



WOODBIDGE HIGH SCHOOL

Curriculum Booklet for Parents

Year 7

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 7 at Woodbridge High School. It will allow you to help them plan their studies and revision, and provides you with suggested examples of wider reading and extension activities to try at home. The equipment which your child will need is indicated, along with some ways in which parents can help students with their studies.

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

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

I hope that you will find this information useful.

Jeremy Clifton

Deputy Headteacher

jclifton@woodbridgehigh.co.uk

Woodbridge High School Curriculum Overview

Year 7 – English



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep-Oct)	<p>All About Me - personal narrative accounts celebrating identity. My Black Hero project - Celebrating diversity. Discussion, research and class presentations.</p> <p>Studying a novel</p> <ul style="list-style-type: none"> Analyzing and evaluating the writer's craft and style. Exploring and evaluating character, relationships, themes, the writer's intentions and messages, the contexts of the texts and their relevance to today's world. <p>Possible texts for study include: Anne Fine – <i>The Tulip Touch</i> Patrick Ness – <i>A Monster Calls</i> Neil Gaiman – <i>Coraline</i></p>	<p>Using links provided, pupils will research their chosen Black hero and prepare a presentation to the class. Extension activities will vary depending on the precise text studied. Pupils will be guided by the teacher. Recommended texts will cover a diverse range of texts written by celebrated writers including those from Black and Asian heritages. Reading boxes are provided in class to extend pupils' reading. Examples of texts include: <i>Born a Crime</i> – Trevor Noah <i>Chinese Cinderella</i> – Adeline Yen</p> <p>The department also recommends the regular reading of quality non-fiction texts, such as broadsheet newspapers. Other highly recommended texts are available via the Redbridge Book Award website, the Accelerated Reading lists, and of course the school library.</p>
Half Term 2 & 3 (Nov-Feb)	<p>Completing Studying a novel</p> <p>The Poetry of William Blake</p> <ul style="list-style-type: none"> Studying key poems of William Blake – unpicked, discussed. Considering Blake's time – the Enlightenment and the Romantic movement + writing own poems. 	
Half Term 4 (Feb-Mar)	<p>Narrative Writing - 'Escape from Kraznir'</p> <ul style="list-style-type: none"> students write their own five-chapter book Focusing on higher order writing skills. 	
Half Term 5 (Apr-May)	<p><u>End of Year exams for entire year group -</u></p> <ul style="list-style-type: none"> Analyzing a Blake poem and writing fiction. <p>Drama – Studying Shakespeare - 'The Tempest' or 'A Midsummer Night's Dream'.</p>	
Half Term 6 (Jun-Jul)	<p>Continue – studying Shakespeare:</p> <ul style="list-style-type: none"> Exploring the genre of drama Performance and creative writing + Shakespeare's world. 	

Examples of PPR Tasks	Essays, stories, poems, research projects, reviews and other creative responses from a PPR menu.
Assessment Tasks, Methods & Frequency	Pupils will be formally assessed each half term - interim and main assessments as well as periodic learning checks. These will include tasks which assess their skills in Speaking and Listening, Writing and responding to Reading.
Equipment That Students Need	Pupils will be provided with resources by members of staff. It is recommended that each student has their own highlighters, glue sticks and translation dictionaries where relevant. Personal reading books (for the fortnightly 30 min silent reading in the library) can be brought in or borrowed from the library.

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

Who Can I Contact?	Head of English		Ms Amihere		
	Teachers of Y7 English	Ms Gold Ms Barnes Ms Brown Mr Wingfield	Mr Faisal Ms Minhas Ms Richards Ms Shahid	Mr Walker Ms Geary Ms Colman Ms Oliver	Ms Ruzane Ms Moynihan Mr Riley Mr McNaughtan

Woodbridge High School Curriculum Overview

Year 7 – Mathematics



	Curriculum Content (S) - Support only, (C) - Core only, (E) - Extended only	Suggested Reading or Extension Activities
Half Term 1 (Sep-Oct)	<ul style="list-style-type: none"> • Introduction activity - Data Collection, bar charts and pie charts • Entry test • Place Value (Integers and decimals) • Calculations (E, C) 	Booklets used in class can be found online with additional resources at: www.mathspad.co.uk/woodbridge Username: woodhigh Password: flyhigh www.CorbettMaths.com has excellent free, online videos and practice questions on a range of topics.
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> • Negatives • Fractions • Term 1 Exam 	
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> • Indices & Bidmas (E, C) • Calculations (S) 	
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> • Algebraic Expressions (E, C) • Indices and BIDMAS (S) 	
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> • Equations (E, C) • Algebraic Expressions (S) • End of Year Exam 	
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> • Angles • Area and perimeter 	

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

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

Who Can I Contact?	Head of Maths	Mr Blunt	
	KS3 Maths Co-ordinator	Ms Neil	
	Teachers of Y7 Maths	Mr Thacker Miss Neil Ms Schneider Mr Sharma Mr Miller	Mr Shah Mr Ramdoyal Mr Rahman Ms Soori

Woodbridge High School Curriculum Overview

Year 7 – Science



	Curriculum Content B= Biology, C= Chemistry, P= Physics	Key Words for the Topics Listed	Suggested Reading or Extension Activities
Half Term 1 (Sep-Oct)	<ul style="list-style-type: none"> Experimental Skills – how to be a successful secondary school scientist, gain your Bunsen burner license and successfully conduct scientific investigations. (B/C/P) Matter (C): Discover that everything is made of matter and how to separate mixtures of different substances. 	<p>Independent variable, dependent variable, control variable, reliable, accurate, average, precise</p> <p>Atom, Solid, Liquid, Gas, Solution, Solute, Solvent, Filtration, Crystallisation, Chromatography</p>	<p>Students are encouraged to learn key words for each topic at home.</p> <p>Students could broaden their knowledge of the natural world by watching documentary programs such as David Attenborough and Brian Cox series with wider links to the relevant science topics covered in school.</p>
Half Term 2 (Nov-Dec) and	<ul style="list-style-type: none"> Organisation in organisms (B): Learn about different types of cells and how they are arranged to form organs and organ systems Movement of Objects (P): How contact forces can be used to move and distort objects. 	<p>Nucleus, Cytoplasm, Mitochondria, Chloroplast, Muscle, Joint, Biomechanics</p> <p>Newtons, Compression, Stretching, Friction, Resistance, Atmospheric Pressure</p>	
Half Term 3 (Jan-Feb) and	<ul style="list-style-type: none"> Objects at a distance (P): How forces such as magnetism and electricity can affect objects. Energy Transfers (P/B/C): Understanding how and completing calculations to demonstrate how energy is stored and transferred. 	<p>Gravity, Magnetism, Poles, Magnetic Field, Electricity, Circuit, Current, Voltage</p> <p>Transfer, Store, Kinetic, Gravitational Potential, Kilojoules, Calories, Power, Renewable, Fuel</p>	
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Organisms Require Energy (B): Learn how the processes of photosynthesis and respiration are used to transfer energy and underpin food webs. Genetics (B): Discover how different organisms reproduce and how lifestyle choices in pregnancy can affect babies. 	<p>Mitochondria, Chloroplast, Respiration, Photosynthesis, Glucose, Specialised Cell, Food Chain, Food Web</p> <p>Ovaries, Testes, Uterus, Fertilisation, Embryo, Menstruation, Ovum, Stamen, Pollination</p>	
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Topics from previous half term continued Revision KS3 End of year Exam Exam Feedback 		
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> Solar System (P): Discover cool facts about the universe and milky way as well as how to measure distances in light years. Diversity and Evolution (B): Understand how variation between organisms has contributed to evolution and who we are today. 	<p>Planet, Star, Milky Way, Gravity, Orbit, Light Years</p> <p>Variation, DNA, Mutation, Evolution, Environmental, Genetic, Adaptions, Extinction.</p>	

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

Parents / Carers can help their child by:	<ul style="list-style-type: none"> • Encouraging students to learn the meanings of keywords for each topic • Ensuring that PPR is completed on time • Encouraging pre-reading on the next topic (e.g. BBC Bitesize reading and activities) • Purchase a revision guide (we recommend the Collins KS3 science all-in-one revision and practice) • Using the revision spreadsheet that will be shared with students before summative assessments • Making flashcards for each topic, with a question on the front and answer on the back. • Testing them on keyword definitions
Useful Websites	<ul style="list-style-type: none"> • http://www.bbc.co.uk/bitesize/ks3/science/ • http://www.rsc.org/periodic-table

Who Can I Contact?	Head of Science	Mr. M. Williams	
	Teachers of Y7 Science	Ms. Tapper Mr. Britto Ms. Wardle Ms. Verma Ms. Evans Mr. Peethamparam	Ms. Holder Mr. Sethuraman Ms. Sajeev Ms. Bartlett Mr. Ankrah Mr. H. Williams

Woodbridge High School Curriculum Overview

Year 7 – Art



		Curriculum Content	Extension Activities
Half Term 1 (Sep-Oct)	CORE SKILLS: This first project will teach students key fundamental Art skills in drawing and painting from observation. It will develop into a collage project towards the end of Half Term 2.	<ul style="list-style-type: none"> Observational drawing. Shading techniques - Directional and graduated shading. Colour theory. Painting skills. 	Practice is the key to improving skills. Try drawing from real objects in front of you and using shading to make the object look 3D.
Half Term 2 (Nov-Dec)		<ul style="list-style-type: none"> Painting skills continued. Evaluative skills - reviewing outcomes. Learning how to analyze the work of artists. Collage techniques. 	
Half Term 3 (Jan-Feb)	OP ART: Students will further develop their understanding of the formal elements of Art, in particular line, colour and form. They will study the art of Bridget Riley and Sergio Odeith and create their own Op Art	<ul style="list-style-type: none"> Observational drawing - using line only Contour line drawing – illusion using line Vibrating colour pairs – illusion of movement through colour 	Watch the YouTube link and create your own anamorphic Art https://www.youtube.com/watch?v=jr-zAxfTVU
Half Term 4 (Feb-Mar)		<ul style="list-style-type: none"> Painting and blending skills – revisited and further embedded Art analysis – compare op Art artists Reviewing and reflecting skills. 	
Half Term 5 (Apr–May)	ABORIGINAL ART: Students will explore and experiment with painting techniques. They will investigate the Aboriginal culture and use their surroundings to inform their own work.	<ul style="list-style-type: none"> Exploring symbols and meanings. Developing ideas - using your environment to inform possible outcomes. Exploring media & techniques – traditional Aboriginal painting methods and tools. 	Visit the British Museum in London to learn more about Aboriginal Art from firsthand.
Half Term 6 (Jun-Jul)		<ul style="list-style-type: none"> Creating outcomes that have been informed by the Aboriginal culture and your own environment. 	

Examples of PPR Tasks	Students should expect to receive PPR every 4 weeks: <ul style="list-style-type: none"> Draw a fruit or vegetable and apply directional shading to create tone. Create your own imaginary fruit/ vegetable. Research into an artist we have been exploring in class
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> One to one verbal feedback in lessons Peer and self-assessment of PPR every three weeks Skills and knowledge-based learning checks every term Assessment of classwork every term
Equipment That Students Need	Rubber, sharpener, long 30cm ruler, HB and 2B shading pencil, glue stick, coloured pencils and black fine liner pen

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

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

Woodbridge High School Curriculum Overview

Year 7 – Computing and IT



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	E-safety project Students create a set of different media documents about knowledge and concepts gained about e-safety	
Half Term 2 (Nov-Dec)	scratch programming This unit of work is an introduction to programming using Scratch. Students will be introduced to programming inputs, variable storage, outputs, sequencing and selection.	Learn more: http://www.kodugamelab.com
Half Term 3 (Jan-Feb)	Introduction Python In this unit, students will be introduced to programming in the Python programming language. They will learn how to print messages to the screen, ask the user to input data and stores this data in variables. They will also understand how computers make decisions and consequently learn how to program IF statements.	http://stopcyberbullying.org/prevention/parents_role.html
Half Term 4 (Feb-Mar)	How Computers Work This unit will help you Understand the hardware and software components that make up computer systems and how they communicate with one another and with other systems	
Half Term 5 (Apr-May)	Revisions for end of year test This term is a re-cap the year with the students preparing for their end of year tests	Using skills and techniques to search and select specific information
Half Term 6 (Jun-Jul)	Lake Garda This project that student will need to create a lot of different type of computer media from poster to videos	How to get started with Python http://www.learnpython.org/ /_ Learning how to code www.code.org

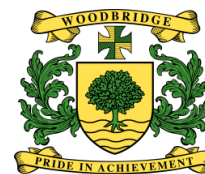
Examples of PPR Tasks	Create a computer model from recycled materials. Write the code which will execute as a conversation. How technology is currently used in students life
Assessment Tasks, Methods & Frequency	Mostly computer-based projects, constant feedback provided to students verbally during lesson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

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Supporting them with specific PPR tasks Providing guidance with extended PPR projects
Useful Websites	<ul style="list-style-type: none"> http://stopcyberbullying.org/prevention/parents_role.html https://www.thinkuknow.co.uk/parents/ http://www.learnpython.org/ https://goo.gl/VNQWl1 (Internet Matters) https://goo.gl/i6Lkhi (Stop Cyber Bullying)
Extra-curricular Activities	<ul style="list-style-type: none"> Computer Club held by Computing and IT Teachers

Who Can I Contact?	Head of Computing and IT	Mr Brock-Carey	
	Teachers of Y7 Computing	Mr Brock-Carey Ms Mitchell	Mr Savier Ms Oladimeji

Woodbridge High School Curriculum Overview

Year 7 – Design & Technology



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

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

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

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

Woodbridge High School Curriculum Overview

Year 7 – Drama



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<u>Little Red</u> <ul style="list-style-type: none"> Work effectively in groups and build relationships with new peers. Explore and develop knowledge of drama skills and techniques. Essential drama skills that set the foundations for the year. 	Visiting the theatre is a great extension to the in-class experience. All year 7's will have the opportunity to see both shows for Harry Potter and the cursed child. There are also plenty of opportunities to take part in extra-curricular drama both in school and outside. We run an annual school musical alongside a drama club. Every year the school hosts an annual school production that showcases the incredible talent of our students. We encourage all students to get involved in this challenging but incredible experience and look forward to sharing our performances with parents, teachers, peers and the local community.
Half Term 2 (Nov-Dec)	<u>Darkton Manor</u> <ul style="list-style-type: none"> Explore a fictional situation and respond in role to develop a story. Investigate how tension is created on stage and the effect this may have on audiences. Work collaboratively to develop performed scenes. 	
Half Term 3 (Jan-Feb)	<u>Silent Movies</u> <ul style="list-style-type: none"> non-verbal techniques including mime, exaggeration and interaction. Collaborate to develop effective scenes using the given techniques, characters and circumstances. Respond in imaginative and creative ways to create a comedic effect among audiences. 	
Half Term 4 (Feb-Mar)	<u>Harry Potter and the Cursed Child</u> <ul style="list-style-type: none"> Introduction to working with scripts Students must learn lines and take the knowledge they have accumulated through the three previous schemes and attach those schemes to a character 	
Half Term 5 (Apr-May)	<u>Harry Potter and the Cursed Child</u> <ul style="list-style-type: none"> Students apply knowledge of working with scripts and work towards their KS3 exam. Students explore a variety of extracts throughout the play focusing on vocal variables, physicality and characterisation. Students look how design elements can enhance overall performance. 	
Half Term 6 (Jun-Jul)	<u>Ernie's Incredible Illucinations</u> <ul style="list-style-type: none"> Introduction to practitioner Stanislavski Continuation of script work, students use a play to explore all techniques accumulated throughout the year Students recap key skills such as mime, slow motion, vocal variables, movement and ensemble skills. Create a radio play and mini movie. Students use a supporting booklet to create costume and lighting designs to accompany their pieces. 	

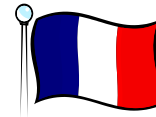
Examples of PPR Tasks	Retrieval quiz set each half term to solidify key vocabulary and knowledge Rehearsal and development of performance – line learning
Assessment Tasks, Methods & Frequency	All Schemes of Learning have an end performance that is assessed. Within class we reflect on what has been created and discuss how skills and techniques could be further developed.
Equipment	Students may be asked to bring in props to enhance assessed performances.

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

Who Can I Contact?	Head of Drama	Ms Farr
	Teachers of Y7 Drama	Ms Farr Ms Richards Ms Stephenson

Woodbridge High School Curriculum Overview

Year 7 – French



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Introduce yourself and where you live Understand key strategies to use when learning French Introduction to key phonics and the sound-spelling link Talk about likes and dislikes Describe yourself and others Talk about your family and friends 	www.memrise.com Create an account with your school email address and choose your own password SEARCH: Studio 1 French Course OR www.quizlet.com and create your own flashcards
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Talk about school subjects and your timetable Give opinions and agree or disagree Tell the time in French Use some key verbs to talk about what you do at school Compare schools in Britain and France 	Working out information from French school websites
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Talk about free time activities including sport Use verbs ending in –er to talk about technology Give opinions using a verb plus the infinitive 	Find out information on French sportspeople/teams; Practice regular –er endings www.conjuguemos.com
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Be able to say what activities other people do Describing a photo in written form and answering Target Language questions in bullet point form 	Write about the free time activities of someone famous
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Use ‘il y a’ to say what there is in your town Say where you and others go at the weekend Use ‘on peut’ to say what you can do in your town KS3 Exams: Revision of previous content and preparation 	Look up places you can visit – Paris, Loire valley, Les Alpes, Nice, La Dordogne, Normandy Research a French town / city
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> KS3 Exams feedback and editing Research of a French town and creating an information leaflet / poster for tourists 	

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

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Helping students to learn words from the vocabulary book Ensuring that PPR is completed and checked, and writing has not been done using internet translators or AI Encouraging students to make flashcards or mind maps and to re-read notes Testing your child on the meaning / spelling of vocabulary in their vocab book
Useful Websites	<ul style="list-style-type: none"> www.languagesonline.org.uk www.conjuguemos.com www.memrise.com www.wordreference.com - online dictionary

Who Can I Contact?	Head of French	Mrs Bemath	
	Teachers of Y7 French	Mrs Bemath, Ms Hall,	Ms Girard Ms Zmirou, Ms Nikolaeva

Woodbridge High School Curriculum Overview

Year 7 – Geography



	Curriculum Content – We are currently reforming our KS3 curriculum and there may be some adjustments to this throughout the year.	Assessment, Suggested Reading or Extension
Autumn Term	My place in the World Everyday Geographies project, focus on the everyday spaces where our students live. Fieldwork OPPORTUNITY on site – WHS Sense of Place	Midpoint/End of Topic assessment Please visit our firefly resources Page: Key Stage 3 – Woodbridge High School (fireflycloud.net)
Autumn Term	Development Why are some countries more developed than others? To explore our unequal world. To identify issues around country classifications. To explore the causes of uneven development To explore how we can start to become a more equal world.	Midpoint assessment End of topic assessment. Key Stage 3 – Woodbridge High School (fireflycloud.net) Suggested reading Hans Rosling 'Factfulness'
Spring Term	Natural Hazards (Tectonic Hazards) Why are some places more at risk than others? To explore hazard risk and the different factors which make places more at risk from natural hazards.	Midpoint/End of Topic assessment Key Stage 3 – Woodbridge High School (fireflycloud.net)
Spring/Summer Term	Weather and Climate/ WHS Microclimates To understand the difference between weather and Climate To Explore the UK climate and begin to differentiate between anticyclones and Depressions. Students will then complete a geographical investigation into Microclimates around the school site.	Midpoint assessment /End of topic assessment. Key Stage 3 – Woodbridge High School (fireflycloud.net)
Summer Term	Place Study: Place India This will be a synoptic scheme of work whereby students will focus on a complex place and apply their specialist knowledge from throughout the year to a place.	Midpoint assessment /End of topic assessment. Key Stage 3 – Woodbridge High School (fireflycloud.net)

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

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

Who Can I Contact?	Head of Geography	Miss Fleet
	Teachers	Miss Fleet, Mr McDonald, Miss Gray, Mrs Begum, Dr Liechty, Miss Sbrocchi.

Woodbridge High School Curriculum Overview

Year 7 – German



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Introduction to language learning strategies Introducing yourself and saying where you live Introduction to key phonics and sound spelling-links Using connectives and qualifiers to make sentences more interesting 	https://www.memrise.com/ Create an account with your school email address. Spend 10-15 minutes every day learning/revising vocabulary and get someone to test you.
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Talking about family and pets Saying what you can and want to do Using all parts of the verb 'haben' – <i>to have</i> Learning about German culture and Christmas traditions 	Research Christmas/New Year traditions in German speaking countries (Germany, Austria, Switzerland) and compare with celebrations in your culture
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Describing family and friends, using a variety of adjectives and connectives Talking about birthdays Talking about sports Using the future tense to say what I will do 	Find out about sports day in Germany http://ukgermanconnection.org/kids/find-out-en/sports-day-in-germany/ Practise German tongue twisters https://www.youtube.com/watch?v=aDFOFRURX8Y
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Talking about leisure activities Introduction to irregular verbs Using adverbs of time to say how often I do things Expressing opinions and justifying them 	Expand vocabulary on 'leisure activities' https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/z4cyxyc
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Reinforcement of present tense verb endings Reinforcement of more complex sentence structure Effective revision strategies End-of-year exams 	Reinforcement of key grammar and present tense verb endings https://www.bbc.co.uk/bitesize/subjects/zcj2tfr
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> Talking about school subjects Reflection on progress made Closing achievement gaps by revisiting linguistic structures/content of previous units of work Student action plans for new academic year 	Find out about a typical school day in Germany https://ukgermanconnection.org/kids/find-out-en/a-school-day-in-germany/

Examples of PPR Tasks	Vocabulary learning, making flashcards, preparing a poster presentation; reading and listening activities
Assessment Tasks, Methods & Frequency	One formal assessment per term – reading, writing, listening or speaking Mini vocabulary and grammar learning checks, translations and dictation tasks
Equipment needed	Year 7 work booklet, highlighter pens, bilingual dictionary, glue stick, whiteboard pen

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Regular vocabulary testing- not just from current topic but also from topics previously studied (retrieval practice) Encouraging students to make flashcards, mind maps, revision notes Ensure that all PPR is completed on time
Useful Websites	<ul style="list-style-type: none"> www.memrise.com https://www.bbc.co.uk/bitesize/subjects/zcj2tfr www.ukgermanconnection.org/kids-home-uk
Extra-curricular Activities	Reward activities by invitation only Cologne Christmas Market Trip December 2024

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

Woodbridge High School Curriculum Overview

Year 7 – History



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<p>How did Cat Jarman use sources to find out about the Vikings? Students will study the work of an archeologist and how they found out about the Vikings. This will include the global trade the Vikings took part in and the role of women. Students will understand how history is constructed by historians.</p> <p>Why did William win the Battle of Hastings? The succession crisis of 1066 and how this led to 3 battles in 1066. Students will understand the Battle of Fulford Gate, Stamford Bridge and Hastings. Students will consider the different reasons why William won.</p>	<p>Students can access the wider reading and watching lists on Firefly. There is a range of historical fiction, suitable academic work, documentaries and films that students can enjoy.</p> <p>Wider Reading and Research – Woodbridge High School (fireflycloud.net)</p>
Half Term 2 (Nov-Dec)	<p>Did William keep the same England? Students will study the work of the historian Mark Morris and decide on what extent William kept England the same. Students will look at key changes made through architecture, government and methods of control.</p> <p>What was the most significant challenge to medieval monarchs? Students will study how medieval monarchs were challenged. They will look at different case studies including Matilda, Henry II and John to decide on which challenge was the most significant.</p>	
Half Term 3 (Jan-Feb)	<p>How unique was the Mongol Empire in control and conquest? Students will discover how the Mongol Empire grew into the largest contiguous land empire in the 13th and 14th centuries. They will consider how unique the Mongol Empire was by comparing it to the Norman Conquest.</p>	
Half Term 4 (Feb-Mar)	<p>How have historians found out about the Mali Empire? Students will discover how the Mali Empire grew and became a rich empire with the richest man to have ever lived- Mansa Musa! Students will consider the types of sources historians have used to find out about the Mali Empire.</p>	
Half Term 5 (Apr-May)	<p>How did the Reformation impact ordinary people? Students will explore the work of the historian Eamon Duffy and consider how the Reformation impacted the village of Morebath. Students will learn about the religious changes of the Tudors and how they affected people.</p>	
Half Term 6 (Jun-Jul)	<p>Why did England's first colony fail? Students will learn about the first attempt to make a colony at Roanoke and consider the various reasons why it failed.</p>	

Examples of PPR Tasks	These tasks many include wider reading, research tasks or designed retrieval activities.
Assessment Tasks, Methods & Frequency	Students will regularly complete low stake learning checks that test students understanding of the key knowledge. These tests are cumulative and will expect students to recall knowledge from previous topics relevant to the one they are learning. At the end of each enquiry, students will complete a piece of extended writing that will be formally marked by their class teacher.
Equipment	Pen, pencil, ruler, highlighters or coloured pens, glue and scissors

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Questioning what your child has learned in the classroom Encouraging your child to access the wider reading and watching lists.
Useful Websites	<p>https://www.historylearningsite.co.uk/</p> <p>https://www.bbc.com/bitesize/subjects/zk26n39</p> <p>http://www.nationalarchives.gov.uk/</p>
Extra-curricular	History trips are offered throughout the year.

Who Can I Contact?	Head of History	Ms Latino	
	Teachers of Y7 History	Mrs Brian Mrs Doig Ms Canessa Davies	Mr Lupton Mr Becket

Woodbridge High School Curriculum Overview

Year 7 – Life Studies

	Curriculum Content	Suggested Reading or Extension Activities
Term 1 (Sept-Dec)	<ul style="list-style-type: none"> The Woodbridge Way Friendships & Respect Bullying and Cyberbullying Online Safety (digital footprint & unrealistic expectations) Discrimination & Stereotyping Different Families & Parenting Body Autonomy Homelessness 	<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>
Term 2 (Jan-March)	<ul style="list-style-type: none"> Critical questioning Rule of law & the UK Justice system Drugs & Criminal Exploitation Gangs & Knife Crime Radicalisation & Extremism Puberty & Menstruation 	<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>
Term 3 (April-July)	<ul style="list-style-type: none"> Healthy Lifestyle (sleep and healthy eating) Basic First Aid Happiness, Wellbeing & Mental Health Community & Volunteering Diversity & the Law Careers Environment 	

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

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Discussing and debating the issues raised. Encouraging students to find out more. Watching documentaries with their children
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Who Can I Contact?	Teacher in Charge of Life Studies	Ms Wardle
	Teachers of Y7 Life Studies	Ms Begum Mr Chin Ms Fleet Ms Gray Ms Sajejev Mr Savier Ms Sbrocchi

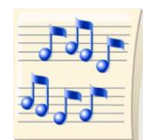
Please note: There is **no Sex Education** content within Year 7.

For more information about Life Studies and RSHE 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 7 – Music



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

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

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

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

Woodbridge High School Curriculum Overview

Year 7 – Physical Education



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

Examples of PPR Tasks	<p>PPR will on occasions be a theoretical task such as a project, quiz or worksheet relating to the sport/activity the student has covered.</p> <p>As an alternative to PPR, students may be asked to attend extra-curricular clubs to continue developing their physical literacy.</p>
Assessment Tasks, Methods & Frequency	<p>Practical assessment through five key components; Competency, Knowledge, Health & Fitness Personal Development and Evaluation.</p> <p>Summative assessment at the end of each activity unit.</p>
Equipment That Students Need	<p>White Woodbridge tee with initials. Black Woodbridge quarter zip with initials</p> <p>These can be purchased at https://schoolsports4u.co.uk/collections/woodbridge-high-school</p> <p>If a student is involved in a fixture, they will need to bring correct equipment and footwear, however they will be warned in advance</p>

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Ensuring that they have the correct kit for every lesson Encourage pupils to attend extra-curricular sessions Engage with other providers of physical activity in the local area Staying in touch with PE at WHS via social media- https://twitter.com/woodbridgepe?lang=en https://www.instagram.com/pewoodbridge/?hl=en <p>If a student is unable to take part in a lesson this must be communicated to the teacher in advance of the lesson.</p>																		
Extra-curricular Activities	<p>We want year 7 to be actively engaged in extra-curricular clubs at school, but also outside. Please look through this Redbridge document that provides details of local clubs - https://www.redbridge.gov.uk/media/7611/sports-club-directory.pdf</p>																		
Who Can I Contact?	<table border="1"> <tbody> <tr> <td>Head of PE</td> <td>Mr Mahoney</td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="3">Teachers of Y7 PE</td> <td>Mr Gillard</td> <td>Ms Sanderson</td> <td colspan="2">Mr Shehu</td> </tr> <tr> <td>Ms Payne</td> <td>Mr Hawkins</td> <td colspan="2">Ms Jamieson</td> </tr> <tr> <td></td> <td>Ms Moore</td> <td colspan="2">Ms Tabb</td> </tr> </tbody> </table>	Head of PE	Mr Mahoney				Teachers of Y7 PE	Mr Gillard	Ms Sanderson	Mr Shehu		Ms Payne	Mr Hawkins	Ms Jamieson			Ms Moore	Ms Tabb	
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Woodbridge High School Curriculum Overview

Year 7 – Religious Education



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept – Nov)	<u>Introduction to RE.</u> What is RE, philosophy and ethics, World Religions Religions at Woodbridge High School, Explore personal faith and belief Interfaith dialogue and multi-faith societies-Religions at WHS. Comparison of world religions – Assessed Task	DK World Religions Chapters on each of the World Religions give explanations of the key ideas we need to know Also, lots of extra information we don't touch on. A great resource to push your knowledge of the World Religions A Little History of Religion Chapters on the religions we study in Year 7, plus a great history of lots of religions we don't cover at WHS. Philosophy Files A great introduction to philosophical and ethical ideas. Lots of ideas will be studied in Year 8 and Year 9.
Half Term 2 (Nov-Jan)	<u>Can Jesus's teachings be applied today?</u> We study the basics of Christianity building up towards being able to answer the question Can Jesus's teachings be applied today? Ideas we will study in the process include: Trinity, miracles, the Bible as a source of authority, Christian teachings on forgiveness, Christian teachings on greed, charity and wealth,	
Half Term 3 (Jan-Mar)	<u>Why did the world need Muhammed?</u> We study the basics of Islam building up towards being able to answer the question Why did the world need Muhammed. Ideas we will study include: pre-Islamic Arabia, Tawhid, prophethood and the lost messages of the Prophets, the moral code of Islam, the Five Pillars.	
Half Term 4 (Apr – June)	<u>Is Hinduism one religion?</u> We study the basics of Hinduism building up towards being able to answer the question Is Hinduism one religion? Ideas we will study include Hindu understandings of the divine, denominations, ahimsa, dharma, pilgrimage and puja.	
Half Term 6 (Jun-Jul)	<u>What is the best way for Sikhs to show their religious commitment?</u> We study the basics of Sikhism building up towards being able to answer the question What is the best way for Sikhs to show their religious commitment? Ideas we will study include: the Ten Gurus, the Guru Granth Sahib, the 5Ks, Sewa, Khalsa.	

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

Woodbridge High School Curriculum Overview

Year 7 – Russian



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

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

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Assisting in learning the Russian alphabet and vocabulary, and regularly testing your child Encouragement and checking Firefly site for PPR tasks
Useful Websites	<ul style="list-style-type: none"> www.quizlet.com (also available as an App) to assist in vocab learning
Extra-curricular Activities	<ul style="list-style-type: none"> Key stage 3 Russian PPR Club at lunch-time

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

Woodbridge High School Curriculum Overview

Year 7 – Spanish



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

Examples of PPR Tasks	grammar practice, vocab learning with memrise, prepare a presentation using model texts, flashcards for revision
Assessment Tasks, Methods & Frequency	Every half term, alternating between speaking, reading, listening and writing assessments in class
Equipment Which Students Need	Pencil case, ruler, glue, exercise book, vocabulary booklet, planner

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

Who Can I Contact?	Head of Spanish	Ms Zmirou (Sept 23 – Nov 23) Ms Nikolaeva (Maternity Cover Nov 23 – July 24)
	Teachers of Y7 Spanish	Ms Zmirou Ms Nikolaeva Ms Edmondson Mr Hennessy