

# WOODBIDGE HIGH SCHOOL

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## Curriculum Booklet for Parents

Year 9

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 9 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 9 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.

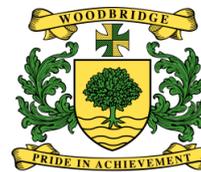
**Jeremy Clifton**

Deputy Headteacher

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

# Woodbridge High School Curriculum Overview

## Year 9 – English



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>'Of Mice and Men' by John Steinbeck</b> <ul style="list-style-type: none"> <li>Analysing and evaluating the writer's narrative craft and the relevant context of prejudice and segregation and their relevance to today's world.</li> <li>Exploring character, relationships, themes, and the writer's intentions and messages.</li> </ul>	This will vary dependent on the precise text studied and the students will be guided by the teacher. Pupils will also be encouraged to read from a selection of texts in classroom book boxes that contain books by celebrated Black and Asian writers. Examples: Akala - Natives Toni Morrison - The Bluest Eyes Chinua Achebe – Things fall Apart Trevor Noah – Born a Crime Other recommended reads: John Steinbeck – <i>The Grapes of Wrath</i> Harper Lee – <i>To Kill a Mockingbird</i> 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 and of course, the school library.
Half Term 2 (Nov-Dec)	<b>'Macbeth' by William Shakespeare</b> <ul style="list-style-type: none"> <li>Analysing the writer's stage craft, the dramatic form and the relevant context of the play.</li> <li>Exploring character, relationships, themes and the writer's intention and messages.</li> </ul>	
Half Term 3 (Jan-Feb)	<b>Poetry – Contrasts, Collisions and Diversity</b> <ul style="list-style-type: none"> <li>Studying a range of poetry from around the world linked to the theme of conflict and diversity.</li> </ul>	
Half Term 4 (Feb-Mar)	<b>Gothic Anthology – writing our Gothic story -</b> <ul style="list-style-type: none"> <li>Focusing on narrative writing responding to a range of Gothic texts.</li> </ul>	
Half Term 5 (Apr-May)	<b>End of Year exams</b> Preparation for end of year exams where students will be assessed on their Literature reading skills – exams based on Macbeth and the Contrast/Conflict poetry unit.	
Half Term 6 (Jun-Jul)	<b>Non-Fiction Reading – Justice and Peace</b> <ul style="list-style-type: none"> <li>Close and detailed analysis of journalistic writing on the theme of Justice and Peace in order to analyse non-fiction writing. This is the transition unit looking forward to GCSE English Language.</li> </ul> <b>Protest and Change – looking at protest songs – writing and performing.</b> <ul style="list-style-type: none"> <li>This also helps to prepare students for KS4.</li> </ul>	

<b>Examples of Home Learning Tasks</b>	Essays, stories, poems, research projects and other creative tasks and activities from a home learning menu.
<b>Assessment Tasks, Methods &amp; Frequency</b>	Pupils will be formally assessed each half term to help track their progress. These will include interim and main assessments and periodic learning checks across the year which will assess their skills in Speaking and Listening, Writing and response to Reading.
<b>Equipment That Students Need</b>	Pens, pencils and general equipment. Pupils will be provided with resources by members of staff. It is recommended that pupils have their own highlighters, glue sticks, their personal reading book or one borrowed from the library. Translation dictionaries where relevant, too.

<b>Parents / Carers can help their child by:</b>	<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>
<b>Useful Websites</b>	<ul style="list-style-type: none"> <li>BBC Bitesize</li> </ul>
<b>Extra-curricular Activities</b>	Debating Club, Reading Club, Writing/Newspaper Club *(all are under review)

<b>Who Can I Contact?</b>	Head of English	Ms Amihere			
	Teachers of Y9 English	Ms Minhas	Ms Geary	Ms Rée	Ms Shahid
		Ms Brown	Mr Faisal	Ms Ali	
	Mr Walker	Ms Prasher	Ms Barnes		

# Woodbridge High School Curriculum Overview

## Year 9 – Mathematics



	Core Curriculum Content (S) – Support only, (C) – Core only, (E) – Extended	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<u>Number</u> Integers and place value (S) Decimals (S) Indices, powers and roots; Factors, multiples and primes; Calculations; Estimation and rounding; reciprocals (E, C); Hierarchy of operations (BIDMAS); Standard form (E, C); Standard Form calculations (E); Surds (E)	Extension and Activities to all topics can be found on: <a href="https://www.mathsgenie.co.uk/gcse.html">https://www.mathsgenie.co.uk/gcse.html</a>
Half Term 2 (Nov-Dec)	<u>Algebra</u> Laws of indices; Expanding and factorising single brackets; Expressions and substitution into formulae (S); Setting up and solving equations (E, C); Rearranging Formulae (E); Sequences (E, C); Expanding and factorising with double brackets (E, C)	Mathswatch lessons and on-line home learning in number, algebra, Geometry, Statistics, Probability and Ratio & Proportion
Half Term 3 (Jan-Feb)	<u>Data</u> Tables, Charts and graphs (S); Pie charts; Scatter graphs; Stem and leaf diagrams; Time series; Averages and range (E, C); Representing and interpreting data (E, C); Frequency polygons (E, C)	www.corbettmaths.com has excellent free, online videos and practice questions on a range of topics.
Half Term 4 (Feb-Mar)	<u>Fractions, decimals and percentages</u> Fraction calculations; Converting between fractions, decimals and percentages; Percentage of an amount; Percentage change; Ratio and proportion (E, C); Reverse percentages (E, C); Converting recurring decimals to fractions (E, C); Compound interest (E)	
Half Term 5 (Apr-May)	<u>Angles, Pythagoras and Trigonometry</u> Angles and parallel lines; Angles in triangles, quadrilaterals, on a straight line, around a point; Interior and Exterior angles; Pythagoras' Theorem and right-angled trigonometry (E, C)	
Half Term 6 (Jun-Jul)	<u>Transformations and Constructions</u> Reflections, Rotations, Enlargements, Translations; Combining transformations; Describing transformations; Constructions and Loci; Plans and elevations (E, C); Negative scale factors (E); Scale drawings (E, C); Bearings (E, C)	

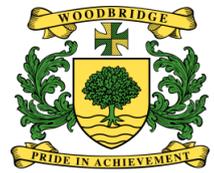
<b>Examples of Home Learning Tasks</b>	Most home learning tasks are set online on Mathswatch. Your son/daughter will be given their own password to access lessons and Home learning activities as well as games. Other Home Learning may be set for revision purposes.
<b>Assessment Tasks, Methods &amp; Frequency</b>	Students will have Learning checks every half term, based on each unit of work. Students will also be assessed before the Christmas holidays, on everything they have done since September, and will once again be assessed at the end of the year.
<b>Equipment</b>	Pen, Pencil, Geometry set, Scientific calculator and rubber.

<b>Parents / Carers can help their child by:</b>	<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 Mathswatch 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>
<b>Useful Websites</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.mathswatchvle.com">www.mathswatchvle.com</a>;</li> </ul>

<b>Who Can I Contact?</b>	Head of Maths	Mr Blunt	
	KS3 Maths Co-ordinator	Ms Neil	
	Teachers of Y9 Maths	Mr Blunt Ms Fisher Mr Thacker Mr Rahman Mr Miller	Ms Schneider Mrs Soori Mr Sharma Ms Neil

# Woodbridge High School Curriculum Overview

## Year 9 – Science: Biology



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>• Structure of animal and plant cells</li> <li>• Light microscopes</li> <li>• Calculating magnification</li> </ul>	<p>Students will receive details of how to log in to the homework app CenturyTech in the first half term</p> <p><a href="http://app.century.tech">app.century.tech</a></p> <p>They can use the app to help revise key ideas and also to learn new content</p> <p>Some home learning will also be set through this website</p>
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>• Variation and Inheritance</li> <li>• Evolution</li> <li>• Selective breeding and DNA fingerprinting</li> </ul>	
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>• Selective breeding and DNA fingerprinting</li> </ul>	
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>• Health and Disease – communicable diseases</li> </ul>	
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>• Health and Disease – Non-Communicable Diseases</li> <li>• Transport of substances into and out of cells to include Diffusion and Active Transport</li> </ul>	
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>• Skills lessons with a focus on mathematical skills required for</li> </ul>	

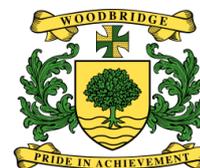
Examples of Home Learning Tasks	Research on topics. Pupils to write a comparison of animal and plant cells and describe how light microscopes and electron microscopy have aided our development in the understanding of cell structure. Pupils to write a written explanation of the structural adaptations of a specialised cell of their choice. Pupils to research where osmosis occurs in real life.
Assessment Tasks, Methods & Frequency	End of topic progress assessments, termly progress checks and in class peer assessment tasks. Practical write ups are also assessed at least once per term.
Equipment That Students Need	Pen, pencil, ruler, rubber, scientific calculator.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>• Ensuring they learn their keyword definitions</li> <li>• Regularly checking their books.</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li>• <a href="http://www.bbc.bitesize">www.bbc.bitesize</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>• Science in the news</li> </ul>

Who Can I Contact?	Head of Biology	Ms Bartlett	
	Teachers of Y9 Biology	Ms Sajeev Ms Bartlett Mr Williams	Mr Britto Ms Khudeza Ms Holder Ms Miah

# Woodbridge High School Curriculum Overview

## Year 9 – Science: Chemistry



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>States of Matter</li> <li>Separating Techniques –filtration, distillation, chromatography</li> </ul>	<p>Students will receive details of how to log in to the homework app CenturyTech in the first half term</p> <p><a href="http://app.century.tech">app.century.tech</a></p> <p>They can use the app to help revise key ideas and also to learn new content</p> <p>Some home learning will also be set through this website</p>
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Atomic Structure</li> <li>Electron structure</li> <li>Isotopes</li> </ul>	
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Types of bonding</li> <li>Forming ions</li> <li>Ionic Bonding</li> </ul>	
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Covalent Bonding</li> <li>Metallic Bonding</li> </ul>	
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Giant Ionic structures</li> <li>Simple Covalent structures</li> <li>Giant covalent structure</li> </ul>	

Examples of Home Learning Tasks	Learning key word definitions from their glossary at the start of every topic, writing experimental methods, drawing graphs, writing and balancing chemical equations, revising for end of topic assessments.
Assessment Tasks, Methods & Frequency	Tasks such as graph drawing and method writing as appropriate, mini tests and full tests on topics and all previous work approximately termly and as required by the reporting calendar.
Equipment That Students Need	Pen, pencil, ruler, eraser, calculator and supplied exercise book to be brought to every lesson.

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

Who Can I Contact?	Head of Chemistry	Mr Esop
	Teachers of Y9 Chemistry	Dr Pih Ms Tapper

# Woodbridge High School Curriculum Overview

## Year 9 – Science: Physics



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Conservation of energy</li> </ul>	<p>Students will receive details of how to log in to the homework app CenturyTech in the first half term</p> <p><a href="http://app.century.tech">app.century.tech</a></p> <p>They can use the app to help revise key ideas and also to learn new content</p> <p>Some home learning will also be set through this website</p>
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Conduction, convection and efficiency</li> </ul>	
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Waves – wave formula, transverse &amp; longitudinal waves, refraction, Sound</li> </ul>	
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>The Electromagnetic Spectrum – light, refraction, lenses</li> </ul>	
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>The Electromagnetic Spectrum – uses and dangers</li> </ul>	
Half Term 6 (Jun-Jul)	Motion and Forces <ul style="list-style-type: none"> <li>Moving objects</li> <li>Newton’s laws</li> </ul>	

Examples of Home Learning Tasks	Learning key word definitions from their glossary at the start of every topic, writing experimental methods, drawing and analysing graphs, practicing using the physics formulae, revising for end of topic assessments.
Assessment Tasks, Methods & Frequency	End of topic assessments, equations mini-tests. Progress check assessments each term. In class peer assessment tasks. Graph drawing and method writing mini tests.
Equipment That Students Need	Pens, pencil, ruler, rubber, scientific calculator. Student exercise book.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Ensuring they learn their keyword definitions they will be tested on these in every topic</li> <li>Encouraging them to use their exercise books for written revision before assessments</li> <li>Encouraging them to log in to the Active Learn website</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li>The Royal Observatory in Greenwich. <a href="http://www.rmg.co.uk/royal-observatory">http://www.rmg.co.uk/royal-observatory</a></li> <li><a href="http://www.nasa.gov">www.nasa.gov</a></li> <li><a href="http://www.rigb.org">www.rigb.org</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Watching scientific shows from the BBC</li> <li><a href="https://www.youtube.com/user/1veritasium">https://www.youtube.com/user/1veritasium</a></li> <li>Keep up to date with science in the news</li> </ul>

Who Can I Contact?	Head of Physics	Mr Sethuraman	
	Teachers of Y9 Physics	Ms Wardle Ms Verma	Ms Mohammed Mr Peethamparam Mr Williams

# Woodbridge High School Curriculum Overview

## Year 9 – Art



		Curriculum Content	Activities
Half Term 1 (Sep – Oct)	<b>PACKAGE DESIGN:</b> Students will investigate various illustration styles, package design and layout to produce own commercial art piece.	<ul style="list-style-type: none"> <li>Understand the role of an artist/ designer.</li> <li>Explore a range of illustration styles and techniques.</li> <li>Select and prepare own source materials.</li> <li>Explore composition and design layout.</li> </ul>	Produce a wider set of ideas for a range of cans, bottles and carton designs.
Half Term 2 (Nov-Dec)		<ul style="list-style-type: none"> <li>Justify choices and decisions made.</li> <li>Review and refine techniques and ideas.</li> <li>Produce personal, individual and imaginative outcomes.</li> </ul>	
Half Term 3 (Jan-Feb)	<b>ABSTRACT ART:</b> Students will explore Abstract art and relevant artists within the movement and produce their own work in response. They will learn how to create a successful composition using the rule of thirds.	<ul style="list-style-type: none"> <li>Explore the history of Abstract Art.</li> <li>Understand the different approaches to Abstract art such as abstract expressionism and colour field painting.</li> <li>Experiment with abstraction techniques.</li> <li>Learn about the rule of thirds and apply it to own work.</li> </ul>	Explore optical illusions where images are hidden within a pattern. Create your own.
Half Term 4 (Feb-Mar)		<ul style="list-style-type: none"> <li>Abstract art written analysis.</li> <li>Produce an abstract piece of art with direct focus on shape, form, colour and composition.</li> <li>Investigate Op Art.</li> <li>Identify key characteristics of Op Art and make connections with linear perspective.</li> </ul>	
Half Term 5 (Apr-May)	<b>PICASSO AND WORLD CULTURE INFLUENCE:</b> Students will investigate the work of Picasso and how African Masks influenced his artwork. They will use masks from around the world and Picasso's Cubist portraits to develop designs of their own and a cardboard, relief abstract mask.	<ul style="list-style-type: none"> <li>Expand on Abstract Art project by exploring Cubism</li> <li>Use key characteristics of Picasso's cubist portraits and world masks to inspire own ideas.</li> <li>Use layering techniques to create a cardboard structure</li> </ul>	Visit the V&A Museum to sketch and photograph cultural artwork from first hand observation or Tate Modern to see Picasso
Half Term 6 (Jun-Jul)		<ul style="list-style-type: none"> <li>Revisit core skills in painting and colour mixing – learn how to create neutral colours</li> <li>Embed painting and blending skills to create a refined outcome</li> </ul>	

<b>Examples of Home Learning Tasks</b>	Students should expect to receive home learning every 4 weeks: <ul style="list-style-type: none"> <li>Collect a range of images to support own ideas in class.</li> <li>Combine text and imagery to create an exciting logo design.</li> <li>Complete a masked portrait in the style of Iain MacArthur.</li> <li>Choose one previous home learning, reflect on feedback and improve the piece.</li> </ul>
<b>Assessment Tasks, Methods &amp; Frequency</b>	<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>
<b>Equipment That Students Need</b>	Rubber, sharpener, long 30cm ruler, HB and 2B shading pencil, glue stick, coloured pencils, black fine liner pen and apron.

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

<b>Who Can I Contact?</b>	Head of Art	Mrs Ward-Mills
	Teachers of Y9 Art	Miss Chana Mrs Anderson Mrs Joounn Mrs Ward-Mills

# Woodbridge High School Curriculum Overview

## Year 9 – Art (early choice)



		Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<p><b>NATURAL FORMS:</b> During this extended project students will cover the three disciplines Art, Craft and Design and learn about Art at a more advanced level.</p> <p>They will be given the opportunity to explore a wide range of new media processes and techniques and really refine their technical skills.</p> <p>Students will have the opportunity to work in fine art materials, photography, some digital work and clay.</p>	<ul style="list-style-type: none"> <li>• Drawing directly from observation using the formal elements</li> <li>• Reflective annotations – subject language</li> <li>• Photography</li> <li>• Exploration of artist - Fine Art</li> <li>• Colour theory</li> <li>• Acrylic painting and blending skills/techniques.</li> <li>• Refinement of skills – Fine Art outcome</li> </ul>	<p>All HL tasks have additional extra challenge.</p> <p>Individual tasks set by teachers.</p>
Half Term 2 (Nov-Dec)			
Half Term 3 (Jan-Feb)		<ul style="list-style-type: none"> <li>• Exploration of artist – Craft and Design</li> <li>• Further development of drawing and painting skills – water colour</li> <li>• Reflective annotations – subject language</li> <li>• Learning about composition - repeat pattern</li> <li>• Computer generated design</li> <li>• Print making skills and processes</li> <li>• Refinement of skills – Design outcome</li> </ul>	<p>Extra work can be completed at home or after school.</p>
Half Term 4 (Feb-Mar)			
Half Term 5 (Apr-May)		<ul style="list-style-type: none"> <li>• Exploration of artist – 3D</li> <li>• Exploration of 3D materials, processes and techniques</li> <li>• Reflective annotations – subject language</li> <li>• Development of 3D ideas</li> <li>• Refinement of skills – 3D outcome</li> </ul>	
Half Term 6 (Jun-Jul)			

Examples of Home Learning Tasks	<p>Students should expect to receive home learning every 2/3 weeks.</p> <ul style="list-style-type: none"> <li>• Collect a range of source materials/ images to draw from in lesson.</li> <li>• Observational drawing task using shade and tone.</li> <li>• Study an artist, designer, photographer that's relevant to your work.</li> <li>• Review your teacher's feedback and make improvements to a particular piece.</li> </ul>
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> <li>• One to one verbal feedback in lessons</li> <li>• Regular peer and self-assessment of HL</li> <li>• Skills and knowledge-based learning checks every term</li> <li>• Deep marking every term of coursework and home learning</li> </ul>
Equipment That Students Need	<p><b>Essentials:</b> Students should purchase an Art pack which contains all basic Art equipment needed for the year. This includes an A3 sketchbook.</p> <p><b>Desired:</b> In addition to the Art packs a set of acrylic paints would be really useful</p>
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>• Ensure students bring their equipment and sketchbook to every lesson.</li> <li>• Encourage students to visit galleries, museums and places of interest. Ensure students meet deadlines.</li> </ul>
Useful Websites	<p><a href="http://www.gettyimages.co.uk">www.gettyimages.co.uk</a> <a href="http://www.tate.org.uk">www.tate.org.uk</a> <a href="http://www.saatchigallery.com">www.saatchigallery.com</a></p>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>• Art clubs are being reviewed – information to follow. <ul style="list-style-type: none"> <li>• Possible trip to gallery or museum.</li> </ul> </li> </ul>

Who Can I Contact?	Head of Art	Mrs Ward-Mills
	Teachers of Y9 Art (early choice)	Miss Chana                      Mrs Ward-Mills

# Woodbridge High School Curriculum Overview

## Year 9 – Business Studies (early choice)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>• Introduction to Business</li> <li>• History of money</li> <li>• Developing a winning business idea</li> <li>• Researching to find the best deal</li> <li>• Budgets</li> <li>• Halloween enterprise activity</li> </ul>	<p>* Watching relevant clips of shows such as the Apprentice.</p> <p>* Wider reading about start-up businesses.</p> <p>* Reading up to date news articles relating to the financial performance of a range of businesses.</p> <p>* Reading business articles from the BBC news website</p>
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>• Making purchasing decisions</li> <li>• Good debt vs bad debt</li> <li>• Advertising jingles</li> <li>• My financial future?</li> <li>• Online shopping &amp; online safety</li> <li>• Methods of saving &amp; borrowing</li> <li>• Christmas enterprise activity</li> </ul>	
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>• Break even</li> <li>• Services provided by the banks</li> <li>• Interviews</li> <li>• Needs vs wants</li> <li>• Consumer rights</li> <li>• Valentine's Day enterprise activity</li> </ul>	
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>• Pricing strategies</li> <li>• Promotional campaigns</li> <li>• Income tax calculations</li> <li>• Methods of payments &amp; payslips</li> <li>• <i>REVISION for end of year exam</i></li> </ul>	
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>• Enterprise Project – students put together all the skills learned throughout the year and run their own business.</li> </ul>	
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>• Preparation for Enterprise Fair – after running their own business, students present their businesses and what they have learned to a panel of judges.</li> </ul>	

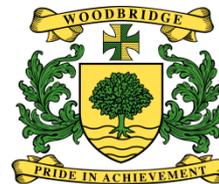
Examples of Home Learning Tasks	<ul style="list-style-type: none"> <li>• Case studies, research project and wider reading.</li> <li>• Prepare fact sheets about a range of entrepreneurs such as Elon Musk and Oprah Winfrey.</li> <li>• Enterprise project extension tasks</li> </ul>
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> <li>• Participation in class discussions monitored every lesson.</li> <li>• Formal and informal presentation skills feedback</li> <li>• Written assessments</li> <li>• Enterprise project assessed by judges at the Enterprise Fair</li> </ul>
Equipment	Different coloured biro pens, pencil, ruler, rubber, calculator.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>• Supporting students with various enterprise projects throughout the year.</li> <li>• Discussing personal finance topics with students.</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/schools/gcsebitesize/">http://www.bbc.co.uk/schools/gcsebitesize/</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>• Wider reading – Reading the business section on BBC news</li> <li>• Enterprise project extension tasks</li> </ul>

Who Can I Contact?	Head of Business	Ms Jaeggi
	Teachers of Y9 Business	Ms O'Callaghan Ms Jaeggi

# Woodbridge High School Curriculum Overview

## Year 9 – Computing and IT



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Python Programming</b> Students will reinforce their understanding of inputs, outputs, variables and selection through the means of a variety of programming challenges. Students will also be taught the programming structure of iteration. They will learn how FOR and WHILE loops work and will code these structures in a range of programs.	
Half Term 2 (Nov-Dec)	<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 (+, -, * and /), 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	
Half Term 3 (Jan-Feb)	<b>Computer Science theory</b> This cover lots of different parts of theory of computer from hardware to software. To how computer work. Some lessons are practical others parts are written based.	
Half Term 4 (Feb-Mar)	<b>Augmented reality (AR)</b> In this unit, students will learn the purpose, use and types of augmented reality (AR) in different contexts and how they are used on different digital devices. They will develop the skills to be able to design and create an AR model prototype, using a range of tools and techniques. Students will also be able to test and review their AR model prototype.	
Half Term 5 (Apr-May)	<b>Revisions for the end of year test</b> This term is a re-cap the year with the students preparing for their end of year tests	
Half Term 6 (Jun-Jul)	<b>Music festival IT Project</b> This project that student will need to create a lot of different type of computer media from poster to videos for a music festival.	

<b>Examples of Home Learning Tasks</b>	Plan an app which will function and run as intended. Explain the impact of using Computer Aided Design in the world today. Plan a solution for animation which will perform a specific task. Write a report about the impact of Mobile Applications in today's society.
<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. Overall project assessed towards end.
<b>Equipment That Students Need</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://www.python.org/">http://www.python.org/</a></li> <li><a href="http://www.adobe.com/devnet/dreamweaver.html">http://www.adobe.com/devnet/dreamweaver.html</a></li> <li><a href="http://google-sketchup.en.softonic.com">http://google-sketchup.en.softonic.com</a></li> </ul>
<b>Extra-curricular Activities</b>	<ul style="list-style-type: none"> <li>Computer Club held by ICT and Computing teachers</li> </ul>

<b>Who Can I Contact?</b>	Head of Computing and IT	Mr Brock-Carey	
	Teachers of Y9 Computing and IT	Mr Brock-Carey Ms Oladimeji	Mr Savier Ms Mitchell

# Woodbridge High School Curriculum Overview

## Year 9 – Computer Science (early choice)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Opportunity to investigate how computers work</b> <ul style="list-style-type: none"> <li>Learning Algorithms</li> <li>Pseudo Code</li> <li>Flowcharts</li> </ul>	<a href="https://www.codecademy.com/">https://www.codecademy.com/</a>  <a href="https://www.codecademy.com/learn/learn-sql">https://www.codecademy.com/learn/learn-sql</a>  <a href="https://www.cambridgegcsecomputing.org/">https://www.cambridgegcsecomputing.org/</a>  <a href="http://www.khanacademy.com">www.khanacademy.com</a>
Half Term 2 (Nov-Dec)	<b>Programming Skills</b> <ul style="list-style-type: none"> <li>Developing Programming Skills using Python</li> <li>The use of SQL to search for data</li> <li>Development of computational thinking skills</li> </ul> Producing robust programs	
Half Term 3 (Jan-Feb)		Book of Programming challenges – see how many you can code  Projecteuler.net
Half Term 4 (Feb-Mar)	<b>Programming Challenges using projects</b> <ul style="list-style-type: none"> <li>Pseudo Code</li> <li>Flowcharts</li> </ul>	Cambridge Computer Science Book
Half Term 5 (Apr-May)		
Half Term 6 (Jun-Jul)		

Examples of Home Learning Tasks	Practice programming skills to prepare for NEA Cambridge Computing Science Student Book to work through
Assessment Tasks, Methods & Frequency	End of unit tests
Equipment That Students Need	Pen, pencil, ruler eraser Cambridge Computing Science Student Book   CGP Computer Science Book

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Email <a href="mailto:contactcomputing@woodbridgehigh.co.uk">contactcomputing@woodbridgehigh.co.uk</a> if you have questions/queries</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.teach-ict.com">www.teach-ict.com</a> (Username ig87dq   Password: memory6)</li> <li><a href="http://www.codeacademy.com/#!/exercises/0">http://www.codeacademy.com/#!/exercises/0</a></li> <li><a href="https://www.khanacademy.org/coach/dashboard">https://www.khanacademy.org/coach/dashboard</a></li> <li><a href="https://www.cambridgegcsecomputing.org/">https://www.cambridgegcsecomputing.org/</a> (log in with your unique username and password from your book)</li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Watch BBC Click (available online on BBC iPlayer) each week</li> <li><a href="http://www.computerweekly.com/">http://www.computerweekly.com/</a></li> </ul>

Who Can I Contact?	Head of Computing and IT	Mr Brock-Carey
	Teachers of Y9 Computer Science (early choice)	Mr Brock-Carey    Mr Savier

# Woodbridge High School Curriculum Overview

## Year 9 – Design & Technology



	Curriculum Content	Suggested Reading or Extension Activities
<p>During the year, students complete a choice of two of the following units shown here in rotation.</p> <p>Not all students complete the same units at the same time.</p> <p>Please contact the Head of Department for further details</p>	<p><b>Product Design - Timbers and metals</b></p> <ul style="list-style-type: none"> <li>Identifying a problem and considering a range of solutions.</li> <li>Developing traditional design skills as well as design using CAD.</li> <li>Planning and practising relevant manufacturing skills.</li> <li>Performing a complex making task.</li> <li>Testing and evaluating the final product and design concept.</li> </ul>	<p>Students are encouraged to research theoretical information that compliments the study of Design Technology.</p> <p>This is provided through a range of home-learning tasks. Extension activities are set to improve subject knowledge in preparation for GCSE.</p>
	<p><b>Food Technology - Family Meals</b></p> <ul style="list-style-type: none"> <li>Make a selection of main courses and desserts</li> <li>Importance of balanced meals and will look closely of the functions of nutrients.</li> <li>GCSE style investigation tasks.</li> </ul>	
	<p><b>Graphics – Papers and Smart materials</b></p> <ul style="list-style-type: none"> <li>Research and analysis of existing products.</li> <li>Design and development of a unique game set.</li> <li>Manufacture of a complex product using relevant CAD/CAM.</li> <li>Testing and evaluation of the final product.</li> </ul>	

Examples of Home Learning Tasks	<ul style="list-style-type: none"> <li>Mini research projects.</li> <li>Students are given a choice of a range of focused activities to complete.</li> </ul>
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> <li>Ongoing assessment against national curriculum standards. Students kept informed via consistent and 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 museums, such as the Design Museum, Science Museum, The British Museum, Museum of Brands, Packaging &amp; Advertising, Victoria &amp; Albert Museum</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li>BBC Bitesize – <a href="https://www.bbc.co.uk/bitesize/examspecs/zb6h92p">https://www.bbc.co.uk/bitesize/examspecs/zb6h92p</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> <li>Google Sketch-up (accessed through Google Drive/Real Smart with their Woodbridge login)</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> </ul>

Who Can I Contact?	Head of Design & Technology	Ms Rivers	
	Teachers of Y9 Design & Technology	Mr Prosser Ms John Mr Allen	Mr O'Brien Ms Rivers

# Woodbridge High School Curriculum Overview

## Year 9 – Product Design (early choice)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<p><b>Introduction:</b> The course is designed to provide students with opportunities to expand their knowledge, through theory lessons, and practical skills and apply these at a higher level than at KS3. Product design practical projects are timber and acrylic-based, using traditional hand skills, machinery and Computer Aided Design and Manufacture.</p> <p>The early choice is a skills-based year that will focus on:</p> <ul style="list-style-type: none"> <li>• Focused practical work</li> <li>• Developing design skills</li> <li>• Problem solving and creativity</li> <li>• Developing and refining making skills</li> <li>• Innovation</li> <li>• CAD/CAM</li> <li>• Modelling and prototyping</li> </ul> <p>We will also be looking at a wide range of theory topics that include:</p> <ul style="list-style-type: none"> <li>• Materials and their properties</li> <li>• Sustainable design</li> <li>• The work of inspirational designers</li> <li>• Mechanical systems</li> </ul>	Reading articles from a quality newspaper or their online equivalent or from the BBC news website.
Half Term 2 (Nov-Dec)		<a href="https://www.bbc.co.uk/bitesize/examspecs/zb6h92p">https://www.bbc.co.uk/bitesize/examspecs/zb6h92p</a> <ul style="list-style-type: none"> <li>• Google Sketch-up (accessed through Google Drive/Real Smart with their Woodbridge login)</li> </ul>
Half Term 3 (Jan-Feb)		Wider reading:
Half Term 4 (Feb-Mar)		<ul style="list-style-type: none"> <li>• Materials Characteristics</li> <li>• Manufacturing processes</li> <li>• Sustainable design</li> </ul>
Half Term 5 (Apr-May)		
Half Term 6 (Jun-Jul)		Exam board: Edexcel

<b>Examples of Home Learning Tasks</b>	Directed research on the sustainability issues of a toothbrush leading to the re-designing of a sustainable and ergonomic toothbrush
<b>Assessment Tasks, Methods &amp; Frequency</b>	Learning checks and retrieval practice to take place every two to three weeks with an end of year written assessment.
<b>Equipment That Students Need</b>	Pupils will be provided with books and folders, they should have drawing equipment such as pencils, ruler, rubber, colouring pencils

<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>• Ensuring that pupils read regularly and widely, design publications and newspaper supplements</li> <li>• Fully equipped pencil case</li> <li>• Access to a computer/internet</li> <li>• Encouraging students to use the BBC Bitesize website to learn the core theory topics</li> </ul>
<b>Useful Websites</b>	<ul style="list-style-type: none"> <li>• BBC Bitesize <a href="https://www.bbc.com/bitesize/examspecs/zb6h92p">https://www.bbc.com/bitesize/examspecs/zb6h92p</a></li> </ul>
<b>Extra-curricular Activities</b>	<ul style="list-style-type: none"> <li>• Study support sessions at lunchtime &amp; afterschool.</li> <li>• Encouraging students to read Design supplements in newspapers.</li> <li>• Visit museums – <ul style="list-style-type: none"> <li>○ Design Museum</li> <li>○ Science Museum</li> <li>○ The British Museum</li> <li>○ Museum of Brands, Packaging &amp; Advertising</li> <li>○ Victoria &amp; Albert Museum</li> </ul> </li> </ul>

<b>Who Can I Contact?</b>	Head of Design & Technology	Ms Rivers
	Teachers of Y9 Product Design (early choice)	Mr O'Brien    Mr Allen    Ms Rivers

# Woodbridge High School Curriculum Overview

## Year 9 – Graphic Products (early choice)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<p><b>Introduction:</b> The course is designed to provide students with opportunities to expand their knowledge, through theory lessons, and practical skills and apply these at a higher level than at KS3. Product design practical projects are paper, board and foam core board-based, using traditional hand skills, machinery and Computer Aided Design and Manufacture.</p> <p>The early choice is a skills-based year that will focus on:</p> <ul style="list-style-type: none"> <li>• Focused practical work</li> <li>• Developing design skills</li> <li>• Problem solving and creativity</li> <li>• Developing and refining making skills</li> <li>• Innovation</li> <li>• CAD/CAM</li> <li>• Modelling and prototyping</li> </ul> <p>We will also be looking at a wide range of theory topics that include:</p> <ul style="list-style-type: none"> <li>• Materials and their properties</li> <li>• Sustainable design</li> <li>• The work of inspirational designers</li> <li>• Mechanical systems</li> </ul>	Reading articles from a quality newspaper or their online equivalent or from the BBC news website.
Half Term 2 (Nov-Dec)		<p><a href="https://www.bbc.co.uk/bitesize/examspecs/zb6h92p">https://www.bbc.co.uk/bitesize/examspecs/zb6h92p</a></p> <ul style="list-style-type: none"> <li>• Google Sketch-up (accessed through Google Drive/Real Smart with their Woodbridge login)</li> </ul>
Half Term 3 (Jan-Feb)		Wider reading:
Half Term 4 (Feb-Mar)		<ul style="list-style-type: none"> <li>• Materials Characteristics</li> <li>• Manufacturing processes</li> </ul>
Half Term 5 (Apr-May)		
Half Term 6 (Jun-Jul)		Exam board: Edexcel

<b>Examples of Home Learning Tasks</b>	Directed research on the sustainability issues of a toothbrush leading to the re-designing of a sustainable and ergonomic toothbrush
<b>Assessment Tasks, Methods &amp; Frequency</b>	Learning checks and retrieval practice to take place every two to three weeks with an end of year written assessment.
<b>Equipment That Students Need</b>	Pupils will be provided with booklets and folders.

<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>• Ensuring that pupils read regularly and widely, design publications and newspaper supplements</li> <li>• Fully equipped pencil case</li> <li>• Access to a computer/internet</li> <li>• Encouraging students to use the BBC Bitesize website to learn the core theory topics</li> </ul>
<b>Useful Websites</b>	<ul style="list-style-type: none"> <li>• BBC Bitesize <a href="https://www.bbc.com/bitesize/examspecs/zb6h92p">https://www.bbc.com/bitesize/examspecs/zb6h92p</a></li> </ul>
<b>Extra-curricular Activities</b>	<ul style="list-style-type: none"> <li>• Study support sessions at lunchtime &amp; afterschool.</li> <li>• Encouraging students to read Design supplements in newspapers.</li> <li>• Visit museums – <ul style="list-style-type: none"> <li>○ Design Museum</li> <li>○ Science Museum</li> <li>○ The British Museum</li> <li>○ Museum of Brands, Packaging &amp; Advertising</li> <li>○ Victoria &amp; Albert Museum</li> </ul> </li> </ul>

<b>Who Can I Contact?</b>	Head of Design & Technology	Ms Rivers
	Teachers of Y9 Graphics (early choice)	Ms Gleeson Mr Prosser

# Woodbridge High School Curriculum Overview

## Year 9 – Hospitality and Catering (early choice)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<p><b>Introduction to Hospitality &amp; Catering</b>  <b>Theory Focus:</b> Know how food can cause ill health. Students will focus on <b>food safety</b> this half term and should be aware of and be able to analyse, identify explain or describe:</p> <ul style="list-style-type: none"> <li>• food-related causes of ill health</li> <li>• common types of food poisoning</li> <li>• symptoms of food induced ill health</li> <li>• food safety hazards in different situations</li> <li>• risks to food safety</li> <li>• control measures</li> <li>• food safety regulations and the role of the Environmental Health officer.</li> </ul> <p><b>Practical lesson focus: Developing and improving practical skills learnt at KS3.</b></p>	<p><a href="http://www.food.gov.uk/">http://www.food.gov.uk/</a></p> <p><a href="http://www.food.gov.uk/business-industry/caterers/trainin g/hygiene-videos">http://www.food.gov.uk/business-industry/caterers/trainin g/hygiene-videos</a></p> <p><a href="http://www.foodsafetydirect.co.uk/index.html">http://www.foodsafetydirect.co.uk/index.html</a></p>
Half Term 2 (Nov-Dec)	<p><b>Theory Focus:</b> Understanding the importance of <b>nutrition</b> when planning meals. Students will cover the following:</p> <ul style="list-style-type: none"> <li>• The functions of nutrients</li> <li>• compare the nutritional needs of specific groups</li> <li>• explain what happens if you don't have a balanced diet</li> <li>• know how the different cooking methods impact on the nutritional value of foods</li> <li>• know the factors to consider when planning menus</li> <li>• be aware of environmental issues when cooking</li> <li>• explain how the dishes meet the customer needs</li> <li>• produce time plans for practical outcomes</li> <li>• be aware of how to check ingredients are of good quality.</li> </ul> <p><b>Practical lessons focus: Use of commodities</b></p>	<p><a href="http://www.nhs.uk/LiveWell/Goodfood/Pages/eatwell-plate.aspx">http://www.nhs.uk/LiveWell/Goodfood/Pages/eatwell-plate.aspx</a></p>
Half Term 3 (Jan-Feb)		
Half Term 4 (Feb-Mar)	<p><b>Theory Focus:</b> Understand the <b>environment</b> in which hospitality and catering providers operate:</p> <ul style="list-style-type: none"> <li>• Describe the structure of the hospitality and catering industry</li> <li>• be aware of and be able to describe the job roles and working conditions.</li> <li>• explain the factors affecting the success of providers. <ul style="list-style-type: none"> <li>• Unit 2 Practice Non-Examined Assessment (Coursework)</li> </ul> </li> </ul> <p><b>Practical lessons focus: presentation techniques &amp; accompaniments</b></p>	<p><a href="http://jobs.thecaterer.com/">http://jobs.thecaterer.com/</a></p>
Half Term 5 (Apr-May)		
Half Term 6 (Jun-Jul)		

Examples of Home Learning Tasks	Research tasks, sensory analysis & evaluations, restaurant & hospitality reviews, revision activities and self-assessments.
Assessment Tasks, Methods & Frequency	Students will study each theory topic and will sit a learning check at the end of each topic. Students will have an end of year assessment in the summer term for Unit 2 (An assessed mock coursework project).
Equipment That Students Need	Students will be provided with assessment folders, books and a digital revision guide.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>• Ensuring that students read regularly and widely</li> <li>• Food ingredients/food presentation props for practical lessons.</li> <li>• Visit hospitality and catering establishments to gain first-hand experience</li> <li>• Access to a computer/internet</li> <li>• Encouraging students to use the BBC Bitesize website to revise over the theory topics mentioned above.</li> </ul>
Useful Websites	<a href="https://www.bbc.co.uk/bitesize/subjects/zbtvxy">https://www.bbc.co.uk/bitesize/subjects/zbtvxy</a>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>• Study support sessions at lunchtime &amp; afterschool.</li> </ul>

Who Can I Contact?	Lead Teacher of H&C	Ms S John
	Head of Design & Technology	Ms Rivers

# Woodbridge High School Curriculum Overview

## Year 9 – Drama



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<p><b>Verbatim Theatre</b></p> <ul style="list-style-type: none"> <li>Explore the real-life contemporary situation of real-life events.</li> <li>Research the different groups involved through verbatim text.</li> <li>Consider the choices and opinions of those involved.</li> <li>Debate these choices and present an opinion.</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 and show new methods of story-telling. One of the easiest to access is Redbridge Drama Centre.</p> <p>There are also plenty of opportunities to take part in extra-curricular drama both in school and outside. We run lunchtime and after-school clubs.</p> <p>Every year the school hosts an annual school production that showcases the incredible talent of our students. We encourage all students to get involved in this challenging but incredible experience and look forward to sharing our performances with parents, teachers, peers and the local community</p>
Half Term 2 (Nov-Dec)	<p><b>Curious Incident of the Dog in the Nighttime</b></p> <ul style="list-style-type: none"> <li>Explore practitioner and movement director Frantic Assembly</li> <li>Students learn about the experience of others on the autistic spectrum such as sensory overload</li> <li>Use extracts from the text to explore sequences of movement</li> <li>Students are assessed on an extract of their choice, using movement devices from the practitioner.</li> </ul>	
Half Term 3 (Jan-Feb)	<p><b>Greek Theatre</b></p> <ul style="list-style-type: none"> <li>Historical scheme that explores canonical conventions of Greek theatre.</li> <li>Harness skills such as choral speaking, unison movement.</li> <li>Students study classic scripts such as Oedipus, Medea and Antigone. They then reimagine the setting, location, and context to ensure that it is relevant for a contemporary audience.</li> </ul>	
Half Term 4 (Feb-Mar)	<p><b>Macbeth</b></p> <ul style="list-style-type: none"> <li>Introduction to Iambic Pentameter</li> <li>Exploration of archaic language</li> <li>Engage with a Shakespearian text.</li> </ul>	
Half Term 5 (Apr-May)	<p><b>Macbeth</b></p> <ul style="list-style-type: none"> <li>Interpret the characters within the text to create new meaning.</li> <li>Change the setting, time era and characters to adapt the text for a contemporary audience.</li> <li>Select key extracts explored through the scheme and perform for assessment</li> </ul>	
Half Term 6 (Jun-Jul)	<p><b>Human Nurture</b></p> <ul style="list-style-type: none"> <li>Contemporary play that explores racism, identity, friendship.</li> <li>Students learn about subtext, context, rhetoric.</li> <li>Students asked to perform in the style of naturalism.</li> </ul>	

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

Who Can I Contact?	Head of Drama	Mr Eva		
	Teachers of Y9 Drama	Mr Eva	Ms Farr	Ms Manwaring

# Woodbridge High School Curriculum Overview

## Year 9 – Drama (early choice)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 & 2 (Sep – Dec)	<p><b><u>Introduction to Drama: Urban Fairy Tales</u></b> To introduce students to what they will encounter in Drama, they will explore a topic called ‘Urban Fairytales’. Within this, students will be expected to:</p> <ul style="list-style-type: none"> <li>• Work with various forms of text such as fiction, script and poetry</li> <li>• Reinterpret traditional fairytales with the influence of current events and politics</li> <li>• Devise performances using a stimulus</li> <li>• Work with various styles and historical genres of theatre</li> </ul>	<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. A great local theatre to visit would be the Redridge Drama Centre.</p> <p>We recommend reading any books by leading practitioners.</p>
Half Term 3 & 4 (Jan-Mar)	<p><b><u>‘Teechers’ by John Godber</u></b> Students will work with this play text; exploring the characters, themes and meaning of the piece. Students will be set the task of bringing the text to life and will also devise original scenes using the text as stimulus.</p>	<p>There are many performances both locally and beyond that capture and show new ideas and ways to tell stories.</p>
Half Term 5 (Apr-May)	<p><b><u>‘Two’ by Jim Cartwright</u></b> Within this unit, students will perform a scripted monologue/duologue. They will experiment with various acting techniques and develop their knowledge of character, setting and characterisation skills. Unlike the other scripted unit, students will gain a more in-depth concept of developing a role using this dynamic and comedic text.</p>	<p>Alongside visiting is to take part in extra-curricular drama in school, the department also run lunchtime and after-school clubs.</p>
Half Term 6 (Jun-Jul)	<p><b><u>Immersive Theatre</u></b> The final unit of this year is handed over to students to devise and develop an immersive theatre performance in response to a brief. Students will take part in an immersive performance delivered by staff, the aim of this is for students to grasp how drama in education is impactful. Based on their findings, students will develop their own immersive performance.</p>	<p>We offer opportunities to perform in school and hope to continue this. This includes the annual school production.</p>

Examples of Home Learning Tasks	<ul style="list-style-type: none"> <li>• Theatre reviews</li> <li>• Research tasks</li> <li>• Evaluations</li> <li>• Reflections</li> <li>• Self-assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Mind-mapping/ brainstorming</li> <li>• Independent rehearsal,</li> <li>• Response to set questions</li> <li>• Mock Exams,</li> <li>• Collating notes</li> </ul>
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Assessment Tasks, Methods & Frequency	Each module studied will be concluded with a performed assessment. Students will also need to complete coursework style evidence to accompany some of these assessments.
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Equipment Which Students Need	Students may be asked to bring in props to enhance a performance, other than this, the essential school equipment will be required.
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Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>• Visiting a variety of theatre</li> <li>• Ensuring that home learning is completed and of a high standard</li> <li>• Visiting showcases in support of students work</li> </ul>
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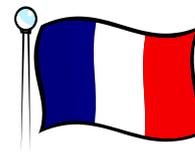
Useful Websites	<ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/schools/gcsebitesize/drama/drama_wjec">www.bbc.co.uk/schools/gcsebitesize/drama/drama_wjec</a></li> <li>• <a href="http://www.vam.ac.uk/page/t/theatre-and-performance/">www.vam.ac.uk/page/t/theatre-and-performance/</a></li> <li>• <a href="http://www.nationaltheatre.org.uk/discover-more">www.nationaltheatre.org.uk/discover-more</a></li> <li>• <a href="http://www.redbridgedramacentre.co.uk/">www.redbridgedramacentre.co.uk/</a></li> </ul>
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Extra-curricular Activities	<ul style="list-style-type: none"> <li>• Lunchtime, After-school Clubs and Whole school production</li> <li>• Theatre trips</li> </ul>
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Who Can I Contact?	Head of Drama	Mr Eva
	Teachers of Y9 Drama (early choice)	Ms Farr Ms Manwaring

# Woodbridge High School Curriculum Overview

## Year 9 – French



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>To describe where you live using adjectives that come before the noun</li> <li>Describing your house/flat and comparing it to houses in francophone countries</li> <li>Extended writing practice: how to write detailed paragraphs about where you live using 'CROATIAN' elements</li> </ul>	Create your own vocab learning course on <a href="http://memrise.com">memrise.com</a> or <a href="http://quizlet.com">quizlet.com</a>
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>To discuss environmental problems in your town</li> <li>To talk about possible solutions to environmental problems</li> </ul>	
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Talking about sports and activities you do to keep fit</li> <li>Saying what you will eat in order to stay healthy</li> <li>Film project – Au Revoir les Enfants</li> </ul>	<a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> and <a href="http://www.zut.org.uk">www.zut.org.uk</a> for review of the key tenses Researching what life was like for French Jews in WW2
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Talking about jobs using the masculine and feminine forms of the noun</li> <li>Describing jobs and work places</li> <li>Saying what you will and would like to do in the future</li> <li>Using 3 or more tenses in extended writing</li> </ul>	Research jobs that require the ability to speak French
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Photo Description task: How to describe a photo</li> <li>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>Feedback on KS3 Exams</li> <li>Parties and celebrations: What events are celebrated by the French and how they celebrate them</li> </ul>	Research key festivals such as 14 juillet, le chandeleur, le 6 janvier, l'Aid

Examples of Home Learning Tasks	<ul style="list-style-type: none"> <li>Worksheet practicing key grammar points</li> <li>Learning key vocabulary and verbs</li> <li>Independent writing or re-drafting following marking</li> <li>Preparing a spoken presentation</li> </ul>
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> <li>One formal assessment in two skills per half-term</li> <li>Frequent mini vocabulary and verb tests.</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</li> <li>Encouraging students to regularly look over past work, re-read and re-write notes and create flashcards and mind maps</li> <li>Testing your child on spelling / meaning of vocabulary from the vocab book</li> <li>Ensuring that home learning is completed and checked, and writing has not been done using internet translators or AI</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.zut.org.uk">www.zut.org.uk</a> – all round skills practice on different topics</li> <li><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> – grammar explanations and practice</li> <li><a href="http://www.wordreference.com">www.wordreference.com</a> – online dictionary               <ul style="list-style-type: none"> <li><a href="http://www.conjuguemos.com">www.conjuguemos.com</a> - Website to help with verb conjugation</li> <li><a href="http://www.memrise.com">www.memrise.com</a> - Vocab learning website</li> </ul> </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 Y9 French	Mrs Bemath Ms Girard Ms Hall

# Woodbridge High School Curriculum Overview

## Year 9 – Geography



	Curriculum Content	Assessment, Suggested Reading or Extension Activities
Autumn term	<b>A World of Borders</b> Build upon Our Urban world, understanding why people migrate. Introducing the concept of borders and recognising the causes of migration. Pupils will explore different migration routes throughout history	Midpoint assessment, End of topic assessment. <a href="https://padlet.com/WHS_GEOG/isrd15p18dh9celf">https://padlet.com/WHS_GEOG/isrd15p18dh9celf</a>
Autumn Term	<b>Cold Environments</b> To explore how Ice has changed the world. Students will have an introduction into glaciation and to learn about how they have shaped our land. We will then explore the governance of the Arctic.	Midpoint assessment End of topic assessment. Please visit our padlet page: <a href="https://padlet.com/WHS_GEOG/wo1d97g8d6hbysl4">https://padlet.com/WHS_GEOG/wo1d97g8d6hbysl4</a>
Spring Term	<b>Is our Earth running out of Natural Resources?</b> To explore the key resources of Water, food and energy. We will link to places in the Middle East and Africa. This will build on knowledge from UK Landscapes, Weather and climate, Development	Midpoint assessment End of topic assessment. <a href="https://padlet.com/WHS_GEOG/dc52phwf7ogxtkd">https://padlet.com/WHS_GEOG/dc52phwf7ogxtkd</a>
Spring Term	<b>Climate Crisis an Earths future.</b> Building upon Y7 unit of weather and Climate. Understanding the science behind climate change, developing and understanding of natural and human causes of Climate change. Make connections to areas of the world most vulnerable to our changing climate. Link back to 'The Lungs of our Earth'/'Cold Environments' to discuss the impacts it is having on key biomes.	Midpoint assessment End of topic assessment. <a href="https://padlet.com/WHS_GEOG/dc52phwf7ogxtkd">https://padlet.com/WHS_GEOG/dc52phwf7ogxtkd</a>
Summer Term	<b>Place Study- Global Commons (Antarctica)</b> Global Scale place Study connecting 'Cold Environments', 'Globalisation', Resource Management' and with the A-Level topic Global Governance and Global systems	Midpoint assessment End of topic assessment. <a href="https://padlet.com/WHS_GEOG/dc52phwf7ogxtkd">Y9 Cold environments (padlet.com)</a>
	<b>Thoughtful Citizens</b> The Finale to KS3 Geography to explore different ethical issues associated with our local, national and Global world, helping to develop thoughtful citizens as they start their next educational journey.	Midpoint assessment End of topic assessment.

<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>	Full Pencil Case (Including Green Pens, mathematical set and calculator)

<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> </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> </ul>
<b>Extra-curricular Activities</b>	Optional Field-trip

<b>Who Can I Contact?</b>	Head of Geography	Miss Fleet
	Teachers of Y9 Geography	Mis Fleet Mrs Begum Ms Cameron
		Dr Liechty

# Woodbridge High School Curriculum Overview

## Year 9 – German



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Talking about role models</li> <li>Discussing future plans and aspirations</li> <li>Reinforcement present, perfect, future tenses</li> <li>Baseline Assessment</li> </ul>	<p>Listen to people talking about their role models and expand your vocabulary on the topic  <a href="https://www.youtube.com/watch?v=eELrUGVezOY">https://www.youtube.com/watch?v=eELrUGVezOY</a></p>
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Talking about types of music</li> <li>Discussing different bands</li> <li>Describing a music festival</li> <li>Reinforcement of Reading Strategies</li> </ul>	<p>Find out information about German bands and listen to their music. Keep a journal on the songs you listened to and what you have learned about the various artists  <a href="https://www.goethe.de/prj/stg/en/mus/vid.html">https://www.goethe.de/prj/stg/en/mus/vid.html</a></p>
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Discussing ambitions, using the conditional</li> <li>Talking about part-time jobs</li> <li>Discussing what you would like to be or do</li> <li>Focus on creative use of language</li> </ul>	<p>Watch Section 9 'Working Life' on Nicos Weg  <a href="https://learngerman.dw.com/en/beginners/c-36519789">https://learngerman.dw.com/en/beginners/c-36519789</a></p>
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Talking about your childhood</li> <li>Comparing secondary and primary school</li> <li>Talking about what you do for the environment</li> <li>Recognising perfect and imperfect tenses</li> </ul>	<p>Research childhood in Germany and compare with your childhood  <a href="http://www.wissen.de/kindheit-deutschland-eine-neunjaehrige-erzaehlt">http://www.wissen.de/kindheit-deutschland-eine-neunjaehrige-erzaehlt</a></p>
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Reinforcement of variety of tenses</li> <li>Reinforcement of more complex sentence structure</li> <li>Effective revision strategies</li> <li>End-of-year exams</li> </ul>	<p>Regular vocabulary practice on <a href="http://www.memrise.com">www.memrise.com</a>            Tense and vocabulary revision on <a href="https://www.bbc.co.uk/bitesize/subjects/z8j2tfr">https://www.bbc.co.uk/bitesize/subjects/z8j2tfr</a></p>
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	Learning key vocabulary and verbs, grammar worksheets, independent reading and listening tasks, preparation for speaking and writing assessments.
Assessment Tasks, Methods & Frequency	One formal assessment per half- term focussing on two skills – reading/writing or listening/speaking Mini vocabulary and grammar learning checks, translations from German into English and English into German
Equipment That Students Need	German exercise book, Year 9 German vocabulary booklet, glue stick, highlighter pens, bilingual pocket dictionary

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Ensuring that student spends at least 10 minutes every day on vocabulary</li> <li>Parents can help by testing vocabulary, checking that their son/daughter completes all home learning-tasks</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="https://www.dw.com/en/learn-german/s-2469">https://www.dw.com/en/learn-german/s-2469</a></li> <li><a href="https://www.memrise.com">https://www.memrise.com</a></li> <li><a href="https://www.languagesonline.org.uk">https://www.languagesonline.org.uk</a></li> <li><a href="https://bbc.co.uk/bitesize/subjects/z8j2tfr">https://bbc.co.uk/bitesize/subjects/z8j2tfr</a></li> </ul>
Extra-curricular Activities	Berlin Trip June 2024

Who Can I Contact?	Head of German	Mrs Turner
	Teachers of Y9 German	Miss Tann Miss Watton

# Woodbridge High School Curriculum Overview

## Year 9 – Health and Social Care (early choice)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	Introduction to Health and Social Care themes and ideas. Life Stages and Development (Physical, Intellectual, Emotional and Social)	Adams et al (2016) Cambridge National Health & Social Care  Haworth et al (2010) BTEC Health & Social care
Half Term 2 (Nov-Dec)	Introduction to Basic First Aid, and health & safety in care settings.	Mark Walsh (2010) BTEC Health & Social Care
Half Term 3 (Jan-Feb)	Healthy Eating and good nutrition throughout the life stages.	
Half Term 4 (Feb-Mar)	Understanding anatomy & physiology, and the impact of lifestyle choices.	<a href="http://www.nhs.uk">www.nhs.uk</a>
Half Term 5 (Apr-May)	Activities which support Development throughout the Life Stages, including creative activities, sport/physical activity, reminiscence & intellectual activities.	<a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a>
Half Term 6 (Jun-Jul)	Working in Health, Social Care and Early years settings.	

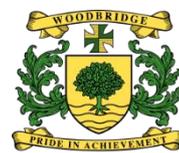
Home Learning Tasks, Assessment Tasks, Methods & Frequency	Students will be given assignment briefs outlining specific assessment tasks to be completed for each Learning Objective. On average these assignments will take 1-2 weeks to complete. Students will be given time to complete these tasks in class but additional time will be required and therefore these assignments must be completed as home learning.
Equipment Which Students Need	Stationery equipment: pens, pencils, ruler

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Encouraging completion of home learning/course work</li> <li>Encouraging to attend help sessions if they lack understanding of course content</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.nhs.uk">www.nhs.uk</a></li> <li><a href="http://www.bbc.co.uk/health/">www.bbc.co.uk/health/</a></li> <li><a href="http://www.bupa.co.uk">www.bupa.co.uk</a></li> <li><a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Additional help sessions at before school, lunch time and afterschool sessions</li> <li>School trips to reinforce application of course content (i.e. care homes, nurseries)</li> <li>Speakers from H&amp;SC settings to reinforce application of course content in vocational context.</li> </ul>

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

# Woodbridge High School Curriculum Overview

## Year 9 – History



	Curriculum Content	Suggested Activities
Half Term 1 (Sep – Oct)	<p><b>Why didn't Democracy Grow in Every Garden?</b></p> <ul style="list-style-type: none"> <li>• Growth of Trade Unionism/The Suffragette movement</li> <li>• Democracy in other countries/Growth of Communism and Fascism</li> </ul> <p><b>The Road to WW2 and the Policy of Appeasement</b></p> <ul style="list-style-type: none"> <li>• Rise of dictatorships after WWI/The failure of the League of Nations</li> <li>• Appeasement- was it a mistake by the British government to appease Germany in the 1930's?</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! <i>Please also make sure the content is age appropriate</i></p> <p>Teachers can give guidance on further reading if required.</p>
Half Term 2 (Nov-Dec)	<p><b>The Second World War 1939-1945</b></p> <ul style="list-style-type: none"> <li>• The Home Front/Hitler's invasion of the USSR- causes and effects</li> <li>• Japanese attack on Pearl Harbour</li> <li>• Were the USA justified in dropping the Atom Bomb?</li> </ul>	
Half Term 3 (Jan-Feb)	<p><b>The Holocaust</b></p> <ul style="list-style-type: none"> <li>• History of Anti-Semitism /Jewish pre-war life in Europe</li> <li>• Escalation of persecution /The Resistance Movement</li> <li>• The Final Solution</li> </ul>	
Half Term 4 (Feb-Mar)	<p><b>Conflict in the Middle East</b></p> <ul style="list-style-type: none"> <li>• Creation of the state of Israel and Jewish immigration</li> <li>• Impact on Palestinian people, refugee status and the right to return</li> <li>• Use of violence and collapse of peace talks</li> </ul>	
Half Term 5 (Apr-May)	<p><b>Post-War Immigration in Britain- does it compare to experiences elsewhere?</b></p> <ul style="list-style-type: none"> <li>• Post-War migration to Britain; the Windrush generation and beyond</li> </ul>	
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>• The colour bar/Race riots/Immigration laws</li> <li>• Students to use their knowledge of the Civil Rights Movement in America, Apartheid and the Partition of India from their Home Learning Enquiries to compare and contrast the experiences of non-white people</li> </ul>	

<b>Examples of Home Learning Tasks</b>	Home Learning Enquiries (a 6-week Historical independent investigation) on: <ul style="list-style-type: none"> <li>• What was life like in South Africa during the Apartheid Years?</li> <li>• How did India gain Independence in 1947?</li> <li>• How did the Civil Rights Movement develop in America and was it successful?</li> </ul>
<b>Assessment Tasks, Methods &amp; Frequency</b>	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.
<b>Equipment</b>	Pen, pencil, ruler, highlighters or coloured pens, glue and scissors

<b>Parents / Carers can help their child by:</b>	<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>
<b>Useful Websites</b>	<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>
<b>Extra-curricular Activities</b>	Local History trips- by invitation History Club

<b>Who Can I Contact?</b>	Head of History	Ms Latino	
	Teachers of Y9 History	Mr Beckett Mrs Brian	Mrs Doig Mr Lupton

# Woodbridge High School Curriculum Overview

## Year 9 – Life Studies



	Curriculum Content	Suggested Reading or Extension Activities
Term 1 (Sept-Dec)	<ul style="list-style-type: none"> <li>Respectful relationships vs Bullying &amp; peer pressure</li> <li>Online safety and how to report issues</li> <li>Child criminal exploitation (including gangs)</li> <li>Child sexual exploitation</li> <li>Careers &amp; GCSE Options</li> <li>Drugs, alcohol and legal highs (including vaping)</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.
Term 2 (Jan-March)	<ul style="list-style-type: none"> <li>Intimate relationships and the factors that influence *</li> <li>Consent &amp; readiness vs harmful &amp; unsafe relationships *</li> <li>Contraception &amp; reproductive health *</li> <li>Sexually transmitted infections *</li> <li>Harmful sexual behaviour (sexual harassment vs sexual assault)</li> </ul>	
Term 3 (April-July)	<ul style="list-style-type: none"> <li>FGM and the law</li> <li>Medical decisions – immunisation, law on donations</li> <li>Mental Health and the Mental Health Act</li> <li>Different learning difficulties</li> <li>Environment</li> <li>Stereotypes &amp; the Equality Act – equality vs equity</li> <li>Parliament &amp; Democracy in the UK</li> </ul>	

Examples of Home Learning Tasks	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.
Assessment Tasks, Methods & Frequency	Students will complete tasks in booklets allowing for continuous assessment through teacher observation. Students will be set a half-termly quiz on Firefly.
Equipment Which Students Need	Pens, pencils.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Discussing and debating the issues raised.</li> <li>Encouraging students to find out more.</li> <li>Watching documentaries with their children</li> </ul>
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Who Can I Contact?	Teacher in Charge of Life Studies	Ms Wardle	
	Teachers of Y9 Life Studies	Mr Barnett Mr DeFreitas-Archer Ms Evans Ms Holland Mr Lupton	Ms McNamee-Obi Mr Shaw Ms Tabb 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 9 – Music



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Minimalism</b> <ul style="list-style-type: none"> <li>Exploring the background and characteristics of Minimalism.</li> <li>Listening to and appraising different styles of minimalism.</li> <li>Creating two group arrangements of Clapping Music and Tubular Bells.</li> </ul>	Listening to examples of Minimalism music online.  Revise rhythm notation.
Half Term 2 (Nov-Dec)	<b>Band Project</b> <ul style="list-style-type: none"> <li>Exploring the learning process of pop musicians</li> <li>Putting together a band performance.</li> </ul>	Listen to chosen song.  Practice chosen instrument.
Half Term 3 (Jan-Feb)	<b>Dance Music: Keyboard Skills</b> <ul style="list-style-type: none"> <li>Performing and composing examples of waltz, tango and salsa dance</li> <li>Learning the background of these dances</li> <li>Developing keyboard skills</li> </ul>	Watch videos and music of these dances on YouTube
Half Term 4 (Feb-Mar)	<b>Club Dance Music</b> <ul style="list-style-type: none"> <li>Using Band Lab software to compose club dance music</li> <li>Learning about the background and musical features of Club Dance</li> </ul>	Listen to examples of Club Dance music.
Half Term 5 (Apr-May)	<b>Song Writing – Protest Music</b> <ul style="list-style-type: none"> <li>Exploring themes used in protest songs.</li> <li>Learning about extended chords and melody writing.</li> <li>Composing a pop song in groups.</li> </ul>	Experiment with chord sequences
Half Term 6 (Jun-Jul)	<b>Samba Band</b> <ul style="list-style-type: none"> <li>Exploring the background and context of Samba music</li> <li>Creating whole class and group Samba compositions.</li> </ul>	Listening to examples of Samba music.

Examples of Home Learning Tasks	<ul style="list-style-type: none"> <li>Find lyrics/chord sheets for songs to be used in the lesson when needed.</li> <li>Revise elements</li> <li>Listen to examples of the musical styles studied.</li> <li>Music Theory workbook</li> </ul>
Assessment Tasks, Methods & Frequency	At the end of each half term project there will be an assessment. Students will perform or show their work and will then evaluate it and reflect on their progress through discussion and written work.
Equipment That Students Need	Pen/pencil. Students are encouraged to bring their instrument in for certain topics 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 Y9 Music	Mr Archer Ms Holland

# Woodbridge High School Curriculum Overview

## Year 9 – Music (early choice)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Film Music</b> <ul style="list-style-type: none"> <li>Examining conventions of composing for a moving image: “Mickey Mousing”, use of repeated motifs, major/minor/atonal</li> <li>Composing for silent films using keyboards &amp; music composition software (Logic Pro X)</li> </ul>	Listen to examples of film scores from different eras to develop compositional ideas
Half Term 2 (Nov-Dec)	<b>The Perfect Pop Song</b> <ul style="list-style-type: none"> <li>Exploring compositional norms used in modern song-writing - 4 chord trick, selection &amp; layering of instruments,</li> <li>Learning about extended chords and melody writing.</li> <li>Composing a pop song in groups.</li> </ul>	Experiment with chord sequences  Identifying different instrument roles in a group
Half Term 3 (Jan-Feb)	<b>Remixing</b> <ul style="list-style-type: none"> <li>Exploring the world of Remixing – listening to different versions of the same song and how each composer has put their own spin on the work.</li> <li>Using ideas found to create a personal remix of a well-known song in Logic Pro X</li> </ul>	Listening to different versions of the same piece of music to identify differences
Half Term 4 (Feb-Mar)	<b>Found Sounds</b> <ul style="list-style-type: none"> <li>Creating a piece of music from sounds found in the environment</li> <li>Learning how to modify audio that has been recorded into Logic Pro X – reverb, delay, pitch &amp; quantise</li> </ul>	Listening to music which uses <i>found sounds</i> and exploring the techniques used in the creation of those works.
Half Term 5 (Apr-May)	<b>Introduction to ‘Classical’ Music</b> <ul style="list-style-type: none"> <li>Exploring the different periods of music through listening, discussion and ensemble playing</li> <li>Learning how to dictate a rhythm and melody by ear</li> </ul>	Listening to music from different periods and identifying key distinctive features
Half Term 6 (Jun-Jul)	<b>Woodbridge Radio Show</b> <ul style="list-style-type: none"> <li>Using Cubase to make short clips of sound suitable for the different parts of a radio show</li> <li>Using microphones to record voices &amp; how to manipulate the sound of a voice</li> </ul>	Listening to different varieties of radio shows to analyse the structure of a traditional show & identify where music is used and what this sounds like
Examples of Home Learning Tasks	<ul style="list-style-type: none"> <li>Find lyrics/chord sheets for songs to be used in the lesson when needed.</li> <li>Revise elements</li> <li>Listen to examples of the musical styles studied.</li> <li>Music Theory workbook</li> </ul>	
Assessment Tasks, Methods & Frequency	At the end of each term, students will complete an assessed performance on their chosen instrument. Students will perform in front of an audience of peers, and marked according to a bespoke marking grid. Students will receive bespoke feedback for how to improve their own performance practice in order to prepare for the future.	
Equipment required	Students are encouraged to bring their instrument in if they have private lessons & for performance practice.	
Parents / Carers support	<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 <b>at least one</b> extra-curricular ensemble: please see Music Department clubs timetable.</li> </ul>	

Who Can I Contact?	Head of Music	Ms Brock-Carey
	Teacher of Y9 Music (early choice)	Mr Archer

# Woodbridge High School Curriculum Overview

## Year 9 – Physical Education



	Curriculum Content	Suggested Reading or Extension Activities
<p>Students will be set in year 9 based on ability.</p> <p>Those students who have taken early option will be in a higher set. This will benefit students in preparation for practical moderations.</p> <p>Please contact the Head of Department for further details</p>	<p>Where possible in Year 9 students will start to receive more specialised teaching. This should allow students to experience a wider range of activities, for example Hockey, Boxing or Volleyball. Student groupings and teachers will change throughout the year so that staff expertise can be utilised.</p> <p>There will be a conscious move away from many of the sports and activities offered in the previous two years. This is to broaden student's experiences and prepare them for lifelong engagement with sports and physical activity.</p> <p>By broadening the curriculum offering to students in year 9 it allows them to demonstrate transferable skills and knowledge learned in years 7 and 8.</p> <p>Students will be introduced to the Sports Education model. This allows students to embrace the wider responsibilities within traditional sporting activities. It also allows students to take responsibility for their own learning and become more independent.</p>	<p>Year 9 students should be engaging proactively with competitive and non-competitive extra-curricular activities.</p> <p>Students continue to be encouraged by the department to engage with a range of activities, not just one sport. Specialising in one sport is not suggested until the ages of 15 or 16.</p> <p>Participating in physical activity outside of the core hours will ensure students are continuing to develop their skill and technique. An added benefit is the improvement to individual physical and mental well-being.</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> </ul> <p><b>If a student is unable to take part in a lesson this must be communicated to the teacher in advance of the lesson.</b></p>		
Extra-curricular Activities	<ul style="list-style-type: none"> <li>All activities have an extra-curricular club at lunchtime or after school to improve pupil performance</li> </ul>		
Who Can I Contact?	Head of PE	Mr Mahoney	
	Teachers of Y9 PE	Mr Gillard Ms Tabb Ms Jamieson	Mr Hawkins Ms Payne Ms Sanderson
			Mr Shehu

# Woodbridge High School Curriculum Overview

## Year 9 – Physical Education (early choice)



	Topic	Curriculum Content	Sports Leadership Qualification	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	How to coach like a pro	<ul style="list-style-type: none"> <li>Skills</li> <li>Behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Leadership attributes</li> </ul>	<p>Students should be preparing themselves for either higher level study and have a deeper understanding of sport and physical activity.</p> <p>Students should stay up to date with current affairs in sport. They can access content through a variety of avenues such as: YouTube, Twitch, Twitter and Instagram. More formally students should engage with the written word and look to read articles from BBC Sport, SSN, The Athletic and other news outlets to broaden their understanding of the sporting world.</p>
Half Term 2 (Nov-Dec)	What makes an elite athlete?	<ul style="list-style-type: none"> <li>Components of Fitness</li> <li>Fitness testing</li> </ul>	<ul style="list-style-type: none"> <li>Impact of skills on life</li> </ul>	
Half Term 3 (Jan-Feb)	How to train like a professional athlete	<ul style="list-style-type: none"> <li>Types of training</li> <li>Principles of training</li> <li>The warm up &amp; cool down</li> </ul>	<ul style="list-style-type: none"> <li>Action plans</li> <li>Planned sessions</li> </ul>	
Half Term 4 (Feb-Mar)	Mind over Matter: Improving your performance	<ul style="list-style-type: none"> <li>Goal setting</li> <li>Guidance</li> <li>Feedback</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating sessions</li> </ul>	
Half Term 5 (Apr-May)	The cardiovascular and respiratory systems of elite performers.	<ul style="list-style-type: none"> <li>Cardiovascular system</li> <li>Respiratory system</li> </ul>	<ul style="list-style-type: none"> <li>Establishing needs of the group</li> </ul>	
Half Term 6 (Jun-Jul)	The muscular and skeletal systems of elite performers.	<ul style="list-style-type: none"> <li>Muscular system</li> <li>Skeletal system</li> </ul>	<ul style="list-style-type: none"> <li>Adapting session plans for participants needs</li> </ul>	

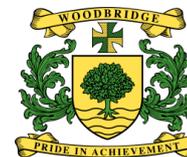
Examples of Home Learning Tasks	<ul style="list-style-type: none"> <li>Session planning</li> <li>Revision toolkit – creating resources to use in future exams,</li> <li>6 markers – exam style questions to develop confidence,</li> </ul>
Assessment Tasks, Methods & Frequency	Students will be assessed using a variety of methods, such as formal exams, quizzes, projects, presentations and practical performances.
Equipment That Students Need	Pens (blue / black, green and red ink), pencil, ruler, rubber, sharpener. PE kit for practical lessons

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Encouraging them to engage with the wider world of sport,</li> <li>Partake in physical activity regularly, formal or informal,</li> </ul>
Useful Websites	<a href="http://www.Teachpe.com">www.Teachpe.com</a> ; <a href="http://www.Brianmac.co.uk">www.Brianmac.co.uk</a> ; <a href="http://www.bbc.co.uk/bitesize/gcse/pe/">www.bbc.co.uk/bitesize/gcse/pe/</a> <a href="http://www.mypeexam.com">www.mypeexam.com</a> ; <a href="https://theeverlearner.com/">https://theeverlearner.com/</a> ; <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/physical-education">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/physical-education</a> <a href="https://www.sportsleaders.org/files/Specifications/2021-22%20Specifications/2021-22%20SL1153%20SL1%20Spec.pdf">https://www.sportsleaders.org/files/Specifications/2021-22%20Specifications/2021-22%20SL1153%20SL1%20Spec.pdf</a>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Engaging with a range of extra-curricular clubs,</li> <li>When available engaging with leadership opportunities,</li> <li>Attend trips/workshops/masterclasses put on by the PE department,</li> </ul>

Who Can I Contact?	Head of PE	Mr Mahoney
	Teachers of Y9 PE (early choice)	Ms Jamieson Mr Hawkins

# Woodbridge High School Curriculum Overview

## Year 9 – Religious Education



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<p><b>Topic 1: Cults and New Religious Movements</b></p> <p>Recognising the difference between religions and cults</p> <p>New Religious Movements– study of Scientology, Mormonism, Rastafari, Melanation, and Humanism.</p> <p>Enquiry based lessons where students decide of the features of these movements suggest they are religions on cults.</p>	<p><b>A Little History of Religion</b></p> <p>The later chapters focus on recently formed religions</p> <p><b>Philosophy Files</b></p> <p>A great introduction to philosophical and ethical ideas. Chapters on ideas we study such as the existence of God and the existence of freewill.</p> <p>Introductions to other philosophical questions like questioning the existence of reality.</p> <p><b>DK World Religions</b></p> <p>The final chapter focuses on religions which have emerged in the 20<sup>th</sup> Century.</p> <p><b>DK The Philosophy Book</b></p> <p>An introduction to influential philosophers. Includes the ideas of Plato, Aquinas, Paley, Marx, Locke, Nozick, Tennant, Augustine and Irenaeus who come up throughout the year. Plus many more philosophers who you may enjoy learning about independently.</p>
Half Term 2 (Nov – Dec)	<p><b>Topic 2: Death and the Afterlife</b></p> <p>Stages of grief by Elisabeth Kubler Ross</p> <p>Beliefs about life after death</p> <p>Heaven and Hell, Reincarnation</p> <p>Christian, Muslim and Hindu Beliefs about death</p> <p>Non-religious beliefs about death.</p> <p>Comparison of religious and non-religious beliefs about life after death.</p> <p>How religion may support grief</p> <p>Rites of Passage, Funeral Rites</p>	
Half Term 3 (Jan – Feb)	<p><b>Topic 3: Does God Exist?</b></p> <p>Discussion, debate and summary on the following areas.</p> <p>Characteristics of God according to classical theism</p> <p>Arguments for the existence of God</p> <p>The Problem of Evil</p> <p>Responses to the Problem of Evil</p>	
Half Term 3 -& 4 (March – May)	<p><b>Topic 4: Contemporary Ethics</b></p> <p>We contrast religious views of religious and non-religious perspectives on Euthanasia, Marriage and Divorce.</p> <p>We study the views of the Abrahamic Faiths, identifying similarities and differences then analyse how these views compare to the complex realities of the world today.</p>	
Half Term 6 (June – July)	<p><b>Topic 5: Philosophy in Film</b></p> <p>The Truman Show</p> <p>Plato's Cave – A comparison</p> <p>Ethical Issues in film and media</p> <p>In Time – Its relation to Karl Marx's key ideas.</p>	

Examples of Home Learning Tasks	Interpreting and evaluating real life stories about religious experiences Extended writing skills using the PEEL (point/evidence/explanation and Link) criteria Independent research exploring how religious issues relate to real life situations.
Assessment Tasks, Methods & Frequency	Formal written assessment at the end of the topic. Home learning assessed through peer marking Informal speaking and listening assessment during class discussions and debates. Presentations and group work.
Equipment That Students Need	Pens (blue / black, green and red ink), pencil, ruler, rubber, sharpener. Printed home learning booklets when required. H

Parents / Carers can help their child by:	Check Firefly for project deadlines Encouraging their child to speak with their class teacher if they need help in RE.
Useful Websites	<a href="http://www.bbc.co.uk/learning/subjects/religious_studies">www.bbc.co.uk/learning/subjects/religious_studies</a>
Extra-curricular Activities	Activities in the multifaith room Wednesday Debate Club

Who Can I Contact?	Head of RE	Mr Edwards
	Teachers of Y9 RE	Ms Begum Ms Sheikh Ms Roberts

# Woodbridge High School Curriculum Overview

## Year 9 – Religious Education (Early Choice)



	Curriculum Content	Suggested Reading or Extension Activities
<b>Topic 1</b>	<p><b>Topic 1: Theology</b></p> <p>We study the key beliefs of Christianity and Islam about God such as:</p> <ul style="list-style-type: none"> <li>· Beliefs about God’s characteristics</li> <li>· Tawhid</li> <li>· Arguments for God’s existence</li> <li>· Arguments against God’s existence</li> <li>· The Problem of Evil</li> <li>· The difficulty in describing God</li> <li>· Miracles</li> <li>· How God interacts with the world</li> </ul>	<p><b>A Little History of Religion</b></p> <p>The later chapters focus on recently formed religions</p> <p><b>Philosophy Files</b></p> <p>A great introduction to philosophical and ethical ideas. Chapters on ideas we study such as the existence of God and the existence of freewill.</p> <p>Introductions to other philosophical questions like questioning the existence of reality.</p>
<b>Topic 2</b>	<p><b>Topic 2: Sociology of Religion</b></p> <p>We study the origins of religion and how religion shapes people’s behaviour and identity.</p> <ul style="list-style-type: none"> <li>· The origins of religion</li> <li>· The positive impact of religion on identity (Malinovsky and Durkheim)</li> <li>· Religions power to control us (Marx)</li> <li>· Initiation rituals and group identity</li> <li>· What makes you you?</li> </ul>	<p><b>DK World Religions</b></p> <p>The final chapter focuses on religions which have emerged in the 20<sup>th</sup> Century.</p> <p><b>DK The Philosophy Book</b></p> <p>An introduction to influential philosophers. Includes the ideas of Plato, Aquinas, Paley, Marx, Locke, Nozick, Tennant, Augustine and Irenaeus who come up throughout the year. Plus many more philosophers who you may enjoy learning about independently.</p>
<b>Topic 3</b>	<p><b>Topic 3: Heroes and Villains</b></p> <p>We study how religion is not always a positive force in the world, contrasting religious views on:</p> <ul style="list-style-type: none"> <li>· Climate Crisis</li> <li>· The roles of men and women</li> <li>· Slavery</li> <li>· War and Conflict</li> </ul>	
<b>Topic 4</b>	<p><b>Topic 4: Your Choice of Topic</b></p> <p>Our final topic of the year is chosen by the students studying early entry RE.</p> <p>Previous classes have chosen to learn about freewill, BLM, branches of Hinduism and violence in society.</p>	

<b>Parents / Carers can help their child by:</b>	Check Firefly for project deadlines Encouraging their child to speak with their class teacher if they need help in RE.
<b>Useful Websites</b>	<a href="http://www.bbc.co.uk/learning/subjects/religious_studies">www.bbc.co.uk/learning/subjects/religious_studies</a>
<b>Extra-curricular Activities</b>	Activities in the multifaith room Wednesday Debate Club

<b>Who Can I Contact?</b>	Head of RE	Mr Edwards
	Teachers of Y9 RE (early choice)	Mr Edwards

# Woodbridge High School Curriculum Overview

## Year 9 – Russian



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Sports and hobbies - infinitives</li> <li>Verb conjugations</li> <li>Past and future tenses</li> <li>Reasons and developed opinions</li> <li>Connectives and writing longer, more complex texts</li> </ul>	Using knowledge of grammar to understand complex GCSE type texts
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Talking about hobbies in 3 tenses</li> <li>Shopping for food and drink</li> </ul>	
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Food and drink</li> <li>Visit to a restaurant, ordering food in a restaurant</li> <li>Role-plays</li> </ul>	
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Physical and character descriptions, using correct adjective endings</li> <li>Professions and jobs, using instrumental endings</li> </ul>	
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Holidays, countries, accommodation</li> <li>Talking about holiday activities in 3 tenses</li> </ul>	Project about a holiday destination
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Weather</li> <li>Transport</li> <li>Facilities in resorts and hotels</li> </ul>	Reading longer texts independently

Examples of Home Learning Tasks	Writing a short text for a topic studied Reading and writing practices from Na Start booklet Vocabulary learning Role plays
Assessment Tasks, Methods & Frequency	Half-termly assessments in reading, writing, listening, speaking Regular Vocabulary tests
Equipment That Students Need	Pens, pencils, highlighters, ruler, exercise and vocabulary books

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Encouragement and checking Firefly for home learning tasks</li> <li>Encouraging and checking the vocab learning</li> </ul>
Useful Websites	<a href="http://www.quizlet.com">www.quizlet.com</a> (also available as an App) to assist in vocab learning
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 Y9 Russian	Mrs Clark Miss Tann Miss Watton Miss Nikolaeva

# Woodbridge High School Curriculum Overview

## Year 9 – Spanish



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Somos así</b> <ul style="list-style-type: none"> <li>Revision of key grammar points from year 8</li> <li>Talk about what you and others like / dislike using irregular verbs</li> <li>Discuss your film preferences</li> <li>Discuss what you wear to go out</li> <li>Discuss going to the restaurant</li> <li>Discuss plans for birthday party including inviting people</li> </ul>	Use a range of subjects in 3 tenses, Watch Argentinian movie – Valentino Discover Spanish artists (musicians / actors / painters)
Half Term 2 (Nov-Dec)	<b>Orientate</b> <ul style="list-style-type: none"> <li>Discuss what you have to do at school and work</li> <li>Use the conditional to talk about what job you would like to do</li> <li>Use the near future to discuss your future plans</li> </ul>	How to skim read a text to find relevant information using key words. Explore differences between English/Spanish day
Half Term 3 (Jan-Feb)	<b>Orientate</b> <ul style="list-style-type: none"> <li>Describe a typical day at work using 3 tenses</li> <li>Discuss the importance of speaking another language</li> </ul> <b>En forma</b> <ul style="list-style-type: none"> <li>Talk about your diet using object pronouns</li> <li>Talk about an active lifestyle</li> </ul>	Work in three tenses and different subjects Understanding Spanish idioms Give a presentation
Half Term 4 (Feb-Mar)	<b>En forma</b> <ul style="list-style-type: none"> <li>Describe your daily routine and about getting fit</li> <li>Talk about body ailments</li> </ul> <b>Jóvenes en acción</b> <ul style="list-style-type: none"> <li>Talk about children’s rights using the verb poder</li> <li>Talk about recycling using ‘tengo que’</li> <li>Talk about environmental issues using ‘se debería’</li> </ul>	Discover about children’s right in different Hispanic countries watch movie ‘Voces inocentes’ Understanding a Peruvian folk tale
Half Term 5 (Apr-May)	<b>Exam skills practice for end of year assessment</b> <ul style="list-style-type: none"> <li>Understanding the markscheme and success criteria</li> <li>Improving writing skills analysing model texts</li> <li>Practicing reading skills</li> </ul> <b>Jóvenes en acción</b> <ul style="list-style-type: none"> <li>Talk about children’s right using modal verbs</li> <li>Discuss how to be more environmentally friendly using we form in present tense and ‘se debería’ structure</li> </ul>	
Half Term 6 (Jun-Jul)	<b>Jovenes en acción</b> <ul style="list-style-type: none"> <li>Describe your town in the present tense</li> <li>Describe how your town has changed using the imperfect</li> </ul> <b>End of Key Stage three Assessment feedback</b> <ul style="list-style-type: none"> <li>Main takes away from Spanish KS3 course</li> <li>Target to work on for those carrying on at GCSE</li> </ul>	Read authentic texts about Madrid Use the imperfect & future simple in the same writing

<b>Home Learning Tasks</b>	Grammar practice, Writing tasks, vocab learning, prepare a presentation, revision notes
<b>Assessment Tasks, Methods &amp; Frequency</b>	Alternating between speaking, reading, listening and writing assessments in class
<b>Equipment</b>	Pencil case, ruler, glue, exercise book, vocabulary booklet, planner

<b>Parents / Carers can help their child by:</b>	<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>
<b>Useful Websites</b>	<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.thisislanguage.com">www.thisislanguage.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>
<b>Extra-curricular Activities</b>	<ul style="list-style-type: none"> <li>reward activities on invitation</li> </ul>

<b>Who Can I Contact?</b>	Head of Spanish	Ms Zmirou (Sept 23 to Nov 23) Ms Nikolaeva (Maternity Cover Nov 23 – July 24)
	Teachers of Y9 Spanish	Ms Nikolaeva Ms Zmirou/ Ms Greenidge