

**Woodrush High School**

# **Curriculum Booklet**

## **Year 7**

**2023 - 24**





Dear Parents/Carers

This booklet is a guide to the curriculum your child will study during this year. It gives an overview of all the content covered for each of the subjects that they study as well as the assessments that will take place. In addition to this it includes detailed information for each of the subjects studied by Year 7 students and includes important information about how each subject fits into the wider programme of study for your child during their time at Woodrush.

*Our curriculum offer is based on core principles which we feel very strongly about as a school. Our curriculum is broad and balanced so students gain a wide variety of knowledge, understanding and skills. We inspire a love of learning to give students a thirst for knowledge which is supported by enrichment to help students see the relevance of what they are learning to the outside world; as well as give them opportunities to extend their learning outside of the curriculum. Here at Woodrush we ensure that learning in all areas is progressive and moves students forward, constantly building on prior knowledge. We provide time to embed learning so there is a deep understanding of the topics taught and we ensure we meet the needs of all learners so that all students are pushed to reach their potential. We want our students to become active citizens in modern Britain and therefore we build on their personal development. Finally, we are eager to see our students aspire to what they want to be and so we prepare them for the next steps; whether that be a new key stage, onto college or out into the world of work.*

As children get older it becomes increasingly difficult for parents to help with their homework however there are many varied ways that you can support your child with their work at home. On each of the subject pages there are suggestions on practical ways you can encourage your child with each of their subjects outside of school and we hope that you will find this useful.

Yours sincerely,

Mrs S Carr  
Assistant Headteacher

## Tutorial Time

During tutor time at the start of the day all students follow a curriculum to support their wider learning with in school. An outline of a typical week is shown below.

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Woodrush Ready	Assembly	Character Q & A	Literacy	Character Development

**Woodrush Weekly** – Focuses on going through notices and reminders along with celebrations from the previous week.

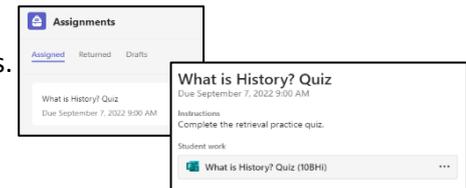
**Assembly** – Our weekly assemblies focus on the core values of the school and modern Britain as well as being an opportunity to celebrate individual achievements of students.

**Literacy** – On alternate weeks student’s complete activities to strengthen their literacy. We value the importance of being able to read with accuracy and enjoying what you read! We therefore encourage ‘Book in every bag,’ where students bring a book to school every day. Spare books are available at our pop-up libraries.

**Character Development** – Form time sessions focussing on personal development of skills; including discussing issues from the news.

## Homework

In year 7 students will have homework in the form of quizzes set on Microsoft Teams.



Students will have homework in every subject, except for PE and PSHE, and will have a week to complete it. A1’s will be given to everyone who completes their homework.

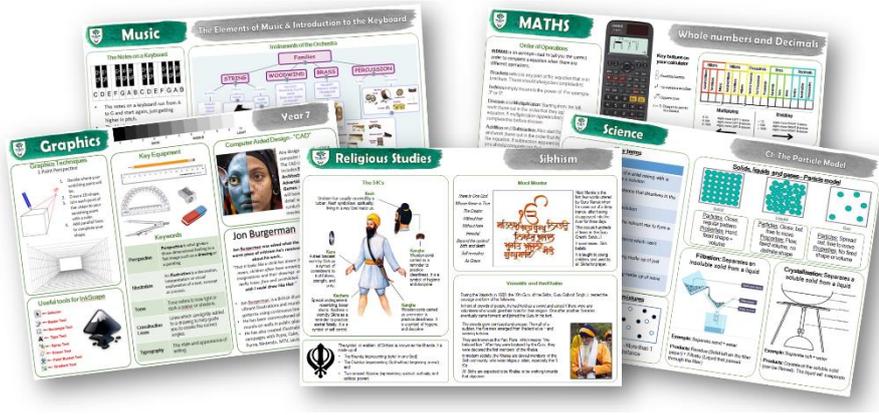
The amount of homework they will receive is in the table below:

Subject	Number of lessons	Pieces of homework over two weeks
English	6	2
Maths	6	2
Science	4	2
History	3	1
Geography	3	1
Religious Education	2	1 every 4 weeks
Spanish (or Mandarin)	3	1
Computer Science	2	1
Design and Technology	3	1
Art*	2	1

Homework tasks will be knowledge-based retrieval activities. They will consist of 10-20 questions which assess key knowledge that has been taught within that subject that week; e.g. When was the battle of Hastings? What is an integer? Identify the noun in this sentence.

Feedback for these pieces of homework will then take place in lessons.

Knowledge Organisers will be given to every student in year 7 during the first half term. They contain the most important information students need to know for each of their subjects. Learning these facts will help them succeed in lessons. We also expect all students to read for 20 minutes each evening.





## Curriculum Overview for Autumn Term and Spring 1

Woodrush Year 7 Curriculum	Autumn 1	Autumn 2	Spring 1
Art	<b>Edibles</b> Focusing on drawing skills, mushroom observations and pepper study. Students will have a baseline assessment during this half term on a sustained drawing task	<b>Edibles</b> Colour Wheel tints, tones and shades, orange study and Venus Winston. Student assessment will be based on book work- focusing on colour theory assessment	<b>Illustration</b> Charlie Mackesey, Lauren Childs, Illustratr linked with the English Curriculum. Assessment focusing on Illustration
Computing (Students will be assessed on keywords and an end of unit assessment)	<b>Impact of Technology</b> – Collaborating online respectfully.	Networks from Semaphores to Internet.	<b>Using Media</b> – Gaining Support for a cause.
English	<b>Identity: Ghost Boys by Jewell Parker Rhodes</b> Debate, analytical writing, literary technique of allusion, narrative and persuasive writing pieces Baseline Narrative assessment. Summative assessment is narrative writing about identity.	<b>Identity: Ghost Boys by Jewell Parker-Rhodes</b> Analyse its themes and characters, analytical writing, narrative and persuasive writing pieces. Analytical reading friendship, guilt and remorse in Ghost Boys. <b>Persuasive Writing: Inequality</b>	<b>Adventure Treasure Island by R.L. Stevenson</b> They will analyse Jim's development as a character, look at poems from around the world, and write persuasively.
Geography	My place in the UK- Map skills (11). Students will have a map skills assessment.	My Place in the UK (2) Weather and climate (8) Students will have a Microclimates fieldwork sssessment.	Weather and climate (5) World Cities (5) There will be a Weather and climate end topic assessment
History	Who came to Britain between the Romans and the Normans?  Knowledge check assessment	How did the Silk Roads shape our world?	How did life change in the Medieval Period?
Mandarin	<b>Pinvin and Chinese Characters</b> Pronunciation in the Chinese Alphabets Chinese characters Personal details: name, age, birthdays and greetings  Assessment on Reading, listening and 30-40-character writing	<b>Family and Home</b> Family members Extended family Pets Chinese homes  Assessment on Reading, listening and 30-40-character writing	<b>Chinese New Year</b> Celebrations: Calligraphy, paper cutting & folding, lantern making, dumpling-making Hobbies Free time activities  Speaking assessment
Maths	Number Whole numbers and decimals, negative numbers, order of operations.  Baseline assessment. 2 teacher marked exit tickets, 1 self-marked exit ticket	Algebra Expressions and equations  Measures Time and measures	Geometry Perimeter and area, 2D shapes, coordinates and shapes  Number Factors, multiples and primes.
Music	<b>The Elements of Music.</b> Introduction to the Keyboard - Note finding, chords, melody and bass line.  Assessed by: Listening Test Paired performance piece	<b>Programme Music Spooky Themes</b> Composing in the style of 'Danse Macabre'  Assessed by: Listening Test Composition Assessment	<b>World Music:</b> Chinese Music African Music Samba Music Indian Music Learning rhythmic notation  Assessed by: Notation Test Listening Test Rhythmic performance & composition
Design Technology (subjects taught on rotation) All assessed via End of Unit Assessment	<b>Graphics</b> 1 Point Perspective Shading and Tone Developing perspective technique CAD/CAM 2D Design software Annotating design work Character Creation Inkscape Design	<b>Food Theory</b> Health & Safety. Bacteria and hazard prevention. Farm to fork, seasonality, Eat Well Guide.  <b>Practical Work</b> Basic knife skills Basic doughs	
Faith and Ethics	Animal Rights		Christianity- Life of Jesus
PSHE (All assessment: Scenario based question Quick assessment on MS Forms)	Positive Relationships Online Communication Puberty	Mental and emotional wellbeing Healthy eating Healthy lifestyles	Personal safety Wants and needs Charity
Science (topics to be taught on rotation)	PS1 – Practical skills Planning an investigation, working safely, presenting data, analysing and evaluating data  Practical skills end of unit test	B1 – Cells and reproduction Cells, microscopes, DNA, variation and inheritance and reproduction  B1 end of unit test	C1 –Particle Model Particle model, changing sate, mixtures, solubility, separation techniques.  C1 end of unit test
Spanish	<b>Phonics</b> Pronounce letters in the Spanish alphabet  <b>All About Me</b> Personal details: name, age, birthday, personality & where I live  Reading assessment	<b>All About Me</b> Brothers and sisters Pets Colours Descriptions of pets  Speaking assessment	<b>Free-Time</b> Free-time activities Opinions Time expressions Present tense: regular verbs  Listening assessment



## Curriculum Overview for Spring 2 and Summer Term

Woodrush Year 7 Curriculum	Spring 2	Summer 1	Summer 2
Art	<p><b>Illustration</b> Animation</p> <p><b>Minibeasts</b> Mindmap photography Assessment focusing on Animation.</p>	<p><b>Minibeasts</b> Mixed media workshops; Biro and hairspray, Chalk and charcoal, Press painting. Assessment on experimentation.</p>	<p><b>Minibeasts</b> Jean Cody book paper butterfly, Paper collage bug, Clay beetles. Overall grade based on book work and outcomes.</p>
Computing (Students will be assessed on keywords and an end of unit assessment)	Programming essentials in Scratch – Part 1.	Programming essentials in Scratch Part 2.	Modelling data.
English	<p><b>Adventure</b> <b>Treasure Island</b> <b>by R.L. Stevenson</b> Analyse the theme of greed, looking at the conventions of foreshadowing and characterisation.</p>	<p><b>Villains: Shakespeare's The Tempest</b> Students will respond creatively and analytically to the idea of Prospero as a villain. EOY Exam synoptic Core knowledge, analytical reading (unseen) and creative writing.</p>	<p><b>Heroes:</b> Modern Heroes Students will learn the definition of a 'hero' and engage with the non-fiction writing of a range of modern heroes</p>
Geography	<p>World cities (8) There will be a World cities end topic assessment</p>	<p>Ecosystems (8) There will be a ecosystemd fieldwork assessment</p>	<p>Ecosystems (5) End of year tests and revision (4)</p>
History	What were the consequences of the Crusades?	Why are the 1500s known as the religious rollercoaster?	Why are the 1500s known as the religious rollercoaster?
Mandarin	<p><b>Hobbies</b> Sports Days of the week Free-time activities Time expressions Chinese young people's hobbies Assessment on Reading, listening and 30-40-character writing</p>	<p><b>School</b> Subjects Time Teachers Schools in China Assesdment on Reading and listening, reading and translation</p>	<p><b>Intensive Study</b> Exploring Chinese Culture Preparation MEP hurdle tests Assessment: MEP Hurdle Tests, Speaking and Writing, teacher-assessed exams. Listening and Reading – GoChinese externally marked exams.</p>
Maths	<p>Number Fractions, including arithmetic</p> <p>Algebra Expanding brackets</p>	<p>Geometry Angles</p> <p>Statistics Representing data and calculating averages.</p>	<p>Number Fractions, Decimals and Percentages</p> <p>Statistics Theoretical probability.</p>
Music	<p><b>World Music:</b> Ukuleles Learning Chords and introduction to tablature Assessed by: Ukulele performance assessment</p>	<p><b>Musical Periods &amp; Modes</b> History of Western Music The Great Composers Scales &amp; Tonality Assessed by: Fugue in Dm Keyboard Performance</p>	<p><b>Musical Periods &amp; Modes</b> 20th Century Music Minimalism &amp; Expressionism Graphic Score Notation Assessed by: Composing in the style of Mozart Rondo Alla Turca Keyboard assessment Listening Test</p>
Design Technology (subjects taught on rotation) All assessed via End of Unit Assessment	<p><b>Textiles</b> Art Hoop project – Tie-dying, 3D textiles, Layering, Textiles art.</p>	<p><b>Acrylic Desk Stand</b> -Workshop Health and Safety Practices -Measuring and marking out -Drilling of materials -Shaping materials -Finishing materials -Evaluating Practical -Material Theory Polymers End of unit assessment Polymers and Practical Skills learnt</p>	
Faith and Ethics	Christianity- Life of Jesus	Beliefs and Practices	
PSHE (All assessment: Scenario based question Quick assessment on MS Forms)	<p>Healthy and unhealthy relationships Disability awareness Peer pressure</p>	<p>Hygiene and self-care Self-worth and confidence Alcohol and drug addiction</p>	<p>Consumer rights Human rights around the world Critical thinking</p>
Science (topics to be taught on rotation)	<p>P1 – Forces Friction, gravity, drag, upthrust, magnetism, motion P1 end of unit test</p>	<p>C2 – Atomic Structure Atomic structure, periodic table, atoms, elements and compounds and metals. C2 end of unit test</p>	<p>P2 – Energy Energy stores and transfers. P2 end of unit test</p>
Spanish	<p><b>Free-Time</b> Sports Days of the week Present tense: irregular verbs Weather and seasons Writing assessment</p>	<p><b>School</b> School subjects Opinions Teachers School facilities Breaktime activities Speaking and Reading assessment</p>	<p><b>Family and Friends</b> Family members Higher numbers Hair and eyes Physical appearance Town End of year exam: Listening, Reading and Writing</p>



# Subject Guidance

## Art

*“The Art and Design curriculum is designed to provide pupils with the opportunity to demonstrate imagination and creative flair, together with problem solving, whilst learning the skills and techniques to effectively use a wide range of media.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>EDIBLES</b> Baseline assessment Drawing skills Mushroom observations Pepper study	<b>EDIBLES</b> Colour wheel Tints, tones and shades Orange study Venus Winston	<b>ILLUSTRATION</b> Charlie Mackesey Lauren Childs Illustrator linked with English	<b>ILLUSTRATION</b> Stop Motion Animation using soundtrack created in Music. <b>MINIBEASTS</b> Mindmap Photography	<b>MINIBEASTS</b> Mixed media workshops Biro and hairspray Chalk and charcoal Press printing Textured press printing	<b>MINIBEASTS</b> Jean Cody book paper butterfly Paper collage bug Clay beetles
Assessments	Baseline assessment – sustained drawing task	Book work – colour theory assessment	Illustration outcomes – Assessment Objectives	Animation Outcome – Assessment	Book work Assessment - Assessment Objective 2	Overall grade based on book work and outcomes.

Building on prior learning	Most students will be starting their Art education from a basic level. So, in classroom Art lessons we aim to teach students about the visual elements which are key to the basic drawing skills (Line, Tone, Shape and Colour). Alongside this we encourage experimentation by allowing students to explore a variety of experimental techniques and media, such as painting, 3D, printmaking, and collage. Students will use organic structures to explore these areas and will do a mixture of individual and group work.
Enrichment within the Curriculum	We provide a broad and rich curriculum which will build towards an end of term project that will incorporate all years and all creative arts subjects to allow students to exhibit in a final summer festival. Students also have the opportunity to be involved in whole school projects and competitions to support the community.
Extracurricular opportunities	Students will have the chance to take part in extra-curricular clubs. Every year we have the opportunity for students to get involved with whole school Arts activities, either a full school musical which takes place once every 2 years, where they can help produce the set and props, and an Arts festival in the summer term where they will exhibit work.
Positive impacting on personal development (SMSC)	Students learn how to have a creative and explorative mind. They gain independence of thought and perseverance when experiments don't quite work and they will grow in confidence when they do. Students also work collaboratively in group Art pieces and through schemes of work we look at how to respect each other's work and develop evaluation skills.
Preparing for the next stage of education	Students can go on to study Art or Photography at GCSE and Key Stage 5 level. Art in general promotes team work skills, creativity, and independence of thought, problem solving and builds self-confidence. Students have a real sense of pride when they see their work exhibited.

### Ways to support your child's learning

- Visit Art Galleries and exhibition with your child and encourage them to speak about what they see.
- Encourage your child to draw regularly - helps promote motor skills!
- Cheap art sets can be bought from a range of accessible shops, supermarkets and online to help further their skills.
- Ensure that homework is completed on time.
- Get messy with your child! Allow them to explore materials and reassure that it is ok to make mistakes.



# Computing

*“The Computer Science curriculum gives students a broad and detailed understanding of how computer systems function. Computer Science gives students new skills in developing a computer-based language known as Python. The curriculum will allow students to do computational thinking and problem solving, enabling the students to feel challenged academically in every lesson. We want to foster an environment of resilience, developing a safe space to allow students to create mistakes, learn from them and try again.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Impact of Technology	Networks from Semaphores to Internet	Using Media	Programming Essentials in Scratch – Part 1	Programming Essentials in Scratch – Part 2	Modelling Data
Assessments	Keyword Assessment Written Test	Keyword Assessment Written Test	Keyword Assessment Written Test	Keyword Assessment Written Test	Keyword Assessment Written Test	Keyword Assessment Written Test

Building on prior learning	In year 7 students will build on topics they have previously learnt in primary school as well as being introduced to new and exciting things that they haven't yet encountered. For example, students will continue their learning of Scratch but move on to look at how making computing games encourages algorithmic thinking.
Enrichment within the Curriculum	Students will have the opportunity to look at a number of different career-based topics which will hopefully enthuse them to carry on with further study of the subject. For example, students will have the opportunity to take a computer apart to look at how the different components work together.
Extracurricular opportunities	In year 7 students will be given the opportunity to go to the new technologies show. This will allow them to see the future of technology and therefore hopefully enthuse them to play a part in creating it.
Positive impacting on personal development (SMSC)	The first half term of the year we look at how to use computers effectively and safely. In this topic we make students aware of the pros and cons of social media, how to search the internet safely and how to avoid viruses.
Preparing for the next stage of education	Many of our year 7 will eventually opt to do a GCSE in either ICT or Computer Science and our year 7 curriculum gives all students a secure grounding in these two disciplines; spread sheets and Databases are ICT based subjects and Computer hardware and Algorithmic thinking are Computer Science based subjects.

## Ways to support your child's learning.

- Encourage your child to watch technology-based TV shows such as the gadget show.
- Encourage your child to read new technology blogs and sites such as 'The Verve' or the 'BBC Technology pages'
- Trips to famous places associated with technology or to the evolution of technology such as Bletchley Park.
- BBC Bitesize Computer Science pages
- Download some of the free applications such as Python and allow them practice coding.
- Log on to 'Code Academy' with your child and learn how to code for free whilst picking up some industry recognised qualifications.



# English

“English at Woodrush is a broad, deep-thinking, wide-ranging subject that allows students to develop their creativity, critical evaluation and love of language. We aim to take them on an inclusive journey through key thoughts, moments, ideas and texts that enhance their cultural capital and connect the past with the modern world. The needs of all students are met through support and increasing challenge. Students enjoy feeling empowered and confident in expressing their ideas.”

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Identity</b> <b>Ghost Boys by Jewell Parker Rhodes</b> Debate, analytical writing, literary technique of allusion, narrative and persuasive writing pieces	<b>Identity</b> <b>Ghost Boys by Jewell Parker-Rhodes</b> Analyse its themes and characters, analytical writing, narrative and persuasive writing pieces.	<b>Adventure</b> <b>Treasure Island by R.L. Stevenson</b> They will analyse Jim’s development as a character, look at poems from around the world, and write persuasively.	<b>Adventure</b> <b>Treasure Island by R.L. Stevenson</b> Analyse the theme of greed, looking at the conventions of foreshadowing and characterisation.	<b>Villains</b> <b>Shakespeare’s The Tempest</b> Students will respond creatively and analytically to the idea of Prospero as a villain.	<b>Heroes</b> <b>Modern Heroes</b> Students will learn the definition of a ‘hero’ and engage with the non-fiction writing of a range of modern heroes.
Assessments	Narrative Writing about identity.	Analytical reading friendship, guilt and remorse in <i>Ghost Boys</i> .	<i>Persuasive writing.</i>	Analytical reading: Greed in <i>Treasure Island</i> .	End of Year Exam synoptic Core knowledge, analytical reading (unseen) and creative writing.	End of Year Exam synoptic Core knowledge, analytical reading (unseen) and creative writing.

Building on prior learning	At Key Stage 2, students will have studied a range of text types through reading and writing and this will be built on at Key Stage 3. In Year 7, students will use their reading skills to approach challenging texts and analyse the language used by a range of writers. They will also use their understanding of the effect of language to create their own pieces of writing for a variety of purposes which will encourage the development of their speaking and listening skills.
Enrichment within the Curriculum	Each week, students will have a half hour session in the library where they can select and read books and take progress quizzes as part of the Accelerated Reader programme. By boosting students’ reading levels, and enjoyment of reading, this will support their comprehension and understanding across all areas of the school curriculum. In conjunction with the library, students will also get the chance to choose their own Book Buzz book, attend author visits, and celebrate World Book Day. We also provide opportunities to watch drama performances, either through trips to the theatre or by inviting theatre groups into school.
Extracurricular opportunities	Students will be invited to take part in creative writing house competitions. Aspiring journalists can also write articles for the Woodrush Star each term. There are extra-curricular activities run by the library, including book club and the opportunity to become a student librarian.
Positive impacting on personal development (SMSC)	The nature of both English Language and English Literature affords a wide range of opportunities to explore a range of issues from the world around us. In year 7, this includes the study of local history, looking at texts from a variety of cultures, learning about places, and being able to develop and articulate personal points of view.
Preparing for the next stage of education	Whilst the focus of year 7 is to inspire a love of English and to expose students to a rich range of texts and topics, all the skills which will be developed are directly related to the skills that will be required at GCSE level. There are also opportunities for students to get a taste of what is studied in GCSE Film Studies.

Ways to support your child’s learning	
	<ul style="list-style-type: none"> <li>Help your child to study their spellings. This could include making sure their wordlists are visible at home or taking it in turns to test each other.</li> <li>Get involved with any research homework your child has been set. This could include looking online or a visit to the library.</li> <li>If your child has a speaking and listening presentation coming up, encourage them to practise so they can build their confidence.</li> <li>Trips to the theatre can be a great experience. Look out for discount tickets at the RSC or consider smaller productions at local theatres.</li> <li>Look out for any writing competitions on TV, radio, or in the newspaper – these can be a fantastic way to get excited about writing!</li> </ul>



## Faith and Ethics

*“The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Christianity	Christianity	Christianity	Sikhism	Sikhism	Sikhism
Assessments	Knowledge retrieval and extended questions assessments		Knowledge retrieval and extended questions assessments		Knowledge retrieval and extended questions assessments	

Building on prior learning	Students will develop their understanding of the core religions, building upon the content learnt in primary education. Beyond this, pupils will also investigate wider world issues and how society is affected by events or individuals. Woodrush adopts a thematic approach to the teaching of Faith and Ethics, encouraging pupils to compare and contrast religious and non-religious opinion across a range of themes.
Enrichment within the Curriculum	Several topics in Year 7 include opportunities to express learning through a range of art forms.
Extracurricular opportunities	Students will have the opportunity to visit places of worship during the Spring term.
Positive impacting on personal development (SMSC)	Students have the opportunity to learn from their experiences, interpret spirituality and discuss & reflect on ultimate questions. Students learn about shared and differing moral values, while debating moral dilemmas about right and wrong, good and bad etc. Students are given the opportunity to understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
Preparing for the next stage of education	Students learn several skills sets that become vital in GCSEs, in particular descriptive, analytical and evaluative skills.

Ways to support your child’s learning
<ul style="list-style-type: none"> <li>• Encourage your child to read beyond the classroom and find out more about religions or societal attitudes</li> <li>• Discuss current affairs with your child. Explain how actions around the world can impact a variety of different people.</li> <li>• Watch documentaries or programmes that explore differences between individuals.</li> <li>• Visit places of cultural importance, such as places of worship or sites of historical significance.</li> <li>• Read through your child’s Knowledge Organiser or class books, challenging their assumptions and supporting them at times of confusion.</li> </ul>

## Food and Nutrition

*“The intent of our food technology curriculum is to apply the principles of nutrition and healthy eating, instilling a love of food and cooking in all our pupils, and also a deep understanding of how food is produced and the vital role it plays in good health.*

*Throughout their time in Food technology, we aim to encourage independent learning, confidence, risk taking, and resilience through practical and theoretical participation and application. The department ensures that our students have a wider understanding of the environmental impact of food choices, multicultural foods and religious food choices, ethical food choices and beliefs, nutrition and reducing food waste.”*

	1	2	3	4	5	6
Topics	<b>Safety</b> Health and safety Weights and measures Identifying Equipment Making procedures	<b>Culture</b> Traditions and food	<b>Sustainability</b> Where food comes from Farm to fork	<b>Sustainability</b> Food Provenance Seasonality	<b>Nutrition and Health Eating</b> Balanced plate (Key nutrients and healthy living). Balanced meals	<b>Food Science</b> Enzymic browning Bread practical's and theory
Assessments	Practical work and procedures Toasties Fruit salad	Bread tasting and evaluation Making bread rolls	Farm to fork comic strip Fruit crumble Scone pizza	Written assessment questions based on the work completed	Written assessment questions based on the work completed	Write up of experiment evaluations

Building on prior learning	Some students arriving at Woodrush will have had a limited experience of food place practice. The learning will focus on developing student’s awareness of kitchen rules and expectations as well as making students feel comfortable and confident when using a range of kitchen utensils. Students will develop a knowledge and understanding of where food comes from and begin learning about the science of food including studies on Nutrition.
Enrichment within the Curriculum	To enrich students experience of the subject all students will have the opportunity to experience visits from guest speakers in the food industry (from <b>Aspens</b> and <b>Birmingham City University</b> ). Students will have the opportunity to participate in the workshops with staff within the school.
Extracurricular opportunities	Students will have the opportunity to participate in clubs in Design and Technology including the exciting opportunities offered by food. These clubs and opportunities run throughout the year starting in September 2022 including a specialised baking club beginning after October half term.
Positive impacting on personal development (SMSC)	Food opens up a wide range of opportunities to trial and test a range of ingredients and methods. Pupils are encouraged to work together to complete their projects, to share resources and ingredients. Students are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious design is a cornerstone for us across the department at Woodrush.
Preparing for the next stage of education	Studying Food and Nutrition is a great introduction to the world of catering and technical studies in Nutrition. There are endless opportunities for students studying food Post 16. Many students who study Food and Nutrition at GCSE apply for Post 16 courses including Food Science, Nutritional Studies, and Catering.

### Ways to support your child’s learning

- Look out for any design and creative competitions on TV (shows on CBBC/Terrestrial channels), radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating! Programs like ‘Ready Steady Cook’, ‘The Great British Bake off’ and Masterchef introduce students to new ingredients and methods.
- Students are encouraged to read books, magazines and articles about creating food dishes.
- When completing homework tasks ‘go the extra mile’ and thoroughly research the topic areas, practice making food dishes.
- Students are encouraged to enjoy making food dishes – Have fun– trial, make mistakes and learn from them!

## Geography

*“Geography at Woodrush is developed through a topical contextualised approach to Human and Physical themes whilst using a spiralling approach to develop core skills over time. At Woodrush, students will develop a sense of wonder about the world around them whilst developing and embedding core Geographical skills within each topic.*

*Investigative and inquisitive personalities are developed through enquiry and evaluative based learning within fieldwork studies and decision-making exercises. Geography will also enable students to develop the cultural capital and emotional literacy required for the world of work through group presentation, teamworking challenges, decision making exercises and discussion and debate of sensitive yet current world issues.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>My Place</b> UK Physical and Human Geography, Mapwork, Birmingham’s history	<b>Weather and Climate</b> UK climate Measuring weather Microclimate investigation Extreme weather	<b>World cities</b> Migration, population, urbanisation, Push and pull factors	<b>World Cities</b> High income countries/low income countries city comparison, Megacities, Sustainable cities	<b>Ecosystems</b> Biodiversity Food webs and chains in the UK The temperate ecosystem	<b>Ecosystems</b> Deserts (hot) and Tundra (cold) biomes Living in harsh biomes
Assessments	Birmingham map skills assessment. Knowledge recall quizzes.	Microclimates write up. End of topic test. Knowledge recall quizzes.	Mid topic assessment. Knowledge recall quizzes.	Decision making exercise based on an LIC city. Knowledge recall quizzes.	Local school field investigation of biodiversity. Knowledge recall quizzes.	Formal end of year assessment

Building on prior learning	The year 7 curriculum is designed to be broad and varied to link in as much as possible with any prior learning. Students will further develop locational knowledge taught at KS2 at local, national and global scales before developing ordinance survey map skills in preparation for Year 8 Rivers and Coasts topics. Students will build on biomes KS2 knowledge to develop deepened understanding of a range of ecosystems, settlements over time and weather systems. All content will be taught in conjunctions with the development of map skills, graphical analysis, decision making enquiry, evaluative and debating skills which incorporate include cross curricular links with Science, English and History.
Enrichment within the Curriculum	There will be a house event linked with global development and the supply of clean water where children will be able to design a water purification unit. Students will also be able to model and create a sustainable city and attend fieldtrips to a local zoo/ botanical garden for the Ecosystems topic
Extracurricular opportunities	Pupils will be able to take part in our global green awareness week next summer where they will conduct surveys of how well teachers and students recycle and look after our environment. They are encouraged to study plants and animals in local meadows and gardens to see how they adapt to their environments, and through watching nature programmes. There will also be an opportunity to design a new recycling product as part of World environment day and plastic free July.
Positive impacting on personal development (SMSC)	Geography is a subject that allows students to study the world around them in order to gain insight into the future world they will live in as adults. Students will learn what it means to be British by looking at core values of mutual tolerance, acceptance, democracy and the rule of law. When studying the rest of the world, students will be able to develop an understanding of the difficulties people encounter and demonstrate the ability to empathise with them.
Preparing for the next stage of education	We tailor our Geography curriculum to enable students to make a smooth transition to GCSE. The "My place topic will introduce students to the physical landscapes students will need to understand in detail at GCSE. "Our future world" will give students an insight into the challenges of managing growing demand for food, water and energy whilst managing the challenges of global climate change. These are key themes taught at GCSE level.

### Ways to support your child’s learning

- Visit Birmingham with somebody who remembers the city prior to the recent changes. Ask them questions about what it was like in the 80's and how it has changed.
- Show students google maps and identify symbols. Practices using maps for navigation.
- Watch weather reports and understand how and why our weather changes.
- Read your students planner to find out what homework they are doing. Help them use search engines to research geographical topics.
- Watch TV documentaries such as Blue planet and Planet earth to encourage students to engage with our natural world.
- Use the Geography key word vocabulary booklets and knowledge organisers- Practice learning these key words.

## Graphics

*“The intent of the Graphics curriculum is to engage students in a wide range of Graphic communication skills. Students will learn how to be resilient, self-critical, analytical and creative throughout this course. Students will develop traditional skills such as sketching, shading, technical drawing and painting but will also learn a vast range of 21<sup>st</sup> century skills such as Vector Drawing, web design, photo manipulation and digital painting. Students will refine ideas to produce professional looking outcomes on a range of different mediums.”*

	1	2	3	4	5	6
Topics	<b>1 Point Perspective</b> Construction lines, perspective, use of a vanishing point, guidelines, shading, 3D presentation, basic shapes	<b>Shading and Texture rendering</b> Shading techniques, texture, creating textures using pencil.	<b>Hatching, Crating, Tone and Shadow</b> How to construct more complex 3D drawings using the crating technique. Isometric drawing and cubes.	<b>Design generation</b> How do we come up with new ideas? Students look at how to take inspiration from things around them to create designs.	<b>Illustration</b> A look at the world of illustration. Students will use their design generation to create funny and creative characters.	<b>CAD design</b> Students will learn how to take their drawings and create unique designs using modern technology.
Assessments	1 Point Perspective Name drawing.  Students will be assessed on accuracy, effort and presentation.			Looking at creativity and clear communication of designs.		Movie Posters  Students will utilise the skills they have learned throughout the course.

Building on prior learning	Students will develop their designing skills so that they can communicate creative ideas effectively.
Enrichment within the Curriculum	We provide a wide range of foundation skills that students can learn, practice and develop. The skills and knowledge learned in Graphics will hopefully provide an excellent foundation for the way that students present their work going forward in all subjects.
Extracurricular opportunities	Students are encouraged to practice their new skills at home and any exemplar work that is brought in will be photocopied and included in student’s books. There is a vast collection of youtube video tutorials that can further enhance student’s Graphic skills.
Positive impacting on personal development (SMSC)	Student will be learning how to communicate ideas. When students are asked to be creative and make products/images that need to have an impact they will consider moral and ethical ways in which images can be used in advertising.
Preparing for the next stage of education	Year 7 Graphics will provide a solid foundation level of skills for students to build on as they move up through the school. It will increase students confidence in their own abilities of designing and communicating ideas.

Ways to support your child’s learning
<p>Many students really enjoy drawing and designing. The best way for student to become expert Graphic Designers is to practice their skills at home. This can be from observational drawing, watching tutorials online or even using a range of different design apps on pcs and tablets. By doing this they will constantly improve their range of skills.</p>

# History

*“At Woodrush we believe that our students deserve a History curriculum that is reflective of themselves and the world in which they are growing up in. As a result, a broad range of History is covered, including local, national and global from a variety of different time periods and from a number of different perspectives.*

*In addition, Historians will acquire a range of skills which will be valuable for their future. This will include: a strong chronological understanding; using a range of evidence to construct an argument; explaining, analysing and evaluating history through the lens of Second Order Concepts including cause and consequence, change and continuity, significance and typicality; and finally, using historical sources and interpretations not just in terms of their content, but their provenance too (a valuable life skill in this era of fake news). We want pupils to feel engaged and enthused by History at Woodrush, allowing them to develop as open-minded global citizens.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Who came to Britain between the Romans and the Normans?	How did the Silk Roads shape our world?	How did life change in the Medieval Period?	What were the consequences of the Crusades?	Why are the 1500s known as the religious rollercoaster?	Why are the 1500s known as the religious rollercoaster?
Assessments	Knowledge check and whole class feedback tasks.	Summative assessment of content studied so far.	Knowledge check and whole class feedback tasks.	Summative assessment of content studied so far.	Knowledge check and whole class feedback tasks.	End of year exam

Building on prior learning	For many pupils, their study of History at primary school revolves around topics which vary in content from school to school. The year 7 curriculum is designed to be broad and varied to link in as much as possible with any prior learning. Many of the skills pupils will use may have been introduced at KS2 including some source analysis skills and also understanding concepts such as cause and consequence or change and continuity.
Enrichment within the Curriculum	Students will be able to participate in a Medieval theme day in school during the Spring Term, with re-enactors demonstrating many aspects of daily life during the period.
Extracurricular opportunities	Pupils will be encouraged to participate in a house event to commemorate Black History Month, tied in with the 75 <sup>th</sup> anniversary of the arrival of the MV Windrush in England, and the subsequent contributions of Black Britons.
Positive impacting on personal development (SMSC)	History is a significant subject in a child’s personal development. It teaches them skills such as empathy, as well as offering plenty of opportunity for spiritual, moral, social and cultural development through learning about topics such as the Silk Roads, the Crusades and the Reformation; all of the topics they study this year will help your child understand the world in which they live better.
Preparing for the next stage of education	The History curriculum in KS3 is designed to foster a lifelong love of History in your child. It has also been tailored to prepare students for the demands of KS4 both with regards to content and skills. The focus on the English Reformation links in to the Elizabethans module in year 10, while the focus on the Medieval period will also stand pupils in good stead for the People’s Health module at GCSE too. The historical skills pupils study will develop and prepare them for GCSE History.

## Ways to support your child’s learning

- Read with them- either using books at home, or alternatively through the school or your local library.
- Tell them about your family history! You may have stories to do with what they’re studying. Even if the stories don’t match the topics- still share! Once these tales are gone, they’re gone!
- Visit local historical sites with them- many of them are free and have incredible back stories.
- Introduce them to useful historical websites such as [www.spartacus-educational.com](http://www.spartacus-educational.com)
- Ask them about what they’re studying in class.
- Keep an eye out for historical documentaries or movies on TV.



# Mandarin

*“The Modern Foreign Languages (MFL) curriculum aims to inspire students to become linguists who can express their ideas and opinions and understand and respond to spoken and written language. Through a knowledge rich curriculum, pupils acquire a cultural awareness and an understanding of the core vocabulary and grammar needed to develop their competences in the four main skills of reading, writing, speaking and listening whilst building up their independence and self-confidence. The invaluable communication skills and creativity developed through learning a foreign language will foster students’ curiosity, and deepen their understanding and appreciation of other cultures both in their own country, and when they travel to other countries around the world.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p><b>Pin Yin</b> Pronunciation in the Chinese Alphabets.</p> <p><b>All About Me</b> Personal details: greetings, name, age, and birthdays</p>	<p><b>All About Me</b> Family members, extended family members and pets.</p> <p><b>Chinese homes</b></p>	<p><b>Chinese New Year</b> Chinese New Year Celebrations: Calligraphy, paper cutting, paper folding, lantern making, dumpling-making and tasting</p> <p><b>Hobbies</b> Free time activities</p>	<p><b>Hobbies</b> Sports, and Days of the week Express &amp; justify opinions on free-time activities, time expressions Chinese young people’s hobbies</p>	<p><b>School</b> Subjects, time-telling and time phrases Express &amp; justify opinions on school subjects and teachers Schools in China</p>	<p><b>Intensive Study</b> Exploring Chinese Culture</p> <p><b>Preparation for the end of year MEP hurdle tests</b></p>
Assessments	Listening, reading, and 30-40-character writing assessment	Listening, reading, and 30-40-character writing assessment	Speaking Assessment	Listening, reading, and 50-60 character writing assessment	Speaking Assessment	MEP Hurdle Tests – Speaking and Writing – teacher-assessed exams. Listening and Reading – GoChinese externally marked exams.

Building on prior learning	We do not expect our Year 7 Mandarin students to have any prior knowledge of Mandarin, but the work they do this year will draw on their literacy skills, as well as any other foreign language studies they have done in primary school.
Enrichment within the Curriculum	<p>Chinese New Year Celebration activities</p> <p>Cultural lessons: At the end of each topic, there is a session for students to explore the Chinese culture Chinese festivals and modern China.</p> <p>Students have exposure to authentic materials from China, including popular music and short videos.</p>
Extracurricular opportunities	Students have the opportunity to participate in after school extracurricular activities, such as fan-dancing, calligraphy-practising, dumpling-making and tasting etc.
Positive impacting on personal development (SMSC)	Students are encouraged to experiment with language and proactively use Mandarin in class. Students will use a range of social skills and will participate in discussions and speaking activities throughout the year, where they will be expected to respect others and volunteer ideas. Mandarin lessons aim to develop students’ cultural awareness by exploring the Mandarin language and giving the students the opportunity to appreciate and understand world diversity.
Preparing for the next stage of education	Vocabulary and grammar covered across years 7 and 8 are the foundation for GCSE Mandarin. The four skills of language learning, which are developed throughout KS3, play an integral part of the GCSE course.

Ways to support your child’s learning
<ul style="list-style-type: none"> <li>• Look out for Mandarin films or TV programmes. Remember to put on the English subtitles to help.</li> <li>• Buy Mandarin magazines, newspapers or films if you happen to go to China on holiday.</li> <li>• Watch familiar cartoons in Mandarin and listen to popular music from China on YouTube.</li> <li>• Watch ‘Jinbu 1 book’ videos on ‘YouTube’ to revise.</li> <li>• Ask your child to teach you to say something new in Mandarin every day.</li> <li>• Use Memrise, the vocabulary learning website/app: <a href="http://www.memrise.com">www.memrise.com</a></li> <li>• Visit local Chinese restaurants to enrich your child’s cultural knowledge.</li> <li>• Create flashcards and matching or pairs-style activities, using the words from the Mandarin ‘Panda’ booklets.</li> <li>• Practise writing of the Chinese characters by using their writing books.</li> <li>• Practise speaking by using <a href="http://www.Vocaroo.com">www. Vocaroo.com</a> to record their speaking.</li> </ul>



# Maths

*“Our curriculum reflects the key aspects of the National Curriculum for Mathematics. It enables students to become fluent in the fundamentals of mathematics through varied and frequent practice with increasingly complex problems over time. We focus on the development of critical thinking skills which enable students to analyse, evaluate and reflect upon their solutions. We also work to develop a positive mind-set which is essential when learning to cope with new mathematical methods and/or difficult problems in order to develop perseverance in our students.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Number</b> Whole numbers and decimals, negative numbers, order of operations.	<b>Algebra</b> Expressions and equations  <b>Measures</b> Time and measures	<b>Geometry</b> Perimeter and area, 2D shapes, coordinates and shapes  <b>Number</b> Factors, multiples and primes.	<b>Number</b> Fractions, including arithmetic  <b>Algebra</b> Expanding brackets	<b>Geometry</b> Angles  <b>Statistics</b> Representing data and calculating averages.	<b>Number</b> Fractions, Decimals and Percentages  <b>Statistics</b> Theoretical probability.
Assessments	Baseline Test  End of topic Exit Tickets	End of topic Exit Tickets  Unit test	End of topic Exit Tickets	End of topic Exit Tickets  Unit test	End of topic Exit Tickets	End of topic Exit Tickets  End of Year Test

Building on prior learning	Pupils will be continually building upon the skills they used in KS2. These include, place value, multiplication, addition, subtraction, division, fractions, decimals, ratio and proportion, basic algebra, units of measure and shape. All these skills will prove very important throughout the entire mathematics course at Woodrush High School and as such it is important that pupils regularly practice them at home as well as in lessons.
Enrichment within the Curriculum	Enrichment within Woodrush’s mathematics department takes various forms. During year 7 there is an opportunity to go on an enrichment trip, this year to Bletchley Park, once the top-secret home of the World War Two Codebreakers. In addition to this we also run several maths competitions through the online platform, SumDog. This year students will also have the opportunity to get involved in workshops in the main hall with members of the finance and business community.
Extracurricular opportunities	Pupils are encouraged to participate in the various house competitions that the Mathematics department run throughout the year. This year students can also get involved in a STEM club, which will involve collaboration between science, mathematics and technology.
Positive impacting on personal development (SMSC)	Mathematics is important in everyday life and it is something we use all the time, often subconsciously: many jobs require being able to use and apply concepts and most subjects will use ideas encountered in Maths.
Preparing for the next stage of education	The skills that are gained and enhanced throughout this year will be critical to the success of your child throughout mathematics in Woodrush. No area of mathematics within the curriculum is isolated from everything else and as such all areas of maths studied in Year 6 and Year 7 will be used throughout a pupils five years at Woodrush.

Ways to support your child’s learning
<ul style="list-style-type: none"> <li>• Websites: Sparx, Corbett Maths, BBC Bitesize.</li> <li>• Pixl Maths App</li> <li>• Be positive about maths. Try not to say things like "I can’t do maths" or "I hated maths at school" - your child may start to think like that themselves.</li> <li>• Point out the maths in everyday life. Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling.</li> <li>• Praise your child for effort rather than for being "clever". This shows them that by working hard they can always improve</li> <li>• Use the knowledge organisers to help recap skills and try and make these as fun as possible.</li> </ul>



# Music

“Our music curriculum intends to inspire creativity, self-expression and encourages our children to learn a new skill in school. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.”

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>The Elements of Music.</b> Introduction to the Keyboard - Note finding, chords, melody and bass line.	<b>Programme Music Spooky Themes</b> Composing in the style of ‘Danse Macabre’	<b>World Music:</b> <i>Chinese Music</i> <i>African Music (Djembes)</i> <i>Samba Music</i> <i>Indian Music</i> Learning rhythmic notation	<b>World Music: Ukuleles</b> Learning Chords and introduction to tab	<b>Musical Periods &amp; Modes</b> History of Western Music The Great Composers Scales & Tonality	<b>Musical Periods &amp; Modes</b> 20 <sup>th</sup> Century Music Minimalism & Expressionism Graphic Score Notation
Assessments	Listening Test Paired performance piece.	Listening Test Composition assessment	Notation Test Listening Test Rhythmic performance & composition	Ukulele performance assessment	Fugue in Dm Keyboard Performance	Composing in the style of Mozart Rondo Alla Turca Keyboard assessment Listening Test

Building on prior learning	Most students will be starting their music education from a basic level. So in classroom music lessons we aim to teach students about the musical elements (Tempo, Dynamics, Texture, Duration, Pitch and Instruments) along with allowing students to learn a variety of musical instruments such as djembe drums, samba instruments, keyboards and ukuleles. Students will also learn about music from different countries and cultures in our world music schemes.
Enrichment within the Curriculum	We are building our curriculum to ensure students can play and are able to perform on a wide range of instruments. Students can take up instrument lessons outside of lesson time to learn an instrument of their choice. There is also an opportunity for students to take up a classical instrument as part of our string, brass and wind ensembles.
Extracurricular opportunities	Students will have the chance to take part in extra-curricular clubs such as Choir, Musical Theatre Club, String group, Yamaha Class Band and Pop Band every week. Every year we have an annual Christmas concert where students get the chance to perform along with a full school musical which takes place once every 2 years and an Arts festival in the summer term.
Positive impacting on personal development (SMSC)	Students learn to develop perseverance, determination and grow in confidence through our mini performance assessments. Students also work on their group work skills and learn how to lead and be part of a bigger ensemble. Through schemes of work we look at how to respect each other’s work and develop evaluation skills.
Preparing for the next stage of education	Students can go on to study Music at GCSE and Key Stage 5 level, along with taking instrumental grade exams if they opt to have additional instrument lessons. Music in general promotes teamwork skills, creativity, listening skills and builds confidence.

Ways to support your child’s learning
<ul style="list-style-type: none"> <li>• Try listening to a wide variety of music genres and styles to introduce new and different types of music!</li> <li>• Try to go to as many gigs, concerts and festivals as you can to get experience of watching live music in a professional setting. Why not check out the free gigs available in the Symphony Hall café bar in Birmingham. There are also a wide variety of virtual performances now available online through BBC Arts, The SouthBank Centre and The Royal Albert Hall to name a few examples.</li> <li>• A ukulele can be purchased for around £15 - £20 on websites such as amazon, and there are some great mobile phone apps which show you how to play the ukulele chords if they want to get a head start on the ukulele.</li> <li>• If students want instrument lessons, return the instrument lessons letter (in transition pack or available from Mrs Coughlin or Ms Onacko in Music) so they can go onto the instrument lesson timetable as soon as possible.</li> </ul>

## Product Design

*“Through the study and application and transfer of skills, pupils learn about the design of products that surround us and how creativity, imagination and ingenuity shape our lives. Whilst developing and appreciating the work of famous and important designers; pupils will be able to shape that world, developing solutions to difficult and often challenging problems ensuring a universal and truly inclusive environment for all. Ensuring design that is sustainable and meaningful students will fully engage with their stakeholders making fully functional prototypes.”*

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Topics	<b>Safety</b> Health and safety passport  Practical	<b>Culture</b> Generating ideas Drawing in 2D and 3D Single point perspective drawing	<b>Meeting Stakeholders Requirements</b> Identifying stakeholders and clients Writing briefs and specifications Initial ideas and modelling of ideas	<b>Making</b> Making the products from acrylic  Materials properties (overview)	<b>Making</b> Continuation of the making of products in Spring 2	<b>Evaluations</b> Writing evaluations (AO3)
Assessments	Working as a team Demonstrating ingenuity Health and Safety passport (a requirement before practical making)	Accuracy when drawing in 2D and 3D  Single point perspective drawing Rendering of objects	Writing manufacturing briefs Marking out of materials Cutting and drilling	Developing a knowledge and understanding of material properties through making	Final evaluations – Marked for the level of detail and feedback to the made product	Formulating and producing evaluations Producing final proposals and pitches

Building on prior learning	Some students arriving at Woodrush will have had a limited experience of workshop practice. The Autumn term will focus on developing students awareness of workshop rules and expectations as well as making students feel comfortable and confident when using a range of hand tool techniques and machinery.
Enrichment within the Curriculum	To enrich students experience of the subject all students will have the opportunity to experience visits from guest speakers in the subjects ( <b>Jaguar Land Rover, Birmingham City University</b> ), planned visits to the <b>Big Bang fair</b> (Science/Engineering show NEC) and to <b>Think Tank</b> for 2023. Students will have the opportunity to participate in the workshop <b>‘Women into Engineering’/ ‘Young Engineers’</b>
Extracurricular opportunities	Students will have the opportunity to participate in clubs in Design and Technology including the exciting new Young Engineers club starting in October, Jewellery Club, Engineering and extra-curricular opportunities offered by Food and Textiles subjects which have cross curricular links. These clubs and opportunities run throughout the year.
Positive impacting on personal development (SMSC)	Design and Technology opens up a wide range of opportunities to explore a range of issues from the world around us. Students are encouraged to work together to complete their projects, to share resources. Students are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious design is a cornerstone for us at Woodrush.
Preparing for the next stage of education	Studying Design and Technology is a great introduction to the world of Design and Manufacturing. There are endless opportunities for designers including the world of architecture, engineering, designing. Many students who study Design and Technology apply for Post 16 courses including Product Design, Textiles Technology which helps them take up positions in companies around the world.

Ways to support your child’s learning	
<ul style="list-style-type: none"> <li>• Students are encouraged to continue their studies outside of the classroom. Trips to interactive museums (e.g THINK Tank, National Transport Museum in Gaydon) and look out for events such as The Big Bang fair (Usually held in March of every year).</li> <li>• Students are encouraged to keep sketch books, take photographs and collect examples of innovative and creative designs.</li> <li>• Look out for any design and creative competitions on TV ( shows on CBBC/Terrestrial channels ), radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating! Programs like ‘How it works?’, ‘The Gadget Show’ introduce pupils to a range of innovative products.</li> <li>• Students are encouraged to read books, magazines and articles about design and innovative products on-line.</li> <li>• When completing homework tasks ‘go the extra mile’ and thoroughly research the topic areas, practice making models in 3D from resources found at home including card and Lego.</li> <li>• Students are encouraged to enjoy Design and Technology – Have fun with design – make mistakes and learn from them!</li> </ul>	



# PSHE

*“The PSHE curriculum equips learners to become lights within their world. They are encouraged to live healthy, safe, productive, capable, responsible and balanced lives. Learners are encouraged to shine by being supported in making effective decisions, positive learning, career choices and in achieving economic wellbeing.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Positive relationships Online communication Changes in boys Changes in girls	Personal identity Rights and equality Relationship abuse	Hygiene and self-care Mental and emotional wellbeing Healthy lifestyles	Drug and alcohol use Screen time and social media Self-worth and confidence	Personal safety Disability awareness Critical thinking	Charity Wants and needs Income and expenses
Assessments	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms

Building on prior learning	PSHE builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online.
Enrichment within the Curriculum	Students will experience guest speakers in a number of topics such as careers, activists, representatives from charities just to name a few. There is a trip planned to attend Malvern Festival of Innovation which will be open to our KS3 students to help them with career aspirations. PSHE acts as a vehicle to identify students’ qualities and abilities so they can access and succeed in a wide range of the whole school curriculum.
Extracurricular opportunities	Students will have the opportunity to take part in extra-curricular clubs to encourage mindfulness, creativity and celebrating identity.
Positive impacting on personal development (SMSC)	PSHE education helps pupils to manage the physical and emotional changes at puberty and during their adolescence, introduces them to a wider world and enables them to make an active contribution to their communities.
Preparing for the next stage of education	PSHE teaches the knowledge and skills which will equip students for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

Ways to support your child’s learning
<ul style="list-style-type: none"> <li>• Discuss impending topics with your child.</li> <li>• Allow your child to discuss PSHE topics at home for them to contextualise and explore some of the content.</li> <li>• Research some of the areas you know are coming up in the PSHE curriculum and anticipate any potentially awkward questions.</li> <li>• Be honest if you can’t answer questions they may have. Listen to your child and explore this with them.</li> </ul>



# Science

*“We believe that students deserve a broad and ambitious Science curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for future learning or employment. We will guide students to become scientifically knowledgeable, scientifically literate and methodical problem solvers, by fostering a spirit of independent inquiry, nurturing curiosity and bringing current, relevant, real world science into the classroom. We are committed to raising standards of achievement and promoting a lifelong culture of learning through an education in science. We do this by stimulating an interest in, and enjoyment of, science.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>PS – Practical Skills</b>	<b>B1 – Cells</b> Cells, microscopes, DNA, variation and inheritance, reproduction.	<b>C1 –Particle Model</b> Particle model, changing sate, mixtures, solubility, separation techniques.	<b>P1 – Forces</b> Friction, gravity, drag, upthrust, motion	<b>C2 – Atomic Structure</b> Atomic structure, periodic table, atoms, elements and compounds, properties of metals.	<b>P2 – Energy</b> Energy stores and transfers.
Assessments	End of unit assessment	Checkpoint task B1 end of unit test	Checkpoint task C1 end of unit test	Checkpoint task P1 end of unit test	C2 end of unit test	P2 end of unit test End of year assessment

Building on prior learning	Builds on knowledge and understanding gained in KS2 – life processes, plants, forces and particles.
Enrichment within the Curriculum	National science week activities in lesson and competitions. Making real life links between science in lessons and the outside world.
Extracurricular opportunities	STEM club will be running once a week for year 7. We will be running an awards trip for students in science – details to be confirmed – but it will be reserved for those who show dedication, good progress and exemplary behaviour. Years 7 will be going on a trip to the BIG BANG fair.
Positive impacting on personal development (SMSC)	Spiritual understanding – science is the study of nature and the curriculum aims to bring about the awe and wonder of the natural world. Social – working together in groups to investigate science practically and understand how science affects society.
Preparing for the next stage of education	The topics studied in years 7 and 8 are the foundation for GCSE science which prepares students to be able to follow careers in medicine, engineering, health care, sports science, computer science and the world of finance to name but a few of the pathways available to scientists.

Ways to support your child’s learning	
	<ul style="list-style-type: none"> <li>• Watch science documentaries on TV – such as those by David Attenborough and Brian Cox</li> <li>• Visit science museums – Thinktank in Birmingham has a huge array of exhibitions and the Lapworth Museum at Birmingham University which is free entry all year round.</li> <li>• Go to the library and get some popular science books – they cover the most complex ideas in simple understandable ways</li> <li>• Try some googling and doing some “simple experiments at home” – e.g. <a href="http://redtri.com/classic-science-experiments/">http://redtri.com/classic-science-experiments/</a></li> <li>• Watch YouTube channels such as mygcsescience, minutephysics, crashcourse biology/chemistry/physics</li> </ul>



# Spanish

*“The Modern Foreign Languages (MFL) curriculum aims to inspire students to become linguists who can express their ideas and opinions and understand and respond to spoken and written language. Through a knowledge rich curriculum, pupils acquire a cultural awareness and an understanding of the core vocabulary and grammar needed to develop their competences in the four main skills of reading, writing, speaking and listening whilst building up their independence and self-confidence. The invaluable communication skills and creativity developed through learning a foreign language will foster students’ curiosity, and deepen their understanding and appreciation of other cultures both in their own country, and when they travel to other countries around the world.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Phonics</b> Pronounce letters in the Spanish alphabet.  <b>All About Me</b> Personal details: name, age, birthday, personality & where I live	<b>All About Me</b> Brothers and sisters, colours and descriptions of pets  The Day of The Dead festival	<b>Free Time</b> Express & justify opinions on free-time activities, time expressions & present tense of regular verbs	<b>Free-Time</b> Sports, days of the week, present tense of irregular verbs, weather & seasons	<b>School</b> School subjects, express & justify opinions on school subjects, teachers, school facilities & breaktime activities	<b>Family and Friends</b> Family members, describing your family, hair and eyes, physical descriptions, house
Assessments	Reading assessment	Speaking assessment	Listening assessment	Writing assessment	Speaking assessment	End of Year assessment

Building on prior learning	Year 7 students build on the vocabulary acquired during KS2 languages, for example: greetings, numbers, pets, colours and phonics. Students strengthen their awareness of grammar such as adjectives, nouns and verbs.
Enrichment within the Curriculum	European Day of Languages – activities in lessons and competitions. Learning about the annual Hispanic festivals such as Day of the Dead and Holy Week. Students have exposure to authentic materials from Spanish-speaking countries, including popular music and short videos.
Extracurricular opportunities	Students have to opportunity to participate in Spanish club where activities can include language learning games, arts and crafts, karaoke, watching films, creating cultural displays, food tasting and cooking.
Positive impacting on personal development (SMSC)	Students are encouraged to experiment with language and proactively use Spanish in class. Students will use a range of social skills and will participate in discussions and speaking activities throughout the year, where they will be expected to respect others and volunteer ideas. Spanish lessons aim to develop students’ cultural awareness by exploring the Spanish language and giving the students the opportunity to appreciate and understand world diversity.
Preparing for the next stage of education	Vocabulary and grammar covered across years 7 and 8 are the foundation for GCSE Spanish. The four skills of language learning, which are developed throughout KS3, play an integral part of the GCSE course.

## Ways to support your child’s learning

- Look out for Spanish films or TV programmes. Remember to put on the English subtitles to help.
- Buy Spanish magazines, newspapers or films if you happen to go to Spain on holiday.
- Watch familiar cartoons in Spanish on YouTube.
- Listen to popular music from Spain on ‘YouTube’.
- Ask your child to teach you to say something new in Spanish every day.
- Use Memrise, the vocabulary learning website/app: [www.memrise.com](http://www.memrise.com)
- Visit local Tapas restaurants to enrich your child’s cultural knowledge.
- Create flashcards and matching or pairs-style activities, using the words from the Knowledge Organiser.
- Use the method of ‘look, cover, write, check’ to improve spellings.
- If your child has a speaking assessment coming up, listen to them practise to help build their confidence.

## Textiles

*“The Textiles curriculum develops pupil’s skills in 4 areas. These are designing, making, evaluating and Technical knowledge. Pupils will create design ideas by developing their drawings, colouring and shading skills alongside their creative and innovative skills. Making will involve learning Textile technologies such as sewing, embroidery, tie-dye, screen printing and weaving. Pupils will evaluate the work of other artists and designers, by analysing key design features, as well as evaluating their own work and that of their peers. Throughout their project work pupils will develop the technical knowledge of Textiles including fabrics and Fibres.”*

	1	2	3	4	5	6
<b>Topics</b>	<b>Safety Introducing to the workshop</b>  Pupils identifying the safety hazards in the workplace (and when using machinery)	<b>Research</b>  Identifying and researching into Nikki Parmenter	<b>Creating Designs inspired by artist focus</b>  Using the artist research to create their own ideas	<b>Colour application techniques</b>  Pupils learn how to tie-dye and use this to add colour to their background of their work	<b>Embroidery</b>  Pupils learn a range of hand stitches to add detail and decoration to their work	<b>Evaluation</b>  Analysing and evaluating their work their work to identify strengths and weaknesses
<b>Assessments</b>	Health and Safety leaflet	Presentation of artist research	Drawings and designs to be assessed	Quality of tie-dying technique	Quality of embroidery technique	Final evaluations – Marked for the level of detail and feedback to the made product

Building on prior learning	Some students arriving at Woodrush will have had a limited experience of workshop practice. The beginning will focus on developing students awareness of workshop rules and expectations as well as making students feel comfortable and confident when using a range of hand sewing techniques and machinery.
Enrichment within the Curriculum	To enrich students’ experience of the subject all students will have the opportunity to experience visits from guest speakers in the subjects ( <b>Birmingham City University</b> ). Students will have the opportunity to participate in the workshops with <b>BCU (Fashion and Textiles department)</b>
Extracurricular opportunities	Students will have the opportunity to participate in clubs in Design and Technology including the exciting new Textiles Clubs and extra-curricular opportunities. These clubs and opportunities run throughout the year starting in October.
Positive impacting on personal development (SMSC)	Design and Technology opens up a wide range of opportunities to explore a range of issues from the world around us. Students are encouraged to work together to complete their projects and to share resources. Students are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious design is a cornerstone for us at Woodrush
Preparing for the next stage of education	Studying Design and Technology is a great introduction to the world of Design and Textiles Technology. There are endless opportunities for designers including the world of designing, garment manufacture. Many students who study Design and Technology apply for Post 16 courses including textiles technology, materials technologist, garment manufacture which help them take up positions in companies around the world

### Ways to support your child’s learning

- Students are encouraged to continue their studies outside of the classroom. Trips to interactive museums
- Students are encouraged to keep sketch books, take photographs and collect examples of innovative and creative designs.
- Look out for any design and creative competitions on TV (shows on CBBC/Terrestrial channels), radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating!
- Students are encouraged to read books, magazines and articles about design and innovative products on-line.
- When completing homework tasks ‘go the extra mile’ and thoroughly research the topic areas, practice making practices garments and pieces.
- Students are encouraged to enjoy Design and Technology – Have fun with design – make mistakes and learn from them!