author: Graham Goodlad, Andrew Mitchell, Andrew Colclough, Ian Levinson, Samantha Laycock, Kathy Schindler, Adam Tomes ISBN: 9781292187020</p> <p><u>Wider Reading</u></p> <ul style="list-style-type: none"> • Laura Bates <i>Girl Up</i> • Donald T. Critchlow <i>American Political History: A Very Short Introduction</i> • Betty Friedan <i>The Problem That Has No Name</i> • Andre Heywood <i>Political Ideologies: An Introduction</i> • Owen Jones <i>Chavs</i> • Owen Jones <i>The Establishment</i> • George Orwell <i>1984</i> • James West <i>A Little History of America</i> • Richard M. Valelly <i>American Politics: A Very Short Introduction</i> • Tony Wright <i>British Politics: A Very Short Introduction</i> <p><u>Recommended Watching</u></p> <ul style="list-style-type: none"> • YouTube Channel Alan History Nerd – great explanations of content and essay advice • YouTube Series Crash Course US Government and Politics – accessible introductions to the key ideas in the course
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Examples of Home Learning Tasks	Students are required to keep informed about current affairs. Essays to be completed based on past exam questions. Research and comprehension questions.	
Assessment Tasks, Methods & Frequency	Essay writing, short answer questions, application skills, comprehension questions. Once a week.	
Equipment Which Students Need	Exercise books, Folder, Dividers, Plastic Wallets, Pens, pencils.	
Who Can I Contact?	Head of Politics	Mr. Edwards
	Teachers of Politics	Mr. Shaw

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 diathesis stress model. 	<ul style="list-style-type: none"> Relationships: Virtual relationships in social media and para-social relationships: levels of para-social 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 year 12 and 13 	<ul style="list-style-type: none"> Revision of year 12 and 13

Additional and extension extra-curricular reading or activities:	<p>AQA Psychology for A Level Year 2 - Student Book; Cara Flanagan</p> <p>CGP Psychology book</p> <p>Psychology Review</p> <p>http://www.ted.com/talks/philip_zimbardo_on_the_psychology_of_evil</p> <p>https://www.ted.com/talks/marc_goodman_a_vision_of_crimes_in_the_future</p> <p>https://www.ted.com/talks/anne_milgram_why_smart_statistics_are_the_key_to_fighting_crime</p> <p>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	Mr Barnett
	Teachers of Y13 Psychology	Mr Barnett Ms Sohota

Woodbridge High School Curriculum Overview

Year 13 – Religious Studies: Philosophy & Ethics



Curriculum Content		
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	<u>Islam</u> Religious figures and Sacred texts <ul style="list-style-type: none"> Violence and Terrorism Islam in the west Misconceptions of Islam Muslim beliefs about Jihad Greater jihad, lesser jihad 	<u>Determinism and Freewill</u> <ul style="list-style-type: none"> Religious concepts of predestination Religious concepts of freewill Philosophical, scientific and psychological libertarianism Philosophical, scientific and psychological determinism
Half Term 2 (Nov-Dec)	Significant Social and Historical development in religious thought <ul style="list-style-type: none"> Governances of the state in accordance with Islamic principles Political and social influences of religious institutions as a challenge to secularization Islamic beliefs about the origins of the universe – comparison with scientific views Islamic attitudes towards pluralism The Islamic Golden Age 	Religious Experience The nature of religious experience with particular reference to: Visions – sensory; intellectual; dreams. Conversion – individual/communal; sudden/gradual. Mysticism. <ul style="list-style-type: none"> Miracles, numinous experiences Conversion, mystical experiences Criticisms of religious experiences William James' four characteristics of mystical experience
Half Term 3 (Jan-Feb)	Religious Practices that shape religious identity <ul style="list-style-type: none"> The importance of family life for the Muslim religion Islam and migration – the challenges of British society 	<u>Religious language</u> Inherent problems of religious language Religious Language as meaningless Logical Positivism Falsification Principle and responses Religious language as non-cognitive and meaningful
Half Term 4 (Feb-Mar)	Religious Practices that shape religious identity <ul style="list-style-type: none"> Diversity within Islam Islam and Change Crime and punishment in Islam – An ethical debate 	Ethical Thought Divine Command Theory Virtue Theory Ethical Egoism Deontological Ethics Freewill and Determinism
Half Term 5 (Apr-May)	Revision	Teleological Ethics Religion and Ethics

Additional and extension extra-curricular reading or activities:	Please refer to reading list Refer to reading list OCR Philosophy of Religion for AS and A2 – Jon Mayled, OCR Religious Ethics for AS and A2 – Jon Mayled The Bible, The Qur'an WJEC/Eduqas – Religious Studies for A Level Year 1 – Islam by Richard Gray WJEC/Eduqas – Religious Studies for A Level Year 1 – Philosophy of Religion and Ethics by Richard Gray and Karl Lawson. http://www.edugas.co.uk/ ; Follow 'The School Life' on www.youtube.co.uk
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Examples of Home Learning Tasks	Follow reading list Essays to be completed based on past exam questions Additional assessment tasks to stretch and challenge
Assessment Tasks, Methods & Frequency	Essays to be completed based on past exam questions Additional assessment tasks to stretch and challenge 1 assessed task a fortnight
Equipment Which 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	Mr Edwards
	Teachers of Year 13	Ms Begum, Mr Edwards

Woodbridge High School Curriculum Overview

Year 13 – Russian



Curriculum Content		
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Changes in a life of a big town Changes in the population of Moscow Life in Moscow and suburbs 	<ul style="list-style-type: none"> Perestroika- causes Perestroika- economic changes Outcomes of Perestroika Reading 'Queen of Spades' by A Pushkin
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Social issues in Moscow: homelessness Social issues: crime Grammar- pronouns, interrogatives, irregular verbs Speaking practice, IRP preparation 	<ul style="list-style-type: none"> Glasnost- causes Social changes brought by Glasnost Outcomes of Glasnost Analysing book characters and historic setting
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Moscow environment Reconstruction of Moscow Pollution in Moscow Speaking practice 	<ul style="list-style-type: none"> 1991- problems leading up to it Political coup in August 1991 Collapse of the Soviet Union Analysing the main themes from the book; key scenes and how culture and society are portrayed
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Past papers- translation and listening and reading Individual oral practice 	<ul style="list-style-type: none"> Film- analysing author's techniques Practice of book/film essays
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Past papers Speaking Exam 	<ul style="list-style-type: none"> Essay practice

Additional and extension extra-curricular reading or activities:	<p>Teach Yourself Russian Grammar by Daphne West</p> <p>Kompas by Michael Ransome, Daphne West and Rachel Smith</p> <p>Ruslan 3 by John Langran</p> <p>Teach Yourself World Cultures: Russia by Stephen Webber & Tatyana Webber</p> <p>Oxford Russian Dictionary</p> <p>www.bbc.co.uk/Russian</p> <p>www.quizlet.com</p> <p>www.russianlessons.net</p> <p>www.rambler.ru</p> <p>www.practicerrussian.com</p> <p>www.izvestia.ru</p>
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Examples of Home Learning Tasks	Essays on book studied; IRP for speaking Translations, Vocabulary and grammar learning
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> Weekly Vocabulary tests Topic and Grammar Learning Checks Fortnightly assessed written tasks
Equipment That Students Need	Booklets on topics given in class Grammar Guide; 'Queen of Spades' by A Pushkin

Who Can I Contact?	Head of Russian	Mrs Clark
	Teachers of Y13 Russian	Miss Tann

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

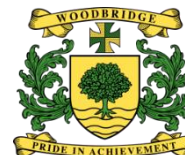
Additional and extension extra-curricular reading or activities:	<p>Specific books which students can read to extend their understanding beyond the specification:</p> <p>'Gang Leader for A Day' by Sudhir Venkatesh.</p> <p>'The Spirit Level' by Richard Wilkinson and Kate Pickett.</p> <p>'The Tiger that 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.</p> <p>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.</p> <p>Students are often required to present research findings to the rest of the class.</p> <p>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 Social science	Mr Barnett
	Teachers of Sociology	Mr Shaw Ms Roberts

Woodbridge High School Curriculum Overview

Year 13 – Spanish



	Teacher 1 and Teacher 2	
Half Term 1 (Sep – Oct)	Theme 3 : Immigration and multicultural Spanish society <ul style="list-style-type: none"> • Positive impact of immigration on Spanish society • The challenges of immigration and integration in Spain • Grammar Intro literature – <i>La casa de Bernarda Alba</i> (scene summaries)	
Half Term 2 (Nov-Dec)	Theme 3: Immigration and multicultural Spanish society <ul style="list-style-type: none"> • Public and social reaction to immigration • The impact of tourism in Spain • Grammar literature – <i>La casa de Bernarda Alba</i> (characters)	
Half Term 3 (Jan-Feb)	MOCK 1 A level paper 1 & 2 Speaking (theme 1 , 2 and 3) Theme 4 : The Franco dictatorship and transition to democracy <ul style="list-style-type: none"> • The civil war and the rise of Franco • The Franco dictatorship • grammar literature – <i>La casa de Bernarda Alba</i> (themes)	
Half Term 4 (Feb-Mar)	Theme 4 : The Franco dictatorship and transition to democracy <ul style="list-style-type: none"> • From dictatorship to democracy literature – <i>La casa de Bernarda Alba</i> (symbols) Speaking : Part 1 all themes	
Half Term 5 (Apr-May)	REVISION Speaking : Part 1 all themes Practice exam : Paper 1 and 2 (all themes) literature – <i>La casa de Bernarda Alba</i> Film – <i>Tambien la lluvia</i>	
Additional and extension extra-curricular reading or activities:	www.listeningpractice.org - listening practice www.spanishdict.com/guide - grammar & conjugation practice www.es.euronews.com basic news articles/clips available in Spanish with English translations. www.wordreference.com Online language dictionary www.languagesonline.org.uk Interactive grammar exercises www.conjuguemos.com Verb tables and tests to practise conjugation www.memrise.com memorising vocabulary website http://www.elmundo.es/ News and articles in Spanish https://elpais.com/ News and articles in Spanish http://cinemania.elmundo.es/ online movie reviews in Spanish http://www.rockdelux.com/ online music magazine in Spanish http://www.eluniversal.com.mx/cultura/musica Latin American cultural mag (in Spanish) https://www.newsinslowspanish.com/ podcasts and news in slower Spanish version - EasySpanish Youtube channel.	
Examples of Home Learning Tasks	Vocabulary Learning, grammar practice, essay preparation and writing, presentations, reading and/or presenting an article, independent Listening Practice	
Assessment Tasks, Methods & Frequency	Regular vocabulary & grammar learning check in class, timed essays in class Mock exams (whole school) in January and June Mock exams speaking in June	
Equipment Which Students Need	Folder with dividers Edexcel A Level TextBook (online textbook for pupils to purchase in September) Accion Gramatica, fourth edition, Hodder (can be purchased on Amazon) Palabra por palabra for edexcel sixth edition	
Who Can I Contact?	Head of Spanish Ms Zmirou (Sept 23- Nov 23) Ms Nikolaeva (Maternity cover Nov 23 – July 24)	Teachers of Spanish Mr Hennessy Ms Nikolaeva

Woodbridge High School Curriculum Overview

Year 13 – VTQ Business (CTEC)



	Unit
Teacher	
Ms Jaeggi [CORE]	Unit 5: Marketing & Market Research (C/W) Unit 19: International Business (C/W)
Mr Neale [& Mr Kelly]	Unit 3: Business Decisions (Exam) Unit 12: Financial Accounting (C/W)
Ms Kaur	Unit 9: Human Resources (Exam) Unit 17: Responsible Business Practices (C/W)
Ms Shakoor	Unit 15: Change Management (Exam) Unit 22: Delivering a Business Project (C/W)

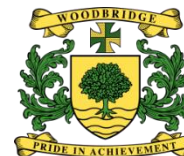
Additional and extension extra-curricular reading or activities:	<p>Wider reading: The Economist, Financial Times, Business Review <i>The Financial Times Guide to Business Start Up 2015</i> by Sara Williams</p> <p>Recommended viewing: Tutor2u, TED Talks for Business</p> <p>Useful Links: http://www.tutor2u.net/ 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, stationery and calculator

Who Can I Contact?	Head of CTEC Business	Ms Jaeggi
	Teachers of CTEC Business	Ms Jaeggi Mr Neale Ms Kaur Ms Shakoor

Woodbridge High School Curriculum Overview

Year 13 – VTQ Business & Accounting (CTEC)



	Unit
Teacher	
Mr Neale [& Mr Portnoi]	Unit 3: Business Decisions (Exam) Unit 12: Financial Accounting (C/W)
Ms O'Callaghan [& Ms Shakoor]	Unit 22: Delivering a Business Project (C/W) Unit 15: Change Management (Exam)

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, stationery and calculator

Who Can I Contact?	Head of CTEC Business	Ms Jaeggi
	Teachers of CTEC Business	Ms Jaeggi Ms O'Callaghan

Woodbridge High School Curriculum Overview

Year 13 – VTQ Health & Social Care (CTEC)



Curriculum Content			
	Teacher 1 - Ms Griffiths	Teacher 2 - Ms McNamee-Obi	Teacher 3 - Ms Khudeza
Half Term 1 (Sep – Oct)	Unit 1 – Building Positive Relationships in H&SC settings (Coursework) Unit 25 – Research methods in Health, Social Care and Child Care (Exam Unit)	Unit 10 Nutrition for Health (Coursework) Unit 7 – Safeguarding (exam unit)	Unit 5 – Infection Control (Coursework)
Half Term 2 (Nov-Dec)	Unit 1 – Building Positive Relationships in Health & Social Care settings (Coursework) Unit 25 – Research Methods in Health, Social Care and Child Care (Exam Unit – Exam taken January 2022)	Unit 7 – safeguarding (exam unit)	Unit 5 – Infection Control (Coursework)
Half Term 3 (Jan-Feb)	Unit 25 exam 2 weeks work experience placement. Unit 12 – Positive Behaviour for Health & Social Care settings (coursework)	Unit 7 exam 2 weeks work experience placement. Unit 15 – Promoting Health & Well-being in Health & Social Care settings (Coursework)	2 weeks work experience placement. Unit – 14 The impact of long term physiological conditions (Coursework)
Half Term 4 (Feb-Mar)	Unit 12 – Positive Behaviour for Health & Social Care settings (coursework) Unit 22 – Psychology for Health & Social Care (Coursework)	Unit 9 - Supporting People with Learning Disabilities (Coursework)	Unit 14 – The impact of long term Physiological Disorders (Coursework)
Half Term 5 (Apr-May)	Unit 22 – Psychology for Health & Social Care (Coursework) Final Moderation (June)	Final Moderation (June) Unit 7 & 25 results Retrieval and Revision for exam resits	Final Moderation (June) Retrieval and Revision for exam resits.

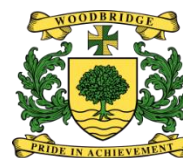
Additional and extension extra-curricular reading or activities:	Resources for Coursework: Maria Ferreira Peteiro et al (2016) Cambridge Technicals L3 H&SC BTEC Level 3 Health and Social Care by Stretch and Whitehouse BTEC Level 3 Health and Social Care by Mark Walsh Health and Social Care AS/A2 by Walsh and Stephens Additional Reading: Nursing Times / Social Work Today / Guardian Society / Guardian Education Visits: Old Operating Theatre / Science Museum / Florence Nightingale Museum
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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. Professional skills are assessed on work experience placements. The OCR Moderator visits twice a year to moderate course work and check standards.
Equipment	Stationery Equipment: pens, pencils, ruler, calculator

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

Woodbridge High School Curriculum Overview

Year 13 – VTQ Information Technology (CTEC)



Curriculum Content		
	Teacher 1	Teacher 2
Half Term 1 (Sep – Oct)	Unit 2 Global Information Unit 3 Cyber Security	Unit 11 Systems Analysis and Design
Half Term 2 (Nov-Dec)	Unit 2 Global Information Unit 3 Cyber Security	Unit 11 Systems Analysis and Design
Half Term 3 (Jan-Feb)	Unit 2 Global Information Unit 3 Cyber Security	Unit 11 Systems Analysis and Design
Half Term 4 (Feb-Mar)	Unit 2 Global Information Unit 3 Cyber Security	Unit 11 Systems Analysis and Design
Half Term 5 (Apr-May)	Unit 2 Global Information Unit 3 Cyber Security	
Half Term 6 (Jun-Jul)	Unit 2 exam Unit 3 exm	

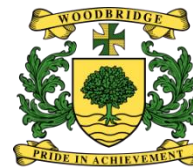
Additional and extension extra-curricular reading or activities:	Watch BBC Click (available online on BBC iPlayer) each week
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Examples of Home Learning Tasks	Practice tasks ahead of on-screen practical exam Additional reading / research around the topic 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 Which 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 Computing and IT	Mr Brock-Carey
	Teachers	Ms Mitchell

Woodbridge High School Curriculum Overview

Year 13 – VTQ Applied Science (CTEC)



	Teacher 1	Teacher 2	Teacher 3
Half Term 1 (Sep – Oct)	Unit 2 Laboratory techniques Understanding health and safety law, sampling regulations.	Unit 2 Laboratory techniques Separation, identification, and quantification of substances in a mixture	Unit 2 Laboratory techniques Examining and recording features of biological samples
Half Term 2 (Nov-Dec)	Unit 2 Recap prior to January exams Unit 1 recap for any students resitting	Unit 21 Product Testing – internal coursework unit	Unit 2 Recap prior to January exams
Half Term 3 (Jan-Feb)	Unit 18 Microbiology – internal coursework unit	Unit 21 Product Testing – internal coursework unit	Unit 18 Microbiology – internal coursework unit
Half Term 4 (Feb-Mar)	Unit 18 Microbiology – internal coursework unit	Unit 21 Product Testing – internal coursework unit	Unit 18 Microbiology – internal coursework unit
Half Term 5 (Apr-May)	Completion of final coursework and preparation for resits if required	Completion of final coursework and preparation for resits if required	Completion of final coursework and preparation for resits if required
Half Term 6 (Jun-Jul)	Completion of final coursework and preparation for resits if required	Completion of final coursework and preparation for resits if required	Completion of final coursework and preparation for resits if required

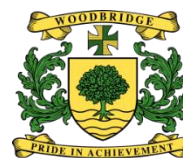
Additional and extension extra-curricular reading or activities:	<p>We advise that students read through appropriate text books related to the individual topics, this includes from GCSE level to 1st year degree level.</p> <p>There is an annual trip to a local laboratory that some students are able to take part in, we are currently assessing other possible trips and visits.</p>
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Examples of Home Learning Tasks	Research tasks for the internal assessed coursework; completion of coursework assignments; practice exam questions
Assessment Tasks, Methods & Frequency	<p>Internal Assessment:</p> <ul style="list-style-type: none"> Unit 6 Centre-set assignment (coursework) started in Y12 to be finalised in first 2 weeks of September Two further coursework units completed in Y13 Sub-topic tests throughout each unit Unit 1 & 2 Mock exams in late November/early December <p>External Assessments:</p> <ul style="list-style-type: none"> Unit 2 Exam in January of Y13 (this can be re-sat in June of Y13)
Equipment Which Students Need	Pencil case with pen, pencil, ruler and Scientific calculator. Topic folder including current work and assessments completed.

Who Can I Contact?	Lead Teacher	Ms. V. Wardle	
	Teachers	Ms. F. Mohammed	Ms L. Khudeza

Woodbridge High School Curriculum Overview

Year 13 – VTQ Sport (CTEC)



	Curriculum Content		
	Single CTEC- DSH	Double CTEC - DSU	Triple CTEC - AGD
Half Term 1 (Sep – Oct)	Unit 18 – Practical skills in sport and physical activity	Unit 8 – Organisation of Sports Events	Unit 10 – Biomechanics of Sport Movements
Half Term 2 (Nov-Dec)	Unit 19 – Analysis of Sports Performance	Unit 8 – Organisation of Sports Events	Unit 10 – Biomechanics of Sport Movements
Half Term 3 (Jan-Feb)	Unit 19 – Analysis of Sports Performance	Unit 8 – Organisation of Sports Events	Unit 10 – Biomechanics of Sport Movements
Half Term 4 (Feb-Mar)	Unit 18 – Practical skills in sport and physical activity	Unit 17 – Sports Injuries and Rehabilitation	Unit 14 – Exercise, Health and Lifestyle
Half Term 5 (Apr-May)	Catch Up	Unit 17 – Sports Injuries and Rehabilitation	Unit 14 – Exercise, Health and Lifestyle

Additional and extension extra-curricular reading or activities:	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>Stafford-Brown, Jennifer, Rea, Simon and Chance, John. (2007) <i>BTEC National sport: performance and excellence</i>. 2nd ed. London: Hodder Arnold.</p> <p>Stafford-Brown, Jennifer, Rea, Simon and Chance, John. (2007) <i>BTEC National sport and exercise science</i>. 2nd ed. London: Hodder Arnold.</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>Williams, Mark A. and Hodges, Nicola J. (eds.) (2004) <i>Skill acquisition in sport: research, theory, and practice</i>. London: Routledge.</p>

Examples of Home Learning Tasks	Research task for Assignments. Completion of assignments.
Assessment Tasks, Methods & Frequency	Each Unit is assessed through approximately four assignments of a different variety (Presentations, written tasks, research tasks, and practical assessments). Each unit will be assessed at a Pass, Merit or Distinction.
Equipment Which Students Need	Folder, Equipment for lessons, PE kit, assignment briefs

Who Can I Contact?	Head of Physical Education	Mr Mahoney		
	Teachers of Y13 Sport	Mr Hawkins	Mr Shehu	Ms Sanderson