

WOODBIDGE HIGH SCHOOL

Curriculum Booklet for Parents

Year 9

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

Please note that end of year exams covering the material studied in year 9 will take place for all students in each subject. Specific details of the exam for each subject will be sent to you by the relevant departments.

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

I hope that you will find this information useful.

Jeremy Clifton

Deputy Headteacher

jclifton@woodbridgehigh.co.uk

Woodbridge High School Curriculum Overview

Year 9 – English



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	Novel - 'Of Mice and Men' by John Steinbeck <ul style="list-style-type: none"> Analyzing and evaluating the writer's narrative craft and the relevant context of prejudice and segregation and their relevance to today's world. Exploring character, relationships, themes, and the writer's intentions and messages. 	<p>This will vary dependent on the precise text studied and the students will be guided by the teacher.</p> <p>Pupils will also be encouraged to read from a selection of texts in classroom book boxes that contain books by celebrated Black and Asian writers.</p> <p>Examples: Akala - Natives Toni Morrison - The Bluest Eyes Chinua Achebe – Things fall Apart Trevor Noah – Born a Crime</p> <p>Other recommended reads: John Steinbeck – <i>The Grapes of Wrath</i> Harper Lee – <i>To Kill a Mockingbird</i></p> <p>The department also recommends the regular reading of quality non-fiction texts, such as broadsheet newspapers.</p> <p>Other highly recommended texts are available via the Redbridge Book Award website and of course, the school library.</p>
Half Term 2 (Nov-Dec)	Completing 'Of Mice & Men' 'Macbeth' by William Shakespeare <ul style="list-style-type: none"> Analyzing the writer's stage craft, the dramatic form and the relevant context of the play. Exploring character, relationships, themes and the writer's intention and messages. 	
Half Term 3 (Jan-Feb)	Completing 'Macbeth'	
Half Term 4 (Feb-Mar)	Gothic Anthology – writing a Gothic story - <ul style="list-style-type: none"> Focusing on narrative writing responding to a range of Gothic texts. 	
Half Term 5 (Apr-May)	End of Year exams <ul style="list-style-type: none"> Preparation for end of year exams where students will be assessed on their Literature reading skills – exams based on Macbeth and writing fiction 	
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> Poetry – Contrasts, Collisions and Diversity Studying a range of GCSE level poetry from around the world linked to the theme of conflict and diversity. <p>Speaking & Listening – Protest & Change.</p> <ul style="list-style-type: none"> Persuasive speaking as a preparation for GCSE 	

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

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
Extra-curricular Activities	Debating Club, Reading Club, Writing/Newspaper Club *(all are under review)

Who Can I contact?	Head of English	Ms Theodorou		
	Teachers of Y9 English	Mr Wingfield Ms Barnes Ms Brown Mr Bentley Ms Moynihan	Mr Faisal Ms Minhas Ms Theodorou Ms Shahid Ms Ruzane	Mr Walker Mr Riley Ms Colman Ms Geary Mr McNaughtan

Woodbridge High School Curriculum Overview

Year 9 – Mathematics



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

Examples of PPR Tasks	Most PPR tasks are set online on Mathswatch. 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	Students will have Learning checks every half term, based on each unit of work. Students will also be assessed before the Christmas holidays, on everything they have done since September, and will once again be assessed at the end of the year.
Equipment	Pen, whiteboard pen, Pencil, Geometry 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 Mathswatch together to go over the lessons taught in school. • Use time at home to practise practical maths like shopping and cooking.
Useful Websites	https://vle.mathswatch.co.uk/vle/

Who Can I Contact?	Head of Maths	Mr Blunt	
	KS3 Maths Co-ordinator	Ms Neil	
	Teachers of Y9 Maths	Mr Thacker Mr Ali Mr Nagra Ms Burch Mr Rahman Ms Canessa-Davies	Ms Schneider Mrs Soori Mr Sharma Ms Neil Mr Shah

Woodbridge High School Curriculum Overview

Year 9 – Science



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1	<ul style="list-style-type: none"> States of Matter Cells and Microscopes Conservation of Energy Separating Mixtures 	<p>Students will receive details of how to log in to the homework app Educake in the first half term</p> <p>PPR will also be set through this website:</p> <p>www.educake.co.uk</p> <p>They can use the app to help revise key ideas and to learn new content</p> <p>Lots of videos, quizzes and content can be found on Bitesize Science</p> <p>https://www.bbc.co.uk/bitesize/subjects/zng4d2p</p>
Half Term 2	<ul style="list-style-type: none"> Separating Mixtures (continued) Conservation of Energy (continued) Transport Motion and Forces 	
Half Term 3	<ul style="list-style-type: none"> Transport (continued) Motion and Forces (continued) Enzymes Atomic Structure & Periodic Table 	
Half Term 4	<ul style="list-style-type: none"> Enzymes (continued) Atomic Structure & Periodic Table Revision for EOY exam 	
Half Term 5	<ul style="list-style-type: none"> Waves Communicable Disease 	
Half Term 6	<ul style="list-style-type: none"> Communicable Disease (continued) Waves (continued) Reactivity of Metals Non-Communicable Disease 	

Examples of PPR Tasks	Learning key word definitions from their glossary at the start of every topic, writing experimental methods, drawing graphs, writing and balancing chemical equations, revising for end of topic assessments. Most PPR will be set on the Educake.co.uk website
Assessment Tasks, Methods & Frequency	Students sit End of Topic assessments and complete Learning Checks as they progress through a topic. They will have an End of Year test in the summer term. These assessments inform us on set Changes and Intervention
Equipment	Pen, pencil, ruler, eraser, calculator and supplied exercise book to be brought to every lesson.

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Ensuring they learn their keyword definitions they will be tested on these in every topic Encouraging them to use their exercise books for written revision before assessments Encouraging them to log in to the Active Learn website
Useful Websites	<ul style="list-style-type: none"> BBC bitesize Rsc.org The Royal Observatory in Greenwich. http://www.rmg.co.uk/royal-observatory <ul style="list-style-type: none"> www.nasa.gov www.rigb.org
Extra-curricular Activities	<ul style="list-style-type: none"> Activities vary throughout the year and will be advertised each term Robotics club Astronomy club

Who Can I Contact?	Head of Science	Mr. M. Williams			
	Teachers of Y9 Science	Dr Pih Ms. Tapper Ms. Meehitiya Ms. Khudeza	Ms. Teladia Mr. Britto Mr Peethamparam	Ms. Bartlett Mr. Ankrah Ms. Sajeev Dr. Cooper	Mr. Esop Mr Sethuraman Ms. Verma

Woodbridge High School Curriculum Overview

Year 9 – Art



		Curriculum Content	Activities
Half Term 1 (Sep – Oct)	PACKAGE DESIGN: Students will investigate various illustration styles, typography, package design and layout to produce own commercial art piece – A logo for a juice package	<ul style="list-style-type: none"> Understand the role of an artist/ designer. How to create a catchy name for your juice Select and prepare own source materials. Explore a range of illustration styles and techniques. Explore composition and design layout. 	Produce a wider set of ideas for a range of cans, bottles and carton designs. Visit the Design Museum
Half Term 2 (Nov-Dec)		<ul style="list-style-type: none"> Justify choices and decisions made. Explore Typeface and understand its impact in design and target audience Learn about perspective Review and refine techniques and ideas. 	
Half Term 3 (Jan-Feb)		<ul style="list-style-type: none"> Produce personal, individual and imaginative outcomes that reflect understanding of design, typeface, illustration style and target audience 	
Half Term 4 (Feb-Mar)	ABSTRACT ART: Students will explore the work of Rene Magritte and look at Surrealism. They will use collage to develop ideas and revisit core drawing and painting skills to produce outcomes. This project will develop through the exploration of Cubism/Pablo Picasso and students will work in cardboard to create 3D structures	<ul style="list-style-type: none"> Art analysis – Explore the work of Rene Magritte Select and prepare own source materials. Explore collage as a method to create new ideas Revisit composition skills Create a surreal scene for your object – draw upon the work of Salvador Dali and Rene Magritte Painting skills – working with water colours – background and mid ground 	Visit the Tate Modern to see examples of surrealism and Cubism in person
Half Term 5 (Apr-May)		<ul style="list-style-type: none"> Develop collage work/ foreground – revisit core drawing and shading skills. Produce high quality outcomes 	STEPPING UP activities on Firefly
Half Term 6 (Jun-Jul)		<ul style="list-style-type: none"> Explore the cardboard structures of Pablo Picasso Observational drawing – musical instruments Explore deconstruction methods – composition Use deconstruction knowledge to create a sculptural, CUBism inspired outcome 	

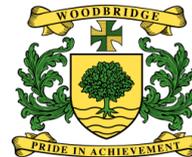
Examples of PPR Tasks	<ul style="list-style-type: none"> Collect a range of images to support own ideas in class. Combine text and imagery to create an exciting logo design Combine two everyday objects to create a surreal object – add tonal value
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: 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 brings basic Art equipment to every lesson – as above Ensure your child hands in PPR that reflects their ability – spend 45 mins Encourage visits to museums/ galleries. Encourage your child to practice drawing from observation.
Useful Websites	www.tate.org.uk/visit/tate-modern https://designmuseum.org/
Extra-curricular Activities	<ul style="list-style-type: none"> Aim Higher/ Extended projects Look out for competition opportunities/ clubs on the Art corridor notice board.

Who Can I Contact?	Head of Art	Mrs Ward-Mills
	Teachers of Y9 Art	Miss Chana Mrs Anderson Mrs Joomun Mrs Ward-Mills

Woodbridge High School Curriculum Overview

Year 9 – Art (early choice)



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

Examples of PPR Tasks	<ul style="list-style-type: none"> • Collect a range of source materials/ images to draw from in lesson. • Observational drawing task using shade and tone. • Study an artist, designer, photographer that's relevant to your work. • Review your teacher's feedback and make improvements to a particular piece.
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Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> • One to one verbal feedback in lessons • Regular peer and self-assessment of HL • Skills and knowledge-based learning checks every term • Deep marking every term of coursework and PPR
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Equipment That Students Need	<p>Essentials: Students should purchase an Art pack which contains all basic Art equipment needed for the year.</p> <p>Desired: In addition to the Art packs a set of acrylic paints would be really useful</p>
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Parents / Carers can help their child by:	<ul style="list-style-type: none"> • Ensure students bring their equipment and sketchbook to every lesson. • Ensure your child hands in PPR that reflects their ability – spend 1 hour • Encourage students to visit galleries, museums and places of interest. • Ensure students meet deadlines.
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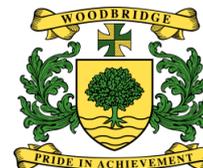
Useful Websites	www.gettyimages.co.uk www.tate.org.uk www.saatchigallery.com
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Extra-curricular Activities	<ul style="list-style-type: none"> • Art clubs are being reviewed – information to follow. <ul style="list-style-type: none"> • Possible trip to gallery or museum.
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Who Can I Contact?	Head of Art	Mrs Ward-Mills
	Teachers of Y9 Art (early choice)	Miss Chana Mrs Ward-Mills

Woodbridge High School Curriculum Overview

Year 9 – Business Studies (early choice)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> • Entrepreneurs <i>Each lesson compares the journeys of two entrepreneurs (e.g. Steven Bartlett and Jamila Abass), focusing on their backgrounds, motivations, and strategies. Students explore traits like resilience and innovation, and consider how external factors such as technology and culture influence success.</i> • Products <i>This topic explores a range of successful and struggling products (e.g. Netflix and Nike) through case studies. Students examine what makes a product stand out—such as branding, customer focus, and innovation—and how businesses meet changing customer needs.</i> 	* Wider reading about start-up businesses.
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> • Products (Continued) • Campaigns <i>Students explore what makes a promotional campaign effective by comparing real examples (e.g. Nike and Apple). They learn how branding, storytelling, and audience targeting help businesses stand out and connect with customers.</i> 	* Reading up to date news articles relating to the financial performance of a range of businesses.
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> • Finance <i>This topic introduces different ways businesses raise money—like savings, loans, or crowdfunding. Students compare case studies (e.g. Gymshark vs. Monzo) to understand how finance choices affect growth, control, and risk.</i> • Leadership <i>Students examine different leadership styles through case studies (e.g. Richard Branson vs. Jeff Bezos). They explore how vision, communication, and decision-making influence business success and team performance. Lessons also highlight the importance of emotional intelligence, communication, and ethical leadership. Students reflect on what makes a good leader and how leadership influences business outcomes.</i> 	* Reading business articles from the BBC news website * Following personal finance tips from accounts such as Moneysaving Expert
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> • Leadership (Continued) • Teamwork <i>Students learn what makes teams effective by comparing successful and struggling examples (e.g. Pixar vs. Fyre Festival). They apply this by working in teams to develop and pitch their own business ideas. The unit culminates in a group project where students apply what they’ve learned by working in teams to develop and pitch a business idea. This helps them build collaboration, problem-solving, and presentation skills in a practical, engaging way.</i> 	* Watching relevant clips of shows such as the Apprentice & Dragon’s Den
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> • Teamwork (Continued) 	
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> • Life Cycle of a business <i>This topic introduces students to the key stages a business goes through—launch, growth, success, maturity, and decline. Using real-world examples, students explore how businesses start, expand, and adapt to challenges. They learn about concepts like market share, innovation, and turnaround strategies, and consider how businesses can stay competitive or reinvent themselves to avoid failure.</i> 	

Examples of PPR Tasks	<ul style="list-style-type: none"> • Case studies, research project and wider reading.
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Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> • Participation in class discussions monitored every lesson. • Formal and informal presentation skills feedback • Written formative assessments per topic (MCQs and longer answer responses) 	
Equipment	Different coloured biro pens, pencil, ruler, rubber, calculator.	
Parents / Carers can help their child by:	<ul style="list-style-type: none"> • Discussing personal finance topics with students. 	
Useful Websites	<ul style="list-style-type: none"> • http://www.bbc.co.uk/schools/gcsebitesize/ 	
Extra-curricular Activities	<ul style="list-style-type: none"> • Wider reading – Reading the business section on BBC news • Early Option ‘stepping up’ tasks 	
Who Can I Contact?	Assistant Headteacher & Head of Business (Interim)	Ms Evans
	Teachers of Y9 Business	Mr Edmonds Mr Uddin

Woodbridge High School Curriculum Overview

Year 9 – Child Development (early choice)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	The Reproductive System and Pre-Conceptual health. Students will learn the importance of understanding how health and well-being impact fertility and successful pregnancy.	https://www.eyalliance.org.uk/ https://www.elc.co.uk/learning-activity-hub/preschool-activities-that-support-development-at-home
Half Term 2 (Nov-Dec)	Post Natal care. Students will learn how women and their babies are cared for in the early weeks and months after birth, the range of checks and vaccinations offered, and an understanding of developmental milestones.	www.nhs.uk https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/nutrition
Half Term 3 (Jan-Feb)	Paediatric First Aid. Students will learn the basics of dealing with the emergency care of babies and young children, including a practical half-day session with an external trainer.	https://first-aidtrainingservices.co.uk/news/what-is-paediatric-first-aid/
Half Term 4 (Feb-Mar)	Nutrition and healthy eating. Students will learn about the nutritional needs of babies and young children, and consider options such as breast and bottle feed, weaning, and offering a balanced early diet.	https://www.eyalliance.org.uk/ https://www.elc.co.uk/learning-activity-hub/preschool-activities-that-support-development-at-home
Half Term 5 (Apr-May)	The importance of Play. Students will learn why Play is essential for the development and learning of babies and young children and will develop their own games and activities meeting different areas of development.	www.nhs.uk https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/nutrition
Half Term 6 (Jun-Jul)	Creative activities in Early Years. Students will learn the benefits of Creative Activities in the Early years environments of Nurseries and schools.	https://first-aidtrainingservices.co.uk/news/what-is-paediatric-first-aid/

PPR Tasks, Assessment Tasks, Methods & Frequency	Tasks will be set in each module and independent research will take place in lessons and as PPR. Assessment takes the form of mainly practical tasks and presentations. An exam will take place towards the end of the year.
Equipment Which Students Need	Fully equipped pencil case, colouring pens/pencils,

Parents / Carers can help their child by:	Encouraging students to complete PPR tasks and preparation for practical tasks at home. Engaging in discussions with their young people about Early Years related topics in the news.
Useful Websites	As listed above
Extra-curricular Activities	Trips and visits to local Early Years providers Young V&A museum Visiting speakers and Alumni

Who Can I Contact?	Head of Health and Social Care	Ms Griffiths
	Teachers of Child Development	Ms Griffiths, Ms Payne

Woodbridge High School Curriculum Overview

Year 9 – Computing and IT



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	Python Programming Students will reinforce their understanding of inputs, outputs, variables and selection through the means of a variety of programming challenges. Students will also be taught the programming structure of iteration. They will learn how FOR and WHILE loops work and will code these structures in a range of programs.	
Half Term 2 (Nov-Dec)	Spreadsheets This unit teaches the pupils about the basics of using a spreadsheet. It introduces them to the concepts of entering numbers and text, formatting data, formula (+, -, * and /), Functions (Sum, Average, Min, Max), sorting and filtering data, using comparison operators (<, >, <=, >=, = and <>) using absolute and relative cell references, replicating formula and functions, creating graphs and modelling data	
Half Term 3 (Jan-Feb)	Data Science How data is used and why data is used in different ways based on Big Data	
Half Term 4 (Feb-Mar)	Ethics, morals and laws This is a unit that give the students the chance of looking at why we use computers to solve problems and the laws that that you need to follow when using a computer	
Half Term 5 (Apr-May)	Revisions for the end of year test This term is a re-cap the year of with the students preparing for their end of year tests	
Half Term 6 (Jun-Jul)	Music festival IT Project Students will need to create a lot of different types of computer media from poster to videos for a music festival.	

Examples of PPR Tasks	Plan an app which will function and run as intended. Explain the impact of using Computer Aided Design in the world today. Plan a solution for animation which will perform a specific task. Write a report about the impact of Mobile Applications in today's society.
Assessment Tasks, Methods & Frequency	Mostly computer-based projects, constant feedback provided to students verbally during lesson time. Assessed PPR sheets provided once a fortnight. Overall project assessed towards 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://www.python.org/ http://www.adobe.com/devnet/dreamweaver.html http://google-sketchup.en.softonic.com
Extra-curricular Activities	<ul style="list-style-type: none"> Computer Club held by ICT and Computing teachers

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

Woodbridge High School Curriculum Overview

Year 9 – Computer Science (early choice)



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

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

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

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

Woodbridge High School Curriculum Overview

Year 9 – Design & Technology



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

Examples of PPR Tasks	<ul style="list-style-type: none"> Mini research projects. Students are given a choice of a range of focused activities to complete.
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> Ongoing assessment against national curriculum standards. Students kept informed via consistent and personalized marking.
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 museums, such as the Design Museum, Science Museum, The British Museum, Museum of Brands, Packaging & Advertising, Victoria & Albert Museum
Useful Websites	<ul style="list-style-type: none"> BBC Bitesize – https://www.bbc.co.uk/bitesize/examspecs/zb6h92p Design Museum http://www.educationquizzes.com/ks3/d-and-t/ Google Sketch-up (accessed through Google Drive/Real Smart with their Woodbridge login) https://www.foodafactoflife.org.uk/11-14-years/
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.

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

Woodbridge High School Curriculum Overview

Year 9 – Product Design (early choice)



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

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

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

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

Woodbridge High School Curriculum Overview

Year 9 – Graphic Products (early choice)



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

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

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

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

Woodbridge High School Curriculum Overview

Year 9 – Hospitality and Catering (early choice)



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

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

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

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

Woodbridge High School Curriculum Overview

Year 9 – Drama



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<p>Frantic Assembly - Curious Incident of the Dog in the Nighttime</p> <ul style="list-style-type: none"> Explore practitioner and movement director Frantic Assembly Students learn about the experience of others on the autistic spectrum such as sensory overload Use extracts from the text to explore sequences of movement Students are assessed on an extract of their choice, using movement devices from the practitioner. 	<p>Visiting the theatre is a great extension to the in-class experience. There are many performances both locally and beyond that capture and show new methods of story-telling.</p> <p>There are also plenty of opportunities to take part in extra-curricular drama both in school and outside. We run lunchtime and after-school clubs.</p> <p>Every year the school hosts an annual school production that showcases the incredible talent of our students. We encourage all students to get involved in this challenging but incredible experience and look forward to sharing our performances with parents, teachers, peers and the local community</p>
Half Term 2 (Nov-Dec)	<p>Verbatim Theatre</p> <ul style="list-style-type: none"> Explore the real-life contemporary situation of real-life events. Research the different groups involved through verbatim text Consider the choices and opinions of those involved. Debate these choices and present an opinion. 	
Half Term 3 (Jan-Feb)	<p>Macbeth</p> <ul style="list-style-type: none"> Introduction to Iambic Pentameter Exploration of archaic language Engage with a Shakespearian text. <p>Macbeth</p> <ul style="list-style-type: none"> Interpret the characters within the text to create new meaning. Change the setting, time era and characters to adapt the text for a contemporary audience. Select key extracts explored through the scheme and perform for assessment 	
Half Term 4 (Feb-Mar)	<p>Greek Theatre</p> <ul style="list-style-type: none"> Historical scheme that explores canonical conventions of Greek theatre. Harness skills such as choral speaking, unison movement. Students study classic scripts such as Oedipus, Medea and Antigone. They then reimagine the setting, location, and context to ensure that it is relevant for a contemporary audience. 	
Half Term 5 (Apr-May)		
Half Term 6 (Jun-Jul)	<p>Blackout- Davey Anderson</p> <p>- New scheme of learning for 2025/26</p>	

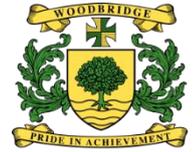
Examples of PPR Tasks	Research and develop knowledge of history of theatre and theatrical skills Independent rehearsal and development of performance
Assessment Tasks, Methods & Frequency	All Schemes of Learning have a summative performance that is assessed. Within class we reflect on what has been created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

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Visiting the theatre; encourage reading of fictional stories and theatre history Promoting the study of drama by acknowledging the transferable 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 Y9 Drama	Mr Eva	Ms Farr	Mr Negus Ross
		Ms Hawkins		

Woodbridge High School Curriculum Overview

Year 9 – Drama (early choice)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 & 2 (Sep – Dec)	<p><u>Paper Birds and Gecko</u> Students explore to contemporary practitioners and make their own piece of drama based from a stimulus. A mini version of COMPONENT 1 – GCSE model.</p> <p><u>Pantomime</u> Students write, create and direct their own pantomime. Students perform this for year 7 in the rewards ceremony close to Christmas</p>	<p>Visiting live theatre is an invaluable activity that applies to the study of drama and theatre studies and will have an impact across all components. Complete the stepping up tasks on firefly for PPR. We recommend reading any books by leading practitioners, a reading list can also be found on firefly.</p> <p>Alongside visiting is to take part in extra-curricular drama in school, the department also run lunchtime and after-school clubs.</p> <p>We offer opportunities to perform in school and hope to continue this. This includes the annual school production.</p>
Half Term 3 & 4 (Jan-Mar)	<p><u>Masks and Puppetry</u> Students study Gimble and Gyre and Vamos theatre company, two leading practitioners in the world of masks and puppets. Students create an original devised performance based on one practitioner.</p>	
Half Term 5 (Apr-May)	<p><u>DNA – Dennis Kelly</u> Within this unit, students will perform a scripted monologue/duologue. They will experiment with various acting techniques and develop their knowledge of character, setting and characterisation skills. Unlike the other scripted unit, students will gain a more in-depth concept of developing a role using this dynamic and comedic text.</p>	
Half Term 6 (Jun-Jul)	<p><u>Immersive Theatre</u> The final unit of this year is handed over to students to devise and develop an immersive theatre performance in response to a brief. Students will take part in an immersive performance delivered by staff, the aim of this is for students to grasp how drama in education is impactful. Based on their findings, students will develop their own immersive performance.</p>	

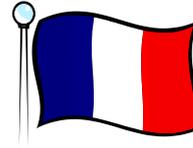
Examples of PPR Tasks	<ul style="list-style-type: none"> • Theatre reviews • Research tasks • Evaluations • Reflections • Self-assessments 	<ul style="list-style-type: none"> • Mind-mapping/ brainstorming • Independent rehearsal, • Response to set questions • Mock Exams, • Collating notes
Assessment Tasks, Methods & Frequency	Each module studied will be concluded with a performed assessment. Students will also need to complete coursework style evidence to accompany some of these assessments.	
Equipment Which Students Need	Students may be asked to bring in props to enhance a performance, other than this, the essential school equipment will be required.	

Parents / Carers can help their child by:	<ul style="list-style-type: none"> • Visiting a variety of theatre • Ensuring that PPR is completed and of a high standard • Visiting showcases in support of students work
Useful Websites	<ul style="list-style-type: none"> • www.bbc.co.uk/schools/gcsebitesize/drama/drama_wjec • 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, After-school Clubs and Whole school production • Theatre trips

Who Can I Contact?	Head of Drama	Ms Farr		
	Teachers of Y9 Drama (early choice)	Mr Eva Ms Hawkins	Ms Farr	Mr Negus Ross

Woodbridge High School Curriculum Overview

Year 9 – French



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Talking about jobs and careers and workplaces Talking about your hopes and wishes for the future Talking about past work experience Understanding job adverts and writing a letter of application Using 3 or more tenses in extended writing 	<p>Create your own vocab learning courses per topic on www.quizlet.com</p> <p>Research jobs that require the ability to speak French</p>
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> To describe where you live using adjectives that come before the noun Describing your house/flat and comparing it to houses in francophone countries Extended writing practice: how to write detailed paragraphs about where you live using 'CROATIAN' elements 	<p>Researching what life was like for the French in WW1 or WW2</p>
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> To discuss environmental problems in your town To talk about possible solutions to environmental problems 	<p>www.languagesonline.org.uk and www.zut.org.uk for review</p>
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Talking about sports and activities you do to keep fit Comparing sports and activities Describing how you stay active and why 	<p>Research a French speaking sportsperson</p>
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Saying what you will eat and do in order to stay healthy in the future Photo Description task: How to describe a photo Preparation for KS3 Exams 	<p>Practice writing in French about the topics studied this year.</p>
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> Feedback on KS3 Exams Film Project – Les Intouchables 	

Examples of PPR Tasks	<ul style="list-style-type: none"> Worksheet practicing key grammar points Learning key vocabulary and verbs Independent writing or re-drafting following marking Preparing a spoken presentation
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> One formal assessment in two skills per half-term Frequent mini vocabulary and verb tests. End of year reading and writing assessment
Equipment That Students Need	<ul style="list-style-type: none"> Pens, rulers, highlighters, glue A French dictionary or access to online dictionary www.wordreference.com

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Helping students to learn words from the vocabulary book Encouraging students to regularly look over past work, re-read and re-write notes and create flashcards and mind maps Testing your child on spelling / meaning of vocabulary from the vocab book Ensuring that PPR is completed and checked, and writing has not been done using internet translators or AI
Useful Websites	<ul style="list-style-type: none"> www.zut.org.uk – all round skills practice on different topics www.languagesonline.org.uk – grammar explanations and practice www.wordreference.com – online dictionary www.conjuguemos.com - Website to help with verb conjugation

Who Can I Contact?	Head of French	Mrs Bemath
	Teachers of Y9 French	Mrs Bemath Ms Girard, Ms Année

Woodbridge High School Curriculum Overview

Year 9 – Geography



	Curriculum Content	Assessment, Suggested Reading or Extension Activities
Autumn term	<p>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.</p>	<p>Midpoint assessment, End of topic assessment. Key Stage 3 – Woodbridge High School (fireflycloud.net) Suggested reading Hans Rosling 'Factfulness'</p>
Autumn Term	<p>Climate Crisis an Earths future. Building upon Y7 unit of weather and Climate. Understanding the science behind climate change, developing and understanding of natural and human causes of Climate change. Make connections to areas of the world most vulnerable to our changing climate. Link back to 'The Lungs of our Earth'/'Cold Environments' to discuss the impacts it is having on key biomes.</p>	<p>Midpoint assessment End of topic assessment. Key Stage 3 – Woodbridge High School (fireflycloud.net)</p>
Spring Term	<p>Is our Earth running out of Natural Resources? To explore the key resources of Water, food and energy. We will link to places in the Middle East and Africa. This will build on knowledge from UK Landscapes, Weather and climate, Development</p>	<p>Midpoint assessment End of topic assessment. Key Stage 3 – Woodbridge High School (fireflycloud.net)</p>
Spring Term	<p>Migration To explore issues around global migration, push and pull factors. Addressing misconceptions.</p>	<p>Midpoint assessment End of topic assessment. Key Stage 3 – Woodbridge High School (fireflycloud.net)</p>
Summer Term	<p>Place Study- Brazil Summative Case Study – Reviewing a range topic from across the KS3.</p>	<p>Midpoint assessment End of topic assessment. Key Stage 3 – Woodbridge High School (fireflycloud.net)</p>

Examples of PPR Tasks	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	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	Full Pencil Case (Including Green Pens, mathematical set 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
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	Optional Field-trip

Who Can I Contact?	Head of Geography	Miss Fleet	
	Teachers of Y9 Geography	Mis Fleet Mrs Begum Miss Sbrocchi Mr Huo	Dr Liechty Mr Mcdonald Miss Gray Mr Perrot

Woodbridge High School Curriculum Overview

Year 9 – German



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	<ul style="list-style-type: none"> Talking about role models Discussing future plans and aspirations Reinforcement present, perfect, future tenses Baseline Grammar Test 	Listen to people talking about their role models and expand your vocabulary on the topic https://www.youtube.com/watch?v=eELrUGVez0Y
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> Talking about types of music Discussing different bands Describing a music festival Reinforcement of Reading Strategies 	Find out information about German bands and listen to their music. Practise listening skills using the link below https://lyricstraining.com/de/#google_vignette
Half Term 3 (Jan-Feb)	<ul style="list-style-type: none"> Discussing ambitions, using the conditional Talking about part-time jobs Discussing what you would like to be or do 	Watch Section 9 'Working Life' on Nicos Weg https://learngerman.dw.com/en/beginners/c-36519789
Half Term 4 (Feb-Mar)	<ul style="list-style-type: none"> Talking about your childhood Comparing secondary and primary school Talking about what you do for the environment Recognising perfect and imperfect tenses 	Research childhood in Germany and compare with your childhood http://www.wissen.de/kindheit-deutschland-eine-neunjaehrige-erzaehlt
Half Term 5 (Apr-May)	<ul style="list-style-type: none"> Reinforcement of variety of tenses Reinforcement of more complex sentence structure Effective revision strategies End-of-year exams 	Regular vocabulary practice on Quizlet https://quizlet.com/sign-up Tenses and vocabulary revision on https://www.bbc.co.uk/bitesize/subjects/z8j2tfr
Half Term 6 (Jun-Jul)	<ul style="list-style-type: none"> Feedback on KS3 exams - closing achievement gaps by revisiting key linguistic structures Film project – Almanyia: Welcome to Germany 	Research about the <i>Gastarbeiter</i> movement of the 1950s-1970s in West Germany.

Examples of PPR Tasks	Learning key vocabulary and verbs, grammar worksheets, independent reading and listening tasks, preparation for speaking and writing assessments.
Assessment Tasks, Methods & Frequency	One formal assessment per half- term focussing on two skills – reading/writing or listening/speaking Mini vocabulary and grammar learning checks, translations from German into English and English into German
Equipment That Students Need	German exercise book, Year 9 German work booklet, glue stick, highlighter pens, whiteboard pen

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Regular vocabulary testing or use of Quizlet - 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://www.dw.com/en/learn-german/s-2469 https://quizlet.com/sign-up https://bbc.co.uk/bitesize/subjects/z8j2tfr
Extra-curricular Activities	Christmas Market trip to Cologne December 2025

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

Woodbridge High School Curriculum Overview

Year 9 – Health and Social Care (early choice)



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

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

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

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

Woodbridge High School Curriculum Overview

Year 9 – History



	Curriculum Content	Suggested Activities
Half Term 1 (Sep – Oct)	Why did political extremism grow in some gardens? Students will learn about the features of democracy, fascism and communism. They will be looking at case studies of Britain, Germany and Russia in the early 20 th century and consider why political extremism grew in Germany and Russia but not Britain.	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)	What were the causes of WW2? Students will consider the long and short term causes of World War Two. What was the most significant event of WW2? Students will learn about key events of WW2 such as the Blitz, the German invasion of the USSR, Pearl Harbour, D-Day and the use of Atomic Bombs. They will consider which event was the most significant using valid criteria.	
Half Term 3 (Jan-Feb)	How typical was Freddie Knoller's experience as a Holocaust survivor? Students will learn about the history of Anti-Semitism and consider why this did not start with the Nazis. At the core of this scheme is survivor testimony, students will explore the survivor testimony of Freddie Knoller and compare this to other testimonies. Students will study the persecution of the Jews in the 1930s and how this ended in the Holocaust.	
Half Term 4 (Feb-Mar)	Why is there conflict in the Middle East? Students will learn about the importance of Jerusalem for all three Abrahamic faiths. They will learn about the history of this region from pre-Romans up to beginning of the 21 st century. They will consider the different reasons why there is conflict in the region.	
Half Term 5 (Apr-May)	Have race relations improved in Britain since 1945? Students will learn about the history of migration to Britain and in detail will look at the experiences of migrants in Britain post 1945. Students will study the impact of the Windrush generation and how they fought against racism.	
Half Term 6 (Jun-Jul)	Why have the Thatcher Years been remembered differently? Students will oppose different historical interpretations of the Thatcher years. They will consider the argument of the interpretation and why that has been created considering the context in which it was created in.	

Examples of PPR Tasks	Students will be given a range of PPR tasks to help them enrich and extend their historical knowledge. These tasks may 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 and ask probing questions. Assisting your child in conducting wider research to learn more about the subject to aid class discussion and increase your child's confidence in the subject
Useful Websites	https://www.historylearning-site.co.uk/ https://www.bbc.com/bitesize/subjects/zk26n39 http://www.nationalarchives.gov.uk/
Extra-curricular	History trips are offered throughout the year.

Who Can I Contact?	Head of History	Ms Latino		
	Teachers of Y9 History	Ms Latino Mrs Brian	Mrs Doig Mr Lupton	Mr Laws

Woodbridge High School Curriculum Overview

Year 9 – Life Studies



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

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

Parents / Carers can help their child by:	<ul style="list-style-type: none"> • 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 Y9 Life Studies	Ms Annee Ms Greenidge Ms Hawkins Mr Perrott	Ms Sbrocchi Mr Shaw Ms Wardle

Topics marked with a * are the Sex Education content.

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

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

Woodbridge High School Curriculum Overview

Year 9 – Music



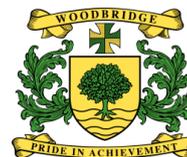
	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	Band Project <ul style="list-style-type: none"> Exploring the learning process of pop musicians Putting together a band performance. 	Listen to chosen song. Practice chosen instrument.
Half Term 2 (Nov-Dec)	Club Dance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

Examples of PPR Tasks	<ul style="list-style-type: none"> Google Forms that include a listening task via YouTube. Students will need to answer several questions that are multiple choice or types in answers.
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 if they have lessons.
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)
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 Holland
	Teachers of Y9 Music	Ms Brock-Carey, Mr Archer, Ms Holland

Woodbridge High School Curriculum Overview

Year 9 – Music (early choice)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	Film Music <ul style="list-style-type: none"> Examining conventions of composing for a moving image Composing for silent films using keyboards & music composition software (BandLab) 	Listen to examples of film scores from different eras to develop compositional ideas
Half Term 2 (Nov-Dec)	The Perfect Pop Song <ul style="list-style-type: none"> Exploring compositional norms used in modern song-writing Learning about extended chords and melody writing. Composing a pop song in groups. 	Experiment with chord sequences Identifying different instrument roles in a group
Half Term 3 (Jan-Feb)	Remixing <ul style="list-style-type: none"> Exploring the world of Remixing – listening to different versions of the same song and how each composer has put their own spin on the work. Using ideas found to create a personal remix of a well-known song in Logic Pro X 	Listening to different versions of the same piece of music to identify differences
Half Term 4 (Feb-Mar)	Found Sounds <ul style="list-style-type: none"> Creating a piece of music from sounds found in the environment Learning how to modify audio that has been recorded into Logic Pro X – reverb, delay, pitch & quantise 	Listening to music which uses <i>found sounds</i> and exploring the techniques used in the creation of those works.
Half Term 5 (Apr-May)	Introduction to ‘Classical’ Music <ul style="list-style-type: none"> Exploring the different periods of music through listening, discussion and ensemble playing Learning how to dictate a rhythm and melody by ear 	Listening to music from different periods and identifying key distinctive features
Half Term 6 (Jun-Jul)	Woodbridge Radio Show <ul style="list-style-type: none"> Using Cubase to make short clips of sound suitable for the different parts of a radio show Using microphones to record voices & how to manipulate the sound of a voice 	Listening to different varieties of radio shows to analyse the structure of a traditional show & identify where music is used and what this sounds like
Examples of PPR Tasks	<ul style="list-style-type: none"> Find lyrics/chord sheets for songs to be used in the lesson when needed. Revise elements Listen to examples of the musical styles studied. Music Theory workbook 	
Assessment Tasks, Methods & Frequency	At the end of each term, students will complete an assessed performance on their chosen instrument. Students will perform in front of an audience of peers, and marked according to a bespoke marking grid. Students will receive bespoke feedback for how to improve their own performance practice in order to prepare for the future.	
Equipment required	Students are encouraged to bring their instrument in if they have private lessons & for performance practice.	
Parents / Carers support	<ul style="list-style-type: none"> 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) 	
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 Holland
	Teacher of Y9 Music (early choice)	Mr Archer

Woodbridge High School Curriculum Overview

Year 9 – Physical Education



	Curriculum Content	Suggested Reading or Extension Activities
<p>Students will be set in year 9 based on ability.</p> <p>Those students who have taken early option will be in a higher set. This will benefit students in preparation for practical moderations.</p> <p>Please contact the Head of Department for further details</p>	<p>Where possible in Year 9 students will start to receive more specialised teaching. This should allow students to experience a wider range of activities, for example Flag Football, Lacrosse or Volleyball.</p> <p>There will be a conscious move away from many of the sports and activities offered in the previous two years. This is to broaden student's experiences and prepare them for lifelong engagement with sports and physical activity.</p> <p>By broadening the curriculum offering to students in year 9 it allows them to demonstrate transferable skills and knowledge learned in years 7 and 8.</p> <p>Students will be introduced to the Sports Education model. This allows students to embrace the wider responsibilities within traditional sporting activities. It also allows students to take responsibility for their own learning and become more independent.</p>	<p>Year 9 students should be engaging proactively with competitive and non-competitive extra-curricular activities.</p> <p>Students continue to be encouraged by the department to engage with a range of activities, not just one sport. Specialising in one sport is not suggested until the ages of 15 or 16.</p> <p>Participating in physical activity outside of the core hours will ensure students are continuing to develop their skill and technique. An added benefit is the improvement to individual physical and mental well-being.</p>

Examples of 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	
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 <p>If a student is unable to take part in a lesson this must be communicated to the teacher in advance of the lesson.</p>	
Extra-curricular Activities	<ul style="list-style-type: none"> All activities have an extra-curricular club at lunchtime or after school to improve pupil performance 	
Who Can I Contact?	Head of PE	Mr Mahoney
	Teachers of Y9 PE	Mr Gillard Mr Hawkins Ms Tabb Ms Payne Mr Shehu Ms Jamieson Ms Sanderson Ms Moore

Woodbridge High School Curriculum Overview

Year 9 – Physical Education (early choice)



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

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

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

Who Can I Contact?	Second In PE	Mr Shehu
	Teachers of Y9 PE (early choice)	Ms Sanderson Mr Hawkins

Woodbridge High School Curriculum Overview

Year 9 – Religious Education



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

Examples of PPR Tasks	Interpreting and evaluating real life stories about religious experiences Extended writing skills using the PEEL (point/evidence/explanation and Link) criteria Independent research exploring how religious issues relate to real life situations.
Assessment Tasks, Methods & Frequency	Formal written assessment at the end of the topic. PPR assessed through peer marking Informal speaking and listening assessment during class discussions and debates. Presentations and group work.
Equipment That Students Need	Pens (blue / black, green and red ink), pencil, ruler, rubber, sharpener. Printed PPR booklets when required.
Parents / Carers can help their child by:	Check Firefly for project deadlines Encouraging their child to speak with their class teacher if they need help in RE.
Useful Websites	www.bbc.co.uk/learning/subjects/religious_studies
Extra-curricular Activities	Activities in the multifaith room Wednesday Debate Club

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

Woodbridge High School Curriculum Overview

Year 9 – Religious Education (Early Choice)



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

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

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

Woodbridge High School Curriculum Overview

Year 9 – Russian



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

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

Parents / Carers can help their child by:	<ul style="list-style-type: none"> Encouragement and checking Firefly for PPR tasks Encouraging and checking the vocab learning
Useful Websites	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 Y9 Russian	Mrs Clark Mr Hogan Miss Tann

Woodbridge High School Curriculum Overview

Year 9 – Spanish



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

PPR Tasks	Grammar practice, writing tasks, vocab learning, prepare a presentation, revision notes
Assessment Tasks, Methods & Frequency	Learning checks every two to three weeks. Alternating between speaking, reading, listening and writing assessments in class after each module.
Equipment	Pencil case, ruler, glue, exercise and vocabulary books, content booklets

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	www.quizzlet.com ; www.listeningpractice.org ; www.conjuguemos.com
Extra-curricular Activities	<ul style="list-style-type: none"> reward activities on invitation

Who Can I Contact?	Head of Spanish	Ms Zmirou (Mon- Thurs)	
	Teachers of Y9 Spanish	Ms Zmirou Ms Nikolaeva Ms Greenidge (until Oct)	Mr Hennessy Ms Edmondson (from Nov)