

# WOODBIDGE HIGH SCHOOL

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## Curriculum Booklet for Parents

Year 10

2024-25

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### Dear Parent / Carer,

This booklet provides you with details of the curriculum which your child will follow in year 10 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 mock exams covering the material studied for GCSE so far will take place for all students in each subject in May and June. These will be formal exams and students are expected to revise thoroughly for them. 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.

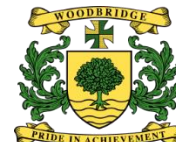
**Jeremy Clifton**

Deputy Headteacher

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

# Woodbridge High School Curriculum Overview

## Year 10 – English & English Literature (GCSE)



	Curriculum Content		Suggested Reading / Extension Activities				
Half Term 1 (Sep – Oct)	<b>Eduqas English Literature – <i>An Inspector Calls</i></b> Poetry from the <i>Poetry Anthology</i> will introduce students to context and key themes. <ul style="list-style-type: none"><li>Studying the context of the play; the form, structure, language, themes and characters with preparation for examination essay questions</li></ul>		Research: J.B. Priestley; social and historical context Britain pre-World War I to post WWII. Related current/topical news articles on prejudice and discrimination; Quizlet, etc. Wider reading of fiction and non-fiction. See also <i>GCSE Reading List</i>				
Half Term 2 (Nov-Dec)	<b>Eduqas English Literature – <i>A Christmas Carol</i></b> Poetry from the <i>Poetry Anthology</i> will introduce students to context and key themes. <ul style="list-style-type: none"><li>Students will study the context of the novel; the form, structure, language, themes and characters</li><li>Preparation of examination essay questions</li></ul>		Research: Charles Dickens; BBC website GCSE Bitesize: social and historical context Britain in Victorian times, e.g. social classes, workhouses, social responsibility; other Dickens’ novels.; Related current/topical news articles on social responsibility, political structures.; Quizlet, etc.				
Half Term 3 (Jan-Feb)	<b>AQA English Language – Paper 2 - non-fiction Reading and Writing</b> Poetry from the Eduqas Literature Anthology will introduce key themes. <ul style="list-style-type: none"><li>Students will practise analytical reading skills in preparation of comparative non-fiction subject matter from the 19th and 21st centuries.</li><li>Students will engage in the drafting process of non-fiction writing for clear content, communication, persuasive stylistic impact and accuracy.</li></ul>		Reading of literary non-fiction texts, such as biographies. See also <i>GCSE Reading List</i> . Reading articles from a quality newspaper or from the BBC news or Guardian website Research pre-1900 wider non-fiction topics of current events. Reading articles on topics such as sport, fashion and modern trends, from a quality news publisher or from the BBC news website.; Quizlet, Past papers, etc.				
Half Term 4 (Feb-Mar)	<b>Eduqas English Literature – Poetry: Anthology and Unseen Revision for mock exam – AQA English Language Paper 2</b> <ul style="list-style-type: none"><li>A continuation to the range of the rich heritage of poetry across centuries with a focus on contextual meaning</li><li>Studying the poets’ use of language, form and structure</li><li>Understanding poets’ presentation of similar themes</li></ul>		As above; Also suggest keeping a journal and creative writing of poetry at home Wider reading of selected classic and contemporary poems. Revision – Eduqas website for Literature and AQA for Language; resources as provided by Department; Quizlet				
Half Term 5 (Apr-May)	<b>AQA English Language Paper 2 Mock Exam- Non-Fiction Eduqas English Literature - <i>Romeo and Juliet</i> (Shakespeare)</b> <ul style="list-style-type: none"><li>Engagement with the key themes through an exploration of Shakespeare’s presentation of character</li><li>Understanding of stagecraft to audiences</li><li>Understanding the language, form and structure</li></ul>		Wider reading of Shakespeare’s plays and sonnets. Quizlet; BBC Bitesize Contextual research: social, historical, cultural events from the 1700s to the present day.				
Half Term 6 (Jun-Jul)	<b>Eduqas English Literature – <i>Romeo and Juliet</i></b> <ul style="list-style-type: none"><li>As above with additional attention towards practice of exam essay writing</li></ul>		Consolidation of core Literature notes in preparation of Mocks and final exams in the following year.				
Examples of PPR Tasks		Independent wider reading; planning essays; re-drafting essays; improved writing; past papers; revision notes such as flashcards, mindmaps, grids, etc.; research tasks; etc.					
Assessment Tasks		Mid-unit and end-of-unit assessments plus full year-group mock exams.					
Equipment That Students Need		Purchase of core texts: <i>An Inspector Calls</i> by J.B. Priestley, <i>A Christmas Carol</i> by Charles Dickens and <i>Romeo and Juliet</i> by William Shakespeare; pens, etc.					
Parents / Carers can help their child by:		Ensuring that pupils read regularly and widely, both fiction and non-fiction texts. Helping your child to proofread their work, and to organise their notes.					
Useful Websites		BBC Bitesize; youtube revision videos; Quizlet					
Extra-curricular Activities		<ul style="list-style-type: none"><li>Reading and Writing Clubs, lunch time or after school as arranged by specific teachers</li></ul>					
Who Can I Contact?		Head of English					
		Teachers of Y10 English	Ms Colman Ms Amihere Ms Barnes Ms Brown	Mr McNaughtan Mr. Faisal Ms Geary	Ms. Minhas Ms. Moynihan Mr Riley Ms. Shahid	Mr Wingfield Mr Walker	

# Woodbridge High School Curriculum Overview

## Year 10 – Mathematics (GCSE)



	Curriculum Content F – Foundation level    H – Higher level	Suggested Reading or Extension Activities
<b>Half Term 1</b> (Sep – Oct)	<ul style="list-style-type: none"> <li>Averages and range, sampling, collecting data, analysing data (F)</li> <li>Perimeter and area of rectangles, triangles, parallelograms, trapezium, compound shapes, volume of prisms, Nets (F)</li> <li>Perimeter, area and volume, plane shapes and prisms, circles, cylinders, spheres, cones; Accuracy and bound (H)</li> <li>Transformations, constructions, loci and bearing (H)</li> </ul>	<p>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>!</p> <p>Mathswatch lessons and on-line PPR in number, algebra, Geometry, Statistics, Probability and Ratio &amp; Proportion</p> <p><a href="http://www.corbettmaths.com">www.corbettmaths.com</a> has excellent free, online videos and practice questions on a range of topics.</p> <p>Edexcel Pearson Revision Guide, Foundation or Higher</p> <p>Text Books: Pearson GCSE Mathematics (Higher/Foundation)</p>
<b>Half Term 2</b> (Nov-Dec)	<ul style="list-style-type: none"> <li>Real-life graphs, straight line graphs, gradients and equation of straight line (F)</li> <li>Rotations, translations, reflections, enlargements (F)</li> <li>Solving quadratics equations and inequalities, simultaneous equations (H)</li> <li>Calculating probability using Tree diagrams, Venn diagrams, conditional probability, Sample space diagrams (H)</li> </ul>	
<b>Half Term 3</b> (Jan-Feb)	<ul style="list-style-type: none"> <li>Writing and simplifying ratios, sharing in a given ratio, solve problems involving direct and inverse proportion (F)</li> <li>Find missing side using Pythagoras' theorem, find missing sides and angles using basic trigonometry (sin, cos tan) (F)</li> <li>Direct and inverse proportions, compound measures, repeated proportional changes, best value for money, use kinematic formulae (H)</li> <li>Prove congruencies and similarities, find missing lengths, area and volumes using mathematical similarities (H)</li> </ul>	
<b>Half Term 4</b> (Feb-Mar)	<ul style="list-style-type: none"> <li>Sine and cosine rules, area of any triangles, trigonometry and Pythagoras' theorem in 3-D, Trigonometric graphs (H)</li> <li>Collecting data, Cumulative frequency, Box plots, Histograms (H)</li> <li>Listing outcomes, two-way table, expected numbers, probability tree diagrams (F)</li> <li>Percentages, rate of change, compound measures (density, pressure, speed), compound interest, best value for money (F)</li> </ul>	
<b>Half Term 5</b> (Apr-May)	<ul style="list-style-type: none"> <li>Plans / elevations, constructions, loci / bearing, similar / congruent shapes (F)</li> <li>Quadratics, expanding more than two brackets, sketching graphs of circles, cubes and quadratics (H)</li> <li>Revision of all topics for end of Year 10 Mock Exams (F) (H)</li> </ul>	
<b>Half Term 6</b> (Jun-Jul)	<ul style="list-style-type: none"> <li>Changing the subject of complex formulae, algebraic fractions, rationalizing surds, algebraic proof (H)</li> <li>Circle theorem and circle geometry, proofs and application of circle theorem (H)</li> <li>Expanding and factorizing quadratics, solving quadratics by factorizing and graphically (F)</li> <li>Area and circumference of circle, arc length and area of sector, (F)</li> </ul>	

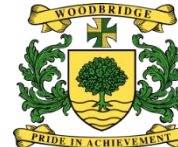
<b>Examples of PPR Tasks</b>	Re-enforces what pupils have learnt in class but also reviews previous topics to aid retention. PPR is set once a week on Mathswatch and completed by students online.
<b>Assessment Tasks, Methods &amp; Frequency</b>	Students will be tested every 3-4 weeks, based on each unit of work. Students will also be assessed before the Christmas holidays, on everything they have done since June, and will once again be assessed at the end of the year.
<b>Equipment</b>	Scientific Calculator, Ruler, Protractor, Pencils, Pens, Rubber, Compasses.

<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>Ensuring that weekly PPR is completed to a high standard.</li> <li>Using the useful websites below to further practice skills taught in class.</li> <li>Sending children fully equipped for mathematics lessons with all equipment.</li> </ul>
<b>Useful Websites</b>	<a href="https://vle.mathswatch.co.uk/vle/">https://vle.mathswatch.co.uk/vle/</a> <a href="https://corbettmaths.com/">https://corbettmaths.com/</a> <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a> , <a href="https://www.mathsgenie.co.uk/gcse.html">https://www.mathsgenie.co.uk/gcse.html</a> ,
<b>Extra-curricular Activities</b>	<ul style="list-style-type: none"> <li><a href="http://www.mathscareers.org.uk">www.mathscareers.org.uk</a></li> <li><a href="https://nrich.maths.org/">https://nrich.maths.org/</a></li> </ul>

<b>Who Can I Contact?</b>	Head of Maths	Mr Blunt			
	Teachers of Y10 Maths	Mr Blunt Mr Nagra Mr Sharma	Mr Shah Mr Thacker Ms Ali	Mr Rahman Miss Fisher Miss Neil	Ms Burch Mr Miller Mr Bennett

# Woodbridge High School Curriculum Overview

## Year 10 – Science: Biology (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	Transport of substances Enzymes	<p>CGP Edexcel GCSE Biology (Grade 9-1) revision guide to be used to consolidate all topics.</p> <p>Students have access to all of the online textbooks at</p> <p><a href="https://www.pearsonactivelearn.com">https://www.pearsonactivelearn.com</a></p> <p><a href="http://www.kayscience.com">www.kayscience.com</a> for all Pathways</p> <p>An on-line learning platform/app that students should use to help them review topics, practice questions and revise before assessments. Teachers may set assignments from here as PPR activities.</p> <p>The textbook and Kayscience can also help revise key ideas and to practice exam style questions.</p>
Half Term 2 (Nov-Dec)	The Cell Cycle and Cell division Protein Synthesis	
Half Term 3 (Jan-Feb)	Nervous System Brain and the Eye	
Half Term 4 (Feb-Mar)	Inheritance	
Half Term 5 (Apr-May)	Evolution Genetic Engineering Tissue Cultures Selective breeding	
Half Term 6 (Jun-Jul)	Gas Exchange The Circulatory System	

PPR tasks	PPR tasks centre around retrieval and practise. KayScience is an online platform that we use to set fortnightly tasks linked to content completed in class or key fundamentals that links to the topic being taught.
Assessment Tasks, Methods & Frequency	Learning checks/Progress checks and End of topic tests. Mock exam conducted in April is a full GCSE Paper and tests on topics 1-5. The exam is 1hr 45 mins long. Core practicals are completed in line with the specification points they match up to. Students are shown how to answer exam questions linked to each core practical.
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>Encouraging students to use the online textbook</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.ezyeducation.com">www.ezyeducation.com</a></li> <li><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#%2Ftab-Biology">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#%2Ftab-Biology</a> (exam board website for past papers)</li> </ul>

Who Can I Contact?	Head of Biology	Ms. Bartlett
	Teachers of Y10 Biology	<p>Mr Williams (Head of Science)    Ms Miah (Careers Lead)</p> <p>Ms Evans (Deputy Headteacher)    Ms Sajeev</p> <p>Ms Holder (KS3 Science Coordinator)</p>



# Woodbridge High School Curriculum Overview

## Year 10 – Science: Chemistry (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Bonding and Structure</b> <ul style="list-style-type: none"> <li>Ionic and covalent bonding</li> <li>Giant and simple structures</li> <li>Properties</li> </ul> <b>Acids and Bases</b> <ul style="list-style-type: none"> <li>General acid reactions</li> <li>Making salts</li> </ul>	<p>CGP Edexcel GCSE Chemistry (Grade 9-1) revision guide to be used to consolidate all topics.</p> <p>Students have access to all of the online textbooks at <a href="https://www.pearsonactivelearn.com">https://www.pearsonactivelearn.com</a></p> <p><a href="https://www.kayscience.com">www.kayscience.com</a> for all Pathways</p> <p>An on-line learning platform/app that students should use to help them review topics, practice questions and revise before assessments. Teachers may set assignments from here as PPR activities. The textbook and Kayscience can also help revise key ideas and to practice exam style questions.</p>
Half Term 2 (Nov-Dec)	<b>Numerical Chemistry</b> <ul style="list-style-type: none"> <li>Mole calculations</li> <li>Empirical formula</li> <li>Percentage yields</li> <li>Quantitative analysis (single only)</li> </ul> <b>Electrolysis</b> <ul style="list-style-type: none"> <li>Electrolysis of molten ionic substances &amp; in aqueous solution</li> <li>Fuel cells (separate science only)</li> </ul>	
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li><b>Extraction of metals</b></li> <li>Reactivity series</li> <li>REDOX</li> <li>Displacement reactions</li> </ul>	
Half Term 4 (Feb-Mar)	<b>Reversible reactions and Cells</b> <ul style="list-style-type: none"> <li>Fertilisers and the Haber Process</li> <li>Batteries</li> </ul>	
Half Term 5 (Apr-May)	<b>Groups of the periodic table</b> <ul style="list-style-type: none"> <li>Alkali metals</li> <li>Halogens</li> <li>Nobel gases</li> <li>Transition metals and alloys (single)</li> </ul>	
Half Term 6 (Jun-Jul)	<b>Rates of reaction</b> <ul style="list-style-type: none"> <li>Factors that affect rate – Temperature, Catalysts</li> <li>Rate graphs</li> </ul>	

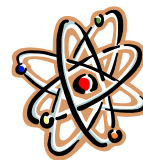
Examples of PPR Tasks	Learning key word definitions from their glossary at the start of every topic, writing experimental methods, drawing graphs, writing and balancing chemical equations, revising for end of topic assessments.
Assessment Tasks, Methods & Frequency	Tasks such as graph drawing and method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

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Ensuring they learn their keyword definitions they will be tested in every topic</li> <li>Encouraging them to use their exercise books for 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>Rsc.org/learnchemistry</li> <li><a href="http://www.ezyeducation.com">www.ezyeducation.com</a></li> <li><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#%2Ftab-Chemistry">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#%2Ftab-Chemistry</a> (exam board website for past papers)</li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Extra study and revision sessions</li> </ul>

Who Can I Contact?	Head of Chemistry	Mr Esop	
	Teachers of Y10 Chemistry	Dr Pih Mr Britto	Mr Ankrah Ms Tapper

# Woodbridge High School Curriculum Overview

## Year 10 – Science: Physics (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Waves and EM Spectrum and Light</b> <ul style="list-style-type: none"> <li>Wave properties</li> <li>Ultrasound and infrasound</li> <li>Reflection and refraction</li> </ul> <b>Radioactivity</b> <ul style="list-style-type: none"> <li>Structure of Atoms</li> <li>Types of Radiation</li> </ul>	CGP Edexcel GCSE Physics (Grade 9-1) revision guide to be used to consolidate all topics.  Students have access to all of the online textbooks at  <a href="https://www.pearsonactivelearn.com">https://www.pearsonactivelearn.com</a>
Half Term 2 (Nov-Dec)	<b>Radioactivity</b> <ul style="list-style-type: none"> <li>Half-Life</li> <li>Uses &amp; Dangers of Radiation</li> </ul> <b>Forces and motion</b> <ul style="list-style-type: none"> <li>Newton's laws</li> <li>Velocity and acceleration equations</li> <li>Momentum and Circular motion</li> </ul>	<a href="https://www.pearsonactivelearn.com">https://www.pearsonactivelearn.com</a>  <a href="http://www.kayscience.com">www.kayscience.com</a> for all Pathways  An on-line learning platform/app that students should use to help them review topics, practice questions and revise before assessments. Teachers may set assignments from here as PPR activities.
Half Term 3 (Jan-Feb)	<b>Astronomy (Triple only)</b> <ul style="list-style-type: none"> <li>The Solar System and Life Cycle of Stars</li> <li>Theories &amp; Evidence of the Universe</li> </ul>	The textbook and Kayscience can also help revise key ideas and to practice exam style questions.
Half Term 4 (Feb-Mar)	<b>Forces Doing Work</b> <ul style="list-style-type: none"> <li>Contact &amp; Non-Contact Forces</li> </ul>	
Half Term 5 (Apr-May)	<b>Electricity</b> <ul style="list-style-type: none"> <li>Series &amp; Parallel Circuits</li> <li>Resistance and Calculations</li> </ul>	
Half Term 6 (Jun-Jul)	<b>Static Electricity</b> (Triple only) <ul style="list-style-type: none"> <li>Uses and Dangers</li> </ul> <b>Forces and their effects</b> <ul style="list-style-type: none"> <li>Vectors, moments and force diagrams</li> </ul>	

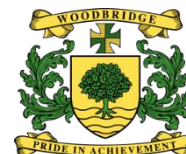
Examples of PPR Tasks	Research and explain a topic, plotting data onto graphs, write a method to carry out an experiment, evaluate data from a graph, and solve problems by using appropriate Physics formulae. Learn formulae so that you can recall them for calculation work.
Assessment Tasks, Methods & Frequency	Topic assessments, progress checks that are carried out once per term and in class peer assessment tasks. Recall key formulae mini tests, solve physics problems. Questions and answers and contributions in lesson both written and oral.
Equipment	Pens, pencil, ruler, scientific calculator.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Ensuring they learn their physics formulae and keyword definitions as they will be tested on these at the start of every topic</li> <li>Being positive about physics, its importance to understanding everyday life and the world in which new live in. Highlighting the skills that they are developing by studying Physics and as a mental workout for their mind.</li> </ul>
Useful Websites	The Royal Observatory in Greenwich. <a href="http://www.rmg.co.uk/royal-observatory">http://www.rmg.co.uk/royal-observatory</a> <ul style="list-style-type: none"> <li><a href="http://www.nasa.gov">www.nasa.gov</a>    <a href="http://www.rigb.org">www.rigb.org</a>    <a href="http://www.ezyeducation.com">www.ezyeducation.com</a></li> <li><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcse/sciences-2016.html#%2Ftab-Physics">https://qualifications.pearson.com/en/qualifications/edexcel-gcse/sciences-2016.html#%2Ftab-Physics</a> (exam board website for past papers)</li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Watching scientific shows from the BBC</li> </ul>

Who Can I Contact?	Head of Physics	Mr. Sethuraman	
	Teachers of Y10 Physics	Mr M Williams Ms Mohammed Ms Wardle	Mr Peethamparam Mr H Williams Ms Verma

# Woodbridge High School Curriculum Overview

## Year 10 – Science: Double Award Combined Science (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
<p>During Year 10 the students will complete the following modules from each of the three curriculum subject areas.</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>Biology</b></p> <ul style="list-style-type: none"> <li>Enzymes</li> <li>DNA</li> <li>Transport of substances</li> <li>Inheritance</li> <li>Genetic Engineering and Selective Breeding</li> <li>Natural Selection &amp; Evolution</li> <li>The Nervous System</li> <li>Gas Exchange</li> <li>The Circulatory System</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>Metals</li> <li>Numerical Chemistry</li> <li>Electrolysis</li> <li>Equilibrium</li> <li>Periodic Table</li> <li>Rates of Reaction</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>EM Spectrum &amp; radioactivity</li> <li>Radioactivity</li> <li>Energy &amp; Forces</li> <li>Electricity &amp; Static</li> </ul>	<p>CGP Edexcel GCSE Combined Science Higher (Grade 9-9 to 1-1)</p> <p>CGP Edexcel GCSE Combined Science Foundation (Grade 5-5 to 1-1) revision guides to be used to consolidate all topics.</p> <p>Students have access to all of the online textbooks at</p> <p><a href="https://www.pearsonactivelearn.com">https://www.pearsonactivelearn.com</a></p> <p><a href="http://www.kayscience.com">www.kayscience.com</a> for all Pathways</p> <p>An on-line learning platform/app that students should use to help them review topics, practice questions and revise before assessments. Teachers may set assignments from here as PPR activities.</p> <p>The textbook and Kayscience can also help revise key ideas and to practice exam style questions.</p>

<b>Examples of PPR Tasks</b>	PPR tasks centre around retrieval and practise. KayScience is an online platform that we use to set fortnightly tasks linked to content completed in class or key fundamentals that links to the topic being taught.
<b>Assessment Tasks, Methods &amp; Frequency</b>	Learning check/Progress checks. End of topic assessments. Core practicals are completed in line with the specification points they match up to. Students are shown how to answer exam questions linked to each core practical. Mock exams given in April tested Paper 1 content for all 3 subjects. Each subject is a separate paper lasting 1 hour.
<b>Equipment</b>	Pens, pencil, ruler, rubber, scientific calculator. Student exercise book.

<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>Ensuring they learn their keyword definitions they will be tested in every topic</li> <li>Encourage them to use their revision guide (this will be given to them in September)</li> <li>Encourage them to log on and use the online textbooks</li> </ul>
<b>Useful Websites</b>	<p><a href="http://www.bbc.co.uk/education/subjects/zrkw2hv">http://www.bbc.co.uk/education/subjects/zrkw2hv</a> (revision resources)</p> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html</a> (exam board website for past papers)</p>

<b>Who Can I Contact?</b>	Head of Science	Mr. M Williams		
	Teachers of Y10 Combined Science	Ms Evans Ms Mohammed Ms Bartlett Mr Esop Dr Pih	Mr Sethuraman Ms Wardle Ms Miah Ms Sajeev Mr H Williams	Mr Ankrah Mr Peethamparam Ms Holder Ms Tapper Mr Britto Ms Verma



# Woodbridge High School Curriculum Overview

## Year 10 – Art, Craft & Design (GCSE)



		Curriculum Content	Extension Activities
Half Term 1 (Sep – Oct)	<b>COURSEWORK PROJECT 1:</b> During the first project students will cover all four GCSE assessment criteria and learn the skills needed to successfully reach all objectives. They will be given the opportunity to explore a wide range of new media processes and techniques as well as improve upon skills taught at KS3. Students will cover aspects of Fine Art, design and photography. Students will explore 3D in Y11	<ul style="list-style-type: none"> <li>Drawing from observation using the formal elements</li> <li>Recording observations through written annotations</li> <li>Artist analysis and contextual studies.</li> <li>Identifying and collecting relevant and individual source materials/ starting points</li> </ul>	All PPR tasks have additional extra challenge.
Half Term 2 (Nov-Dec)		<ul style="list-style-type: none"> <li>Creating and developing own ideas from individual source materials/ starting points</li> <li>Responding to the work of artists ideas, styles, techniques and compositions</li> <li>Reviewing and evaluating outcomes through written annotations</li> <li>Refining skills and techniques into outcomes</li> </ul>	Individual tasks set by teachers.
Half Term 3 (Jan-Feb)		<ul style="list-style-type: none"> <li>Artist analysis and contextual studies.</li> <li>Exploring different materials, techniques and processes.</li> <li>Responding to the work of artists ideas, styles, techniques and compositions</li> </ul>	Extra work can be completed at home or after school during GCSE club.
Half Term 4 (Feb-Mar)		<ul style="list-style-type: none"> <li>Understanding and creating good composition</li> <li>Development of ideas</li> </ul>	
Half Term 5 (Apr-May)		<ul style="list-style-type: none"> <li>Mock exam preparation – How to respond to a theme using all skills and techniques learnt so far</li> </ul>	
Half Term 6 (Jun-Jul)		<ul style="list-style-type: none"> <li>Mock exam – Producing outcomes that realize intentions</li> <li>Refinement of coursework project</li> </ul>	

Examples of PPR Tasks	Students should expect to receive PPR every week. <ul style="list-style-type: none"> <li>Collect a range of source materials/ images/ photographs to draw from in class</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 in lessons</li> <li>Skills and knowledge-based learning checks every term</li> <li>Deep marking every term of coursework and PPR</li> </ul>
Equipment That Students Need	<b>Essentials:</b> Students should purchase an Art pack which contains all basic Art equipment for the next two years. <b>Desired:</b> In addition to the Art packs a set of acrylic paints would be really useful

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.</li> </ul>
Useful Websites	<a href="http://www.gettyimages.co.uk">www.gettyimages.co.uk</a> <a href="http://www.npg.org.uk">www.npg.org.uk</a> <a href="http://www.tate.org.uk">www.tate.org.uk</a> <a href="http://www.saatchigallery.com">www.saatchigallery.com</a> <a href="https://www.theartnewspaper.com/">https://www.theartnewspaper.com/</a> <a href="http://www.artnews.com/">http://www.artnews.com/</a> <a href="https://www.artforum.com/">https://www.artforum.com/</a> <a href="http://theconversation.com/uk">http://theconversation.com/uk</a> <a href="https://www.theguardian.com/uk">https://www.theguardian.com/uk</a>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>After school GCSE club– information to follow.</li> <li>Possible trip to gallery or museum.</li> </ul>

Who Can I Contact?	Head of Art	Mrs Ward-Mills
	Teachers of Y10 Art	Mrs Ward-Mills Miss Chana Mrs Anderson & Mr Ward

# Woodbridge High School Curriculum Overview

## Year 10 – Business (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>The Purpose and Nature of Business</b> <ul style="list-style-type: none"> <li>Purpose of Business</li> <li>Business Ownership</li> <li>Setting Business Aims and Objectives</li> <li>Stakeholders</li> <li>Business Location</li> <li>Business planning</li> <li>Expanding a business</li> </ul>	CGP Revision Guide Unit 1
Half Term 2 (Nov-Dec)		Seneca Learning 1.1 to 1.7  Firefly Resources
Half Term 3 (Jan-Feb)	<b>Influences on Business</b> <ul style="list-style-type: none"> <li>Technology</li> <li>Ethical and environmental considerations</li> <li>The Economic Climate on Business</li> <li>Globalisation</li> <li>Legislation</li> <li>Competitive Environment</li> </ul>	CGP Revision Guide Unit 2  Seneca Learning 2.1 to 2.6  Firefly Resources
Half Term 4 (Feb-Mar)	<b>Business Operations</b> <ul style="list-style-type: none"> <li>Production processes</li> <li>The role of procurement</li> <li>The concept of quality</li> <li>Good customer service</li> </ul>	CGP Revision Guide Unit 3 Seneca Learning 3.1 to 3.4 Firefly Resources
Half Term 5 (Apr-May)	Mock Exam preparation & revision	
Half Term 6 (Jun-Jul)	<b>Human Resources</b> <ul style="list-style-type: none"> <li>Organisational structures</li> <li>Recruitment and selection of employees</li> <li>Motivating employees</li> <li>Training</li> </ul>	CGP Revision Guide Unit 4 Seneca Learning 4.1 to 4.4 Firefly Resources

Examples of PPR Tasks	<ul style="list-style-type: none"> <li>Case studies, research project and wider reading.</li> <li>Exam style questions</li> <li>Knowledge based questions</li> </ul>
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> <li>End of unit tests on completion of each unit</li> <li>Knowledge based learning checks on each topic</li> </ul>
Equipment That Students Need	Exercise books, different coloured biro pens, pencil, ruler, rubber, calculator, homework planner, access to AQA CGP Revision Guide.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Ensuring H/L is completed on time and to the best of student's ability.</li> <li>Being aware of current targets student has and to facilitate achievement.</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.bbc.co.uk/schools/gcsebitesize/">www.bbc.co.uk/schools/gcsebitesize/</a></li> <li><a href="http://www.senecalearning.com">www.senecalearning.com</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Wider reading – Reading the business section on BBC news</li> <li>Department-run Enterprise activities</li> </ul>

Who Can I Contact?	Head of Business	Ms Jaeggi
	Teachers of Y10 Business	Ms Jaeggi Mr Islam Ms Hamid

# Woodbridge High School Curriculum Overview

## Year 10 – Child Development (Cambridge National)



<b>Half Term 1 (Sep – Oct)</b>	R059: Understand the Development of a Child from one to five years. (Coursework, completed under controlled conditions. LO1: The expected developmental norms from one to five years – Physical, Intellectual, Emotional and Social Development.
<b>Half Term 2 (Nov-Dec)</b>	LO2: Stages and types of Play, and how Play benefits Development.
<b>Half Term 3 (Jan-Feb)</b>	LO3: Methods of Observation and Methods of Recording.
<b>Half Term 4 (Feb-Mar)</b>	LO4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development. Includes making visits to a study child to carry out practical activities.
<b>Half Term 5 (Apr-May)</b>	Final corrections to R059 and preparation for external moderation. R058: Create a safe environment and understand the nutritional needs of children from birth to five years. LO1: How to plan a safe environment in a childcare setting
<b>Half Term 6 (Jun-Jul)</b>	LO1: continued LO2: Choosing suitable equipment for a childcare setting

<b>Examples of PPR Tasks</b>	<ul style="list-style-type: none"> <li>• Visits to local shops: Observations of equipment</li> <li>• Primary research with parents of babies and young children and their children.</li> <li>• Exam style question and answer</li> </ul>
<b>Assessment Tasks, Methods &amp; Frequency</b>	<ul style="list-style-type: none"> <li>• Coursework completed consistently throughout the year.</li> <li>• End of unit mock exam</li> <li>• Marking of H/L questions</li> </ul>
<b>Equipment Which Students Need</b>	Stationery Equipment: pens, pencils, ruler

<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>• Ensuring Visits and primary interviews are carried out at necessary intervals.</li> <li>• Encouraging completion of PPR questions to ensure preparation for exam</li> </ul>
<b>Useful Websites</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.nhs.uk/Tools/Pages/birthtofive.aspx/close">www.nhs.uk/Tools/Pages/birthtofive.aspx/close</a></li> <li>• <a href="http://www.ask-nanny.com/child-development.html">www.ask-nanny.com/child-development.html</a></li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> </ul>
<b>Extra-curricular Activities</b>	<ul style="list-style-type: none"> <li>• Revision Sessions</li> <li>• Lunch time and afterschool help session</li> <li>• Trips: Westfield &amp; Local childcare setting for Primary Research, Museum of Childhood</li> </ul>

<b>Who Can I Contact?</b>	Head of Health and Social Care	Ms Griffiths
	Teachers of Y10 Child Development	Ms Payne

# Woodbridge High School Curriculum Overview

## Year 10 – Computer Science (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Learning to code</b> Practice programming	<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>
Half Term 2 (Nov-Dec)	<b>Programming Techniques</b> Practice programming solutions for a given task	<a href="https://www.cambridgegcsecocomputing.org/">https://www.cambridgegcsecocomputing.org/</a>
Half Term 3 (Jan-Feb)	<b>Data Representation</b> Binary Hexadecimal <b>Systems Architecture</b> <ul style="list-style-type: none"> <li>Purpose of the CPU including common components</li> </ul> <b>Networking</b> Wireless and wired network Type of networks Internet as world wide web Network Topologies <ul style="list-style-type: none"> <li>Protocols and Layers</li> <li>System Security</li> <li>Identifying vulnerabilities</li> <li>Threats posed to networks</li> </ul>	Book of Programming challenges – see how many you can code  Projecteuler.net
Half Term 4 (Feb-Mar)	<b>How to investigate and discuss Computer Science technologies while considering:</b> <ul style="list-style-type: none"> <li>ethical and legal issues</li> <li>cultural and environmental issues</li> <li>privacy issues.</li> <li>The Data Protection Act 1998</li> <li>Computer Misuse Act 1990</li> <li>Copyright Designs and Patents Act 1988</li> <li>Creative Commons Licensing</li> <li>Freedom of Information Act 2000.</li> </ul>	Revision workbook CGP Cambridge Computer Science Book
Half Term 5 (Apr-May)	Revising and going over the last year of programming and theory for end of year test	
Half Term 6 (Jun-Jul)	Completing the programming project	

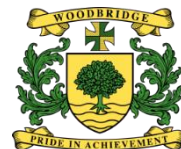
<b>Examples of PPR Tasks</b>	Practice programming skills to prepare for NEA Cambridge Computing Science Student Book to work through
<b>Assessment Tasks, Methods &amp; Frequency</b>	End of unit tests Practice NEA – to be completed in lesson time board scenario.
<b>Equipment That Students Need</b>	Pen, pencil, ruler eraser Cambridge Computing Science Student Book   CGP Computer Science Book

<b>Parents / Carers can help their child by:</b>	<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>
<b>Useful Websites</b>	<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.codecademy.com/#!/exercises/0">http://www.codecademy.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.cambridgegcsecocomputing.org/">https://www.cambridgegcsecocomputing.org/</a> (log in with your unique username and password from your book)</li> </ul>
<b>Extra-curricular Activities</b>	<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>

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

# Woodbridge High School Curriculum Overview

## Year 10 – Design & Technology: Graphics Pathway (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	Design and make mini project 1: Pop-up book <ul style="list-style-type: none"> <li>Developing a brief and specification</li> <li>Design ideas, development and testing</li> </ul> <b>Theory: Core Topics</b> - 1.1 & 1.2 Emerging Technologies, 1.3 & 1.5 Energy and Mechanical Devices), 1.4 Modern/Smart Materials, 1.6 & 1.7 Electronic Systems/programmable components, 1.3&1.5 Energy / Mechanical Devices	Learn the Core Revision and Papers and Board theory in the Revision Booklets from the Achievement Bag
Half Term 2 (Nov–Dec)	Design and make mini project 1: Pop-up book <ul style="list-style-type: none"> <li>Manufacture</li> <li>Testing and evaluation</li> </ul> <b>Theory: Core Topics</b> - 1.6 & 1.7 Electronic Systems and programmable components, 1.3 & 1.5 Energy and Mechanical Devices	BBC website: GCSE Bitesize eRevision
Half Term 3 (Jan-Feb)	Design and make mini project 2: Gift Shop Design Task <ul style="list-style-type: none"> <li>Researching the problem</li> <li>Design ideas, development and testing</li> </ul> <b>Theory: Core Topics</b> - 1.10 Polymers, 1.11 Textiles	
Half Term 4 (Feb–Mar)	Design and make mini project 2: Gift Shop Design Task <ul style="list-style-type: none"> <li>Manufacture, testing and evaluation</li> </ul> <b>Theory: Core Topics</b> - 1.12 Timbers, 1.13 Technological Practice within contexts which inform outcomes	<ul style="list-style-type: none"> <li>Wider reading of materials and their manufacturing processes.</li> <li>Review of past examination papers.</li> <li>BBC website and other online resources.</li> <li>Continued research on materials</li> <li>Printing processes.</li> <li>Researching smart and modern materials and their uses</li> </ul>
Half Term 5 (Apr–May)	Students will undertake a mini version of the controlled assessment leading to prototype production. <b>Theory: Core Topics</b> - 1.14 Environmental/social/economic challenges that influence design, 1.15 Past and Present Designers/companies	
Half Term 6 (Jun-Jul)	Controlled Assessment (NEA) themes released to candidates from the exam board, students will: <ul style="list-style-type: none"> <li>Identify, investigate and outline design possibilities for the project (research/design brief/specification)</li> <li>Begin designing creative design solutions</li> </ul> <b>Theory</b> - 1.16 design strategies, 1.17 Suitable Design Techniques	

Examples of PPR Tasks	Essays, research projects, investigations into materials characteristics, practice exam questions and wider reading around a themed topic.
Assessment Tasks, Methods & Frequency	Controlled assessment runs from June of year 10 into year 11 and mock exams as appropriate. Learning checks will take place regularly for all topics covered.
Equipment That Students Need	Drawing equipment, a scientific calculator for mock exam and exam practice, Core and Papers and Boards revision booklets from your Achievement Bag

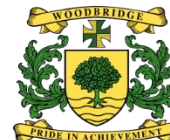
Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Ensuring that pupils read regularly and widely text around advancements in smart materials and graphic manufacturing.</li> <li>Encouraging students to use their revision booklet for the course.</li> <li>Encouraging students to practice CAD (Computer Aided Design) drawings using Inventor (free software from <a href="https://www.autodesk.com/education/free-software/inventor-professional">https://www.autodesk.com/education/free-software/inventor-professional</a>)</li> </ul>
Useful Websites	<a href="https://www.bbc.com/bitesize/examspecs/zb6h92p">https://www.bbc.com/bitesize/examspecs/zb6h92p</a> <a href="http://www.bbc.co.uk/news/technology">http://www.bbc.co.uk/news/technology</a> <a href="https://www.autodesk.com/education/free-software/inventor-professional">https://www.autodesk.com/education/free-software/inventor-professional</a> <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-2017.html</a>
Extra-curricular Activities	Visit museums such as the Design Museum, Science Museum, The British Museum, Museum of Brands, Packaging & Advertising, Victoria & Albert Museum

Who Can I Contact?	Head of Design & Technology	Ms Rivers
	Teachers of Y10 D&T (Graphics Pathway)	Ms Prosser and Ms Gleeson



# Woodbridge High School Curriculum Overview

## Year 10 – Design & Technology: Product Pathway (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Design and make mini project 1: Child's Toy project</b> - Design ideas, Development and testing, Manufacture, Testing and evaluation <b>Theory: Core Topics</b> - 1.1 & 1.2 Emerging Technologies, 1.3 & 1.5 Energy and Mechanical Devices), 1.4 Modern/Smart Materials, 1.6 & 1.7 Electronic Systems and programmable components, 1.3 & 1.5 Energy and Mechanical Devices	Learn the Core Revision and Timbers theory in the Revision Booklets from the Achievement Bag
Half Term 2 (Nov-Dec)	<b>Design and make mini project 1: Design skills project</b> Developing drawing skills, innovation, CAD modelling <b>Theory: Core Topics:</b> 1.6 & 1.7 Electronic Systems and programmable components 1.3 & 1.5 Energy and Mechanical Devices	BBC website GCSE Bitesize. eRevision
Half Term 3 (Jan-Feb)	<b>Design and make mini project 2: Mini NEA (practice coursework project)</b> Research skills, Developing a brief and specification, Design ideas <b>Theory: Core Topics</b> - 1.10 Polymers, 1.11 Textiles	<ul style="list-style-type: none"> <li>Wider reading of materials and their manufacturing processes.</li> <li>Review of past examination papers.</li> <li>BBC website and other online resources.</li> <li>Continued research on materials</li> <li>Printing processes.</li> </ul>
Half Term 4 (Feb-Mar)	<b>Mini NEA (practice coursework project)</b> Design ideas, Development <b>Theory: Core Topics</b> - 1.12 Timbers, 1.13 Technological Practice within contexts which inform outcomes	
Half Term 5 (Apr-May)	<b>Mini NEA (practice coursework project)</b> Modeling, prototype manufacture, Evaluation <b>Theory: Core Topics:</b> 1.14 Environmental/social/economic challenges that influence design 1.15 Past and Present Designers/companies	
Half Term 6 (Jun-Jul)	<b>Non-Examined Controlled Assessment (NEA)</b> themes released to candidates from the exam board. The NEA is worth 50% of the GCSE and will run until February half term in year 11. Students will: <ul style="list-style-type: none"> <li>Identify, investigate and outline design possibilities for the project (research/design brief/specification)</li> <li>Begin designing creative design solutions</li> </ul> <b>Theory: Core Topics:</b> 1.16 design strategies, 1.17 Suitable Design Techniques	

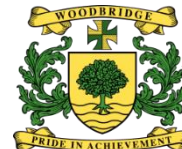
<b>Examples of PPR Tasks</b>	Essays, research projects, investigations into materials characteristics, practice exam questions and wider reading around a themed topic.
<b>Assessment Tasks, Methods &amp; Frequency</b>	NEA/controlled assessment runs from June of year 10 into year 11 and mock exams as appropriate. Learning checks will take place regularly for all topics covered.
<b>Equipment That Students Need</b>	Drawing equipment, a scientific calculator for mock exam and exam practice, Core and Timbers revision booklets from your Achievement Bag

<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>Ensuring that pupils read regularly and widely text around advancements in smart materials and manufacturing.</li> <li>Encouraging students to use their revision booklet for the course.</li> <li>Encouraging students to practice CAD (Computer Aided Design) drawings using Inventor (free software from <a href="https://www.autodesk.com/education/free-software/inventor-professional">https://www.autodesk.com/education/free-software/inventor-professional</a>)</li> </ul>
<b>Useful Websites</b>	<a href="https://www.bbc.com/bitesize/examspecs/zb6h92p">https://www.bbc.com/bitesize/examspecs/zb6h92p</a> <a href="http://www.bbc.co.uk/news/technology">http://www.bbc.co.uk/news/technology</a> <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-2017.html</a>
<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 such as the Design Museum, Science Museum, The British Museum, Museum of Brands, Packaging &amp; Advertising, Victoria &amp; Albert Museum</li> </ul>

<b>Who Can I Contact?</b>	Head of Design & Technology	Ms Rivers
	Teachers of Y10 D&T (Product Design Pathway)	Mr Allen

# Woodbridge High School Curriculum Overview

## Year 10 – Drama (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Component 1: Devising Theatre (40%)</b> Students will begin the year with an introduction to devising in groups. They will then move on to create a mock performance and portfolio of component 1. Within this component students will devise in response to a stimulus using the working methods of Bertolt Brecht. Students will be expected to develop and perform an original piece and then move on to discuss the process of devising and evaluate their performances.	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 Redbridge Drama Centre. We recommend reading any books by leading practitioners. There are many performances both locally and beyond that capture and show new ideas and ways to tell stories. Alongside visiting is to take part in extra-curricular drama in school, the department also run lunchtime and after-school clubs. We offer opportunities to perform in school and hope to continue this. This includes the annual school production.
Half Term 2 (Nov-Dec)	<b>Component 3: Live Theatre Review (10%)</b> Students will visit the theatre to watch a live performance. This is a compulsory and integral part of the course. Students will explore the lighting, sound, set and costume design of the show as well as the methods that performers use to deliver the story. The theatre review will form section B to the written exam.	
Half Term 3 (Jan-Feb)	<b>Component 3: Interpreting Theatre (30%)</b> In this unit students will study a set text; DNA by Dennis Kelly. This will be explored both through practical and written avenues. Written analysis will be in the form of notes, reflections and reviews in preparation for an exam. This component will be assessed through a written exam.	
Half Term 4 & 5 (Feb-May)	<b>Component 2: Performing from a text (20%)</b> Students will perform scenes from DNA and will be assessed practically on the development of character and performance skills on stage.	
Half Term 6 (Jun-Jul)	<b>Component 1: Devising Theatre</b> Students will begin the year with an introduction to devising in groups. They will then move on to create a performance and portfolio of component 1. Within this component students will study Steven Berkoff. Students will be expected to develop and perform an original piece and then move on to discuss the process of devising and evaluate their performances.	

Examples of PPR 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</li> <li>• Independent rehearsal,</li> <li>• Response to set questions,</li> <li>• Mock Exams,</li> <li>• Collating notes</li> </ul>
Assessment Tasks, Methods & Frequency	Assessment is modelled from the specification, students will complete a mock-version of each component including both practical and coursework elements.	
Equipment That Students Need	Students may be asked to bring in props to enhance a performance, other than this, the essential school equipment will be required.	

Parents / Carers can help their child by:	• Visiting a variety of theatre, ensuring that PPR is completed and of a high standard, visiting showcases in support of students work
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>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>• Lunchtime, After-school Clubs and Whole school production</li> <li>• Theatre trips</li> </ul>

Who Can I Contact?	Head of Drama	Ms Farr	
	Teachers of Y10 Drama	Ms Farr Mr Eva	Ms Richards Ms Stephenson

# Woodbridge High School Curriculum Overview

## Year 10 – Food (Hospitality & Catering) (Level 2)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Theory: 1.1 Hospitality and catering providers</b> Hospitality and catering providers, working in the hospitality and catering industry, working conditions in the hospitality and catering industry and the contributing factors to the success of hospitality and catering provision. <b>Practical:</b> developing knife skills, preparing a variety of dishes, using a range of basic skills. Students will be introduced to menu planning.	Familiarise yourself with review websites such as trip advisor.  Use your revision booklet to retrieve content from this unit (have a go at the quiz questions).
Half Term 2 (Nov-Dec)	<b>Theory: 1.2 How hospitality and catering provisions operate</b> The operation of the front and back of house, Customer requirements in hospitality and catering, Hospitality and catering provision to meet specific requirements. <b>Practical:</b> creating dishes including sauces and pastries. Preparing a variety of dishes, using a range of basic & medium skills.	Visit a restaurant or hotel, note down what you see, what your experience was, what the menu looked like.
Half Term 3 (Jan-Feb)	<b>Theory: 1.3 Health &amp; Safety in Hospitality &amp; Catering</b> Students will spend this half term gaining knowledge of health & safety in hospitality and catering provisions, including food safety. <b>Practical:</b> plan and prepare a variety of protein-based dishes, putting theory learnt this term into practice.	Create a risk assessment of your kitchen or the school canteen to help practice HACCP ( <a href="https://youtu.be/B_Q8ZW_qVIQ">https://youtu.be/B_Q8ZW_qVIQ</a> )
Half Term 4 (Feb-Mar)	<b>Theory: 1.4 Food safety in Hospitality and Catering</b> <ul style="list-style-type: none"> <li>Food related causes of ill health</li> <li>Symptoms and signs of food-induced ill health</li> <li>Preventative control measures of food-induced ill health</li> <li>The Environmental Health officer (EHO)</li> </ul> <b>Practical:</b> plan and prepare a variety of protein-based dishes, putting theory learnt this term into practice.	Watch 'The Food inspectors' series on YouTube to see an EHO in action.
Half Term 5 (Apr-May)	<b>Mock controlled assessment: Unit 2 H&amp;C in Action</b> <ul style="list-style-type: none"> <li>Students will begin their Mock coursework project, which involves students receiving an assignment brief (scenario) and working on a range of tasks in order to fulfill the brief. Tasks include: <ul style="list-style-type: none"> <li>Written information on Macronutrients &amp; Micronutrients</li> <li>Applied knowledge of cooking methods</li> <li>Practical assessment (Plan/prepare/cook) two dishes</li> <li>Review the outcome of each dish</li> <li>Review own performance</li> </ul> </li> </ul> <b>Practical:</b> Students will prepare smaller individual dishes, developing their presentation and plating techniques.	Watch cooking competition shows such as master chef, to develop ideas on plating and presentation of dishes.  Print out the free knowledge organisers on the WJEC website to support you whilst completing your Mock controlled assessed.
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Feedback on Mock controlled assessment</li> <li>Theory: The importance of nutrition</li> <li>Practical lessons will continue fortnightly</li> </ul>	

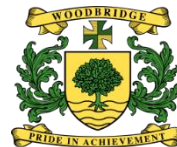
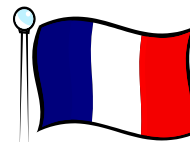
PPR Tasks	Defining key terms, Menu planning, quizzes, research tasks
Assessment Tasks, Methods & Frequency	Mock exam in spring term, Mock Unit 2 (coursework) in the summer term, practical assessments at the end of each term, Learning checks and in class assessments.
Equipment	Ingredients for Practical lessons, revision booklets, class workbook

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Ensuring ingredients are supplied for practical lessons (Ingredients lists will be set on firefly).</li> <li>visits to restaurants/hotels in order to gain experience of different styles of service</li> <li>Ensure that PPR is always completed to the best of their ability and submitted on time</li> <li>Downloading, saving/printing the knowledge organisers linked below</li> </ul>
Useful Websites	<b>Knowledge organisers:</b> <a href="https://resources.wjec.co.uk/pages/ResourceSingle.aspx?rld=4864">https://resources.wjec.co.uk/pages/ResourceSingle.aspx?rld=4864</a> <b>How to answer exam questions:</b> <a href="https://resource.download.wjec.co.uk/EWT/19-20/WJEC/Level%201-2%20Hospitality%20and%20Catering%20EWT.pptx">https://resource.download.wjec.co.uk/EWT/19-20/WJEC/Level%201-2%20Hospitality%20and%20Catering%20EWT.pptx</a>
Activities	Cooking club, held fortnightly in W26

Who Can I Contact?	Head of Design & Technology	Ms Rivers
	Lead Teacher: Hospitality & Catering	Ms John

# Woodbridge High School Curriculum Overview

## Year 10 – French (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities: Use Revision workbook for all topics, plus:
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Basic introductions and revision of key grammar from Y9 for Baseline test</li> <li>Revision of key verbs and tenses; past, present, future and imperfect and using the CROATIAN wall</li> <li>Talking about what you do online</li> <li>What you watch</li> <li>Making plans to go out and acceptance/ declining an invitation</li> <li>Saying what you did last weekend</li> <li>Taking part in an interview</li> </ul> <p>EXAM SKILLS: reading a text aloud ,transcription and preparing a role-play</p>	<p><a href="http://www.languagesonline.co.uk">www.languagesonline.co.uk</a> or <a href="http://www.conjugemos.com">www.conjugemos.com</a> for activities on verbs&amp; tenses</p> <p>Interesting articles on youth culture and current affairs, written for British learners of French.</p> <p><a href="http://fr.maryglasgowplus.com/students/features/24609">http://fr.maryglasgowplus.com/students/features/24609</a></p>
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Talking about your identity</li> <li>Your weekend routine</li> <li>Discussing friends &amp; friendships</li> <li>Describing others</li> <li>Positive role models</li> <li>Celebrations</li> </ul> <p>EXAM SKILLS: Describing a photo, translation</p>	<p>Research and watch a famous French film- ideas from teacher.</p> <p>Research a French sportsman or team.</p> <p>Use lyricstraining.com to listen to French songs and complete the gaps in the lyrics being displayed</p>
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>School life in francophone countries</li> <li>School subjects &amp; school life, including the rules</li> <li>Making progress at school</li> <li>What school used to be like at primary school</li> <li>The importance of learning languages</li> </ul> <p>EXAM SKILLS: Expressing opinions, translation into French</p>	<p>Watch the film 'Entre les Murs'</p> <p>Find a website of a French school and compare with school in the UK</p>
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Talking about food and mealtimes</li> <li>Discussing good mental health</li> <li>Describing illnesses &amp; accidents</li> <li>What you will do to improve your life</li> <li>Lifestyle changes</li> </ul> <p>EXAM SKILLS Role-plays, distinguishing between tenses in listening, producing complex sentence structures</p>	<p>Find a menu from a French restaurant and translate into English. Learn 3-4 items on the menu and use in your own work.</p>
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Revision of work done so far in preparation for exams</li> <li>Exam skills</li> <li>Talking about holidays and accommodation</li> <li>Describing an ideal holiday</li> </ul>	<p>Make revision notes, vocab flashcards, mind maps, complete pages in the revision workbook and past papers from the old specification</p>
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Feedback on Year 10 Exams</li> <li>Saying what you can do on holiday</li> <li>Talking about festivals</li> <li>Booking a holiday</li> </ul> <p>EXAM SKILLS: Extending spoken and written responses</p>	<p>Find a website for a French hotel, look at the facilities and write a review of it in French</p> <p>Go on the following website and plan your dream holiday</p> <p><a href="http://www.officiel-des-vacances.com/">http://www.officiel-des-vacances.com/</a></p>

<b>Examples of PPR Tasks</b>	Learning key vocabulary grammar points and verbs Writing articles/letters/emails/blogs as directed by the teacher Preparing presentations on key topics Retrieval tasks such as creating flashcards / mind maps of previously learnt vocabulary
<b>Assessment Tasks, Methods &amp; Frequency</b>	Half-termly assessments in two of the following skills: reading, writing, speaking, listening, frequent mini verb and vocabulary tests, end of year exam on all skills, Learning Checks at regular intervals on the current topic being studied; translation
<b>Equipment needed</b>	French dictionary and verb tables, pens, rulers, glue, highlighters

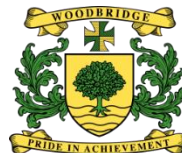
<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>• Quizzing their child on key vocabulary learnt</li> <li>• Encouraging them to use the revision workbook provided by the school</li> <li>• Ensuring students check the accuracy of their work and redraft notes if necessary</li> <li>• Encouraging the watching of films in French and listen to French radio</li> <li>• Encouraging the making of revision flashcards or mind maps on a regular basis and re-reading or re-writing notes</li> </ul>
<b>Useful Websites</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.memrise.com">www.memrise.com</a> OR <a href="http://www.quizlet.com">www.quizlet.com</a> - vocab practice based on the topics we study – link to be given by teachers</li> <li>• <a href="http://www.zut.org.uk">www.zut.org.uk</a> – practice in all skills on the 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</li> <li>• <a href="http://www.senecalearning.com">www.senecalearning.com</a> - Grammar explanations and Topic based exercises</li> </ul>
<b>Extra-curricular Activities</b>	<ul style="list-style-type: none"> <li>• TBC</li> </ul>

<b>Who Can I Contact?</b>	Head of French	Mrs Bemath
	Teachers of Y10 French	Mrs Bemath Ms Hall Ms Année



# Woodbridge High School Curriculum Overview

## Year 10 – Geography (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Autumn Term 1	<b>The challenge of natural hazards</b> Natural hazards are the result of physical processes. The effects of, and responses to. Natural hazards vary between areas of contrasting levels of wealth. Management can reduce the effects of a natural hazards	<a href="#">Key Stage 4 – Woodbridge High School (fireflycloud.net)</a>
Autumn Term 2	<b>Human Geography Topic: Urban Issues and Challenges</b> A growing percentage of the world's population lives in urban areas. Urban growth creates opportunities and challenges for cities in LICs and NEEs. Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges Urban sustainability requires management of resources and transport.	<a href="#">Key Stage 4 – Woodbridge High School (fireflycloud.net)</a>
Spring term 1	<b>Physical Landscapes in the UK (coasts)</b> The coast is shaped by a number of physical processes. Distinctive coastal landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect coastlines from the effects of physical processes	<a href="#">Key Stage 4 – Woodbridge High School (fireflycloud.net)</a>
Spring term 2/Summer 1	<b>Physical Landscapes in the UK (coasts)</b> The coast is shaped by a number of physical processes. Distinctive coastal landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect coastlines from the effects of physical processes	<a href="#">Key Stage 4 – Woodbridge High School (fireflycloud.net)</a>
Summer Term 2	<b>Human &amp; Physical Fieldwork Investigations</b> Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise.	<a href="#">Key Stage 4 – Woodbridge High School (fireflycloud.net)</a>

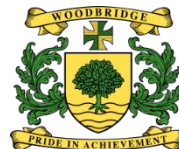
Examples of PPR Tasks	<ul style="list-style-type: none"> <li>• A mixture of planning, preparation and retrieval tasks.</li> <li>• Continual Revision (As each topic progresses)</li> <li>• Students will complete unfinished classwork for PPR</li> </ul>
Assessment Tasks	<i>Assessments: Midpoint and end of topic assessments and 3* multi choice quizzes</i>
Equipment Which Students Need	<ul style="list-style-type: none"> <li>• Full Pencil Case (Including Green Pens, mathematical set and calculator)</li> <li>• My Revision Notes Hodder Geography GCSE Revision Guide (supplied by school)</li> <li>• WHS Case study revision guide (supplied by the school)</li> </ul>

Parents / Carers can help their child by:	<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 PPR</li> <li>• Get students to regularly read/watch the news</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li>• BBC Bitesize Geography <a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/">http://www.bbc.co.uk/schools/gcsebitesize/geography/</a></li> <li>• Twitter- @WHSGeography <a href="https://twitter.com/WHSGeography">https://twitter.com/WHSGeography</a></li> <li>• Instagram <a href="https://www.instagram.com/woodbridgegeography/">https://www.instagram.com/woodbridgegeography/</a></li> <li>• Visit our Firefly resources page above for extra reading, resources and revision materials.</li> </ul>

Who Can I Contact?	Head of Geography	Miss Fleet	
	Teachers of Y10 Geography	Ms Fleet Mr McDonald	Ms Sbocchi Mr Buck Ms Begum

# Woodbridge High School Curriculum Overview

## Year 10 – German (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Thematic context: Studying and my future</b> <ul style="list-style-type: none"> <li>Reinforcement of key verbs in present, past and future tenses and expanding sentences</li> <li>Discussing the school day</li> <li>Discussing school rules- reinforcing modal verbs</li> <li>Talking about special events in school</li> <li>Practising the 80-90 word exam question</li> </ul>	Vocabulary practice using <a href="http://www.memrise.com">www.memrise.com</a> Revise Edexcel GCSE (9-1) German Revision workbook pg.53-64 <a href="https://www.bbc.co.uk/bitesize/subjects/z8j2tfr">https://www.bbc.co.uk/bitesize/subjects/z8j2tfr</a>
Half Term 2 (Nov-Dec)	<b>Thematic context: My personal world: Media and technology</b> <ul style="list-style-type: none"> <li>Talking about free time</li> <li>Discussing how you spend time online</li> <li>Discussing advantages and disadvantages of life online</li> <li>Practising role-plays- inviting people out and buying tickets</li> <li>Expressing preferences about films and TV shows</li> <li>Describing weekend plans</li> </ul>	Revise Edexcel GCSE (9-1) German Revision workbook pg.15-25 Vocabulary practice using <a href="http://www.memrise.com">www.memrise.com</a> <a href="https://www.bbc.co.uk/bitesize/subjects/z8j2tfr">https://www.bbc.co.uk/bitesize/subjects/z8j2tfr</a>
Half Term 3 (Jan-Feb)	<b>Thematic context: My personal world</b> <ul style="list-style-type: none"> <li>Describing family members, using relative pronouns</li> <li>Saying how you get on with people and why</li> <li>Discussing equality and identity</li> <li>Describing a family celebration in the past</li> <li>Using three time frames</li> </ul>	Vocabulary practice using <a href="http://www.memrise.com">www.memrise.com</a> Revise Edexcel GCSE (9-1) German Revision workbook pg.1-8 <a href="https://www.bbc.co.uk/bitesize/subjects/z8j2tfr">https://www.bbc.co.uk/bitesize/subjects/z8j2tfr</a>
Half Term 4 (Feb-Mar)	<b>Thematic context: Lifestyle and wellbeing</b> <ul style="list-style-type: none"> <li>Talking about accidents and illnesses</li> <li>Talking about good and bad habits, using infinitive constructions</li> <li>Talking about wellbeing, using <i>wenn- when, if</i></li> <li>Talking about what is important to you</li> </ul>	Vocabulary practice using <a href="http://www.memrise.com">www.memrise.com</a> BBC Bitesize – Infinitive constructions <a href="https://www.bbc.co.uk/bitesize/guides/z39tsg8/revision/1">https://www.bbc.co.uk/bitesize/guides/z39tsg8/revision/1</a>
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Retrieval practice, covering all 4 skills across topics studied (listening/speaking/reading and writing)</li> <li>Mock Exams</li> </ul>	Vocabulary practice using <a href="http://www.memrise.com">www.memrise.com</a> Revise Edexcel GCSE pg.109-120
Half Term 6 (Jun-Jul)	<b>Thematic context: My neighbourhood</b> <ul style="list-style-type: none"> <li>Feedforward Year 10 Mock exams</li> <li>Describing where you live</li> <li>Describing an ideal place to live</li> <li>Describing your home, using dual case prepositions</li> </ul>	Vocabulary practice using <a href="http://www.memrise.com">www.memrise.com</a>

Examples of PPR Tasks	Tasks from GCSE Revision workbook, independent reading and listening tasks, vocabulary learning on Memrise, preparation for speaking activities
Assessment Tasks, Methods & Frequency	Students will be assessed at regular intervals during lessons and at the end of every unit. Assessment tasks will comprise of exam style activities and longer writing and translation tasks. Students will also have speaking assessments.
Equipment That Students Need	German exercise book, vocabulary booklet, Revise Edexcel GCSE German (1-9) Revision Workbook, speaking booklet, highlighter pen, glue stick, whiteboard pen

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Vocabulary and grammar testing</li> <li>Ensuring that all PPR is completed and checked for accuracy</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://memrise.com">http://memrise.com</a></li> <li><a href="https://german.net/exercises/">https://german.net/exercises/</a></li> <li><a href="https://www.bbc.co.uk/bitesize/subjects/z8j2tfr">https://www.bbc.co.uk/bitesize/subjects/z8j2tfr</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Enrichment activities for students aiming for grades 7+</li> <li>Enrichment activities for students aiming for grade 5+ <ul style="list-style-type: none"> <li>Berlin Trip June 2025</li> </ul> </li> </ul>

Who Can I Contact?	Head of German	Mrs Turner
	Teachers of Y10 German	Mr Hennessy Miss Watton

# Woodbridge High School Curriculum Overview

## Year 10 – Health and Social Care (Cambridge National)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	R035: Health Promotion Campaigns (Coursework carried out under controlled conditions) LO1: Current Public Health Issues and the Impact on Society. <ul style="list-style-type: none"> <li>- The importance of a Healthy Society</li> <li>- Public Health Challenges for Society</li> <li>- Current Health Campaigns and their benefits</li> </ul>	<ul style="list-style-type: none"> <li>- Adams et al (2017) Cambridge National Levels 1&amp;2 HSC</li> <li>- NHS website</li> <li>• <b>Extension</b> – Fisher, A (2006) AS Health &amp; Social Care</li> <li>• <a href="http://www.nhs.uk">www.nhs.uk</a></li> </ul>
Half Term 2 (Nov-Dec)	LO2: Factors influencing health & Well-Being <ul style="list-style-type: none"> <li>- Lifestyle Choices</li> <li>- Leading a Healthy Lifestyle</li> <li>- Barriers to Leading a healthy lifestyle</li> </ul>	
Half Term 3 (Jan-Feb)	LO3: How to plan a health promotion campaign LO4: Deliver & Evaluate a health promotion campaign	<ul style="list-style-type: none"> <li>- Adams et al (2017) Cambridge National Levels 1&amp;2 HSC</li> <li>- Angela Fisher (2006) OCR National Health and Social Care Level 2 Unit 2</li> <li>- Haworth et al (2010) H&amp;SC Level 2</li> </ul> <p><b>Extension</b>- AS Applied Health and Social Care by Angela Fisher</p>
Half Term 4 (Feb-Mar)	LO4: Deliver and Evaluate a health promotion campaign continued Final corrections and preparation for external moderation.	
Half Term 5 (Apr-May)	R033: Supporting individuals through Life Events LO1: Life Stages and Development (4 years – 65+ years) <ul style="list-style-type: none"> <li>- Physical, Intellectual, Emotional and Social Development</li> <li>- Factors that influence Development</li> </ul>	<ul style="list-style-type: none"> <li>- Adams et al (2017) Cambridge National Levels 1&amp;2 HSC</li> <li>- OCR National Health and Social Care Level 2 by Angela Fisher Unit 1 and 4</li> </ul>
Half Term 6 (Jun-Jul)	LO2: Life Events and their impacts on individuals <ul style="list-style-type: none"> <li>- Expected and Unexpected Life Events</li> <li>- The impact of Life Events</li> <li>- Identifying individual needs based on the impact of Life Events</li> </ul>	

PPR 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 PPR.
Equipment	Stationary Equipment: pens, pencils, ruler; calculator

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>• Encouraging completion of PPR and coursework</li> <li>• Encouraging to attend help sessions at lunch time</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.bbc.co.uk/schools/gcsebitesize/pe/appliedanatomy/">http://www.bbc.co.uk/schools/gcsebitesize/pe/appliedanatomy/</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>• Additional help sessions at lunch time and afterschool</li> <li>• School trips to reinforce application of course content (i.e. care homes, nurseries)</li> </ul>

Who Can I Contact?	Head of Health and Social Care	Ms Griffiths
	Teachers of Y10 Health and Social Care	Ms McNamee-Obi

# Woodbridge High School Curriculum Overview

## Year 10 – History (GCSE)



	Curriculum Content	Suggested Reading/Extension Activities
Half Term 1 (Sep – Oct)	<b>How did the Cold War in Europe develop? 1943-56</b> <ul style="list-style-type: none"> <li>The widening gulf between the Allies; the development of the 'Iron Curtain'</li> <li>The development of the Cold War, 1947-55</li> <li>Hungary: the tightening of control</li> </ul>	<i>Extension activities are outlined in the PPR booklets.</i>  <i>Voice notes, past papers and reading list available on <a href="#">KS4: GCSE – Woodbridge High School (fireflycloud.net)</a></i>
Half Term 2 (Nov-Dec)	<b>Three Cold War Crises: Berlin, Cuba &amp; Czechoslovakia 1957-69</b> <ul style="list-style-type: none"> <li>The Berlin Crisis: a divided city</li> <li>Cuba: the world on the brink of war</li> <li>Czechoslovakia: the 'Prague Spring'</li> </ul> <b>Why did the Cold War End? From détente 1972 to the collapse of the Soviet Union 1991</b> <ul style="list-style-type: none"> <li>Détente &amp; its collapse</li> <li>Ronald Reagan &amp; the 'Second Cold War'</li> <li>Gorbachev &amp; the end of the Cold War</li> </ul>	
Half Term 3 (Jan-Feb)	<b>Queen, government and religion in Elizabethan England 1558-69</b> <ul style="list-style-type: none"> <li>Elizabeth's accession</li> <li>The Religious Settlement</li> <li>The problem of Mary Queen of Scots</li> </ul>	
Half Term 4 (Feb-Mar)	<b>Challenges to Elizabeth at home and abroad 1569-88</b> <ul style="list-style-type: none"> <li>Plots and revolts at home</li> <li>Relations with Spain</li> <li>Outbreak of war with Spain</li> <li>The Spanish Armada</li> </ul>	<i>Extension activities are outlined in the PPR booklets.</i>  <i>Voice notes, past papers and reading list available on <a href="#">KS4: GCSE – Woodbridge High School (fireflycloud.net)</a></i>
Half Term 5 (Apr-May)	<b>Elizabethan Society in the Age of Exploration 1558-88</b> <ul style="list-style-type: none"> <li>Education and leisure</li> <li>The problem of the poor</li> <li>Exploration and voyages of discovery</li> <li>Raleigh and Virginia</li> </ul>	
Half Term 6 (Jun-Jul)	<b>The policing of Whitechapel and the inner city, 1870-1900</b> <ul style="list-style-type: none"> <li>Poverty, housing and immigration</li> <li>Policing and the problems faced by the police</li> <li>The failure of the police to catch Jack the Ripper</li> <li>The types of sources historians use</li> </ul>	

<b>Examples of PPR Tasks</b>	Students will be provided PPR booklets to either to reinforce learning, to facilitate their grasp of key skills or to prepare for the next lesson.
<b>Assessment Tasks, Methods &amp; Frequency</b>	In lessons students will regularly answer GCSE exam questions under timed conditions. Full mocks will take place in the summer term of Yr10.
<b>Equipment required</b>	Pen, pencil ruler, rubber, glue, scissors & 4 different highlighters or colouring pencils.

<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> <li>Support their revision in the period leading up to their mock exams by testing them using revision materials created by the department</li> </ul>
<b>Useful Websites</b>	<a href="http://educationforum.co.uk/GCSEHistory.htm">http://educationforum.co.uk/GCSEHistory.htm</a> <a href="http://getrevising.co.uk/resources/levels/gcse/subjects/history">http://getrevising.co.uk/resources/levels/gcse/subjects/history</a> <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/">http://www.bbc.co.uk/schools/gcsebitesize/history/</a> <a href="http://www.spartacus.schoolnet.co.uk/">http://www.spartacus.schoolnet.co.uk/</a> <a href="https://app.senecalearning.com/">https://app.senecalearning.com/</a>
<b>Extra-curricular Activities</b>	<ul style="list-style-type: none"> <li>Residential trip to Berlin, cost permitting</li> <li>Visit to Whitechapel for Jack the Ripper walking tour</li> </ul>

<b>Who Can I Contact?</b>	Head of History	Ms Latino	
	Teachers of Y10 History	Mr Laws Mrs Brian Ms Latino	Mrs Doig Mr Lupton

# Woodbridge High School Curriculum Overview

## Year 10 – Information Technologies (Cambridge National)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Practice for R060</b> <ul style="list-style-type: none"> <li>To be able to initiate and plan a solution to meet an identified need.</li> <li>To be able to import and manipulate data to develop a solution to meet an identified need.</li> <li></li> </ul>	<a href="http://www.bbc.co.uk/education/guides/z26rcdm/revis ion">http://www.bbc.co.uk/education/guides/z26rcdm/revis ion</a>
Half Term 2 (Nov-Dec)	<b>Practice for R050</b> <ul style="list-style-type: none"> <li>To be able to initiate and plan a solution to meet an identified need.</li> <li>To be able to import and manipulate data to develop a solution to meet an identified need.</li> </ul>	<a href="http://www.adobe.com/devnet/dreamweaver.html">http://www.adobe.com/devnet/dreamweaver.html</a>
Half Term 3 (Jan-Feb)	<b>Practice for R060</b> <ul style="list-style-type: none"> <li>To be able to select and present information in the development of the solution to meet an identified need.</li> </ul>	
Half Term 4 (Feb-Mar)	<b>R060 part 1</b> <ul style="list-style-type: none"> <li>To be able to select and present information in the development of the solution to meet an identified need.</li> </ul>	
Half Term 5 (Apr-May)	<b>R060 part 2</b> <ul style="list-style-type: none"> <li>To be able to iteratively review and evaluate the development of the solution.</li> </ul>	
Half Term 6 (Jun-Jul)	<b>R060 part 3</b> <ul style="list-style-type: none"> <li>To be able to iteratively review and evaluate the development of the solution.</li> </ul>	

<b>Examples of PPR Tasks</b>	Research appropriate sound/video clips to be used within your project / investigate the copyright constraints related to use of images on your digital product. Design a house style to be used throughout your project development
<b>Assessment Tasks, Methods &amp; Frequency</b>	Feedback to pupils during preparation & skills prior to Controlled Assessment task for each unit. Written feedback 3-4 weeks. Controlled Assessment – 10 hours of lesson time for pupils to complete set exam board scenario.
<b>Equipment That Students Need</b>	Pen, pencil, ruler eraser

<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>Stick Coursework deadlines schedule to the fridge &amp; discuss with pupils as deadlines approach</li> <li>Purchasing revision guide &amp; student workbook (discount available via school)</li> <li>Email <a href="mailto:contactcomputing@woodbridgehigh.co.uk">contactcomputing@woodbridgehigh.co.uk</a> if you have questions/queries</li> </ul>
<b>Useful Websites</b>	<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>BBC Bitesize</li> <li><a href="http://www.reviseict.co.uk">www.reviseict.co.uk</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 Y10 Information Technologies	Mr Brock-Carey



# Woodbridge High School Curriculum Overview

## Year 10 – Life Studies



	Curriculum Content	Suggested Reading or Extension Activities
<b>Term 1 (Sept-Dec)</b>	<ul style="list-style-type: none"> <li>• Unifrog launch for careers</li> <li>• Positive relationship values and expectations *</li> <li>• Consent, peer pressure &amp; sexual safety *</li> <li>• Sexual health clinics and how to access help *</li> <li>• Teen pregnancy (including fostering, adoption and abortion) &amp; young parenthood *</li> <li>• Regular health checks and self-examination</li> <li>• Online safety (including online sexual harassment)</li> <li>• Pornography and unrealistic expectations (incl. the law)</li> </ul>	<p>Students should discuss the issues raised during Life Studies with peers, parents and teachers.</p> <p>Discussion and debate are the best way to extend their learning.</p>
<b>Term 2 (Jan-March)</b>	<ul style="list-style-type: none"> <li>• Diversity &amp; Intersectionality</li> <li>• Rights &amp; Respect</li> <li>• Laws – how they are made, how they are enforced</li> <li>• Drugs &amp; addiction</li> <li>• Gangs &amp; exploitation</li> <li>• Radicalisation</li> </ul>	<p>Copies of the resources used in lessons are available through the school website should parents wish to use these to discuss things with their children.</p>
<b>Term 3 (April-July)</b>	<ul style="list-style-type: none"> <li>• Environment</li> <li>• Mental health, mindset &amp; wellbeing</li> <li>• Careers – incl. interview practice, writing CVs, gaining employment skills, post-16 options</li> <li>• Budgeting – using spreadsheets to help</li> </ul>	

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

<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>• Discussing and debating the issues raised.</li> <li>• Encouraging students to find out more.</li> <li>• Watching documentaries with their children</li> </ul>
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<b>Who Can I Contact?</b>	Teacher in Charge	Ms Wardle	
	Teachers of Y10 Life Studies	Mrs Brock-Carey Mr DeFreitas-Archer Ms Gray Ms Holder Ms Holland	Ms Roberts Mr Shaw Mr Steacy-Buck 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 10 – Media Studies (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Introduction to theoretical framework</li> <li><b>Advertising and Marketing</b> – <i>analysis, comparison, practical tasks</i></li> <li><b>Film Marketing</b> – <i>analysis, comparison, exam focus, practical tasks</i></li> </ul>	<p>WJEC/Eduqas GCSE Media Studies by Hayley Sheard (Illuminate Publishing)</p> <p>BBC Bitesize GCSE Media</p>
Half Term 2 (Nov–Dec)	<ul style="list-style-type: none"> <li><i>Learning check – exam focus</i></li> <li><i>Film Marketing (cont.)</i></li> <li><b>Magazines</b> – <i>analysis, comparison, exam focus, practical tasks</i></li> </ul>	<p><a href="http://pridemagazine.com/wp-content/uploads/2015/05/PrideMediaPack2015.pdf">http://pridemagazine.com/wp-content/uploads/2015/05/PrideMediaPack2015.pdf</a> Pride media pack</p> <p><a href="http://digitalassets.condenast.co.uk.s3.amazonaws.com/static/mediapack/gq_media_pack_latest.pdf">http://digitalassets.condenast.co.uk.s3.amazonaws.com/static/mediapack/gq_media_pack_latest.pdf</a> GQ media pack</p>
Half Term 3 (Jan–Feb)	<ul style="list-style-type: none"> <li><b>Music video and online media</b> – <i>media language, analysis, comparison, representation, context, historical comparison, audience response, exam focus, practical tasks</i></li> </ul>	<p><a href="http://www.screenonline.org.uk/tv/index.html">http://www.screenonline.org.uk/tv/index.html</a></p> <p><a href="https://www.theguardian.com/tv-and-radio/2015/mar/11/unbreakable-kimmy-schmidt-tv-comedy-positivity">https://www.theguardian.com/tv-and-radio/2015/mar/11/unbreakable-kimmy-schmidt-tv-comedy-positivity</a> Music video documentary</p> <p><a href="https://www.youtube.com/watch?v=u1nOEIIYjVo">https://www.youtube.com/watch?v=u1nOEIIYjVo</a></p>
Half Term 4 (Feb–Mar)	<ul style="list-style-type: none"> <li><b>Music video and online media</b> – <i>audience, industry, online social and participatory media</i></li> <li><b>Revision – Component 1</b></li> </ul>	<p><a href="http://uk.businessinsider.com/how-netflix-got-unbreakable-kimmy-schmidt-from-nbc-2015-3?r=US&amp;IR=T">http://uk.businessinsider.com/how-netflix-got-unbreakable-kimmy-schmidt-from-nbc-2015-3?r=US&amp;IR=T</a></p> <p><a href="https://www.theatlantic.com/entertainment/archive/2016/04/unbreakable-kimmy-schmidt-returns-more-madcap-than-ever/478476/">https://www.theatlantic.com/entertainment/archive/2016/04/unbreakable-kimmy-schmidt-returns-more-madcap-than-ever/478476/</a></p>
Half Term 5 (Apr–May)	<ul style="list-style-type: none"> <li>Mock exam</li> <li><b>Component 3: Creating Media Products (NEA)</b></li> <li><b>Music Marketing/Music Videos/Print</b> <i>research and planning, statement of aims</i></li> </ul>	<p><a href="https://www.musicindustryhowto.com/">https://www.musicindustryhowto.com/</a> Music industry information</p>
Half Term 6 (Jun–Jul)	<b>Component 3: Creating Media Products (NEA)</b> <ul style="list-style-type: none"> <li><b>Music Marketing/Music Videos/Print</b> <i>media production</i></li> </ul>	<p>WJEC/Eduqas GCSE Media Studies by Hayley Sheard (Illuminate Publishing)</p> <p>Internet searches on planning/shooting music videos</p>

Examples of PPR Tasks	Take photographs/film for practical tasks; internet-based research; flat planning (sketching and annotating designs); production schedules, written analyses; exam question practice
Assessment Tasks, Methods & Frequency	Learning check quizzes and exam style questions at the end of each unit. Coursework (NEA) in the final term of year 10: one hour per week
Equipment That Students Need	Colouring pencils; fine liner pens; glue; scissors; ruler

Parents / Carers can help their child by:	Ensuring students are completing PPR activities.
Useful Websites	<a href="http://www.bbc.co.uk/education/subjects/ztnygk7">http://www.bbc.co.uk/education/subjects/ztnygk7</a> BBC Bitesize GCSE Media <a href="https://creativeskillset.org/">https://creativeskillset.org/</a> Creative Skillset – media industries careers advice <a href="http://www.mediaknowall.com">www.mediaknowall.com</a> Media theories online
Extra-curricular Activities	Support at open evenings, film club

Who Can I Contact?	Head of Media Studies	Ms Jackson
	Teachers of Y10 Media Studies	Ms Lynch

# Woodbridge High School Curriculum Overview

## Year 10 – Music (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1</b> (Sep – Oct)	<ul style="list-style-type: none"> <li>• Introduction to GCSE Music and Theory</li> <li>• Area of Study 5: Conventions of Pop (Rock 'n' Roll, Rock Anthems)</li> <li>• Area of Study 3: Rhythms of the World (West African Music, Samba, Calypso, Greek Folk)</li> <li>• Mock Solo Performances</li> </ul>	Throughout the course: <ul style="list-style-type: none"> <li>• Instrumental practice</li> <li>• Listening to a wide range of music with a focus on the styles studied</li> <li>• Teoria.com</li> </ul>
<b>Half Term 2</b> (Nov-Dec)	<ul style="list-style-type: none"> <li>• General theory and listening skills.</li> <li>• AoS 3: Rhythms of the World (Israeli Folk, Palestinian Folk, Indian Classical, Bhangra, Steel Pan)</li> <li>• AoS 5: Conventions of Pop (Pop Ballads, 21<sup>st</sup> Century Solo Artists, End of Unit Assessment)</li> <li>• Mock Solo Performance</li> </ul>	World Music: A Very Short Introduction by Philip Bohlman
<b>Half Term 3</b> (Jan-Feb)	<ul style="list-style-type: none"> <li>• Planning and starting of Year 10 Composition</li> <li>• AoS 3: Rhythms of the World (End of Unit Assessment)</li> <li>• Mock Solo Performance</li> </ul>	Popular Music Culture: The Key Concepts by Roy Shuker
<b>Half Term 4</b> (Feb-Mar)	<ul style="list-style-type: none"> <li>• AoS 4: Film Music</li> <li>• Continued work on Year 10 Composition</li> <li>• Mock solo performance</li> </ul>	The Story of Music by Howard Goodall
<b>Half Term 5</b> (Apr-May)	<ul style="list-style-type: none"> <li>• AoS4: Film Music (End of Unit Assessment)</li> <li>• Revision of AoS 3, 4 and 5 for Summer Mock.</li> <li>• Continued work on Year 10 Composition.</li> <li>• Choose and prepare final solo performance.</li> <li>• General theory, performance and listening skills</li> </ul>	The Story of Music by Howard Goodall
<b>Half Term 6</b> (Jun-Jul)	<ul style="list-style-type: none"> <li>• Deadline for Solo Performance</li> <li>• Deadline for AoS1 Composition</li> </ul>	The Story of Music by Howard Goodall

<b>Examples of PPR Tasks</b>	<ul style="list-style-type: none"> <li>• Theory tasks</li> <li>• Practice exam questions</li> <li>• Listening to studied genres.</li> </ul>
<b>Assessment Tasks, Methods &amp; Frequency</b>	<ul style="list-style-type: none"> <li>• Progress test at the end of each half term</li> <li>• Feedback on coursework progress.</li> </ul>
<b>Equipment That Students Need</b>	<ul style="list-style-type: none"> <li>• Folder</li> <li>• Stationary</li> <li>• Instrument</li> </ul>

<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>• Using Youtube/Spotify to listen to examples of music from all Areas of Study.</li> <li>• Revising key terms and musical vocabulary.</li> <li>• Listening to and encouraging instrumental practice.</li> <li>• Purchasing Rhinegold OCR GCSE Music Revision Guide.</li> </ul>
<b>Useful Websites</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.teoria.com">www.teoria.com</a> (for aural practice)</li> <li>• BBC Bitesize</li> <li>• Youtube or Spotify for listening to studied genres.</li> </ul>
<b>Extra-curricular Activities</b>	Please see extra-curricular music timetable – all GCSE students should attend at least one ensemble. Choir is particularly useful for practicing listening skills. Those who attend ensembles generally gain higher grades in GCSE Music.

<b>Who Can I Contact?</b>	Head of Music	Ms Brock-Carey
	Teachers of Y10 Music	Mr Archer Ms Holland

# Woodbridge High School Curriculum Overview

## Year 10 – Physical Education (Core)



	Curriculum Content	Suggested Reading or Extension Activities
<p>CNAT and GCSE students will spend Core time in groups developing their performance in preparation for practical assessments.</p> <p>All other students will be offered a range of activities and they may change groups and teachers throughout the year.</p>	<p><b>CNAT and GCSE Students</b> Students to rotate sports throughout the year. Lessons will look more like coaching sessions and focus on development of skill, technique and gameplay as these are the areas students will be moderated in.</p>	<p>There is an expectation that all CNAT and GCSE students regularly attend extra-curricular clubs to continuously develop their skill and fitness levels.</p> <p>Extra-curricular clubs are open to all and it is our preference that students continue to engage with these throughout KS4.</p> <p>Students are also continually welcome in supporting/coaching roles in KS3 extra-curricular clubs</p>
	<p><b>Core Students</b> Students will be given more autonomy around their learning at KS4. Within the remit of our resources and facilities, it is our aim as a department to use this time to prepare students for lifelong participation in physical activity.</p> <p>Students can select from one of five 'PE Pathways'. These pathways are; Competitive Games, Performance Games, Young Leader, Alternative &amp; Healthy Active Lifestyles. Students will be allocated a teacher for each group and stay with them all year. They will follow a set pathway in year 10 with the opportunity to move to a different pathway in year 11.</p>	

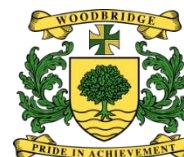
Examples of PPR Tasks	No PPR is set. We encourage students to spend time away from school maintaining a healthy active lifestyle. <a href="https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/">https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/</a>
Assessment Tasks, Methods & Frequency	There are no formal assessments within KS4 core PE. These will be formative assessments within lesson through staff feedback.
Equipment That Students Need	Students should continue to wear appropriate WHS PE kit. There may be activities that require different kit. If this is the case the teacher leading the activity will give prior notice

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>• Help students maintain a healthy, active lifestyle at home,</li> <li>• Ensure students engage with the department and the activities on offer,</li> <li>• Encourage pupils to continue attending extra-curricular sessions,</li> <li>• Engage with external providers of sport and activity,</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	By year 10 students should be familiar with the extra-curricular offering at WHS. If students would like to engage with a broader offering, they should speak to teachers who can point them in the right direction of a local provider.

Who Can I Contact?	Head of PE	Mr Mahoney	
	Teachers of Y10 PE	Mr Gillard Ms Moore Ms Jamieson Ms Tabb	Mr Hawkins Mr Shehu Ms Sanderson Ms Payne

# Woodbridge High School Curriculum Overview

## Year 10 – Physical Education (GCSE)



	Curriculum Content OCR PE spec. <a href="https://www.ocr.org.uk/Images/234822-specification-accredited-gcse-physical-education-j587.pdf">https://www.ocr.org.uk/Images/234822-specification-accredited-gcse-physical-education-j587.pdf</a>	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Unit 1.1.a Structure of the Skeletal System</li> <li>1.1.b The structure and function of the muscular system</li> <li>Practical Activities</li> </ul>	<p>GCSE students should continually be developing their understanding, both theoretically and practically of the wider sporting world. Engaging with sport and physical activity outside of lesson time is vital. Watching sport, reading articles and staying up to date with current sporting affairs should be happening. Leadership opportunities are available to GCSE students.</p>
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>1.1c Movement Analysis</li> <li>1.1.e Effects of exercise on body systems</li> <li>Practical Activities</li> </ul>	
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>1.1.d The cardiovascular and respiratory systems</li> <li>Practical Activities</li> </ul>	
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>1.2a Components of fitness</li> <li>Practical Activities</li> </ul>	
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>1.2b Applying the principles of training</li> <li>Practical Activities</li> </ul>	
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>1.3c Preventing injury in physical activity</li> <li>2.2a Engagement patterns of different social groups in physical activities and sports</li> <li>Practical Activities</li> </ul>	

Examples of PPR Tasks	<ul style="list-style-type: none"> <li>Exam questions (extended responses)</li> <li>Partial past papers,</li> <li>Creating revision aids</li> <li>Topic specific reading,</li> </ul>
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> <li>Mid-unit and end-of-unit assessments,</li> <li>Mock Examinations,</li> <li>Formal teacher assessment of actual and expected progress,</li> </ul>
Equipment That Students Need	<p>Standard classroom equipment for theory lessons, GCSE kit for practical lessons, More information on this will be communicated at the start of the course but the kit can be found here: <a href="https://www.kitlocker.com/woodbridge/menu-2">https://www.kitlocker.com/woodbridge/menu-2</a></p>

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Ensuring they attend extra-curricular activities at school</li> <li>Engaging with external providers of sports and physical activity,</li> <li>Insisting students attend intervention or revision clubs when directed,</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.Teachpe.com">www.Teachpe.com</a></li> <li><a href="https://www.bbc.co.uk/bitesize/examspecs/ztrcg82">https://www.bbc.co.uk/bitesize/examspecs/ztrcg82</a></li> <li><a href="https://theeverlearner.com/">https://theeverlearner.com/</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Intervention and Revision Club,</li> <li>Taking part in extra-curricular clubs,</li> <li>Assisting in a leadership position with KS3 clubs,</li> <li>Participating externally in specialist sports,</li> </ul>

Who Can I Contact?	Head of PE	Mr Mahoney			
	Teachers of GCSE PE	Mr Clifton	Mr Gillard	Mr Shehu	Ms Tabb



# Woodbridge High School Curriculum Overview

## Year 10 – Psychology (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Research methods and Criminal Psychology: The Social Learning Theory of Criminality, Social Learning Theory Research Study – Cooper and Mackie (1986) Eysenck's Criminal Personality Theories (1964 and 1992) and the Biological Basis of Personality (1967)</li> </ul>	Students are encouraged to discuss the issues raised in psychology with parents or peers.
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Criminal Psychology: The role of rehabilitation in reducing criminal/anti-social behaviour, The effects of punishment and deterrent</li> <li>Development: Piaget's Theory of Cognitive Development:</li> </ul>	<p>As research methods is the largest component across the psychology GCSE, it is strongly recommended that students conduct their own research projects in areas that they are interested in.</p> <p>Wider reading: The Lucifer Effect</p> <p>We Need to Talk about Kevin</p>
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Development: Cognitive Development Research Study – Piaget (1952): Study into the conservation of number.</li> <li>Psychological Problems, Learning theories of development: Learning Research Study – Blackwell et al. (2007): study into fixed and growth mindsets</li> </ul>	
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Psychological Problems: Schizophrenia and Depression, The biological theory and the psychological theory - the social drift theory of schizophrenia, Schizophrenia Research Study–Jones et al. (1991) Clinical Depression Clinical Depression Research Study – Tandoc et al. (2015)</li> </ul>	
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Research Methods: Learners should have knowledge and understanding of the following features of planning research and their associated strengths and weaknesses, including reliability and validity.</li> </ul>	
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Revision for end of unit test</li> <li>Research Methods</li> </ul>	

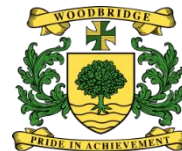
Examples of PPR Tasks	Conducting a research project into the biological development of schizophrenia, How is the criminal mind different?
Assessment Tasks, Methods & Frequency	Assessment will take place every three weeks. Mid half term assessments are essay questions on the core study/theory. End of half term assessments are on the unit.
Equipment That Students Need	Standard equipment for school

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Overseeing PPR</li> <li>Taking part in experiments/surveys</li> <li>Watching prescribed documentaries with students</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.holah.co.uk">www.holah.co.uk</a></li> <li>Woodbridge MLE</li> <li><a href="http://www.ocr.org.uk/Images/309306-specification-accredited-gcse-psychology-j203.pdf">http://www.ocr.org.uk/Images/309306-specification-accredited-gcse-psychology-j203.pdf</a></li> </ul>
Extra-curricular Activities	

Who Can I Contact?	Head of Psychology	Ms Sohota
	Teachers of Y10 Psychology	Mr Chin Ms Roberts Ms Sohota

# Woodbridge High School Curriculum Overview

## Year 10 – Religious Studies (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<b>Muslim Beliefs</b> <ul style="list-style-type: none"> <li>6 Articles of Faith</li> <li>Tawhid</li> <li>Islamic Holy Books</li> <li>Al-Qadr</li> </ul>	<u>Recommended Textbooks</u> GCSE Religious Studies for Edexcel B: Religion and Ethics through Islam GCSE Religious Studies for Edexcel B: Religion, Peace and Conflict through Christianity  <u>Recommended Wider Reading</u> Philosophy Files – Steven Law Christianity for Dummies The Quran – (Free Qur’ans and available to order by the Qur’an Project. The Bible  <u>Useful Websites</u> <a href="http://www.rsrevision.co.uk">www.rsrevision.co.uk</a> <a href="http://www.bbc.co.uk/education">http://www.bbc.co.uk/education</a> <a href="http://www.biblegateway.co.uk">www.biblegateway.co.uk</a> <a href="http://quran.com/">http://quran.com/</a>
Half Term 2 (Nov-Dec)	<b>Marriage and Family – Muslim Perspective</b> <ul style="list-style-type: none"> <li>Importance and Purpose of Marriage</li> <li>Attitudes towards Sexual Relationships</li> <li>Attitudes towards Homosexuality</li> <li>Importance of Family</li> <li>Attitude towards Contraception</li> <li>Divorce</li> <li>Roles of men and women</li> </ul>	
Half Term 3 (Jan-Apr)	<b>Living the Muslim Life</b> <ul style="list-style-type: none"> <li>Ten Obligatory Acts</li> <li>Salah</li> <li>Hajj</li> <li>Greater and lesser Jihad</li> <li>Celebrations and Festivals</li> </ul>	
Half Term 4 (Jan - Apr)	<b>Matters of Life and Death</b> <ul style="list-style-type: none"> <li>Origins of the Universe</li> <li>Sanctity of Life</li> <li>Muslim views on Evolution</li> <li>Muslim views on Abortion</li> <li>Afterlife</li> <li>Euthanasia</li> <li>Animals and Environment</li> </ul>	
Half Term 6 (May-July)	<b>Christian Beliefs</b> <ul style="list-style-type: none"> <li>Trinity</li> <li>Incarnation</li> <li>Salvation</li> <li>Problem of Evil</li> </ul>	

Examples of PPR Tasks	Sample questions Revising subject specific terminology and definitions, producing revision mind-maps
Assessment Tasks, Methods & Frequency	Timed exam practice within schemes of learning Mini-mock exams at the end of each unit End of Year 10 mock exam, presentations
Equipment That Students Need	Writing pens (blue / black, green and red ink), pencil, ruler, rubber, sharpener. Pearson GCSE text books loaned in class.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Assisting in timing their child completing exam practice at home.</li> <li>Purchasing the relevant revision guide (release date to be confirmed)</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.bbc.co.uk/religions/christianity">www.bbc.co.uk/religions/christianity</a></li> <li><a href="http://www.rsrevision.com/GCSE">www.rsrevision.com/GCSE</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Study support to assist with PPR and exam practice will be available to students after school and during lunch time.</li> </ul>

Who Can I Contact?	Head of RE	Mr. Edwards
	Teachers of Y10 RE	Ms. Begum

# Woodbridge High School Curriculum Overview

## Year 10 – Russian (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Holidays and Travel</li> <li>Describing forms of transport and making a hotel booking</li> <li>Describing accommodation and associated problems</li> <li>Ideal holiday</li> </ul>	Research additional information about Russian-speaking popular tourist destinations and sites Grammar practice from the ' <i>Illustrated Grammar Book</i> '
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Places in town and describing your town</li> <li>Describing places where people live, Advantages/ disadvantages of where you live</li> <li>Describing what you can do in town or village</li> </ul>	Research about Russian cities/ places of interest
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>School subjects and opinions</li> <li>School day, uniform rules</li> <li>School activities</li> <li>Future plans</li> </ul>	Research about schools in Russia and comparing them to English schools
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Family, descriptions</li> <li>Discussing qualities of a good friend</li> <li>Activities you do with friends</li> <li>Discussing role-models</li> </ul>	Independent reading and writing tasks
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Hobbies and sport</li> <li>Healthy life style</li> </ul>	Reading longer authentic texts
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>House and home</li> <li>Daily routine</li> <li>Helping at home</li> </ul>	

Examples of PPR Tasks	Completion of exercises from the GCSE course booklet Vocabulary and grammar learning Speaking activities
Assessment Tasks, Methods & Frequency	End of unit Speaking, Listening, Reading and Writing Assessments GCSE style past papers Fortnightly or weekly vocabulary tests End of year exam on all skills
Equipment That Students Need	Pens, pencils, highlighters, ruler, course booklets

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Encouragement, checking Firefly for PPR tasks</li> <li>Ensuring students go back and check the accuracy of their work</li> <li>Encouraging children to watch films/ youtube programmes in Russian</li> <li>Quizzing children on the vocabulary learnt</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.quizlet.com">www.quizlet.com</a> (also available as an App) to assist in vocab learning</li> <li><a href="http://www.edexcel.com">www.edexcel.com</a> for GCSE Russian Specification and past papers</li> </ul>
Extra-curricular Activities	

Who Can I Contact?	Head of Russian	Mrs Clark
	Teachers of Y10 Russian	Mrs Clark Miss Tann

# Woodbridge High School Curriculum Overview

## Year 10 – Sociology (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> <li>Introduction to Sociology: An overview of the sociological approaches. Covering conflict versus consensus theories and how sociological knowledge and ideas change over time.</li> <li>Families: Functions of families, family forms, conjugal role relationships, changing relationships within families, criticisms of families, divorce</li> </ul>	<p>For each topic area students are expected to demonstrate an understanding of relevant methods and methodological issues, for example the use of official statistics, qualitative and quantitative approaches and the use of mixed methods.</p> <p>Reading: The Sociology Book: Big Ideas Simply Explained</p>
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> <li>Continuation of Family</li> <li>Education: Roles and functions of education, the relationships between education and capitalism, educational achievement, processes within school, Focus on Durkheim and Parsons</li> </ul>	
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> <li>Continuation of Education: Focus on education and capitalism from a Marxist perspective by Bowles and Gintis. Focus on the work of Halsey on class-based inequalities and Ball on parental choice and competition between schools</li> </ul>	
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> <li>Relevant areas of social theory and methodology</li> </ul>	
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> <li>Relevant areas of social theory and methodology</li> </ul>	
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> <li>Crime and Deviance: The social construction of crime and deviance, social control, criminal and deviant behaviour, data on crime.</li> </ul>	

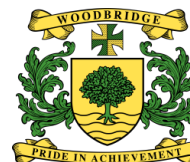
Examples of PPR Tasks	A range of practical research projects in areas of education and family to help strengthen research methods knowledge. Reading of new articles to bring in contemporary examples in essays.
Assessment Tasks, Methods & Frequency	After each unit the pupils complete a test of that unit. If they fail to achieve their target grade they will take a retake of the test. Test scores will be communicated home.
Equipment	Pens, pencils, rulers, rubbers, sharpeners, green pens

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Ensuring they attend extra-curricular school and external clubs regularly</li> <li>Ensuring that they attend catch up / revision afterschool sessions</li> </ul>
Useful Websites	<a href="https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-8192-SP-2017.PDF">https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-8192-SP-2017.PDF</a>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Theory Catch up sessions</li> </ul>

Who Can I Contact?	Head of Social Sciences	Ms Sohota
	Head of Sociology	Mr Shaw
	Teachers of Y10 Sociology	Mr Shaw Ms Roberts

# Woodbridge High School Curriculum Overview

## Year 10 – Spanish (GCSE)



	Curriculum Content	Suggested Reading or Extension Activities
<b>Half Term 1</b> (Sep – Oct)	<ul style="list-style-type: none"> <li>Basic introductions and informal writing</li> <li>Revision of key verbs and tenses; past, present, future and imperfect and using the CROATIAN wall</li> </ul> <b>Module 1 – Media and Technology/Free-time activities</b> <ul style="list-style-type: none"> <li>Describing online life</li> <li>Talking about sports and free time activities</li> </ul>	Vocabulary practice using <a href="http://www.memrise.com">www.memrise.com</a> Grammar practice using: <a href="http://www.spanishdict.com/guide">www.spanishdict.com/guide</a> Researching tourism in Spain.
<b>Half Term 2</b> (Nov-Dec)	<b>Module 1 – Media and Technology/Free-time activities</b> <ul style="list-style-type: none"> <li>Arranging to go out (Role-play practice)</li> <li>Talking about days that went wrong</li> </ul> <b>Module 2 – Holidays</b> <ul style="list-style-type: none"> <li>Discussing travel plans</li> <li>Talking about festivals in Spanish speaking world</li> <li>Discussing what you did on holiday</li> </ul>	Find out about the differences between schools in Spanish speaking countries and English schools Vocabulary practice using <a href="http://www.memrise.com">www.memrise.com</a> Listening practice using <a href="http://www.listeningpractice.org">www.listeningpractice.org</a>
<b>Half Term 3</b> (Jan-Feb)	<b>Module 2 – Holidays</b> <ul style="list-style-type: none"> <li>Talking about holidays in different tenses</li> <li>Ordering at the table and describing a picture</li> </ul> <b>Module 4 – Lifestyle and wellbeing</b> <ul style="list-style-type: none"> <li>Healthy daily routines</li> </ul>	Extra exam practice using sample assessments Vocabulary practice using <a href="http://www.memrise.com">www.memrise.com</a> Listening practice using <a href="http://www.listeningpractice.org">www.listeningpractice.org</a>
<b>Half Term 4</b> (Feb-Mar)	<b>Module 4 – Lifestyle and wellbeing</b> <ul style="list-style-type: none"> <li>Talking about mealtimes and food trends</li> <li>Comparing new and old habits</li> <li>Talking about illnesses and injuries</li> <li>Future plans for health and wellbeing</li> <li>Visit to the doctor role-play and picture description</li> </ul>	Vocabulary practice using <a href="http://www.memrise.com">www.memrise.com</a> Listening practice using <a href="http://www.listeningpractice.org">www.listeningpractice.org</a>
<b>Half Term 5</b> (Apr-May)	<b>Module 3 – My personal world</b> <ul style="list-style-type: none"> <li>Describing people</li> </ul> <b>Exam skills practice for listening, reading, writing and speaking</b>	Vocabulary practice using <a href="http://www.memrise.com">www.memrise.com</a> Grammar practice using : <a href="http://www.spanishdict.com/guide">www.spanishdict.com/guide</a>
<b>Half Term 6</b> (June – July)	<b>Module 3 – My personal world</b> <ul style="list-style-type: none"> <li>Talking about who you admire</li> <li>Talking about friendships and relationships</li> <li>Talking about your identity</li> <li>Talking about problems and giving advice</li> </ul>	Listening practice using <a href="http://www.listeningpractice.org">www.listeningpractice.org</a> Grammar practice using : <a href="http://www.spanishdict.com/guide">www.spanishdict.com/guide</a>

<b>Examples of PPR Tasks</b>	Learning key vocabulary and verbs. Grammar, Reading and Listening Exercises Writing articles/letters/emails/blogs. Preparing presentations on key topics
<b>Assessment Tasks, Methods &amp; Frequency</b>	Half-termly assessments in two of the following: reading, writing, speaking, listening Frequent mini verb and vocabulary tests End of year exam on all skills
<b>Equipment That Students Need</b>	Exercise book, revision workbook 1-9 Spanish, vocabulary booklet Access to the internet for google classroom as well as Memrise and online dictionary

<b>Parents / Carers can help their child by:</b>	<ul style="list-style-type: none"> <li>Quizzing their child on key vocabulary learnt</li> <li>Ensuring students go back and check the accuracy of their work</li> <li>Encouraging children to watch films in Spanish and listen to Spanish radio/ music</li> </ul>
<b>Useful Websites</b>	<ul style="list-style-type: none"> <li><a href="http://www.memrise.com">www.memrise.com</a> – online vocabulary learning and revision</li> <li><a href="http://www.oye.languageskills.co.uk">www.oye.languageskills.co.uk</a> – interactive grammar and vocabulary revision</li> <li><a href="https://www.youtube.com/channel/UCAL4AMMMXKxHDu3FqZV6CbQ">www.youtube.com/channel/UCAL4AMMMXKxHDu3FqZV6CbQ</a> Spanish Youtube Channel</li> </ul>
<b>Extra-curricular Activities</b>	intervention sessions and during holidays

<b>Who Can I Contact?</b>	Head of Spanish	Ms Zmirou (Sept 23 – Nov 23) Ms Nikolaeva (Maternity Cover Nov 23 – July 24)
	Teachers of Y10 Spanish	Ms Nikolaeva Ms Zmirou Ms Edmondson Mr Hennessy



# Woodbridge High School Curriculum Overview

## Year 10 – Sports Studies (CNAT)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<u>Performance and leadership in sports activities:</u> <ul style="list-style-type: none"> <li>Strengths and weaknesses of sports performance</li> <li>Methods to improve performance</li> <li>Measuring improvement in performance</li> <li>Practical Performance</li> </ul>	CNAT students should continually be developing their understanding, both theoretically and practically of the wider sporting world. Engaging with sport and physical activity outside of lesson time is vital.
Half Term 2 (Nov-Dec)	<u>Performance and leadership in sports activities:</u> <ul style="list-style-type: none"> <li>Organisation of a sports activity session</li> <li>Safety considerations when planning sports sessions</li> <li>Objectives to meet the needs of the group</li> <li>Practical Performance</li> </ul>	
Half Term 3 (Jan-Feb)	<u>Performance and leadership in sports activities:</u> <ul style="list-style-type: none"> <li>Organisation of a sports activity session</li> <li>Leading a sports activity session</li> <li>Practical Performance</li> </ul>	
Half Term 4 (Feb-Mar)	<u>Performance and leadership in sports activities:</u> <ul style="list-style-type: none"> <li>Leading a sports activity session</li> <li>Review your leadership of a sports activity session</li> <li>Practical Performance</li> </ul>	Watching sport, reading articles and staying up to date with current sporting affairs should be happening.
Half Term 5 (Apr-May)	<u>Outdoor Adventurous Activity:</u> <ul style="list-style-type: none"> <li>Different types of adventurous activity</li> </ul>	Leadership opportunities are available to CNAT students.
Half Term 6 (June – July)	<u>Outdoor Adventurous Activity:</u> <ul style="list-style-type: none"> <li>Conducting your own activity</li> </ul>	

Examples of PPR Tasks	<ul style="list-style-type: none"> <li>Session planning</li> <li>Reviewing current practice</li> <li>Completion of Non-Examined Assessment Tasks</li> <li>Topic specific reading</li> </ul>
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> <li>Mid-unit and end-of-unit assessments,</li> <li>Non-Examined Assessment Tasks</li> <li>Formal teacher assessment of actual and expected progress</li> </ul>
Equipment That Students Need	CNAT kit for practical lessons, More information on this will be communicated at the start of the course but the kit can be found here: <a href="https://www.kitlocker.com/woodbridge/menu-2">https://www.kitlocker.com/woodbridge/menu-2</a>

Parents / Carers can help their child by:	<ul style="list-style-type: none"> <li>Ensuring they attend extra-curricular activities at school</li> <li>Engaging with external providers of sports and physical activity,</li> <li>Insisting students attend intervention or revision clubs when directed,</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li><a href="http://www.Teachpe.com">www.Teachpe.com</a></li> <li><a href="https://theeverlearner.com/">https://theeverlearner.com/</a></li> <li><a href="https://www.sportplan.net/">https://www.sportplan.net/</a></li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>Intervention and Revision Club,</li> <li>Taking part in extra-curricular clubs,</li> <li>Assisting in a leadership position with KS3 clubs</li> <li>Participating externally in specialist sports</li> </ul>

Who Can I Contact?	Head of PE	Mr Mahoney
	Teachers of CNAT	Ms Jamieson Ms Sanderson