



WOODBIDGE HIGH SCHOOL

Curriculum Booklet for Parents

Year 8

2026-27

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Dear Parent / Carer,

This booklet provides you with details of the curriculum which your child will follow in year 8 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 8 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.

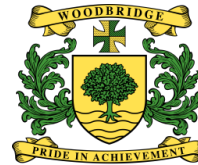
Jeremy Clifton

Deputy Headteacher

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Woodbridge High School Curriculum Overview

Year 8 – English



	Curriculum Content	Suggested Reading or Extension Activities
Term 1 (Sep – Dec)	Power and Conflict Core Text: Noughts and Crosses by Malorie Blackman Secondary Material: Various Fiction and Non-fiction Texts - To foster a love of literature by expanding students' exposure to culturally diverse literature. - To develop an understanding of writers' methods and how they are used for effect. - To craft their own creative writing using a variety of sentence structures for different purposes (fiction and non-fiction).	This will vary dependent on the precise text studied and the students will be guided by the teacher through 'Stepping Up' tasks. Extension activities will vary depending on the precise text studied. Pupils will be guided by the teacher. Recommended texts will cover a diverse range of texts written by celebrated writers including those from Black and Asian heritages. Reading boxes are provided in class to extend pupils' reading. Examples of texts include: Born a Crime – Trevor Noah Chinese Cinderella – Adeline Yen Natives – Akala The department also recommends the regular reading of quality non-fiction texts, such as broadsheet newspapers. Other highly recommended texts are available via the Redbridge Book Award website, Accelerated Reading lists and, of course, the school library.
Term 2 (Jan-Apr)	Loyalty and Betrayal Core Text: Macbeth by William Shakespeare Secondary Material: Various Fiction and Non-fiction Texts - To continue to develop an understanding of the context of Shakespearean England. - To develop an understanding of the tragedy genre. - To craft their own descriptive and narrative writing using a variety of sentence types and methods.	
Term 3 (May-Jul)	Voice and Identity Core Text: Extracts from I Am Malala by Malala Yousafzai Secondary Material: Various Fiction and Non-fiction Texts - To expose students to a variety of non-fiction texts. - To develop an appreciation for global literature and how it shapes the modern world. - To develop their own narrative voice through writing a variety of non-fiction writing forms.	

Examples of PPR Tasks	Wider reading, creative writing skills, poems, and research projects.
Assessment Tasks, Methods & Frequency	For each unit of work, pupils will be assessed via learning checks (typically every 6-8 lessons), a midway assessment and an end of unit assessment. Knowledge from the Autumn and Spring term units will also feature of the annual End of Year Exam.
Equipment That Students Need	Pupils will be provided with resources by members of staff. It is recommended that pupils bring in their own highlighters, glue sticks, and a personal reading book or one borrowed from the library.

Parents / Carers can help their child by:	- Reading regularly at home with your child. - Assisting with checking PPR technical accuracy. - Use the Parental Guide for each unit to help your child with revision.
Useful Websites	BBC Bitesize and other links provided by the teacher relevant to the topic of study.
Extra-curricular Activities	Debating Club, Writing Club, Writing Club. *(all are under review)

Who Can I Contact?	Head of English	Ms Theodorou		
	Teachers of Y8 English	Ms Moynihan Ms Barnes Ms Brown Ms Theodorou Mr Riley	Mr Faisal Ms Minhas Ms Shahid Ms Ruzane Mr Wingfield	Ms Geary Ms Colman Mr Bentley Mr McNaughtan Ms Oliver Ms Alexander

Woodbridge High School Curriculum Overview

Year 8 – Mathematics



	Curriculum Content (S) - Support only, (C) - Core only, (E) - Extended only	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	- Negative Numbers, Indices, Bidmas, Fractions and Decimals - Algebraic Expressions	Booklets used in class can be found online with additional resources at: www.mathspad.co.uk/woodbridge Username: woodhigh Password: flyhigh Extension and activities on all topics can be found on: www.nrich.maths.org www.CorbettMaths.com has excellent free, online videos and practice questions on a range of topics.
Half Term 2 (Nov-Dec)	- Angles - Functions and graphs (E, C) - Winter Exam	
Half Term 3 (Jan-Feb)	- Probability and statistics (E, C) - Fractions, decimals and percentages (S) - Coordinates (S)	
Half Term 4 (Feb-Mar)	- Equations (E, C) - Probability and statistics (S)	
Half Term 5 (Apr-May)	- Number theory and sequences (E, C) - Equations (S) - Summer Exam	
Half Term 6 (Jun-Jul)	- Ratio and proportion (E, C) - Number theory and sequences (S) - Volume and Pythagoras - Trigonometry (E, C)	

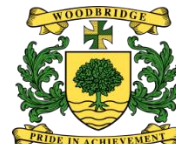
Examples of PPR Tasks	Most PPR tasks are set online on mathspad. Your son/daughter will be given their own password to access lessons and PPR activities as well as games. Other PPR may be set for revision purposes.
Assessment Tasks, Methods & Frequency	All students will sit topic tests to receive feedback,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

Parents / Carers can help their child by:	- Help your child by being positive about mathematics. - Point out that maths is everywhere. Ask your child how they work out problems or questions. Take an interest in what your child is doing in maths. - Access mathspad together to go over the lessons taught in school. - Use time at home to practise practical maths like shopping and cooking.
Useful Websites	www.mathspad.co.uk/woodbridge - Username: woodhigh password: flyhigh

Who Can I Contact?	Head of Maths	Mr Blunt	
	KS3 Maths Co-ordinator	Ms Neil	
	Teachers of Y8 Maths	Ms Neil	Mr Rahman
		Ms Schneider	Ms Soori
		Mr Sharma	Mr Nagra
		Mr Miller	Mr Sohail
		Ms Rustham-Ali	Mr Blunt
		Ms Canessa-Davies	Mr Ali
		Mr Bennett	Mr Thacker
		Ms Fisher	Ms Geeas
		Mr Shah	

Woodbridge High School Curriculum Overview

Year 8 – Science



	Curriculum Content	Key Words for the Topics Listed	Suggested Reading or Extension
Half Term 1 And Half Term 2 (Sep – Dec)	- Matter (C): Learn about the organisation of different elements in the periodic table and their chemical reactions - Organisation in organisms (B): Learn about the digestive system and the nutrients our body requires as well as how surface are adapted for gas exchange. - Energy Transfers (P): Look into how energy is transferred through waves, different mechanisms of heating and changes in kinetic energy. - Genetics and Reproduction (B): Introduced to the structure DNA and it's discovery. Students will investigate different methods of seed dispersal and the effects of plant hormones in growth and reproduction. - Autumn term assessment	Period, group, atomic number, atomic mass, metal, non-metal, acid, alkali, neutralisation, oxidation Carbohydrate, protein, lipid, vitamins, minerals, enzymes, surface area, alveoli, stomata Peak, trough, frequency, wavelength, longitudinal, transverse, conduction, convection, radiation Sugar, phosphate, base, double helix, germination, pollination, hormone, ethene	Students are encouraged to learn key words for each topic at home. Students could broaden their knowledge of the natural world by watching documentary programs such as David Attenborough and Brian Cox series' with wider links to the relevant science topics covered in school.
Half Term 3 and Half Term 4 (Jan-Mar)	- Organisms Require Energy (B): Students will deepen their understanding of respiration and photosynthesis through investigating different factors affecting their rate. - Movement of Objects (P): Determine the effects of changing the sizes of forces acting on objects. - Composition of Earth (C): Discover the different types of rock Earth is made from and their formation, as well as analyse how the composition of the atmosphere has changed over time. - Spring term assessment	Aerobic, anaerobic, lactic acid, alcohol, fermentation, rate limiting factor, starch Acceleration, deceleration, equilibrium, speed, gradient, moment, pressure Igneous, metamorphic, sedimentary, recycling, atmosphere, combustion, respiration, photosynthesis	
Half Term 5 And Half Term 6 (Apr-Jul)	- Objects At Distance (P): Investigate temporary and permanent magnets and electromagnets. Further their understanding of series and parallel circuits, including the effects of changing current, voltage and resistance. - Diversity and Evolution (B): Discover how natural selection has lead to evolution. Understand the importance of maintaining biodiversity in ecosystems. - Summer term assessment	Permanent, temporary, electromagnet, domains, resistance, current, ohms, voltage, amps, volts Natural selection, reproduction, offspring, survival of the fittest, biodiversity, ecosystem, seed bank, extinction	

Examples of PPR Tasks	Most PPR tasks will be set through the on-line learning platform Educake.co.uk
Assessment Tasks, Methods & Frequency	Students will be formatively assessed by their class teacher at least once per topic (in books); there will be a focus on scientific skills such as writing methods and drawing graphs of results. Summative written assessments of knowledge will take place once per full term (3 per year).
Equipment That Students Need	Pen, pencil, ruler, eraser, calculator, green pen

Parents / Carers can help their child by:	• Encouraging students to learn the meanings of keywords for each topic • Ensuring that PPR is completed on time • Encouraging pre-reading on the next topic (e.g. BBC Bitesize) • Purchase a revision guide (we recommend the Collins KS3 science all-in-one revision and practice)
Useful Websites	• http://www.bbc.co.uk/bitesize/ks3/science/ • http://www.rsc.org/periodic-table
Extra-curricular Activities	• Science Club

Who Can I Contact?	Head of Science	Mr. M. Williams	
	Teachers of Y8 Science	Mr. Ankrah Ms. Bartlett Ms. Tapper Ms. Meehitiya Mr. Esop Ms. Teladia Mr. Peethamparam	Ms. Wardle Dr. Cooper Mr. Britto Ms. Sajeev Ms. Verma Dr. Pih

Woodbridge High School Curriculum Overview

Year 8 – Art



		Curriculum Content	Extension
Half Term 1 (Sep – Oct)	ANCIENT GREEK MYTHOLOGY: Students will explore Greek Mythology and the elements of nature. They will be given the tools to be creative, imaginative and use illustration skills to develop their own mythological creature in clay.	• Introduction to Greek Mythology • Brainstorm ideas, initial sketches creature profiles • Selecting / sourcing starting points for inspiration • Observational drawing using the formal elements • Creative illustration – own mythical creatures	Extend your mythological creature illustration – create a comic strip to include its back story and a Greek style adventure of natural disasters, heroes and heroines etc. STEPPING UP activities on Firefly
Half Term 2 (Nov-Dec)		• 3D clay building techniques and skills • Exploring paint and pewter techniques.	
Half Term 3 (Jan-Feb)		• Art analysis – Explore the work of Damien Hirst – Treasures from the wreck of the unbelievable • Learn about artefacts and what they tell us about ancient civilizations and cultures • Drawing and shading skills revisited • Create/ draw an artefact inspired by Damien Hirst	
Half Term 4 (Feb-Mar)	MUSIC ICONS: Students will explore modern Pop Art and the artist J King. They will learn traditional portraiture skills and printmaking techniques based on a musician that is iconic to them. The project will develop in the last half term into a design outcome	• What is Pop Art? Why did it start? • Gridding techniques – scale and proportion. • Shading techniques – further previous skills. • Practice work – features of the face • Whole portrait study of someone iconic/ popular	Create a 'Pop Art' fact file about why it started and the key artists that were part of the movement. Include your opinions of artists' work. STEPPING UP activities on Firefly
Half Term 5 (Apr-May)		• Learn about the artist J King • Use simplification techniques • Explore print making techniques. • Further develop printed outcomes to create an outcome that reflects knowledge of J King	
Half Term 6 (Jun-Jul)		• Further explore Pop Art and its link with creative industry/ commercial Art • Design work – commercial art	

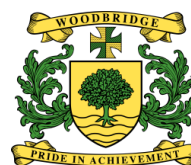
Examples of PPR Tasks	• Use step by step guide to draw a mythological creature accurately. Use tone. • Collect and present images to support your mythical creature design • Design a Pop Art inspired phone case
Assessment Tasks, Methods & Frequency	• One to one verbal feedback in lessons • Peer assessment of PPR every 3-4 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:	• 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.britishmuseum.org
Extra-curricular Activities	• Aim Higher HL tasks • Look out for competition opportunities/ clubs on the Art corridor notice board

Who Can I Contact?	Head of Art	Mrs Ward-Mills	
	Teachers of Y8 Art	Mrs Anderson Miss Chana	Mrs Joomun Mrs Ward-Mills

Woodbridge High School Curriculum Overview

Year 8 – Computing and IT



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	My Digital World In this unit of work, students will learn how to use the internet safely and effectively. They will learn about copyright law, search engines (including the use of Boolean logic for effective searching) and they will also learn about the dangers of the internet and ways to combat these dangers.	http://stopcyberbullying.org/prevention/parents_role.html
Half Term 2 (Nov-Dec)	Binary Bits and Bobs Binary Bits and Bobs introduces students to the binary number system, converting between binary and denary and simple binary addition. Students will also be taught how (and why) characters, images and sound are represented by the binary system.	
Half Term 3 (Jan-Feb)	Python In this unit, students will be introduced to programming in the Python programming language. They will learn how to print messages to the screen, ask the user to input data and stores this data in variables. They will also understand how computers make decisions and consequently learn how to program IF statements	
Half Term 4 (Feb-Mar)	Computer Science theory This cover lots of different parts of theory of computer from hardware to software. To how computer work. Some lessons are practical others parts are written based.	
Half Term 5 (Apr-May)	Revisions for end of year test This term is a re-cap the year with the students preparing for their end of year tests	Using skills and techniques to search and select specific information
Half Term 6 (Jun-Jul)	Games Development In this unit, students will continue to develop their skills in programming a computer game and in particular, they will be introduced to programming in other language.	Get started with Python http://www.learnpython.org Learning how to code www.code.org

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

Parents / Carers can help their child by:	- Supporting them with specific PPR tasks - Providing guidance with extended PPR projects
Useful Websites	http://stopcyberbullying.org/prevention/parents_role.html https://www.thinkuknow.co.uk/parents/ http://www.learnpython.org/ https://goo.gl/VNQW11 (Internet Matters) https://goo.gl/i6Lkhj (Stop Cyber Bullying)
Extra-curricular Activities	Computer Club held by Computing and IT Teachers

Who Can I Contact?	Head of Computing and IT	Mr Brock-Carey	
	Teachers of Y8 ICT & Computing	Mr Brock-Carey Mr Williams	Ms Mitchell Mr Savier

Woodbridge High School Curriculum Overview

Year 8 – Design & Technology



	Curriculum Content	Suggested Reading or Extension Activities
During the year, students complete the following units shown here in rotation. Not all students complete the same units at the same time. Please contact the Head of Department for further details	<u>Product Design – Timbers and polymers</u> • Work with independence and creativity to solve an everyday problem. • Joining dissimilar materials • Work with mechanisms • Demonstrating design development • Understanding technical drawings • Project – Litter Picker	Research how your product would be produced commercially. Consider characteristics of materials used. Use TinkerCad or Sketchup to create 3d printables
	<u>Food Technology – Staple Foods</u> • Importance of the nutritional value of ingredients. • Planning and making a range of dishes using various staple foods. • Food safety and health & safety • Developing medium and some complex food preparation skills	Students can continue their experimentation with staple foods at home, including looking at the various types of nutrients and their role in the body.
	<u>Graphics – Product & Packaging Design</u> • Understanding the suitability of materials • Develop CAD skills. • Analysing and evaluating the work of others • Architecture design and model making • Working with scale • Project – Model House	Investigate more complex uses of product packaging and their impact on the environment and sustainability.

Examples of PPR Tasks	Mini research projects to expand subject knowledge.
Assessment Tasks, Methods & Frequency	• Ongoing assessment against national curriculum standards. Students kept informed via consistent personalized marking.
Equipment That Students Need	• Food ingredients for practical lessons. • Fully equipped pencil case • Access to a computer/ internet

Parents / Carers can help their child by:	• Ensuring students have the required ingredients for practical lessons. • Checking that students have completed all PPR tasks set. • Encouraging students to read Design supplements in newspapers. • Visit Design Museum, British Museum, Victoria and Albert Museum, Museum of Brands, Packaging & Advertising
Useful Websites	• BBC Bitesize – http://www.bbc.co.uk/schools/teachers/keystage_3/topics/design_and_technology.html http://www.bbc.co.uk/schools/gcsebitesize/design/ • Design Museum • http://www.educationquizzes.com/ks3/d-and-t/
Extra-curricular Activities	• 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. • Electronics Club

Who Can I Contact?	Head of Design & Technology	Ms Rivers	
	Teachers of Y8 Design & Technology	Mr Allen Ms John Mr Prosser	Mr O'Brien Ms Rivers Ms Gleeson

Woodbridge High School Curriculum Overview

Year 8 – Drama



	Curriculum Content	Suggested Reading or Extension
Half Term 1 (Sep – Oct)	<u>Practitioner - Autodale</u> - Introduction to Bertolt Brecht whereby students study political theatre using non-naturalistic techniques. - Students look at using techniques such as gestures, placards, direct address and breaking the 4th wall. - Students study the concept of democracy and practice debate and discussion.	Visiting the theatre is a great extension to the in class experience. There are many performances both locally and beyond that capture new ideas and methods of story-telling. One of the easiest to access is Redbridge Drama Centre. There are also opportunities to take part in extra-curricular drama. We run lunchtime and after-school clubs. Every year the school hosts an annual school production that showcases the talent of our students. We encourage all students to get involved in this challenging but incredible experience and look forward to sharing our performances with parents, teachers, peers and the local community.
Half Term 2 (Nov-Dec)	<u>Style – Lizzie Borden</u> <u>Lizzie Borden</u> - Investigate the story of Lizzie Borden - Experiment with the genre of ‘Grotesque Theatre’ and research how it can be developed. - Present a performance in the style of ‘Grotesque Theatre’ based on the stimulus and story.	
Half Term 3 (Jan-Feb)	<u>Commedia Dell Arte</u> - Students engage in historical art form of commedia to improve physicality. - The scheme focuses on movement and how students can use the archetypes given within the commedia structure to devise scenarios. - Students will create masks, costume and props as part of the PPR ac	
Half Term 4 (Feb-Mar)	<u>Blood Brothers (Key Stage 3 Exam)</u> - Continuing from script work in the year 7 exam, students look at Willy Russell’s Blood brothers for 7 weeks before performing set extracts in an exam context. - The scheme covers themes of social class, inequality and friendship.	
Half Term 5 (Apr-May)	<u>Blood Brothers (Key Stage 3 Exam)</u> - Work with scenes from the text ‘Blood Brothers’ by Willy Russell. - Learn lines for PPR, - Utilise all learned skills and techniques to stage a scene from the play.	
Half Term 6 (Jun-Jul)	<u>Musical Theatre</u> - Students study a range of musicals from the golden age through to 2026 - Students are taught how to combine movement, singing and acting - Students perform “My Shot” from Hamilton for their assessment	

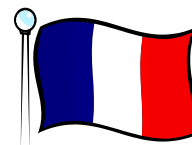
Examples of PPR Tasks	Research and develop knowledge of history of theatre and skills Independent rehearsal and development of performance
Assessment Tasks, Methods & Frequency	All Schemes of Learning have a summative performance that is assessed. Within class students reflect on what has been created 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:	- Visiting the theatre, encourage reading of fictional stories and theatre history - Promoting the study of drama by acknowledging the transferable skills
Useful Websites	www.vam.ac.uk/page/t/theatre-and-performance/ www.nationaltheatre.org.uk/discover-more www.redbridgedramacentre.co.uk
Extra-curricular Activities	Lunchtime and After-school Clubs, whole school production, Theatre trips

Who Can I Contact?	Head of Drama	Ms Farr
	Teachers of Y8 Drama	Ms Farr Ms Hawkins Mr Negus Ross

Woodbridge High School Curriculum Overview

Year 8 – French



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	- Revise key target language phrases for learning - Revision of key phonics sounds from Y7 - Parties and celebrations: What events are celebrated by the French and people in francophone countries - Planning for a party – food & drink - What you will wear to the party	www.quizlet.com Your teacher will direct you on how to create your own flashcards to learn vocabulary. Research key festivals such as 14 juillet, le chandeleur, le 6 janvier, l'Aid
Half Term 2 (Nov-Dec)	- Talk about where you go and what you do on holiday - Describing a past holiday using the past tense - Understand more about French speaking countries - Discuss a future holiday and what you would like to do - To book a hotel room - Be able to order drinks and snacks in a cafe - Film study: Les Vacances du Petit Nicolas	Research a francophone country you would like to visit and plan a holiday there. Look at French café menus online and translate into English Research the Petit Nicolas books and the author
Half Term 3 (Jan-Feb)	- To discuss my use of different technology in three tenses (past, present & future) - To discuss the pros and cons of internet/apps	
Half Term 4 (Feb-Mar)	- Discuss my TV programs/ films preferences - Discuss reading tastes - Discuss my music taste creatively - Giving your opinion about Francophone music and researching a Francophone artist	Listen to French pop music on YouTube, www.lyricstraining.com - listen to the music videos and complete the gap fill in the lyrics provided – a great, fun way to improve your listening skills
Half Term 5 (Apr-May)	Revision of Topics and preparation for KS3 Exams	Practice writing in French about the topics studied this year
Half Term 6 (Jun-Jul)	- Feedback from KS3 Exams - Film study (TBC)	Read about the film in English or French

Examples of PPR Tasks	- Create a holiday guide to Paris for visitors - Find a French song and explain why you like it - Gap fill worksheets, grammar practice activities - Learning key vocabulary and grammar as directed by the teacher
Assessment Tasks, Methods & Frequency	- One assessment per term in two skills – reading, writing, listening or speaking - Mini vocabulary and grammar tests as appropriate - End of year Reading and Writing assessment
Equipment That Students Need	- Pens, rulers, highlighters, glue - A French dictionary or access to online dictionary such as www.wordreference.com

Parents / Carers can help their child by:	- Set up a quizlet.com account (see letter from Head of Languages in Sept) - Helping students to learn words from the booklet & testing students on meaning and spellings of vocabulary - Ensuring that PPR is completed and checked, and writing has not been done using internet translators or AI - Regularly look over past work, re-read notes, create flashcards and mind maps
Useful Websites	www.languagesonline.org.uk www.conjuguemos.com www.quizlet.com www.wordreference.com = online dictionary
Extra-curricular Activities	Trip to France in Summer term - TBC

Who Can I Contact?	Head of French	Mrs Bemath
	Teachers of Y8 French	Mrs Bemath, Ms Hall, Ms Girard, Ms Année

Woodbridge High School Curriculum Overview

Year 8 – Geography



	Curriculum Content	Assessment, Suggested Reading or Extension Activities
Autumn Term	Natural Hazards (Tectonic Hazards) Why are some places more at risk than others? To explore hazard risk and the different factors which make places more at risk from natural hazards.	Midpoint/ EOT assessment Please visit our firefly resources Page: Key Stage 3 – Woodbridge High School (fireflycloud.net)
Autumn Term	Globalisation (McDonalds) Introducing the human process of Globalisation and the concept of interdependence, place & Space. Globalisation can be difficult to grasp so teaching through a well-known TNC will aid knowledge	Midpoint/ EOT assessment Please visit our firefly resources Page: Key Stage 3 – Woodbridge High School (fireflycloud.net)
Spring Term	Our Urban World (Case Study Focus: China) Developing their understanding of the Urbanised world in which we live, and the human processes which have led to the Urban (Globalisation, Migration, Population growth). We want to link heavily to the concept of place and to recognised how perceptions of the Urban are different. Some people may feel like insiders or outsiders within urban environments	Midpoint/EOT assessment Please visit our firefly resources Page: Key Stage 3 – Woodbridge High School (fireflycloud.net)
Spring/ Summer Term	UK Landscapes How does water transform our landscape? Investigating the geomorphological processes which have shaped the UK. We will be looking at key fluvial and coastal processes.	Midpoint/ EOT assessment Please visit our firefly resources Page: Key Stage 3 – Woodbridge High School (fireflycloud.net)
Summer Term	Map Skills Students will learn to read OS maps. Including 4 and 6 figure grid references, measuring distance and using the scale bar. Describing direction. Understanding how to show height on a map (contours lines and spot heights) Identifying feature on a map using a key.	. Midpoint assessment End of topic assessment. Please visit our firefly resources Page: Key Stage 3 – Woodbridge High School (fireflycloud.net)

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. Learning checks will take place in class on lesson 4 and 7 of each SoW
Equipment	Full Pencil Case (Including Green Pens and Calculators)

Parents / Carers can help their child by:	- Fully equipping students and checking their pencil case - Asking students to teach parents what they've learnt in/out of class - Check students have completed PPR - Get students to regularly read/watch the news - Support students in being resilient and lifelong learners
Useful Websites	- 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	Geography Club, Fieldwork days.

Who Can I Contact?	Head of Geography	Ms Gray
	Teachers of Y8 Geography	Ms Gray, Mrs Begum, Dr Liechty, Mrs Sbrocchi, Mr Perrot and Mrs Bennett

Woodbridge High School Curriculum Overview

Year 8 – German



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	- Talking about what there is/is not in a town - Talking about holiday plans - Practicing shopping dialogues: souvenirs/food/drink - Baseline Grammar Test	Use Quizlet login for vocabulary practice https://quizlet.com/sign-up 10-15 minutes per day
Half Term 2 (Nov-Dec)	- Talking about past holidays - Using the perfect tense with 'haben' and 'sein' - Giving opinions with reasons in the imperfect tense - Verb second rule after time phrases in perfect tense	Research the most popular holiday destinations in German-speaking countries. Would you like to go there some day?
Half Term 3 (Jan-Feb)	- Talking about what you do online - Discussing and giving preferences for TV shows - Talking about and giving opinions with reasons about films - Reviewing a film or TV show	Search on Netflix for German-language film and TV. Write a review of a recent thing you watched in German.
Half Term 4 (Feb-Mar)	- Discussing reading preferences - Comparing E-books and paperback books - Building more complex opinions using 'dass' - Giving opinions on music genres	Use this link to read some short German texts https://german.net/reading/ Search on Spotify for German-language music.
Half Term 5 (Apr-May)	- Reinforcement of present, perfect and future tenses - Reinforcement of more complex sentence structure - Effective revision strategies - End-of-year exams	Reinforcement of tenses and key vocabulary https://www.bbc.co.uk/bitesize/subjects/zcj2tfr
Half Term 6 (Jun-Jul)	- Learn clothes vocabulary: say what you like to wear - Discuss what you wear at school, in town, at parties. - Closing achievement gaps by revisiting linguistic structures/content of previous units of work - Studying a film: Ballon (2018) and learning about the history of East / West Germany.	Research the school uniform in Germany – is there one? What do students look like? Learn more about East Germany, the Stasi and other escape attempts.

Examples of PPR Tasks	Researching German music and giving opinions about songs Researching and writing about a festival in a German speaking country Vocabulary learning on Quizlet
Assessment Tasks, Methods & Frequency	One formal assessment per term – reading, writing, listening or speaking Mini vocabulary and grammar learning checks, translations and dictation tasks
Equipment That Students Need	Exercise book, Year 8 work booklet, highlighter pens, glue stick

Parents / Carers can help their child by:	- Regular vocabulary testing- not just from current topic but also from topics previously studied (retrieval practice) - Encouraging students to make flashcards, mind maps, revision notes - Ensure that all PPR is completed on time
Useful Websites	http://www.ukgermanconnection.org/kids-links https://quizlet.com/sign-up https://bbc.co.uk/bitesize/subjects/zcj2tfr
Extra-curricular Activities	Christmas market trip to Cologne December 2026

Who Can I Contact?	Head of German	Miss Tann
	Teachers of Y8 German	Miss Watton Miss Tann Mrs Turner Miss Hall

Woodbridge High School Curriculum Overview

Year 8 – History



	Curriculum Content	Suggested Activities
Half Term 1 (Sep – Oct)	Why did England go to war with itself? Students will learn about the causes of the English Civil War and the growing power of parliament. What do sources reveal about the transatlantic slave trade? Students will study the transatlantic slave trade through a wide range of sources. They will consider what the sources can reveal to historians and what they cannot reveal about the transatlantic slave trade.	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.
Half Term 2 (Nov-Dec)	Why did the slave trade end in 1807? Students will look at the traditional argument that William Wilberforce ended the slave in 1807 and will be asked to weigh this against the role of enslaved resistance, women, working class people and the work of black abolitionists.	
Half Term 3 (Jan-Feb)	How far were the changes during 1700-1900 a 'liberty's dawn'? Students will look at the opposing views of historians about the impact of the changes in the years 1700-1900. Students will study the agricultural and industrial revolutions with a focus on whether this was truly 'liberty's dawn.'	
Half Term 4 (Feb-Mar)	What can Queen Victoria's Diamond Jubilee reveal about the British Empire? Students will look at Queen Victoria's Diamond Jubilee in 1897 which was held as a festival of the British Empire. Students will consider what the Jubilee reveals about the British Empire at the end of the 19th century.	All Stepping Up Activities are on Firefly. Wider Reading and Research – Woodbridge High School (fireflycloud.net)
Half Term 5 (Apr-May)	Why did WW1 break out? Students look at the causes of the First World War. They consider the long and short terms causes and how important the assassination of Franz Ferdinand was. Did everyone experience WW1 in the same way? Students will learn about the Western Front, the contribution of British Empire troops, the Middle East front and the role of women to consider if everyone experienced WW1 in the same way.	
Half Term 6 (Jun-Jul)	Why has conflict occurred on the island of Ireland? Students learn how Britain gained control of Ireland and how the Republic of Ireland was created in 1921. Key events that students will study are the invasion of Cromwell, the potato famine and the Easter Uprising. Why is Sylvia Pankhurst so historically significant? Students will learn about the life of Sylvia Pankhurst and how she fought to gain women the right to vote, to improve the living standards of the East End of London and how she tried to oppose war. Importantly, students will learn about Sylvia's connections to Woodford.	

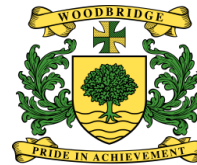
Examples of PPR Tasks	Tasks include wider reading, research tasks or designed retrieval activities.
Assessment Tasks, Methods & Frequency	Students will complete low stake knowledge tests. These tests are cumulative and will expect students to recall knowledge from previous topics relevant to the one they are learning. Students complete three formal pieces of extended writing a year.
Equipment	Pen, pencil, ruler, highlighters or coloured pens.

Parents / Carers can help their child by:	Questioning what your child has learned in the classroom Encouraging your child to access the wider reading and watching lists.
Useful Websites	https://www.historylearningsite.co.uk/ https://www.bbc.com/bitesize/subjects/zk26n39 http://www.nationalarchives.gov.uk/
Extra-curricular	History Trips are offered throughout the year.

Who Can I Contact?	Head of History	Ms Latino
	Teachers of Y8 History	Mrs Doig Mrs Brian Mr Lupton Ms Latino

Woodbridge High School Curriculum Overview

Year 8 – Life Studies



	Curriculum Content	Suggested Reading or Extension Activities
Term 1 (Sept-Dec)	- Relationships (incl. the concept of consent) - Recognising unhealthy relationships - Marriage & the law - How media & social media influence relationships - Online safety (dealing with inappropriate content) - Trustworthy Sources - Impact of alcohol and drugs (including vaping)	Students should discuss the issues raised during Life Studies with peers, parents and teachers. Discussion and debate are the best way to extend their learning.
Term 2 (Jan-March)	- Radicalisation, extremism and criminal exploitation - Rights & Respect - Tackling Discrimination - Careers Skills - Careers Choices	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.
Term 3 (April-July)	- Healthy Lifestyle (personal & oral hygiene, puberty, vaccinations) - Mental Health & Wellbeing - Empathy and dealing with loss & grief - Lifesaving First Aid Skills - Politics & Democracy in the UK - Refugees - Money and banking	

Examples of PPR Tasks	PPR tasks are only occasionally set for Life Studies, this will include the assessment quizzes set through our online platforms. Lessons consist of discussion and debate, with written tasks in booklets.
Assessment Tasks, Methods & Frequency	Students will complete tasks in booklets allowing for continuous assessment through teacher observation. Students will be set half-termly quizzes, along with an End of Year assessment, these will be done online as PPR.
Equipment Which Students Need	Pens, pencils.

Parents / Carers can help their child by:	- 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 Y8 Life Studies	Ms Alexander Ms Barnes Ms Sajeev Mr Shaw Ms Wardle Mr Williams

Please note: Following the recent change in the Department for Education guidance, **there is no Sex Education content within Year 8.**

For more information about Life Studies and RSHE please visit the school website.

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

Woodbridge High School Curriculum Overview

Year 8 – Music



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	Blues - Performing examples of Blues music - Learning the background history of the Blues - Creating an arrangement of Blues piece in pairs or groups	Listen to examples of Blues and Jazz Watch documentaries about history of Blues
Half Term 2 (Oct – Dec)	Gamelan - Exploring the background and geography of Far Eastern music. - Performing and composing music in a traditional Gamelan style	Watching Gamelan performances on YouTube Revise notation
Half Term 3 (Jan-Feb)	Latin American Music - Performing Latin American rhythms and piece of music - Learning the origins and development of this style - Creating a performance arrangement of 'Tequila'	Listening to examples of music from Latin America Revise notation
Half Term 4 (Feb-Mar)	The 'Perfect' Pop Song - Explore how chord relate to each other, and how different chordal textures can achieve different atmospheres in songs - Performing a self-composed song in a pop style using the four chord trick - Lyric writing using a given stimulus, touching on rhyming couplets and typical lyric structures in songs.	Listening to examples of 'four chord songs', making notes on which instruments are present Revisiting ukulele, piano and guitar chords
Half Term 5 (Apr-May)	Film Music - Exploring the background and development of Film Music. - Exploring how music can portray action. - Composing to a film plot using Band Lab	Watching film clips on YouTube and noting the musical elements used. Developing familiarity with Logic
Half Term 6 (Jun-Jul)	Reggae - Explore background & cultural influences on Reggae. - Creating a group performance of 'Three Little Birds'	Revise notation Listen to examples of Reggae
Examples of PPR Tasks	Google Forms that include a listening task via YouTube. Students will need to answer several questions that are multiple choice or types in answers. Research posters e.g. Reggae fact files	
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:	- Helping with revision of musical notation - Listening to the YouTube links of the PPR task and discussing opinions and musical elements heard	
Useful Websites	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	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	Mr Archer
	Teachers of Y8 Music	Mr Archer & Mr Sander

Woodbridge High School Curriculum Overview

Year 8 – Physical Education



	Curriculum Content	Suggested Reading or Extension Activities											
All students will equally partake in a range of activities that stretch and challenge. Students will not be set based on ability in year 7 or 8. We aim to deliver a truly equal and inclusive experience for all students.	In year 8 we look to gain a deeper understanding of core skills and the progress already made. As a department we have a range of goals for each student, these are: - Giving students the knowledge and experience required to lead healthy and active lifestyles, - Receiving outstanding teaching, regardless of the teacher, - Challenging all students irrespective of ability, - Enabling students to become resilient, improve self-esteem, teamwork and technical skill, - Gaining an understanding of the core elements of health and well-being, We will continue to offer a range of: aesthetic activities, racquet sports, invasion games, striking and fielding games as well as individual activities. Students are asked to continue to bring appropriate clothing and equipment to all lessons.	Students in year 8 should now be familiar with the competitive and non-competitive extra-curricular activities available to them. Students are encouraged by the department to engage with a range of activities, not just one sport. Engaging with PE outside of the core hours will ensure students are physically confident and reaping the social, emotional and mental health benefits.											
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 three key components; Competency, Knowledge and Personal Development. 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:	- Ensuring that they have the correct kit for every lesson - Encourage pupils to attend extra-curricular sessions - Engage with external providers of sport and physical activity - Staying in touch with PE at WHS via social media- https://www.instagram.com/pewoodbridge/?hl=en If a student is unable to take part in a lesson this must be communicated to the teacher in advance of the lesson.												
Extra-curricular Activities	- Engage with the wide range of activities at WHS, - Look to broaden knowledge of alternative activities externally, - Maintain good fitness levels through regular exercise and good diet,												
Who Can I Contact?	Head of PE	Mr Mahoney											
	Teachers of Y8 PE	<table> <tr> <td>Mr Gillard</td><td>Mr Hawkins</td><td>Ms Jamieson</td></tr> <tr> <td>Ms Payne</td><td>Mr Shehu</td><td>Ms Sanderson</td></tr> <tr> <td>Ms Moore</td><td>Ms Brown</td><td>Ms Tabb</td></tr> <tr> <td></td><td></td><td>Ms Honeysett</td></tr> </table>	Mr Gillard	Mr Hawkins	Ms Jamieson	Ms Payne	Mr Shehu	Ms Sanderson	Ms Moore	Ms Brown	Ms Tabb		
Mr Gillard	Mr Hawkins	Ms Jamieson											
Ms Payne	Mr Shehu	Ms Sanderson											
Ms Moore	Ms Brown	Ms Tabb											
		Ms Honeysett											

Woodbridge High School Curriculum Overview

Year 8 – Religious Education



Curriculum Content		Suggested Activities
Topic 1 (Sep – Oct)	Topic 1: How should religious people stand up to injustice? Understanding religious responses to the crises the world is facing. Focusing on racism, climate crisis and refugees and how different religions may inspire people to act. Applying the teaching of Christianity and Islam to the issue of discrimination. Understanding how religious people have chosen to stand up to injustice using the examples of Martin Luther King, Howard Moody, Charlotte Maxeke, Malala Yousafzai, James H Cone and Malcolm X.	A Little History of Religion Chapters on the religions we study in Year 8, plus a great history of lots of religions we don't cover at WHS. Chapter on Abraham and Moses are great for Judaism. The story of Siddhartha Gutama becoming the Buddha is perfect for Buddhism. Philosophy Files A great introduction to philosophical and ethical ideas. A very good chapter asking if eating meat is ethical and introductions to many other philosophical questions like questioning the existence of reality. DK World Religions Chapters on both Judaism and Buddhism which offer good explanations of the key ideas we need to know about, such as shekinah, mitzvot, dharma and the Four Noble Truths. Also, lots of extra information we don't touch on. A great resource to push your knowledge of the World Religions.
Topic 2 (Nov– Dec)	Topic 2: Is Judaism more about what you do or what you believe? An introduction to Jewish beliefs and practices focusing on covenants made by Abraham and Moses and how those covenants are interpreted today in the way Jewish people choose to follow the commandments. Contrasting the interpretations of Reform and Orthodox Judaism to understand how Judaism, and religion in general, is open to interpretation by individuals.	
Topic 3 (Jan– March)	Topic 3: How should we treat animals? An Introduction to animal rights, Stewardship and Dominion in comparison to the role of the Khalifa. Ethical issues with eating meat. Measuring our carbon footprint Hinduism as an environmentally conscious religion	
Topic 4 (May– June)	Topic 4: Can the Buddha's teaching be applied today? The basic Buddhist beliefs, Life and work of the Buddha, The 4 Noble truths. The Middle way – applied personally Mandalas and impermanence. What was the 8-fold path and how it may influence Buddhists and other religions today, what can we learn from the 8-fold path?	
Topic 5 (June-July)	Topic 5: How should people be punished? A study of crime and punishment: aims of punishment. Religious views on the aims of punishment. Debates on Capital and Corporal Punishment.	
Examples of PPR Tasks		Extended writing skills using the PEEL (point/evidence/explanation and link) criteria, Comprehension. Independent research in to religious practices and worship.
Assessment Tasks		Multiple choice task, end of unit written assessment, verbal feedback in class.
Equipment That Students Need		Pens, Blue/Black, Red and Green, pencil, ruler, rubber, and sharpener homework booklets/tasks printed per teacher instruction. All homework to be printed and submitted on the due date.
Parents / Carer support		Check Firefly for project deadlines, support meeting deadlines.
Useful Websites		www.bbc.co.uk/religion, www.bbc.co.uk/learning/subjects/religious_studies, www.truetube.co.uk
Extra-curricular Activities		Activities in the multifaith room Wednesday Debate Club
Who Can I Contact?	Head of RE	Mr. Edwards
	Teachers of Y8 RE	Ms. Begum, Ms Delawala, Ms. Sheikh, Ms. Roberts

Woodbridge High School Curriculum Overview

Year 8 – Russian



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	- Alphabet revision and high frequency words - School subjects, schools in Russia - After-school activities	Research the facts about Russian schools Vocab learning from www.quizlet.com
Half Term 2 (Nov-Dec)	- After-school activities, verbs in 3rd person - School uniform, clothes and colours - Russian Christmas and New Year traditions	Vocab learning from www.quizlet.com
Half Term 3 (Jan-Feb)	- Countries and capitals - Towns and places	Vocab learning from www.quizlet.com
Half Term 4 (Feb-Mar)	- Describing your house - My ideal town and house - Historical and geographical information about most important Russian cities	Research project and group presentations on Russian cities Vocab learning from www.quizlet.com
Half Term 5 (Apr-May)	- Weather 3 tenses in Russian - Body and illness	Vocab learning from www.quizlet.com
Half Term 6 (Jun-Jul)	- Sport in Russia, Russian Winter and Summer Olympics - Famous Russian sportsmen - Watching a film about a famous Russian hockey player 'Legend No 17'	Designing a DVD cover for the film Research about famous Russian sportsmen

Examples of PPR Tasks	Research projects as outlined above focusing on cultural knowledge – more able students will write in Russian, most will write in English Vocabulary learning Reading and writing exercises from their Na Start booklet Vocab learning from www.quizlet.com
Assessment Tasks, Methods & Frequency	Half-termly assessments in reading and writing Regular Vocabulary tests
Equipment That Students Need	Pens, pencils, ruler, exercise book, vocabulary booklet

Parents / Carers can help their child by:	- Regular checking of Firefly to encourage children to complete all tasks set - Quizzing them on knowledge of the Russian alphabet and the key vocab
Useful Websites	www.quizlet.com (also available as an App) to assist in vocab learning
Extra-curricular Activities	Russian trip to a Russian-speaking country

Who Can I Contact?	Head of Russian	Mrs Clark	
	Teachers of Y8 Russian	Miss Tann Mrs Clark	Miss Watton Miss Nikolaeva

Woodbridge High School Curriculum Overview

Year 8 – Spanish



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sep – Oct)	Mis Vacaciones – My Holidays - Revision of key grammar points from year 7 - Describe where you normally go on holiday, what there is to do there - Discuss what you and others do during your holidays using a range of activities - Talk about Spain as a holiday destination - Revision of future tense to discuss future holiday and - Use the present and future tense together	Use the present and future tense in the plural persons Additional research on places to visit in the Spanish speaking world and why
Half Term 2 (Nov-Dec)	Mis ultimas vacaciones – My latest holidays - Understand how to book a hotel room in Spanish - Understand how to form the preterite tense - Talk about where you went on holiday using preterit tense - Give opinions about previous holidays comparing with current holidays - Use present, preterit and future tenses together	Use the preterite tense including irregular verbs in plural persons Compare past, present and future holidays
Half Term 3 (Jan-Feb)	Medios de comunicacion – Media - Discuss our use of mobile phones - Discuss what new technology we use in three tenses - Discuss pros and cons of social media	Use a range of subjects to give different opinions discuss activities
Half Term 4 (Feb-Mar)	Medios de comunicacion – Media - Give a range of opinions on different music types - Talk about TV habits and compare programs - Discuss our reading preferences and use of ebooks	Discover Hispanic singers Watch age-appropriate Spanish speaking programs on Netflix
Half Term 5 (Apr-May)	- How to improve my writing and reading skills as well as content knowledge for Year 8 end of year assessment ¿Qué hacemos? – Going Out - Arrange to go out using the conditional - Use modal verbs to talk about what you want and can do	www.quizzlet.com www.listeningpractice.org www.conjuguemos.com To help with end of year revision
Half Term 6 (Jun-Jul)	¿Qué hacemos? – Going Out - Describe what you wear and your taste in clothes - Work on targets from end of year assessment feedback	Learn about Hispanic traditional dress & customs

Examples of PPR Tasks	Grammar tasks, writing tasks, vocab learning, preparing presentation using success criteria and model texts, working on learning how to learn with creating flashcards for revisions
Assessment Tasks, Methods & Frequency	Learning checks every two to three weeks. Every half term, alternating between speaking, reading, listening and writing assessments in class
Equipment	Pencil case, ruler, glue, exercise book, vocabulary and content booklets

Parents / Carers can help their child by:	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 https://www.youtube.com/channel/UCAL4AMMMXKxHDu3FqZV6CbQ - short videos in Spanish and English
Extra-curricular Activities	termly reward activities on invitation

Who Can I Contact?	Head of Spanish	Ms Zmirou
	Teachers of Y8 Spanish	Ms Zmirou Ms Nikolaeva Mr Hennessey Ms Edmondson