



# WOODBIDGE HIGH SCHOOL

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## Curriculum Booklet for Parents

Year 8

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 8 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 note that end of year exams covering the material studied in year 8 will take place for all students in each subject. Specific details of the exam for each subject will be sent to you by the relevant departments.

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

I hope that you will find this information useful.

**Jeremy Clifton**

Deputy Headteacher

[jclifton@woodbridgehigh.co.uk](mailto:jclifton@woodbridgehigh.co.uk)

# Woodbridge High School Curriculum Overview

## Year 8 – English



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Studying a modern novel George Orwell – <i>Animal Farm</i></b> <ul style="list-style-type: none"> <li>Analysing a writer's craft</li> <li>Exploring character and themes</li> </ul>	<p>This will vary dependent on the precise text studied and the students will be guided by the teacher.</p> <p>Extension activities will vary depending on the precise text studied. Pupils will be guided by the teacher.</p> <p>Recommended texts will cover a diverse range of texts written by celebrated writers including those from Black and Asian heritages. Reading boxes are provided in class to extend pupils' reading. Examples of texts include:  <i>Born a Crime</i> – Trevor Noah  <i>Chinese Cinderella</i> – Adeline Yen  <i>Natives</i> – Akala</p> <p>The department also recommends the regular reading of quality non-fiction texts, such as broadsheet newspapers. Other highly recommended texts are available via the Redbridge Book Award website, Accelerated Reading lists and, of course, the school library.</p>
Half Term 2 (Nov-Dec)	<b>Poetry through the Ages and poetry from other cultures and traditions</b> <ul style="list-style-type: none"> <li>Studying a range of poets through the history of English literature from Beowulf to Zephaniah.</li> </ul>	
Half Term 3 (Jan-Feb)	<b>Discovering Dickens – creative writing</b> <ul style="list-style-type: none"> <li>Exploring contextual factors</li> <li>Studying Dickens' style as a writer.</li> </ul> <b>Extracts from 'Great Expectations' and 'Oliver Twist'</b>	
Half Term 4 (Feb-Mar)	<b>Non-fiction writing – Writing that refuses to stay still.</b> <ul style="list-style-type: none"> <li>Studying a range of non-fiction texts</li> <li>Writing non-fiction texts – in preparation for...</li> </ul>	
Half Term 5 (Apr-May)	<b>End of year exams</b> <ul style="list-style-type: none"> <li>Non-fiction reading and writing</li> </ul> Followed by: <b>Greek drama – 'The Cyclops'</b> <ul style="list-style-type: none"> <li>Origins of drama - myths</li> <li>Performance skills - unpicking Euripides as dramatist</li> </ul>	
Half Term 6 (Jun-Jul)	<b>Speak-out Challenge – speech competition</b> <ul style="list-style-type: none"> <li>Analysing a rhetorical technique</li> <li>Writing and performing own speech – entering the competition to be performed in front of whole year group and head teacher!</li> </ul>	

Examples of Home Learning Tasks	Essays, stories, poems, research projects and other creative tasks and activities from a home learning menu.
Assessment Tasks, Methods & Frequency	Pupils will be formally assessed each half term. Across the year, they will complete interim and main assessments and periodic learning checks to assess and develop their skills in Speaking and Listening, Writing and Reading.
Equipment That Students Need	Pupils will be provided with resources by members of staff. It is recommended that pupils bring in their own highlighters, glue sticks and a personal reading book or one borrowed from the library. Translation dictionaries, too, where relevant.

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

Who Can I Contact?	Head of English	Ms Amihere			
	Teachers of Y8 English	Ms Minhas	Ms Rée	Mr Walker	Ms Amihere
		Ms Barnes	Ms Prasher	Ms Brown	Ms Geary
		Ms Shahid	Ms Ali	Ms Colman	Mr Wingfield
		Ms Manwaring	Ms Ruzane	Mr Faisal	Ms Colman

# Woodbridge High School Curriculum Overview

## Year 8 – Mathematics



	Curriculum Content (S) - Support only, (C) - Core only, (E) - Extended only	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Negative Numbers, Indices, Bidmas, Fractions and Decimals</li> <li>Algebraic Expressions</li> </ul>	<p>Booklets used in class can be found online with additional resources at:  <a href="http://www.mathspad.co.uk/woodbridge">www.mathspad.co.uk/woodbridge</a>            Username: woodhigh            Password: flyhigh</p> <p>Extension and activities on all topics can be found on:  <a href="http://www.nrich.maths.org">www.nrich.maths.org</a></p> <p><a href="http://www.CorbettMaths.com">www.CorbettMaths.com</a> has excellent free, online videos and practice questions on a range of topics.</p> <p><a href="http://www.Emaths.co.uk">www.Emaths.co.uk</a> has free access to KS3 Sats papers that are great for revision and exam preparation.</p>
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Angles</li> <li>Functions and graphs (E, C)</li> <li>Term 1 Exam</li> </ul>	
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Probability and statistics (E, C)</li> <li>Fractions, decimals and percentages (S)</li> <li>Coordinates (S)</li> </ul>	
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Equations (E, C)</li> <li>Probability and statistics (S)</li> </ul>	
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Number theory and sequences (E, C)</li> <li>Equations (S)</li> <li>End of Year Exam</li> </ul>	
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Ratio and proportion (E, C)</li> <li>Number theory and sequences (S)</li> <li>Volume and Pythagoras</li> <li>Trigonometry (E, C)</li> </ul>	

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

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Help your child by being positive about mathematics.</li> <li>Point out that maths is everywhere. Ask your child how they work out problems or questions. Take an interest in what your child is doing in maths.</li> <li>Access mathspad together to go over the lessons taught in school.</li> <li>Use time at home to practise practical maths like shopping and cooking.</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.mathspad.co.uk">www.mathspad.co.uk</a></li> <li>Username: woodhigh password: flyhigh</li> </ul>

Who Can I Contact?	Head of Maths	Mr Blunt	
	KS3 Maths Co-ordinator	Ms Neil	
	Teachers of Y8 Maths	Mr Nagra	Ms Schneider
		Ms Neil	Mr Thacker
		Ms Canessa Davies	Mr Rahman
		Mr Sharma	Ms Burch
		Mr Shah	Mr Ramdoyal

# Woodbridge High School Curriculum Overview

## Year 8 – Science



	Curriculum Content	Key Words for the Topics Listed	Suggested Reading or Extension
Half Term 1 And Half Term 2 (Sep – Dec)	All of the following topics, in any order (different classes follow a different sequence): <ul style="list-style-type: none"> <li>Variation and Inheritance (Biology topic)</li> <li>Sustainable Earth (Chemistry topic)</li> <li>Elements, Compounds and Reactions (Chemistry topic)</li> <li>Forces and their Effects (Physics topic)</li> <li>Magnetism (physics topic)</li> </ul>	Gene, DNA, Variation, Gamete, biodiversity, species, nucleus. Atmosphere, climate change, recycle, global warming. Hooke's law, stretch, compression. Pole, attract, repel, field, electromagnet.	Students are encouraged to learn key words for each topic at home.  Students could broaden their knowledge of the natural world by watching documentary programs such as David Attenborough and Brian Cox series' with wider links to the relevant science topics covered in school.
Half Term 3 and Half Term 4 (Jan-Mar)	All of the following topics, in any order (different classes follow a different sequence): <ul style="list-style-type: none"> <li>The Skeletal System (Biology topic)</li> <li>Earth's Structure and Rocks (Chemistry topic)</li> <li>Energy and Sankeys (Physics topic)</li> <li>The Universe (Physics topic)</li> </ul>	Cartilage, ligament, tendon, antagonistic. Igneous, magma, metamorphic, crystal, core, crust, mantle. Potential energy, dynamo, fuels, transfer. Planet, solar system, star, orbit, comet, luminous.	
Half Term 5 And Half Term 6 (Apr-Jul)	All of the following topics, in any order (different classes follow a different sequence): <ul style="list-style-type: none"> <li>Gas Exchange and Respiration (Biology topic)</li> <li>Energy and Bills (Physics topic)</li> <li>Waves (Physics topic)</li> </ul>	Lung, alveoli, bronchioles, bronchus, respiration. Cost, power. EM spectrum, Hertz, frequency, amplitude.	

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

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

Who Can I Contact?	Head of Science	Mr Williams	
	Teachers of Y8 Science	Mr Ankrah Ms Mohammed Ms Bartlett Ms Tapper Ms Holder Mr Esop	Dr Pih Ms Wardle Mr Sethuraman Mr Britto Ms Raouf Ms Sajeev

# Woodbridge High School Curriculum Overview

## Year 8 – Art



		Curriculum Content	Extension Activities
Half Term 1 (Sep – Oct)	<b>CLAY MONSTERS MASKS:</b> Students will explore Greek Mythology and the elements of nature. They will be given the tools to be creative, imaginative and use illustration skills to develop their own mythological creature.	<ul style="list-style-type: none"> <li>• Introduction to Greek Mythology</li> <li>• Brainstorm ideas, initial sketches creature profiles</li> <li>• Selecting / sourcing starting points for inspiration</li> <li>• Observational drawing using the formal elements</li> <li>• Creative illustration – own mythical creatures</li> <li>• Ancient Greek sculpture and its impact on modern art - written analysis skills</li> <li>• Presentation skills</li> </ul>	Extend your mythological creature illustration – create a comic strip to include its back story and a Greek style adventure of natural disasters, heroes and heroines etc.
Half Term 2 (Nov-Dec)		<ul style="list-style-type: none"> <li>• 3D clay building techniques and skills</li> <li>• Exploring paint and pewter techniques.</li> <li>• Evaluative skills</li> </ul>	
Half Term 3 (Jan-Feb)	<b>CELEBRITY PORTRAITS:</b> Students will explore modern Pop Art. They will learn traditional portraiture skills and printmaking techniques.	<ul style="list-style-type: none"> <li>• What is Pop Art? Why did it start?</li> <li>• Gridding techniques – scale and proportion.</li> <li>• Shading techniques – further previous skills.</li> <li>• Research skills – Skimming for relevant information, summarizing and presentation.</li> </ul>	Create a 'Pop Art' fact file about why it started and the key artists that were part of the movement. Include your opinions of artists' work.
Half Term 4 (Feb-Mar)		<ul style="list-style-type: none"> <li>• Define and use key characteristics of artists.</li> <li>• Explore print making techniques.</li> <li>• Further develop printed outcomes using collage.</li> </ul>	
Half Term 5 (Apr-May)	<b>EGYPTIAN ART:</b> Students will study ancient Egyptian Art and modern artist Richard Deurer. They will create a painted fabric hanging where modern day meets ancient Egypt.	<ul style="list-style-type: none"> <li>• Research and investigate Egyptian Art.</li> <li>• Analyze and reflect on communication methods in ancient Egypt and modern times.</li> <li>• Creatively explore, develop and present ideas.</li> <li>• Reflect, evaluate and refine ideas.</li> </ul>	Create your own comic strip in the style of Richard Deurer that tells a modern-day story using ancient Egyptian gods.
Half Term 6 (Jun-Jul)		<ul style="list-style-type: none"> <li>• Revisit and refine painting skills from year 7</li> <li>• Produce skillful and refined outcomes.</li> <li>• Explain how your understanding of culture has affected/ influenced your own Art.</li> </ul>	

Examples of Home Learning Tasks	<p>Students should expect to receive home learning every 4 weeks:</p> <ul style="list-style-type: none"> <li>• Use step by step guides to draw a mythological creature accurately. Use tone.</li> <li>• Collect and present images of animals/ creatures with unusual features.</li> <li>• Using key characteristics of artist Roy Lichtenstein create a portrait of a celebrity.</li> <li>• Choose one previous home learning, reflect on feedback and improve/ redo the piece.</li> </ul>
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> <li>• One to one verbal feedback in lessons</li> <li>• Peer and self-assessment of HL every four weeks</li> <li>• Skills and knowledge-based learning checks every term</li> <li>• Assessment of classwork every term</li> </ul>
Equipment That Students Need	Rubber, sharpener, long 30cm ruler, HB and 2B shading pencil, glue stick, coloured pencils, black fine liner pen and apron.

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

Who Can I Contact?	Head of Art	Mrs Ward-Mills	
	Teachers of Y8 Art	Mrs Anderson Miss Chana	Mrs Joomun Mrs Ward-Mills



# Woodbridge High School Curriculum Overview

## Year 8 – Computing and IT



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1</b> (Sep – Oct)	<b>My Digital World</b> In this unit of work, students will learn how to use the internet safely and effectively. They will learn about copyright law, search engines (including the use of Boolean logic for effective searching) and they will also learn about the dangers of the internet and ways to combat these dangers.	<a href="http://stopcyberbullying.org/prevention/parents_role.html">http://stopcyberbullying.org/prevention/parents_role.html</a>
<b>Half Term 2</b> (Nov-Dec)	<b>Binary Bits and Bobs</b> Binary Bits and Bobs introduces students to the binary number system, converting between binary and denary and simple binary addition. Students will also be taught how (and why) characters, images and sound are represented by the binary system.	
<b>Half Term 3</b> (Jan-Feb)	<b>Python</b> In this unit, students will be introduced to programming in the Python programming language. They will learn how to print messages to the screen, ask the user to input data and stores this data in variables. They will also understand how computers make decisions and consequently learn how to program IF statements	
<b>Half Term 4</b> (Feb-Mar)	<b>Spreadsheets</b> This unit teaches the pupils about the basics of using a spreadsheet. It introduces them to the concepts of entering numbers and text, formatting data, formula (+, -, *, /), Functions (Sum, Average, Min, Max), sorting and filtering data, using comparison operators (<, >, <=, >=, = and <>) using absolute and relative cell references, replicating formula and functions, creating graphs and modelling data	
<b>Half Term 5</b> (Apr-May)	<b>Revisions for end of year test</b> This term is a re-cap the year with the students preparing for their end of year tests	Using skills and techniques to search and select specific information
<b>Half Term 6</b> (Jun-Jul)	<b>Games Development</b> In this unit, students will continue to develop their skills in programming a computer game and in particular, they will be introduced to programming in other language.	Get started with Python <a href="http://www.learnpython.org">http://www.learnpython.org</a> Learning how to code <a href="http://www.code.org">www.code.org</a>

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

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

<b>Who Can I Contact?</b>	Head of Computing and IT	Mr Brock-Carey	
	Teachers of Y7 ICT & Computing	Mr Brock-Carey Ms Oladimeji	Ms Mitchell Mr Savier

# Woodbridge High School Curriculum Overview

## Year 8 – Design & Technology



	Curriculum Content	Suggested Reading or Extension Activities
<p>During the year, students complete the following units shown here in rotation.</p> <p>Not all students complete the same units at the same time.</p> <p>Please contact the Head of Department for further details</p>	<b><u>Product Design – Timbers and polymers</u></b> <ul style="list-style-type: none"> <li>• Work with independence and creativity to solve an everyday problem.</li> <li>• Joining dissimilar materials</li> <li>• Develop CAD/CAM skills.</li> <li>• Apply suitable finishes to products.</li> </ul>	<p>Research how your product would be produced commercially.</p> <p>Consider characteristics of materials used.</p>
	<b><u>Food Technology – Staple Foods</u></b> <ul style="list-style-type: none"> <li>• Importance of staple foods around the world.</li> <li>• Planning and making a range of dishes using various staple foods.</li> <li>• Kitchen hygiene and safety, as well as taking the next steps to working independently</li> </ul>	<p>Students can continue their experimentation with staple foods at home, including looking at the various types and tastes of each.</p>
	<b><u>Graphics – Product &amp; Packaging Design</u></b> <ul style="list-style-type: none"> <li>• Design and develop own brand and logo.</li> <li>• Understanding the suitability of materials</li> <li>• Testing to support specifications</li> <li>• Understanding of corporate identity.</li> <li>• Develop CAD skills.</li> <li>• Analysing and Evaluating The work of others</li> <li>• Architecture design and model making</li> </ul>	<p>Investigate more complex uses of product packaging and their impact on the environment and sustainability.</p>

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

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

Who Can I Contact?	Head of Design & Technology	Ms Rivers	
	Teachers of Y8 Design & Technology	Mr Allen Ms John Mr Prosser	Mr O'Brien Ms Rivers



# Woodbridge High School Curriculum Overview

## Year 8 – Drama



	Curriculum Content	Suggested Reading or Extension
Half Term 1 (Sep – Oct)	<b><u>Lizzie Borden</u></b> <ul style="list-style-type: none"> <li>Investigate the story of Lizzie Borden</li> <li>Experiment with the genre of 'Grotesque Theatre' and research how it can be developed.</li> <li>Present a performance in the style of 'Grotesque Theatre' based on the stimulus and story.</li> </ul>	<p>Visiting the theatre is a great extension to the in class experience. There are many performances both locally and beyond that capture new ideas and methods of story-telling. One of the easiest to access is Redbridge Drama Centre. There are also opportunities to take part in extra-curricular drama. We run lunchtime and after-school clubs.</p> <p>Every year the school hosts an annual school production that showcases the talent of our students. We encourage all students to get involved in this challenging but incredible experience and look forward to sharing our performances with parents, teachers, peers and the local community.</p>
Half Term 2 (Nov-Dec)	<b><u>Autodale</u></b> <ul style="list-style-type: none"> <li>Introduction to Bertolt Brecht whereby students study political theatre using non naturalistic techniques.</li> <li>Students look at using techniques such as gestus, placards, direct address and breaking the 4<sup>th</sup> wall.</li> <li>Students study the concept of democracy and practice debate and discussion.</li> </ul>	
Half Term 3 (Jan-Feb)	<b><u>Commedia Dell Arte</u></b> <ul style="list-style-type: none"> <li>Students engage in historical art form of commedia to improve physicality.</li> <li>The scheme focuses on movement and how students can use the archetypes given within the commedia structure to devise scenarios.</li> <li>Students will create masks, costume and props as part of the home learning ac</li> </ul>	
Half Term 4 (Feb-Mar)	<b><u>Blood Brothers (Key Stage 3 Exam)</u></b> <ul style="list-style-type: none"> <li>Continuing from script work in the year 7 exam, students look at Willy Russell's Blood brothers for 7 weeks before performing set extracts in an exam context.</li> <li>The scheme covers themes of social class, inequality and friendship.</li> </ul>	
Half Term 5 (Apr-May)	<b><u>Blood Brothers (Key Stage 3 Exam)</u></b> <ul style="list-style-type: none"> <li>Work with scenes from the text 'Blood Brothers' by Willy Russell.</li> <li>Learn lines for home learning,</li> <li>Utilise all learned skills and techniques to stage a scene from the play.</li> </ul>	
Half Term 6 (Jun-Jul)	<b><u>Social Media – Devising</u></b> <ul style="list-style-type: none"> <li>Students are introduced to stage configuration, style and stimuli.</li> <li>Students select a stimuli of their choice to create a piece of theatre surrounding common issues young people face on social media.</li> </ul>	

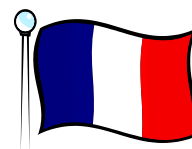
Examples of Home Learning Tasks	Research and develop knowledge of history of theatre and skills Independent rehearsal and development of performance
Assessment Tasks, Methods & Frequency	All Schemes of Learning have a summative performance that is assessed. Within class students reflect on what has been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

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

Who Can I Contact?	Head of Drama	Ms Farr
	Teachers of Y8 Drama	Ms Farr    Ms Manwaring    Ms Begum

# Woodbridge High School Curriculum Overview

## Year 8 – French



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Revise and use key target language phrases for learning</li> <li>Talk about where you usually go and what you do on holiday</li> <li>Describing a past holiday using the past tense</li> <li>Understand more about French speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>Videos on Youtube to learn the perfect tense (past tense)</li> </ul> <a href="http://www.memrise.com">www.memrise.com</a> - Studio 1, Module 5 Create an account with your school email address and choose your own password SEARCH: Studio 2 Rouge
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>To talk about a future holiday and what you would like to do</li> <li>To book a hotel room               <ul style="list-style-type: none"> <li>Be able to order drinks and snacks in a cafe</li> <li>Understand prices with numbers 1-100</li> </ul> </li> </ul>	
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>To discuss my use of different technology in three tenses (past, present &amp; future)</li> <li>To discuss the pros and cons of internet/apps</li> </ul>	
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Discuss my TV programs preferences using the comparative</li> <li>Discuss my music taste creatively</li> <li>Film study: Les Vacances de Ducobou or Les Choristes</li> </ul>	Listen to French pop music on YouTube, for example Stromae, BB Brunes, Maître Gims, Shy'm, Christophe Mae
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Talk about clothes and activities using three tenses</li> <li>Revision of Topics and preparation for KS3 Exams</li> </ul>	Practice writing in French about the topics studied this year
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>French festivals and celebrations; le 14 juillet and Carnaval</li> <li>Improve listening skills in French and cultural knowledge</li> <li>Feedback from KS3 Exams</li> </ul>	Research how these festivals are celebrated. Read about the film in English or French

Examples of Home Learning Tasks	<ul style="list-style-type: none"> <li>Create a holidayguide to Paris for visitors</li> <li>Find a French song and explain why you like it</li> <li>Gap fill worksheets, grammar practice activities</li> <li>Learning key vocabulary and grammar</li> </ul>
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> <li>One assessment per term in two skills – reading, writing, listening or speaking</li> <li>Mini vocabulary and grammar tests as appropriate</li> <li>End of year Reading and Writing assessment</li> </ul>
Equipment That Students Need	<ul style="list-style-type: none"> <li>Pens, rulers, highlighters, glue</li> <li>A French dictionary or access to online dictionary</li> </ul>

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Helping students to learn words from the vocabulary book/ testing students on meaning and spellings of vocabulary</li> <li>Ensuring that home learning is completed and checked, and writing has not been done using internet translators or AI</li> <li>Regularly look over past work, re-read notes, create flashcards and mind maps</li> <li>Ensuring that home learning is has not been done using internet translators</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li><a href="http://www.memrise.com">www.memrise.com</a> <a href="http://www.wordreference.com">www.wordreference.com</a> = online dictionary</li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>KS3 Homework club – drop in session</li> </ul>

Who Can I Contact?	Head of French	Mrs Bemath		
	Teachers of Y8 French	Mrs Bemath Mr Savier	Ms Hall	Ms Girard Ms Greenidge

# Woodbridge High School Curriculum Overview

## Year 8 – Geography



	Curriculum Content	Assessment, Suggested Reading or Extension Activities
Autumn Term	<b>Prisoners of Geography</b> Developing reading and Oracy skills. Using prisoners of Geography as an academic framework to advance knowledge on how physical Geography (Mountains, Landlocked, climate, water) can either be a blessing or a curse to helping countries to develop.	Midpoint/ EOT assessment Please visit our padlet page: <a href="https://padlet.com/WHS_GEOG/p8sv1o06r6zx48j">https://padlet.com/WHS_GEOG/p8sv1o06r6zx48j</a> Suggested Reading Prisoners of Geography
Autumn Term	<b>Globalisation (McDonalds)</b> Introducing the human process of Globalisation and the concept of interdependence, place & Space. Globalisation can be difficult to grasp so teaching through a well-known TNC will aid knowledge	Midpoint/ EOT assessment Please visit our padlet page: <a href="https://padlet.com/WHS_GEOG/2eyo4oz0sc4b8emc">https://padlet.com/WHS_GEOG/2eyo4oz0sc4b8emc</a>
Spring Term	<b>Our Urban World</b> Developing their understanding of the Urbanised world in which we live, and the human processes which have led to the Urban (Globalisation, Migration, Population growth). We want to link heavily to the concept of place and to recognised how perceptions of the Urban are different. Some people may feel like insiders or outsiders within urban environments	Midpoint/EOT assessment Please visit our padlet page: <a href="https://padlet.com/WHS_GEOG/oi2edqk4fxvhq16t">https://padlet.com/WHS_GEOG/oi2edqk4fxvhq16t</a>
Spring/Summer Term	<b>UK Landscapes</b> <b>How does water transform our landscape?</b> Investigating the geomorphological processes which have shaped the UK. We will be looking at key fluvial and coastal processes.	Midpoint/ EOT assessment Please visit our padlet page: <a href="https://padlet.com/WHS_GEOG/2eyo4oz0sc4b8emc">https://padlet.com/WHS_GEOG/2eyo4oz0sc4b8emc</a>
Summer Term	<b>Regional Geography: East Africa</b> What are the challenges and opportunities facing Africa? The physical and human geography of Africa Africa Colonial history Challenges and opportunities facing the continent	Midpoint assessment End of topic assessment. <a href="https://padlet.com/WHS_GEOG/coo4hxrzvg3azvxd">https://padlet.com/WHS_GEOG/coo4hxrzvg3azvxd</a>

<b>Examples of Home Learning Tasks</b>	All Home learning will be set on Firefly, and all students will have access to the resources to complete the home learning. Home learning will follow the pattern of either a Preparation task, Retrieval Task or Practice Task.
<b>Assessment Tasks, Methods &amp; Frequency</b>	Each topic will have a midpoint and summative (End of topic) assessment. The type of assessment will vary depending on the topic and core skill range. Multiple choice quizzes will also be completed to help with retrieval of key knowledge.
<b>Equipment</b>	<ul style="list-style-type: none"> <li>Full Pencil Case (Including Green Pens and Calculators)</li> </ul>

<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>Fully equipping students and checking their pencil case</li> <li>Asking students to teach parents what they've learnt in/out of class</li> <li>Check students have completed Home Learning</li> <li>Get students to regularly read/watch the news</li> <li>Support students in being resilient and lifelong learners</li> </ul>
<b>Useful Websites</b>	<ul style="list-style-type: none"> <li>BBC Bitesize Geography <a href="http://www.bbc.co.uk/bitesize/ks3/geography/">http://www.bbc.co.uk/bitesize/ks3/geography/</a></li> <li>Twitter- @WHSGeography <a href="https://twitter.com/WHSGeography">https://twitter.com/WHSGeography</a></li> <li>Instagram <a href="https://www.instagram.com/woodbridgegeography/">https://www.instagram.com/woodbridgegeography/</a></li> <li>Padlet: <a href="https://padlet.com/WHS_GEOG/2eyo4oz0sc4b8emc">https://padlet.com/WHS_GEOG/2eyo4oz0sc4b8emc</a></li> <li><a href="https://padlet.com/WHS_GEOG/2wm0ma5tb0rqi7">https://padlet.com/WHS_GEOG/2wm0ma5tb0rqi7</a></li> <li><a href="https://padlet.com/WHS_GEOG/jdmdul90zvrsi5mw">https://padlet.com/WHS_GEOG/jdmdul90zvrsi5mw</a></li> </ul>
<b>Extra-curricular Activities</b>	<ul style="list-style-type: none"> <li>Geography Club, Fieldwork days.</li> </ul>

<b>Who Can I Contact?</b>	Head of Geography	Miss Fleet
	Teachers of Y8 Geography	Miss Fleet, Miss Das, Miss Cameron, Mrs Begum & Dr Liechty

# Woodbridge High School Curriculum Overview

## Year 8 – German



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Talking about what there is/is not in a town</li> <li>Talking about holiday plans</li> <li>Practising shopping dialogues: souvenirs/food/drink</li> <li>Baseline Test</li> </ul>	Use Memrise Login for vocabulary practice <a href="https://app.memrise.com/course/1518136">https://app.memrise.com/course/1518136</a>
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Talking about past holidays</li> <li>Using the perfect tense with 'haben' and 'sein'</li> <li>Giving opinions with reasons in the imperfect tense</li> <li>Verb second rule after time phrases in perfect tense</li> </ul>	Research on most popular holiday destinations in German speaking countries
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Talking about reading preferences</li> <li>Learning about Anne Frank and her diary/ Goethe</li> <li>Discussing screen time</li> <li>Understanding media reviews</li> </ul>	Use this link to read some short German texts <a href="https://german.net/reading/">https://german.net/reading/</a>
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Discussing and giving preferences for TV programmes</li> <li>Talking about and giving opinions with reasons about films</li> <li>Creative writing on the film 'The Miracle of Bern'</li> <li>Asking questions in the perfect tense to find out what someone thought about a film</li> </ul>	Students research the experience of Russian PoW (links with film – cross-curricular history)
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Reinforcement of present, perfect and future tenses</li> <li>Reinforcement of more complex sentence structure</li> <li>Effective revision strategies</li> <li>End-of-year exams</li> </ul>	Reinforcement of tenses and key vocabulary <a href="https://www.bbc.co.uk/bitesize/subjects/zcj2tfr">https://www.bbc.co.uk/bitesize/subjects/zcj2tfr</a>
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Reflection on progress made</li> <li>Closing achievement gaps by revisiting linguistic structures/content of previous units of work</li> <li>Student action plans for new academic year</li> </ul>	

Examples of Home Learning Tasks	Researching German music and giving opinions about songs Researching and writing about a festival in a German speaking country Vocabulary learning on Memrise Preparing a presentation on Anne Frank and her diary
Assessment Tasks, Methods & Frequency	One formal assessment per term – reading, writing, listening or speaking Mini vocabulary and grammar learning checks, translations from German into English and English into German
Equipment That Students Need	Exercise book, vocabulary booklet, highlighter pens, German dictionary, glue stick

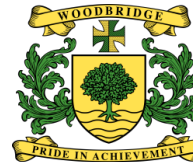
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Ensuring student spends at least 10 minutes every day on learning vocabulary</li> <li>Parents can help by testing vocabulary, Check that their son/daughter completes all home learning-tasks</li> </ul>
Useful Websites	<a href="http://www.ukgermanconnection.org/kids-links">http://www.ukgermanconnection.org/kids-links</a> <a href="https://www.memrise.com">https://www.memrise.com</a> <a href="https://languagesonline.org.uk">https://languagesonline.org.uk</a> <a href="https://bbc.co.uk/bitesize/subjects/zcj2tfr">https://bbc.co.uk/bitesize/subjects/zcj2tfr</a>
Extra-curricular Activities	Berlin Trip June 2024

Who Can I Contact?	Head of German	Mrs Turner
	Teachers of Y8 German	Mrs Bemath Ms Hall Miss Watton Miss Tann



# Woodbridge High School Curriculum Overview

## Year 8 – History



	Curriculum Content	Suggested Activities
Half Term 1 (Sep – Oct)	<b>The Glorious Revolution</b> <ul style="list-style-type: none"> <li>How did power, control and influence change in Britain?</li> </ul> <b>British Empire and the Slave Trade</b> <ul style="list-style-type: none"> <li>Why did attitudes change towards black people?</li> <li>Introduction to slavery/ the Trade Triangle?</li> <li>What was life like for enslaved people?</li> <li>How did the Slave Trade come to an end?</li> </ul>	<p>Students should be encouraged to find out more about the period in history they are studying. This might involve reading articles in History magazines or online. We also highly recommend watching documentaries and even historical films, but you must do your research before and after to judge the historical accuracy!</p> <p><u>Please also make sure the content is age appropriate</u></p> <p>Teachers can give guidance on further reading if required.</p>
Half Term 2 (Nov-Dec)	<b>The Pursuit of Wealth, Power and Politics: The age of the Industrial Revolution</b> <ul style="list-style-type: none"> <li>What sparked change between 1750-1900?</li> <li>What impact did the Agricultural and Industrial Revolutions have on the British public?</li> <li>Political reforms</li> </ul>	
Half Term 3 (Jan-Feb)	<b>Pre-War Britain and the causes of WW1</b> <ul style="list-style-type: none"> <li>Britain at the turn of the century</li> <li>Nationalism, imperialism, alliances and Militarism</li> <li>Assassination of Archduke Franz Ferdinand</li> </ul>	
Half Term 4 (Feb-Mar)	<b>The First World War 1914-1918</b> <ul style="list-style-type: none"> <li>Life in the trenches during WW1</li> <li>Weapons of WW1</li> <li>Was WW1 a 'white man's war'?</li> <li>How did WW1 come to an end?</li> <li>Treaty of Versailles and the reaction to it</li> </ul> <p>Interpretations of General Haig Conscientious Objectors</p> <b>The end of WW1 and the Treaty of Versailles</b>	
Half Term 5 (Apr-May)	<b>The Troubles in Ireland</b> <ul style="list-style-type: none"> <li>The English invasion in 1169 and impact on the people</li> <li>Treatment of Irish Catholics/ Growth of Irish Nationalism/Easter Rising</li> <li>Creation of Northern Ireland, the Troubles and the Good Friday Agreement</li> </ul>	
Half Term 6 (Jun-Jul)	<b>Women in History</b> <ul style="list-style-type: none"> <li>Significant women in History; their contribution and impact</li> <li>Why do women rarely feature in the narrative?</li> </ul>	

Examples of Home Learning Tasks	Home Learning Enquiries (a 6-week Historical independent investigation) on: <ul style="list-style-type: none"> <li>How did the British Empire affect people around the world?</li> <li>Were the Police to Blame for not Catching Jack the Ripper?</li> <li>Could the Death Toll have been avoided on the Titanic?</li> </ul>
Assessment Tasks, Methods & Frequency	In History, our curriculum is divided up into enquiries which all conclude with an outcome activity. This enables our students to demonstrate their knowledge and understanding of the topic by tackling the overarching enquiry question. In addition to this, students will undertake three extended writing assessments and three end of term assessments during this year.
Equipment	Pen, pencil, ruler, highlighters or coloured pens, glue and scissors

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

Who Can I Contact?	Head of History	Ms Latino
	Teachers of Y8 History	Mr Beckett Mrs Brian Mrs Doig Mr Lupton



# Woodbridge High School Curriculum Overview

## Year 8 – Life Studies



	Curriculum Content	Suggested Reading or Extension Activities
<b>Term 1 (Sept-Dec)</b>	<ul style="list-style-type: none"> <li>Online safety (dealing with inappropriate content)</li> <li>Privacy &amp; Personal boundaries (incl. age of consent) *</li> <li>Recognising unhealthy relationships *</li> <li>Marriage &amp; the law</li> <li>How media &amp; social media influence relationships</li> <li>Radicalisation, extremism and criminal exploitation</li> <li>Environment</li> </ul>	Students should discuss the issues raised during Life Studies with peers, parents and teachers. Discussion and debate are the best way to extend their learning.
<b>Term 2 (Jan-March)</b>	<ul style="list-style-type: none"> <li>Trustworthy Sources</li> <li>Rights &amp; Respect</li> <li>Impact of alcohol and drugs (including vaping)</li> <li>Careers (skills, rights, and early options)</li> </ul>	
<b>Term 3 (April-July)</b>	<ul style="list-style-type: none"> <li>Healthy Lifestyle (personal and oral hygiene)</li> <li>Lifesaving 1<sup>st</sup> Aid Skills</li> <li>Mental Health &amp; Wellbeing</li> <li>Empathy and dealing with loss &amp; grief</li> <li>Respect &amp; Equality (including protected characteristics of the Equality Act)</li> <li>Money and banking</li> <li>Refugees</li> </ul>	

<b>Examples of Home Learning Tasks</b>	Home Learning tasks are only occasionally set for Life Studies, this will include a termly assessment quiz. Lessons consist of discussion and debate, with written tasks in booklets.
<b>Assessment Tasks, Methods &amp; Frequency</b>	Students will complete tasks in booklets allowing for continuous assessment through teacher observation. Students will be set a half-termly quiz on Firefly.
<b>Equipment Which Students Need</b>	Pens, pencils.

<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>Discussing and debating the issues raised.</li> <li>Encouraging students to find out more.</li> <li>Watching documentaries with their children</li> </ul>
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<b>Who Can I Contact?</b>	Teacher in Charge of Life Studies	Ms Wardle	
	Teachers of Y8 Life Studies	Mrs Brock-Carey Ms Joomun Mr Peethamparam Ms Roberts	Mr Shaw Ms Verma Ms Wardle

Topics marked with a \* are the Sex Education content.

For more information about Life Studies and RSHE, including the right to withdraw your child from sex education, please visit the school website.

<https://www.woodbridgehigh.co.uk/page/?title=SMSC%2C+RSHE+%26amp%3B+British+Values&pid=150>

# Woodbridge High School Curriculum Overview

## Year 8 – Music

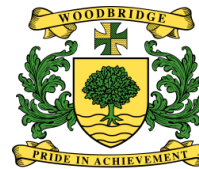


	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Blues</b> <ul style="list-style-type: none"> <li>Performing examples of Blues music</li> <li>Learning the background history of the Blues</li> <li>Creating an arrangement of Blues piece in pairs or groups</li> </ul>	Listen to examples of Blues and Jazz  Watch documentaries about history of Blues
Half Term 2 (Oct – Dec)	<b>Gamelan</b> <ul style="list-style-type: none"> <li>Exploring the background and geography of Far Eastern music.</li> <li>Performing and composing music in a traditional Gamelan style</li> </ul>	Watching Gamelan performances on YouTube  Revise notation
Half Term 3 (Jan-Feb)	<b>Latin American Music</b> <ul style="list-style-type: none"> <li>Performing Latin American rhythms and piece of music</li> <li>Learning the origins and development of this style</li> <li>Creating a performance arrangement of 'Tequila'</li> </ul>	Listening to examples of music from Latin America  Revise notation
Half Term 4 (Feb-Mar)	<b>The Planets</b> <ul style="list-style-type: none"> <li>Explore Programme Music through Holst's 'The Planets'</li> <li>Compose a piece of music representing a Planet</li> <li>Explore timbre and dynamics in more depth</li> </ul>	Revise musical elements  Listening to 'The Planets' by Gustav Holst
Half Term 5 (Apr-May)	<b>Reggae</b> <ul style="list-style-type: none"> <li>Exploring the background and cultural influences on Reggae.</li> <li>Creating a group performance of 'Three Little Birds'</li> </ul>	Revise notation  Listen to examples of Reggae
Half Term 6 (Jun-Jul)	<b>Film Music</b> <ul style="list-style-type: none"> <li>Exploring the background and development of Film Music.</li> <li>Exploring how music can portray action.</li> <li>Composing to a film plot using Band Lab</li> </ul>	Watching film clips on YouTube and noting the musical elements used.  Developing familiarity with Logic
Examples of Home Learning Tasks	Listen to examples of the musical styles studied.	
Assessment Tasks, Methods & Frequency	At the end of each half term project there will be an assessment. Students will perform or show their work and will then evaluate it and reflect on their progress through discussion and written work.	
Equipment That Students Need	Pen/pencil. Students are encouraged to bring their instrument in if they have lessons.	
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Helping with revision of musical notation</li> <li>Listening to music and discussing opinions and musical elements heard</li> </ul>	
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.youtube.com">www.youtube.com</a> (for listening to examples of music and instrumental skills)</li> <li><a href="http://www.bbc.co.uk/music">www.bbc.co.uk/music</a> (excellent videos and tracks of experts discussing music)</li> </ul>	
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Students who are learning an instrument should attend at least one extra-curricular ensemble: please see Music Department clubs timetable.</li> </ul>	

Who Can I Contact?	Head of Music	Ms Brock-Carey
	Teachers of Y8 Music	Ms Brock Carey Mr Archer Ms Holland

# Woodbridge High School Curriculum Overview

## Year 8 – Physical Education



	Curriculum Content	Suggested Reading or Extension Activities								
<p>All students will equally partake in a range of activities that stretch and challenge.</p> <p>Students will not be set based on ability in year 7 or 8.</p> <p>We aim to deliver a truly equal and inclusive experience for all students.</p>	<p>In year 8 we look to gain a deeper understanding of core skills and the progress already made. As a department we have a range of goals for each student, these are:</p> <ul style="list-style-type: none"> <li>Giving students the knowledge and experience required to lead healthy and active lifestyles,</li> <li>Receiving outstanding teaching, regardless of the teacher,</li> <li>Challenging all students irrespective of ability,</li> <li>Enabling students to become resilient, improve self-esteem, teamwork and technical skill,</li> <li>Gaining an understanding of the core elements of health and well-being,</li> </ul> <p>We will continue to offer a range of: aesthetic activities, racquet sports, invasion games, striking and fielding games as well as individual activities. Students are asked to continue to bring appropriate clothing and equipment to all lessons.</p>	<p>Students in year 8 should now be familiar with the competitive and non-competitive extra-curricular activities available to them.</p> <p>Students are encouraged by the department to engage with a range of activities, not just one sport.</p> <p>Engaging with PE outside of the core hours will ensure students are physically confident and reaping the social, emotional and mental health benefits.</p>								
Examples of Home Learning Tasks	<p>Home learning will on occasions be a theoretical task such as a project, quiz or worksheet relating to the sport/activity the student has covered.</p> <p>As an alternative to home learning, students may be asked to attend extra-curricular clubs to continue developing their physical literacy.</p>									
Assessment Tasks, Methods & Frequency	<p>Practical assessment through five key components; Competency, Knowledge, Health &amp; Fitness Personal Development and Evaluation.</p> <p>Summative assessment at the end of each activity unit.</p>									
Equipment That Students Need	<p>White Woodbridge tee with initials. Black Woodbridge quarter zip with initials</p> <p>These can be purchased at <a href="https://schoolsports4u.co.uk/collections/woodbridge-high-school">https://schoolsports4u.co.uk/collections/woodbridge-high-school</a></p> <p>If a student is involved in a fixture, they will need to bring correct equipment and footwear, however they will be warned in advance</p>									
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Ensuring that they have the correct kit for every lesson</li> <li>Encourage pupils to attend extra-curricular sessions</li> <li>Engage with external providers of sport and physical activity</li> <li>Staying in touch with PE at WHS via social media-  <a href="https://twitter.com/woodbridgepe?lang=en">https://twitter.com/woodbridgepe?lang=en</a>  <a href="https://www.instagram.com/pewoodbridge/?hl=en">https://www.instagram.com/pewoodbridge/?hl=en</a> </li> </ul> <p>If a student is unable to take part in a lesson this must be communicated to the teacher in advance of the lesson.</p>									
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Engage with the wide range of activities at WHS,</li> <li>Look to broaden knowledge of alternative activities externally,</li> <li>Maintain good fitness levels through regular exercise and good diet,</li> </ul>									
Who Can I Contact?	Head of PE	Mr Mahoney								
	Teachers of Y8 PE	<table> <tr> <td>Mr Gillard</td> <td>Mr Hawkins</td> <td>Ms Jamieson</td> </tr> <tr> <td>Ms Payne</td> <td>Mr Shehu</td> <td>Ms Sanderson</td> </tr> <tr> <td>Ms Moore</td> <td></td> <td>Ms Tabb</td> </tr> </table>	Mr Gillard	Mr Hawkins	Ms Jamieson	Ms Payne	Mr Shehu	Ms Sanderson	Ms Moore	
Mr Gillard	Mr Hawkins	Ms Jamieson								
Ms Payne	Mr Shehu	Ms Sanderson								
Ms Moore		Ms Tabb								

# Woodbridge High School Curriculum Overview

## Year 8 – Religious Education



Curriculum Content		Suggested Activities
Topic 1 (Sep – Oct)	<b>Topic 1: How should Jews keep the covenant?</b> An introduction to Jewish beliefs and practices focusing on covenants made by Abraham and Moses and how those covenants are interpreted today in the way Jewish people choose to follow the cmoonadments. Contrasting the interpretations of Reform and Orthodox Judiams to understand how Judaism, and religion in general, is open to interrpretation by individuals.	<b>A Little History of Religion</b> Chapters on the religions we study in Year 8, plus a great history of lots of religions we don't cover at WHS. Chapter on Abraham and Moses are great for Judaism. The story of Siddhartha Gutama becoming the Buddha is perfect for Buddhism. <b>Philosophy Files</b> A great introduction to philosophical and ethical ideas. A very good chapter asking if eating meat is ethical and introductions to many other philosophical questions like questioning the existence of reality. <b>DK World Religions</b> Chapters on both Judaism and Buddhism which offer good explanations of the key ideas we need to know about, such as shekinah, mitzvot, dharma and the Four Noble Truths. Also, lots of extra information we don't touch on. A great resource to push your knowledge of the World Religions.
Topic 2 (Nov– Feb)	<b>Topic 2: Can religion help solve the world's problems</b> Understanding religious responses to the crises the world is facing. Focusing on racism, climate crisis and refugees and how different religions may inspire people to act.	
Topic 3 (Feb – April)	<b>Topic 3: How should we treat animals?</b> An Introduction to animal rights, Stewardship and Dominion in comparison to the role of the Khalifa. Ethical issues with eating meat. Measuring our carbon footprint Hinduism as an environmentally conscious religion	
Topic 4 (May-July)	<b>Topic 4: Can Buddhism stop us from suffering?</b> The basic Buddhist beliefs, Life and work of the Buddha, The 4 Noble truths. The Middle way – how this may be applied personally Mandalas and impermanence. What was the 8-fold path and how it may influence Buddhists and other religions today, What can we learn from the 8-fold path	
Examples of Home Learning Tasks	Extended writing skills using the PEEL (point/evidence/explanation and link) criteria, Comprehension. Independent research in to religious practices and worship.	
Assessment Tasks	Multiple choice task, end of unit written assessment, verbal feedback in class.	
Equipment That Students Need	Pens, Blue/Black, Red and Green, pencil, ruler, rubber, and sharpener homework booklets/tasks printed per teacher instruction. All homework to be printed and submitted on the due date.	
Parents / Carer support	Check Firefly for project deadlines, support meeting deadlines.	
Useful Websites	<ul style="list-style-type: none"><li><a href="http://www.bbc.co.uk/religion">www.bbc.co.uk/religion</a>, <a href="http://www.bbc.co.uk/learning/subjects/religious_studies">www.bbc.co.uk/learning/subjects/religious_studies</a>, <a href="http://www.truetube.co.uk">www.truetube.co.uk</a></li></ul>	
Extra-curricular Activities	Activities in the multifaith room Wednesday Debate Club	
Who Can I Contact?	Head of RE	Mr. Edwards
	Teachers of Y8 RE	Ms. Begum Ms. Sheikh Ms. Roberts

# Woodbridge High School Curriculum Overview

## Year 8 – Russian



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Alphabet revision and high frequency words</li> <li>School subjects, schools in Russia</li> <li>After-school activities</li> </ul>	Research the facts about Russian schools
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>After-school activities, verbs in 3<sup>rd</sup> person</li> <li>School uniform, clothes and colours</li> <li>Russian Christmas and New Year traditions</li> </ul>	
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Countries and capitals</li> <li>Housing in Russia</li> <li>Rooms in a house, furniture</li> </ul>	
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Descriptions of towns and places,</li> <li>Historical and geographical information about most important Russian cities</li> <li>My ideal town and house</li> </ul>	Research project and group presentations on Russian cities
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Weather</li> <li>3 tenses in Russian</li> <li>Body and illness</li> </ul>	
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Sport in Russia, Russian Winter and Summer Olympics</li> <li>Famous Russian sportsmen</li> <li>Watching a film about a famous Russian hockey player 'Legend No 17'</li> </ul>	Designing a DVD cover for the film Research about famous Russian sportsmen

Examples of Home Learning Tasks	Research projects as outlined above focusing on cultural knowledge – more able students will write in Russian, most will write in English Vocabulary learning Reading and writing exercises from their Na Start booklet
Assessment Tasks, Methods & Frequency	Half-termly assessments in reading and writing Regular Vocabulary tests
Equipment That Students Need	Pens, pencils, ruler, exercise book, vocabulary booklet

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Regular checking of Firefly to encourage children to complete all tasks set</li> <li>Quizzing them on knowledge of the Russian alphabet and the key vocab</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.quizlet.com">www.quizlet.com</a> (also available as an App) to assist in vocab learning</li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Key stage 3 Russian Home Learning Club at lunch-time</li> </ul>

Who Can I Contact?	Head of Russian	Mrs Clark	
	Teachers of Y8 Russian	Miss Tann Mrs Clark	Miss Watton



# Woodbridge High School Curriculum Overview

## Year 8 – Spanish



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Mis Vacaciones – My Holidays</b> <ul style="list-style-type: none"> <li>Revision of key grammar points from year 7</li> <li>Describe where you normally go on holiday, what there is to do there</li> <li>Discuss what you and others do during your holidays using a range of activities</li> <li>Talk about Spain as a holiday destination</li> <li>Revision of future tense to discuss future holiday and</li> <li>Use the present and future tense together</li> </ul>	<p>Use the present and future tense in the plural persons</p> <p>Additional research on places to visit in the Spanish speaking world and why</p>
Half Term2 (Nov-Dec)	<b>Mis ultimas vacaciones – My latest holidays</b> <ul style="list-style-type: none"> <li>Understand how to book a hotel room in Spanish</li> <li>Understand how to form the preterite tense</li> <li>Talk about where you went on holiday using preterit tense</li> <li>Give opinions about previous holidays comparing with current holidays</li> <li>Use present, preterit and future tenses together</li> </ul>	<p>Use the preterite tense including irregular verbs in plural persons</p> <p>Compare past, present and future holidays</p>
Half Term 3 (Jan-Feb)	<b>Medios de comunicacion – Medias</b> <ul style="list-style-type: none"> <li>Discuss our use of mobile phones</li> <li>Discuss what new technology we use in three tenses</li> <li>Discuss pros and cons of social media</li> </ul>	<p>Use a range of subjects to give different opinions discuss activities</p>
Half Term 4 (Feb-Mar)	<b>Medios de comunicacion – Medias</b> <ul style="list-style-type: none"> <li>Give a range of opinions on different music types</li> <li>Talk about TV habits and compare programs</li> <li>Discuss our reading preferences and use of ebooks</li> </ul>	<p>Discover Hispanic singers</p> <p>Learn about tele-novela</p> <p>Tackle authentic material</p>
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>How to improve my writing and reading skills as well as content knowledge for Year 8 end of year assessment</li> </ul> <b>¿Qué hacemos? – Going Out</b> <ul style="list-style-type: none"> <li>Arrange to go out using the conditional</li> <li>Use modal verbs to talk about what you want and can do</li> </ul>	
Half Term 6 (Jun-Jul)	<b>¿Qué hacemos? – Going Out</b> <ul style="list-style-type: none"> <li>Describe what you wear and your taste in clothes</li> <li>Work on targets from end of year assessment feedback</li> </ul>	<p>Learn about Hispanic traditional dress &amp; customs</p>

Examples of Home Learning Tasks	Grammar tasks, writing tasks, vocab learning, preparing presentation using success criteria and model texts, working on learning how to learn with creating flashcards for revisions
Assessment Tasks, Methods & Frequency	Every half term, alternating between speaking, reading, listening and writing assessments in class
Equipment	Pencil case, ruler, glue, exercise book, vocabulary and content booklets

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

Who Can I Contact?	Head of Spanish	Ms Zmirou (Sept 23 – Nov 23) Ms Nikolaeva (Maternity Cover Nov 23 – July 24)
	Teachers of Y8 Spanish	Ms Nikolaeva Ms Edmondson Mr Hennessy Ms Zmirou/ Ms Greenidge