



WOODBIDGE HIGH SCHOOL

Curriculum Booklet for Parents

Year 7

2025-26

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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 |
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| Term 1 (Sep-Dec) | Empathy and Judgment Core Text: <i>In the Sea There Are Crocodiles</i> by Fabio Geda Secondary Material: Poetry and Non-fiction texts by various authors. <ul style="list-style-type: none"> Develop an understanding of the writer-reader relationship. Develop an understanding of the writer's craft. Form and structure opinions based on human experiences. | 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: Born a Crime – Trevor Noah Chinese Cinderella – Adeline Yen The department also recommends reading 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. |
| Term 2 (Jan-Apr) | Suffering and Injustice Core Text: <i>Extracts from Oliver Twist</i> by Charles Dickens Secondary Material: Poetry of William Blake <ul style="list-style-type: none"> Develop an understanding of 19th c. context. Challenge students through canonical texts. Begin to develop writer's craft skills for narrative writing. | |
| Term 3 (May-Jul) | Rebellion and Conformity Core text: <i>A Midsummer Night's Dream</i> by William Shakespeare. Secondary Material: Texts from a wide range of cultures and traditions <ul style="list-style-type: none"> Develop an understanding of Shakespeare's impact on modern texts and the themes they explore. Develop an understanding of the context of Renaissance England. Develop writer's craft skills through descriptive writing. | |

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| Examples of PPR Tasks | Wider reading, creative writing skills, poems, and research projects. |
| Assessment Tasks, Methods & Frequency | Pupils will be formally assessed each term, 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. |

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| Parents / Carers can help their child by: | <ul style="list-style-type: none"> Reading regularly at home with your child. 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) |

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| Who Can I Contact? | Head of English | | Ms Theodorou | | |
| | Teachers of Y7 English | Ms Theodorou Ms Barnes Ms Brown Mr Bentley | Mr Faisal Ms Thompson Ms Oliver Ms Shahid | Mr Walker Ms Tagoe Ms Colman Ms Minhas | 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 |
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| 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 | |

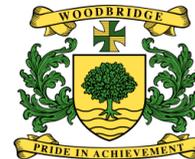
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| Examples of PPR Tasks | Most PPR tasks are set online on mathspad. Your son/daughter will be given their own password to access lessons and PPR activities as well as games. Other PPR may be set for revision purposes. |
| Assessment Tasks, Methods & 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. |

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| 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 |

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| Who Can I Contact? | Head of Maths | Mr Blunt | |
| | KS3 Maths Co-ordinator | Ms Neil | |
| | Teachers of Y7 Maths | Miss Neil Ms Schneider Mr Sharma Mr Miller Ms Rustham-Ali | Mr Rahman Ms Soori Ms Burch Mr Nagra |

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 |
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| 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. Autumn term assessment | <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 (Spring term assessment) 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. Summer term assessment | <p>Planet, Star, Milky Way, Gravity, Orbit, Light Years</p> <p>Variation, DNA, Mutation, Evolution, Enviromental, Genetic, Adaptions, Extinction.</p> | |

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| Examples of PPR Tasks | Researching key word definitions, building models, writing conclusions and drawing graphs from in-class experiments, online PPR through 'Educake'. |
| Assessment Tasks, Methods & Frequency | Students will be assessed through Learning Checks 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 |

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| 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 |

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| Who Can I Contact? | Head of Science | Mr. M. Williams | |
| | Teachers of Y7 Science | Ms. Tapper Mr. Britto Ms. Meehitiya Ms. Verma Ms. Teladia Mr. Peethamparam | Mr. Esop Dr. Cooper Ms. Sajeev Ms. Bartlett Mr. Ankrah |

Woodbridge High School Curriculum Overview

Year 7 – Art



| | | Curriculum Content | Extension Activities |
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| Half Term 1 (Sep-Oct) | CORE SKILLS: This first project will teach students key fundamental Art skills in drawing and painting from observation. We will look at commercial Art and the designer Hanna Werning, leading into collage work | <ul style="list-style-type: none"> Observational drawing. Shading techniques - Directional and graduated. Colour mixing – shades and tints 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. STEPPING UP activities on Firefly |
| Half Term 2 (Nov-Dec) | | <ul style="list-style-type: none"> Learning about composition Learning about receding and advancing colours Applying knowledge and skills in own painted outcome | |
| Half Term 3 (Jan-Feb) | | <ul style="list-style-type: none"> Art analysis – Explore the work of Hanna Werning Learning about commercial Art – surface pattern design Create a collage/ surface pattern design | |
| Half Term 4 (Feb-Mar) | 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 create their own Op Art. The project will expand upon line, pattern, colour, form and value by studying the work of Yayoi Kusama | <ul style="list-style-type: none"> Observational drawing - using line only <ul style="list-style-type: none"> Contour line drawing – illusion using line Vibrating colour pairs – illusion of movement through colour Art analysis – Explore the work of Bridget Riley | Watch the YouTube link and create your own anamorphic Op Art https://www.youtube.com/watch?v=jr-zAxfTVU STEPPING UP activities on Firefly |
| Half Term 5 (Apr–May) | | <ul style="list-style-type: none"> Painting and blending skills – revisited and further embedded Reviewing and reflecting skills. | |
| Half Term 6 (Jun-Jul) | | <ul style="list-style-type: none"> Learn about the work of Yayoi Kusama Use line and tonal value to create form Apply prior knowledge of painting/ blending skills using oil pastels as a new material Use pattern/ dots to reflect knowledge of Yayoi Kusama | |

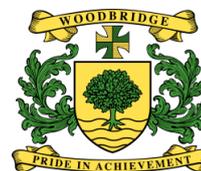
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| Examples of PPR Tasks | <ul style="list-style-type: none"> Draw a fruit or vegetable and apply directional shading to create tone. Create a plate and mug design in the style of Hanna Werning Create a 'bulging hand' using what you have learnt about Op Art |
| Assessment Tasks, Methods & Frequency | <ul style="list-style-type: none"> One to one verbal feedback in lessons Peer and self-assessment of PPR every four 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 |

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| Parents / Carers can help their child by: | <ul style="list-style-type: none"> Ensure your child brings basic Art equipment to every lesson – as above Ensure your child hands in PPR that reflects their ability – should spend 45 mins 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 |

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

Woodbridge High School Curriculum Overview

Year 7 – Computing and IT



| | Curriculum Content | Suggested Reading or Extension Activities |
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| Half Term 1 (Sep – Oct) | E-safety project Students create a set of different media documents about knowledge and concepts gained about e-safety. This includes AI 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 store 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 of 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 students will need to create a lot of different types of computer media from posters to videos | How to get started with Python http://www.learnpython.org/_Learning how to code www.code.org |

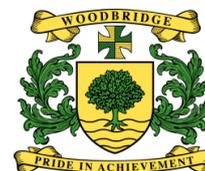
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| Examples of PPR Tasks | Create a computer model from recycled materials. Write the code which will execute as a conversation. How technology is currently used in students' life |
| Assessment Tasks, Methods & Frequency | Mostly computer-based projects, 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. |

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| 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/VNQW11 (Internet Matters) https://goo.gl/i6Lkhj (Stop Cyber Bullying) |
| Extra-curricular Activities | <ul style="list-style-type: none"> Computer Club held by Computing and IT Teachers |

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| 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 |
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| <p>During the year, students complete the following units shown here in rotation.</p> <p>Not all students complete the same units at the same time.</p> <p>Please contact the Head of Department for further details</p> | <p>Product Design – Timber focus</p> <ul style="list-style-type: none"> • Workshop safety • Exploring design culture • Understanding properties of timbers • Incorporating sustainability into design • Understanding user groups • Project – Block Bot | <p>Sketchup CAD on Realsmart Tinkercad Isometric drawing IsoSketch drawing tool</p> |
| | <p>Food Technology – Introduction to Cooking</p> <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 Scones, Traditional Pizza, Chelsea Buns, Focaccia Bread, Halloumi & vegetable skewers and Fruit Muffins | <p>Experiment with producing the same meals at home. Developing it further by experimenting with different toppings and flavours.</p> |
| | <p>Graphics – Papers and Boards focus</p> <ul style="list-style-type: none"> • Properties of paper and board and materials • Be able to use the work of others to influence design ideas • Develop CAD skills. • Evaluation and analysis of designers • Project - Keyring and Packaging | <p>Research alternative ways to use papers and cardboard that is more sustainable and environmentally friendly.</p> |

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| 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 |

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| 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. |

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| 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 Miss Gleeson |

Woodbridge High School Curriculum Overview

Year 7 – Drama



| | Curriculum Content | Suggested Reading or Extension Activities |
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| Half Term 1 (Sep – Oct) | Practitioner - Stanislavski <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. | <p>Visiting the theatre is a great extension to the in-class experience.</p> <p>All year 7's will have the opportunity to see both shows for Harry Potter and the cursed child.</p> <p>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.</p> <p>Every year the school hosts an annual school production that showcases the incredible talent of our students. We encourage all students to get involved in this challenging but incredible experience and look forward to sharing our performances with parents, teachers, peers and the local community.</p> |
| Half Term 2 (Nov-Dec) | Style -Darkton Manor <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) | Silent Movies <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) | Harry Potter and the Cursed Child <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) | Harry Potter and the Cursed Child <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) | Little Scarlett Introduction to real life stories that have been turned into drama. Introduction to Devising – teacher in role Introduction to using rehearsal techniques in the classroom. A chance for students to practice the skills they have learned throughout the year. | |

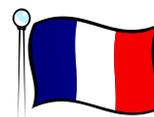
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| Examples of PPR Tasks | Retrieval quiz set each half term to solidify key vocabulary and knowledge Rehearsal and development of performance – line learning |
| Assessment Tasks, Methods & Frequency | All Schemes of Learning have an end performance 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. |

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| 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 |

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| Who Can I Contact? | Head of Drama | Ms Farr |
| | Teachers of Y7 Drama | Ms Farr Ms Hawkins Mr Negus Ross |

Woodbridge High School Curriculum Overview

Year 7 – French



| | Curriculum Content | Suggested Reading or Extension Activities |
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| 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.quizlet.com Your teacher will direct you on how to create your own flashcards to learn vocabulary. |
| 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 | |

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| 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 |

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| 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 |

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

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 |
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| Autumn Term | <p>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</p> | <p>Midpoint/End of Topic assessment Please visit our firefly resources Page: Key Stage 3 – Woodbridge High School (fireflycloud.net)</p> |
| Autumn Term | <p>Weather and Climate 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. Cold Environments To explore how Ice has changed the world. Students will have an introduction into glaciation and to learn about how they have shaped our land. We will then explore the governance of the Arctic.</p> | <p>Midpoint assessment /End of topic assessment. Key Stage 3 – Woodbridge High School (fireflycloud.net)</p> |
| Spring Term | <p>Population: Where do people live? To understand factors that affect populations globally. To be able to describe population distributions and imoacts over high and low birth rates. Ways to control populations.</p> | <p>Midpoint assessment /End of topic assessment. Key Stage 3 – Woodbridge High School (fireflycloud.net) Suggested Reading <i>Prisoners of Geography</i></p> |
| Summer Term | <p>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.</p> | <p>Midpoint assessment /End of topic assessment. Key Stage 3 – Woodbridge High School (fireflycloud.net)</p> |

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| 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) |

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| 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. |

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| Who Can I Contact? | Head of Geography | Ms Gray | |
| | Teachers | Ms Gray Dr Liechty Ms Sbrocchi Mr Perrot | Mr McDonald Ms Fleet Mrs Begum Mr Guo |

Woodbridge High School Curriculum Overview

Year 7 – German



| | Curriculum Content | Suggested Reading or Extension Activities |
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| 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 intensifiers to make sentences more interesting | https://quizlet.com/sign-up Create an account with your school email address. Spend 10-15 minutes every day learning/revising vocabulary on the app. |
| Half Term 2 (Nov-Dec) | <ul style="list-style-type: none"> Talking about family and pets Saying what you can 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 | Practice 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 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/ |
| Half Term 5 (Apr-May) | <ul style="list-style-type: none"> Reinforcement of present tense verb endings Reinforcement of vocabulary 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 and giving more complex opinions and reasons Reflection on progress made Closing achievement gaps by revisiting linguistic structures/content of previous units of work | Find out about a typical school day in Germany https://ukgermanconnection.org/kids/find-out-en/a-school-day-in-germany/ |

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| Examples of PPR Tasks | Vocabulary learning on Quizlet, making flashcards, preparing a poster presentation, reading and translation 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 exercise book and work booklet, highlighter pens, glue stick, whiteboard pen |

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| 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"> https://quizlet.com/sign-up https://www.bbc.co.uk/bitesize/subjects/zcj2tfr www.ukgermanconnection.org/kids-home-uk |
| Extra-curricular Activities | Cologne Christmas Market Trip December 2025 |

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

Woodbridge High School Curriculum Overview

Year 7 – History



| | Curriculum Content | Suggested Reading or Extension Activities |
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| Half Term 1 (Sep – Oct) | 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. | 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. Wider Reading and Research – Woodbridge High School (fireflycloud.net) |
| Half Term 2 (Nov-Dec) | 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. Did William keep the same England? Students will study the work of the historian Mark Morris and decide to what extent William the Conqueror kept England the same. Students will look at key changes made through architecture, government, and methods of control. | |
| Half Term 3 (Jan-Feb) | What was the most significant challenge for 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. | |
| Half Term 4 (Feb-Mar) | 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 13 th and 14 th centuries. They will consider how unique the Mongol Empire was by comparing it to the Norman Conquest. | |
| Half Term 5 (Apr-May) | How have historians used evidence to reach conclusions 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. | |
| Half Term 6 (Jun-Jul) | 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 | |

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| 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 |

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| 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 | https://www.historylearningsite.co.uk/ https://www.bbc.com/bitesize/subjects/zk26n39 http://www.nationalarchives.gov.uk/ |
| Extra-curricular | History trips are offered throughout the year. |

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| Who Can I Contact? | Head of History | Ms Latino | | |
| | Teachers of Y7 History | Mrs Brian | Mrs Doig | Ms Latino |
| | | Ms Canessa Davies | | Mr Beckett |
| | | Dr Lietchy | | Mr McDonald |

Woodbridge High School Curriculum Overview

Year 7 – Life Studies

| | Curriculum Content | Suggested Reading or Extension Activities |
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| 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 | |

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| 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. |

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| 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 Annee Ms Bemath Mr Chin Ms Gray Ms Greenidge Ms Hawkins Ms Roberts Ms Sbrocchi Mr Shaw |

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 |
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| Half Term 1 (Sep – Oct) | Musical Elements <ul style="list-style-type: none"> Analysing 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) | 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 4 (Feb-Mar) | 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 5 (Apr-May) | 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 West African Music. Useful resources on YouTube. |
| 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. |

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| Examples of PPR Tasks | Google Forms that include a listening task via YouTube. Students will need to answer several questions that are multiple choice or types in answers. Research posters e.g. West African Drumming fact files 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 and whiteboard pen Students are encouraged to bring their instrument in for some topics if they have private lessons or are learning at home. |

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| Parents / Carers can help their child by: | <ul style="list-style-type: none"> Helping with revision of musical notation Listening to the YouTube links of the PPR task 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. |

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| Who Can I Contact? | Head of Music | Ms Holland |
| | Teachers of Y7 Music | Mr Archer & Ms Holland |

Woodbridge High School Curriculum Overview

Year 7 – Physical Education



| | Curriculum Content | Suggested Reading or Extension Activities |
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| <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> |

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| Examples of PPR Tasks | PPR will be set every 3 weeks following the sport they have been doing. This will be part of students assessment. This will be found on Firefly. Students are expected to score the minimum of 6/10 on the quiz. If students fail to hit this score, they should redo the test until they have met the threshold |
| Assessment Tasks, Methods & Frequency | Practical assessment through four key components; Competency, Knowledge, Personal Development and Evaluation. Summative assessment at the end of each activity unit. |
| Equipment That Students Need | White Woodbridge tee with initials. Black Woodbridge quarter zip with initials These can be purchased at https://schoolsports4u.co.uk/collections/woodbridge-high-school If a student is involved in a fixture, they will need to bring correct equipment and footwear, however they will be warned in advance |

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| 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://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 | 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 | | | | | | | | |
| Who Can I Contact? | <table border="1"> <tbody> <tr> <td>Head of PE</td> <td>Mr Mahoney</td> <td></td> <td></td> </tr> <tr> <td>Teachers of Y7 PE</td> <td>Mr Gillard Ms Payne</td> <td>Ms Sanderson Mr Hawkins Ms Moore</td> <td>Mr Shehu Ms Jamieson Ms Tabb</td> </tr> </tbody> </table> | Head of PE | Mr Mahoney | | | Teachers of Y7 PE | Mr Gillard Ms Payne | Ms Sanderson Mr Hawkins Ms Moore | Mr Shehu Ms Jamieson Ms Tabb |
| Head of PE | Mr Mahoney | | | | | | | | |
| Teachers of Y7 PE | Mr Gillard Ms Payne | Ms Sanderson Mr Hawkins Ms Moore | Mr Shehu Ms Jamieson Ms Tabb | | | | | | |

Woodbridge High School Curriculum Overview

Year 7 – Religious Education



| | Curriculum Content | Suggested Reading or Extension Activities |
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| 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 |
| Half Term 2 (Nov-Jan) | <u>What is the most important teaching in Christianity?</u> We study the basics of Christianity building up towards being able to answer the question What is the most important teaching in Christianity? 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, | 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. |
| Half Term 3 (Jan-Mar) | <u>What is the most important teaching of Muhammed?</u> We study the basics of Islam building up towards being able to answer the question What is the most important teaching of 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. | Philosophy Files A great introduction to philosophical and ethical ideas. Lots of ideas will be studied in Year 8 and Year 9. |
| 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. | |

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| 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, Mr Burrows |

Woodbridge High School Curriculum Overview

Year 7 – Russian



| | Curriculum Content | Suggested Reading or Extension Activities |
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| 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 |

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| 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 |

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| 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 |

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| 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 |
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| 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 |

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| Examples of PPR Tasks | grammar practice, vocab learning with Memrise, prepare a presentation using model texts, flashcards for revision |
| Assessment Tasks, Methods & Frequency | Learning checks every two to three weeks. At the end of every modules assessments in class which alternate between speaking, reading, listening and writing |
| Equipment Which Students Need | Pencil case, ruler, glue, exercise & vocabulary book, work booklets |

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| 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.quizlet.com ; www.conjuguemos.com |
| Extra-curricular Activities | <ul style="list-style-type: none"> reward activities on invitation only |

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| Who Can I Contact? | Head of Spanish | Ms Zmirou (Mon – Thurs) | |
| | Teachers of Y7 Spanish | Ms Zmirou Ms Greenidge (until end Oct) Ms Edmondson (from Nov) | Ms Nikolaeva Ms Girard Mr Hennessy |