

Woodrush High School

Curriculum Booklet

Year 10

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 10 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 within school. An outline of a typical week is shown below.

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 10	Woodrush Ready	Character Development	Character Q&A	Literacy	Assembly

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 10 students are set homework which is specific to each subject. Each homework will be focused on checking understanding, supporting retention of knowledge or developing skills. Each homework will last for approximately 30-40 minutes and students will normally be given one week to complete it to allow them to manage their time around extra-curricular commitments.

After Easter Year 10 students will also be expected to add in 30 minutes of revision for their end of year exams each night.



Curriculum Overview

		English Lit and Lang	Maths	Science (on rotation)	Faith and Ethics	Geography	History	PSHE
Autumn 1	Topics	Literature 19 th Century Novel (A Christmas Carol) Language - Paper 1: Descriptive/Narrative Writing; Analysis of language, form and structure in fiction	Number skills Negative and fractional indices Algebra Quadratics Geometry Intro to vectors	B3 – Nervous and Endocrine Systems	Religion and Equality	Urban Issues and Challenges Megacities Rio de Janeiro case study Birmingham case study Regeneration and Sustainable cities	The People’s Health, 1250-Present: The Modern Period	Gender stereotypes and society Sexual harassment Relationship violence Contraception and STIs
	Assessments	Literature Extract-based question on ACC Language Snapshot questions on Paper 1 Q2, 3, 4, 5	End of topic exit tickets	B3 assessment	Low stakes knowledge testing Short exam style questions	Graph, photo analysis questions 6 mark GCSE questions Knowledge recall quizzes	Summative Assessment	Scenario based question Quick assessment on MS Forms
Autumn 2	Topics	Literature 19 th Century Novel (A Christmas Carol) Language - Paper 1: Descriptive/Narrative Writing; Analysis of language, form and structure in fiction	Geometry Area and volume Statistics Pie charts, frequency charts, cumulative frequency charts	C3 Quantitative Chemistry	Religion and Equality	UK Physical landscapes Coastal landscapes -Coastal processes -Landforms of -deposition and erosion -Coastal management	The Elizabethans 1580-1600: Daily Lives; Popular Culture; Exploration and Colonisation.	Sex and risky behaviours Sexualisation of the media Different types of relationships and marriage Unplanned pregnancy
	Assessments	Literature - Extract-based question on ACC Language - Snapshot questions on Paper 1 Q2, 3, 5	End of topic exit tickets Skills and problem-solving assessments	C3 assessment	Low stakes knowledge testing Short exam style questions	Practice fieldwork questions End of topic test including 6 mark questions, causes of flooding and river management. Knowledge recall quizzes	Knowledge Check and Whole Class Feedback	Scenario based question Quick assessment on MS Forms
Spring 1	Topics	Literature AQA Poetry Anthology Language -Paper 2: Non-fiction transactional writing; Summarising and comparing non-fiction texts; Analysing language, form and structure in non-fiction texts	Ratio and proportion Ratio Inequalities Algebraically and graphically	P3 – Electricity and Magnetism	Religion and Science	UK Physical landscapes Rivers River processes -Landforms of erosion and deposition Flooding management	The Elizabethans 1580-1600: Power and control; treatment of catholics.	Accessing appropriate health service Managing stress and anxiety
	Assessments	Literature - Exam-style analysis of individual poems Language - Snapshot questions on Paper 2 Q2, 3, 5	End of topic Exit Tickets	P3 assessment	Low stakes knowledge testing Short exam style questions	Practice fieldwork questions End of topic test including 6 mark questions (Coasts and map skills)	Summative Assessment	Scenario based question Quick assessment on MS Forms



Spring 2	Topics	<p>Literature AQA Poetry Anthology Language - Paper 2: Non-fiction transactional writing; Summarising and comparing non-fiction texts; Analysing language, form and structure in non-fiction texts</p>	<p>Number Surds Algebra Types and shapes of graphs Geometry Transformations</p>	B4 – Ecology	<p>Religion and Science</p>	<p>The Changing Economic World- Development indicators Causes, consequences and reducing the development gap Nigeria case study Aid, Trans national corporations</p>	<p>Living under Nazi Rule, 1933-1939: Establishment of the dictatorship; Controlling the German public.</p>	<p>Contraception and pregnancy options Drug abuse and addiction CPR first aid training</p>
	Assessments	<p>Literature - Comparison of two poems Language - Snapshot questions on Paper 2 Q2, 3, 5</p>	<p>End of topic exit tickets Skills and problem-solving assessments</p>	B4 assessment	<p>Low stakes knowledge testing Short exam style questions</p>	<p>Nigeria oral presentations GCSE style 9 mark questions linked to Nigeria case study Knowledge recall quizzes</p>	<p>Knowledge Check and Whole Class Feedback</p>	<p>Scenario based question Quick assessment on MS Forms</p>
Summer 1	Topics	<p>Literature An Inspector Calls by J.B. Priestley. Modern Play. Language - Paper 2: Non-fiction transactional writing; Summarising and comparing non-fiction texts; Analysing language, form and structure in non-fiction texts</p>	<p>Number Estimation Probability Set notation Tree diagrams</p>	C4 – Group 0, 1 and 7	<p>Religion Wealth and Poverty</p>	<p>The Changing economic world -The UK economy, North South divide, UK Transport, Science parks, UK in the Wider world</p>	<p>Living under Nazi Rule, 1933-1939: Daily lives up to 1939; the impact of war on the German people.</p>	<p>Extremism UK democracy Multiculturalism</p>
	Assessments	<p>Literature –<i>An Inspector Calls</i> assessment. Language - Snapshot questions on Paper 2 Q2, 3, 5</p>	<p>End of topic Exit Tickets</p>	C4 assessment	<p>Low stakes knowledge testing Short exam style questions</p>	<p>End of topic test- Short answer and extended prose answer questions Knowledge recall quizzes</p>	<p>Knowledge Check and Whole Class Feedback</p>	<p>Scenario based question Quick assessment on MS Forms</p>
Summer 2	Topics	<p>Literature An Inspector Calls by J.B. Priestley. Modern Play. Language - Paper 2: Non-fiction transactional writing; Summarising and comparing non-fiction texts; Analysing language, form and structure in non-fiction texts</p>	<p>Algebra Circular graphs Geometry Circle Theorems</p>	P4 – Waves and Radiation	<p>Religion Peace and Justice</p>	<p>Carding Mill valley Rivers study Solihull town centre Study Completion of fieldwork skills booklet</p>	<p>Living under Nazi Rule, 1933-1939: The treatment of the occupied territories.</p>	<p>Fake news and critical thinking The media and accountability Activism and social justice</p>
	Assessments	<p>Literature End of year assessment Language End of year assessment</p>	<p>End of topic exit tickets Full set of past papers as a mock exam</p>	P4 assessment End of Year Assessment	<p>Low stakes knowledge testing Short exam style questions</p>	<p>Fieldwork booklet- Rivers and Solihull town centre- Practice exam questions for Paper 3. End of Year examination</p>	<p>Summative Assessment</p>	<p>End of year quiz</p>



Sociology	Health	DT Product Design	Graphics	Textiles	Food and Nutrition
<p>Concepts and culture/ socialisation.</p> <p>Research Methods Unit Research methods, sampling, data collection and analysis</p>	<p>R033 Supporting individuals through life events</p> <p>R035 Health promotion campaigns</p> <p>Topic Area 1 Current public health issues and the impact on society</p>	<p>Introduction into Year 10 Component</p> <p>Design and Technology in 21st Century and Component</p> <p>Energy Sources</p>	<p>Introduction to 'Own Choice' Coursework Project</p>	<p>Textile's art piece based on science theme</p> <p>Mini project where pupils use science as their starting point and create a small Textiles art piece</p>	<p>Recap Food safety and Hygiene</p> <p>Commodities – Dairy foods</p>
<p>Short answer and essay style exam questions.</p> <p>End of topic tests.</p>	<p>Knowledge check assessments</p> <p>Portfolio work</p>	<p>Mid-Term Assessment Spring 1.0</p>	<p>Project Mind map</p>	<p>Final outcome assessed and how well will it links to artist research.</p>	<p>Practical Lessons.</p> <p>Practice exam questions based on learning so far.</p>
<p>Research Methods Unit Self-report methods, longitudinal ethical issues and statistics.</p>	<p>R033 Supporting individuals through life events</p> <p>R035 Health promotion campaigns</p> <p>Topic Area 2 Factors influencing health</p>	<p>Practical Clock Design Project</p> <p>User Requirements and Design Specifications</p>	<p>AO1: Research- Research an existing designer and create a series of work inspired by your chosen designer.</p>	<p>Pupils will start their final portfolio work by researching theme and artists</p> <p>Pupils begin their final portfolio's by choosing their theme and beginning research</p>	<p>Food Provenance</p> <p>Commodities – cereals</p>
<p>Short answer and essay style exam questions.</p> <p>End of topic tests.</p>	<p>Knowledge check assessments</p> <p>Portfolio work</p>	<p>Practical and in class theory Assessment</p>	<p>Artist Research A3 page</p>	<p>Tracking used to assess ongoing portfolio work.</p>	<p>Practical Lessons.</p> <p>Food Provenance booklet</p>
<p>Families and Households Unit Family types and changes, Childhood, Gender expectations</p>	<p>R033 Supporting individuals through life events</p> <p>R035 Health promotion campaigns content</p> <p>Topic Area 2 Factors influencing health</p>	<p>Mechanisms and Components</p> <p>Levers and systems</p>	<p>Digital Design Skills Workshops – Developing Design Techniques</p>	<p>Artist research, drawing from observation and designing</p> <p>Pupils continue their theme and artist research</p>	<p>Nutrients</p> <p>Commodities – Fats and sugars</p>
<p>Short answer and essay style exam questions.</p> <p>End of topic tests.</p>	<p>Knowledge check assessments;</p> <p>Portfolio work</p>	<p>Mid-Term Assessment Spring 1.0</p>	<p>AO1: Assessment – Success Criteria Sheet</p>	<p>Tracking used to assess ongoing portfolio work.</p>	<p>Practical lessons.</p> <p>Exam questions</p>
<p>Families and Households Unit Demography, Family trends and patterns, Marxist, Functionalist and Feminist views.</p>	<p>R035 Health promotion campaigns</p> <p>Topic Area 3 Plan and create a health promotion campaign</p> <p>Topic Area 4 Deliver and evaluate a health promotion campaign</p> <p>Task 2 & 3</p> <p>Finalising coursework for May submission to exam board</p>	<p>Practical Pewter Casting Project</p> <p>In-Depth Properties of metals (Ferrous and Non-Ferrous) and forming process</p>	<p>Development of Final Outcome Proposals</p>	<p>Designing and technique exploration</p> <p>Pupils use their artist research and theme investigation work to create design ideas</p>	<p>Factors that influence food choices</p> <p>Commodities – Special diet foods and alternatives</p>
<p>Short answer and essay style exam questions.</p> <p>End of topic tests.</p>	<p>Knowledge tests</p> <p>Portfolio work</p>	<p>Mid-Term Assessment Spring 2.0</p>	<p>Development Sheet</p>	<p>Tracking used to assess ongoing portfolio work.</p>	<p>Practical Lessons.</p> <p>Written evaluation of practical work and experiments.</p>
<p>Education Unit Economic and selective role of education.</p> <p>Functionalist and Marxist perspectives of education.</p> <p>Alternative education and types of school.</p>	<p>R032 Principles of care in health and social care settings</p> <p>Topic Area 1 The rights of service users in health and social care settings</p>	<p>Introduction to NEA Coursework Research</p> <p>Collecting Primary and Secondary / Stakeholder's information</p>	<p>Final Outcome Planning and Idea development</p>	<p>Technique exploration</p> <p>Pupils explore a range of techniques to develop their ideas.</p>	<p>Advanced Food safety</p> <p>Commodities – Advanced Fruit and vegetables. Advanced Meat, fish and poultry</p>
<p>Short answer and essay style exam questions.</p> <p>End of topic tests.</p>	<p>Knowledge check assessments; Practise exam questions</p>	<p>NEA Coursework progress</p>	<p>Verbal Feedback and Guidance</p>	<p>Tracking used to assess ongoing portfolio work.</p>	<p>Practical Lessons.</p> <p>Food safety exam questions</p>
<p>Education Unit Social class differences in education. Teacher expectations – labelling, streaming and setting.</p> <p>Ethnic differences in education.</p> <p>Educational policy.</p>	<p>R032 Principles of care in health and social care settings</p> <p>Topic Area 2 Person-centred values</p>	<p>Coursework Focus Research</p> <p>Collecting Primary and Secondary / Stakeholder's information</p>	<p>Final Outcome Planning and Idea Development</p>	<p>Final Design and begin making</p> <p>Pupils create a final design idea and begin making their final outcome</p>	<p>Mock NEA work</p>
<p>Short answer and essay style exam questions.</p> <p>End of topic tests.</p>	<p>Knowledge check assessments; Practise exam questions</p>	<p>NEA Coursework progress</p> <p>End of Year Mock Exam.</p>	<p>AO3: Assessment Success Criteria Sheet</p>	<p>Tracking used to assess ongoing portfolio work.</p>	<p>All work completed for NEA</p>



		ART	PHOTOGRAPHY	DRAMA	MUSIC	Business Studies	BTEC ICT
Autumn 1	Topics	Introduce presentation techniques, Drawing skills workshops, Large scale	INTRO TO PHOTOGRAPHY Digital sketchbooks Saving Ppts Screenshots GENRES: STILL LIFE Intro to Rules of Composition. ARTIST – SMALL, BLOSSFELDT	Component 1 Section C Live Theatre Review – students will watch a number of theatre productions	Forms & Devices: Baroque, Classical and Romantic Music Musical Structures: Binary, Ternary, Minuet & Trio, Rondo, Variations & Strophic Forms Composition: Free Composition (NEA)	Growing the Business Changes to business aims and objectives Business and globalisation Ethics, the environment and business	Component 1 – Exploring User Interface Design Principles and Project Planning Techniques A1 User interfaces A2 Audience needs A3 Design principles A4 Designing an efficient user interface
	Assessments	AO3- recording how you made your pieces of art		Written assessments	Listening Test and Essay Question	End of topic assessment Key word assessment	Non-examined assessment (NEA)
Autumn 2	Topics	Portraiture unit Feature of the face Tonal and colour Study	GENRES: STILL LIFE Intro to Photoshop Digital Illustration WACOMS. Outcome Scaled back Fragrance Campaign ARTIST – SONNENBERG	Component 1 Section C Students will be using their analysis and evaluative skills to complete a mock section C answer	Film music: Simple & Compound Time Signatures, Melodic Features, Cadences, intervals, melodic features, textures, essay writing & Listening tasks Composition: Free Composition (NEA)	Making marketing decisions Product Price Place Promotion	Component 1 Exploring User Interface Design Principles and Project Planning Techniques Learning outcome B: Be able to use project planning techniques to plan, design and develop a user interface B1 Project planning B2 Creating a project proposal and plan B3 Creating an initial design B4 Developing a user interface
	Assessments	AO3, AO2 recording how you made your pieces of art		Written mock exam answer	Listening Test and Essay Question	End of topic assessment Key word assessment	NEA
Spring 1	Topics	Figurative Body in Motion 3D Form Body image	GENRES: PORTRAITURE Intro to lighting, Intro including text in photographs Double Exposure Outcome: Album cover ARTIST – RANKIN, RELANDER	Component 2 GCSE Exam Devising Students will begin the first 40% of their GCSE exam	Popular Music: Riffs, types of chord, text setting, melodic features Fusion & Bhangra Composition: Exploring Ideas for NEA	Making Operational Decisions Business operations Working with Suppliers Managing quality The sales process	Component 1 Exploring User Interface Design Principles and Project Planning Techniques Learning outcome C: Be able to review a user interface C1 Review
	Assessments	AO3, AO2 recording how you made your pieces of art		Ongoing assessment of rehearsals and coursework	Listening Test and Essay Question	End of topic assessment Key word assessment	NEA
Spring 2	Topics	Body Image 3D Construction	GENRES: PORTRAITURE Intro to lighting, Intro including text in photographs Double Exposure Outcome: Album cover ARTIST – RANKIN, RELANDER	Component 2 GCSE Exam Devising Students will be working on the first 40% of their GCSE exam	Focus Piece: Toto Africa Listening and Analysis Composition: Exploring Ideas for NEA	Making financial decisions Business calculations Understanding business performance Making human resource decisions Organisational structures	Component 2 - Collecting, Presenting and Interpreting Data Learning outcome A: Understand how data is collected by organisations and its impact on individuals A1 Characteristics of data and information A2 Representing information A3 Ensuring data is suitable for processing
	Assessments	AO1, AO2 knowledge based questions		Ongoing assessment of rehearsals Coursework	Listening Test and Essay Question	End of unit formula assessment 2-3 mark questions	NEA



Summer 1	Topics	Body Image 3D Construction	GENRES: ARCHITECTURE Intro Photoshoots Walking tour of Bham ARTIST- TVC, JUNG	Component 2 Devising Students will perform their final exam piece and finish their coursework	Music for Ensemble: Jazz & Blues, Musical Theatre & Chamber Music Focusing on Texture & Sonority Composition: Exploring Ideas for NEA	Effective Recruitment Effective training and development Motivation	Component 2 - Collecting, Presenting and Interpreting Data Learning outcome A: A4 Data collection A5 Quality of information A6 Sectors that use data modelling A7 Threats to individuals
	Assessments	AO1, AO2		Final exam and coursework	Listening Test and Essay Question	End of unit assessment	
Summer 2	Topics	Finalise ideas to inform a personal response Mock exam	GENRES: ARCHITECTURE PERSONAL RESPONSE, ART PRINT FOR A BHAM HOTEL. ARTIST- TVC, JUNG PERSONAL OUTCOME: Independent Project. Combine two of the three genres	Component 3 Scripted Students will recap the skills needed for their scripted exam in Year 11	Music for Ensemble: Jazz & Blues, Musical Theatre & Chamber Music Focusing on Texture & Sonority Composition: Exploring Ideas for NEA Performance mock	Revision of units covered. Exam technique Practice paper	Component 2 - Collecting, Presenting and Interpreting Data Learning outcome B: Be able to create a dashboard using data manipulation tools B1 Data processing methods B2 Producing a dashboard Learning outcome C: Be able to draw conclusions and review data presentation methods C1 Drawing conclusions based on findings in the data
	Assessments			Small performances on a weekly basis	Performance Assessment NEA Composition Marked	65 Mark Mocks Paper Practice Papers	



Computer Science	GCSE PE	Film Studies	Mandarin	Spanish
Algorithms	Physical training The principles of training and their application to personal exercise/training programmes.	British Cinema – Attack the Block. Focus on the aesthetic, context, genre and key elements.	<u>School and Education</u> -What school is like -My school day -Comparing schools -School activities - Students should... - Pressures and problems	My School School subjects Teachers Describing my school School rules School uniform Primary school Pressures in school Clubs and successes
End of unit assessment. Python Programming	EVALUATION OF PERFORMANCE FITNESS End of Unit Test Practical performance	Exam-style section on key elements, context, genre conventions and style of Attack the Block	Writing, Listening and Reading – End of unit test.	Listening Assessment
Programming fundamentals	Physical training How to optimise training and prevent injury. Effective use of warm up and cool down.	British Cinema – Attack the Block. Focus on the aesthetic, context, genre and key elements.	<u>Media</u> - Television - Surfing the Internet - Film and music - Role models - New technology	Free-Time Sports Hobbies Last weekend Next weekend Reading preferences Watching films
End of unit assessment. Python Programming	End of Unit Test Practical performance	Exam-style section on key elements, context, genre conventions and style of Attack the Block and in Y9 US Comparison Content	Writing, Listening and Reading – End of unit test. Speaking – describing a photo and general conversation questions on this topic.	Reading assessment
Producing robust programs	Applied anatomy and physiology. The structure and functions of the cardio-respiratory system. Anaerobic and aerobic exercise, The short and long term effects of exercise.	Foreign English Language Film – District 9 Focus on Context, Key Elements and Narrative	<u>Leisure</u> - The sports centre Activities outside School Hobbies and interests Exercise and Leisure Chinese New Year Celebrations - Food and Festivals	Technology Social networks Apps Pros & cons of technology Recent online activity Role models
End of unit assessment. Python Programming	End of Unit Test Practical performance	Exam-style section on key elements, context and narrative in District 9 and style in Attack the Block	Writing, Listening and Reading – End of unit test.	Speaking assessment
Boolean Logic	Socio-cultural influences Ethical and socio-cultural issues in physical activity and sport.	Foreign English Language Film – District 9 Focus on Context, Key Elements and Narrative	<u>Home and Local area</u> -My town -My local area -Finding the way -Shopping - Green living - Wider world issues	Where I live (1) Rooms in the house Furniture and prepositions My area Places in town Advantages and disadvantages of where I live
End of unit assessment. Python Programming	End of Unit Test Practical performance	Exam-style section on key elements, context and narrative in District 9 and Y9 US Comparison Content	Writing, Listening and Reading – End of unit test.	Writing assessment
Programming languages and integrated development environments	Sport Psychology Basic information processing. Guidance and feedback on performance. Mental preparation for performance.	NEA – Production Coursework. Coming up with an original film idea and writing a screenplay, shooting script and evaluative analysis	<u>Holidays</u> - Weather - Transport Holiday experiences - Holiday plans Booking a hotel Making travel arrangements	Where I live (2) Town or countryside? Weather and activities Changes to your town
End of unit assessment. Python Programming	EVALUATION OF PERFORMANCE SKILL End of Unit Test Practical performance	NEA First drafts	Writing, Listening and Reading- End of unit test Speaking – describing a photo and general conversation questions	Reading and listening assessment
System security	Coursework and Exam Preparation: EVALUATION OF PERFORMANCE FITNESS EVALUATION OF PERFORMANCE SKILL	NEA – Production Coursework.	<u>Preparation for HSK 3 test</u> <u>Intensive Study</u> Exploring Chinese culture	Festivals Favourite festival and celebrations Spanish festivals A memorable day Revision for end of year assessment
Short answer questions and 6 and 9 mark questions	Mock Exam EVALUATION OF PERFORMANCE FITNESS & SKILL	NEA First drafts End of Year Mock Exam on US Comparison, British Cinema and Foreign English Language Film.	HSK 3 test	End of year assessment



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	Year 9 Workshop Skills Units’ Final Outcome development of ideas, experiments and refinements (A04)	Portrait and Figurative Workshops that explore key aspects of Portraiture and figure drawing in Art, how to draw an accurate portrait using a range of different techniques and processes.	Portrait and Figurative Workshops that explore key aspects of Portraiture and figure drawing in Art, how to draw an accurate portrait using a range of different techniques and processes	Personal Investigation – RESEARCH Students will develop a personal project from a given starting point, investigating artists and designers to support their ideas	Personal Investigation – DEVELOPMENT Students will develop a personal project from a given starting point, investigating techniques and processes	Personal Investigation – REFINEMENT Students will refine a final outcome for their personal project using all ideas, techniques, contextual references as explored over the last few months
Assessment	Final Outcome assessed piece over 5 lessons	Range of personal Outcomes explored	Range of personal Outcomes explored	Breadth of ideas explored in the research stage	Personal outcomes that reflect their developed ideas	Personal outcomes that reflect their developed ideas

Building on prior learning	Students will use the 2D and 3D skills and contextual information from yr9 to develop and hone their art practice throughout yr10 and explore more personal outcomes
Enrichment within the Curriculum	Students will be encouraged to explore Art galleries both in person and online. Students will have the opportunity in yr10 to attend a workshop with a practicing artist to help put their work in to context and understand fully the opportunities available to them in the creative industries. Students will be encouraged throughout year 10 to explore other Artists and Designers that could influence and support their own working practice.
Extracurricular opportunities	Year 10 will have the opportunity to get involved in set design and making, coursework catch-up
Positive impacting on personal development (SMSC)	Use imagination and creativity to explore ideas and feelings in works of Art and express themselves through their own art and design activities. Appreciate the achievements of other artists both contemporary and from the past. Talk about how artists and designers represent moral issues through their work. Collaborate to create pieces of work, respect each other’s ideas and opinions when talking about pieces of art and design including the work of others in the class, recognise the need to consider the views of others. Develop collaborative, cooperative and teamwork skills. Reflect on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft and design in different cultural contexts
Preparing for the next stage of education	By the end of year 10, students will have a thorough understanding of the requirements of each of the assessment objectives having completed the process of Research, Develop, Refine and Final Outcome. This process will then be repeated within the exam time frame in year 11. Art Design at GCSE will be good preparation for you before you begin a sixth form art course or decide you wish to enrol on an Art Foundation course as part of your further education. Each part of your art education will help you to transition to the next and have you ready for your prospective career within the field.

Ways to support your child’s learning

- Explore galleries both in person and online
- Drawing from life – this is an extremely important (and sometimes the most frustrating!) skill to develop. Try observing objects or environments, accurately capturing the shape, textures and light involved
- Encourage your son or daughter to sometimes work for a sustained period and to compare quick, expressive sketches with more careful observations
- Transcribing work – copying a section or all of an artwork in a similar media allows your son or daughter to understand the processes the artist went through to achieve a certain style.
- Collage or drawing in response to an event or a news story will help your son or daughter to create visual stimulus with meaning.
- Keeping an art account like Pinterest which records ideas and processes from other artists
- WATCH: Sky Arts any show about Art and Artists work
Artist documentaries & Films/TV Series about the life of artists.
YouTube: Any video clips on GCSE students' work focusing on sketchbook creation.

Business Studies

“The implementation of the Business curriculum at Woodrush High School will enable students to explore real world of business and investigate the inner workings of businesses and the World Economies. This will help to create a culture of business minded students that are aware of the impact World Economies and how these will impact businesses on a global scale.”

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Growing the Business Changes to business aims and objectives Business and globalisation Ethics, the environment and business	Making marketing decisions Product Price Place Promotion	Making Operational Decisions Business operations Working with Suppliers Managing quality The sales process	Making financial decisions Business calculations Understanding business performance Making human resource decisions Organisational structures	Effective Recruitment Effective training and development Motivation	Revision of units covered. Exam technique Practice paper
Assessments	End of topic assessment Key word assessment	End of topic assessment Key word assessment	End of topic assessment Key word assessment	End of unit formula assessment 2-3 mark questions	End of unit assessment	65 Mark Mocks Paper Practice Papers

Building on prior learning	Students will be building on year 9 knowledge of what a business is and the main objectives of a business. They will also understand key business terminology which will be essential moving forward.
Enrichment within the Curriculum	Students will have the ability to take part in a shoe trading game, using templates and resources to manufacture shoes. Students will be separated into different countries, where each country will have a different number of resources. The aim is to show students how countries trade with one another and what countries can use as tradable resources.
Extracurricular opportunities	By being part of the student council or by being a business ambassador, students can make a positive impact within our school community. Students will have the opportunity to get involved in Dragons Den style projects, house competitions or helping organise Year 6 Business open evenings.
Positive impacting on personal development (SMSC)	Students will develop presentation skills and confidence in delivering information to a group of people, students will develop the ability to understand business formulas and transfer that into their own financial planning for the future, understanding the minimum wage and costs associated to day-to-day life.
Preparing for the next stage of education	All content covered within this academic year will give the students all the knowledge required for Year 11 business. Year 11 will be a year of reviewing and covering topics learnt in the previous two years.

Ways to support your child's learning

- Visit places where they can see 'business in action'. This can be as simple as the local shopping centre to discuss the marketing and advertising used.
- Watching the Apprentice and gaining an insight into real businesspeople
- Watch programmes such as Dragons Den and The Apprentice to get a sense for how businesses are run.
- Learn about specific businesses by looking at their websites.
- Getting a summer job or creating a summer business e.g. car washing, dog walking. Showing them the real world of business and entrepreneurship
- Encourage students to engage in information about the UK economy and world economy.
- Encourage students to engage with current news surrounding Businesses by watching the local and national news.

Computer Science

“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	Algorithms	Programming fundamentals	Producing Robust Programs	Boolean Logic	Programming languages and integrated development environments	System Security
Assessments	Short answer questions End of unit assessment. Python Programming	Short answer questions End of unit assessment. Python Programming	Short answer questions End of unit assessment. Python Programming	Short answer questions End of unit assessment. Python Programming	Short answer questions End of unit assessment. Python Programming	Short answer questions and 6- and 9-mark questions

Building on prior learning	Students will be building on their knowledge of computational thinking and problem-solving skills. They will use past knowledge of how computers work and the python programming to look deeper into the inner workings of a computer system.
Enrichment within the Curriculum	Within year 10 students will develop code writing skills, allowing them to create a piece of code that interacts with an end user. Students will have the knowledge of what goes into app development and robust computer systems.
Extracurricular opportunities	Students will have the opportunity to visit Bletchley Park where the most important bit of code breaking was developed.
Positive impacting on personal development (SMSC)	Students will confidently be able to understand how computer systems work and how to fix minor computer issues that they may have at home. E.g. Installing anti-virus software, understanding the type of networks schools have and the type of network that they have at home. They will be able to solve complex problems and understand the processes behind all the apps that they use day to day.
Preparing for the next stage of education	For the next stage of their education, they will need to have access to a computer, they will also need to have Python Programming downloaded onto that computer to allow them vital time to practice their programming skills.

Ways to support your child's learning

- Visit places where a love of computing might be fostered e.g. Bletchley Park, science museums
- Encourage students to learn where particular about new innovative technology through the business news
- Encourage students to engage in information about the UK economy and world economy.
- Engage with current news surrounding around new technologies from technology websites
- Encourage students to code at home using sites such as 'CodeAcademy'.
- Signing up for and using Seneca
- Using Micro bits or Raspberry-pies



Drama

“Our drama curriculum intends to embed skills and knowledge of the theatre and performance process, which allows them to develop a love of the performance arts. Along with growing in confidence and giving respect for others around them who share their views and opinions.”

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Component 1 Section C Live Theatre Review – students will watch a number of theatre productions	Component 1 Section C Students will be using their analysis and evaluative skills to complete a mock section C answer	Component 2 GCSE Exam Devising Students will begin the first 40% of their GCSE exam	Component 2 GCSE Exam Devising Students will be working on the first 40% of their GCSE exam	Component 2 Devising Students will perform their final exam piece and finish their coursework	Component 3 Scripted Students will recap the skills needed for their scripted exam in Year 11
Assessments	Written assessments	Written mock exam answer	Ongoing assessment of rehearsals and coursework	Ongoing assessment of rehearsals and coursework	Final exam and coursework	Small performances on a weekly basis

Building on prior learning	In year 9, students have been introduced to all the components in their GCSE course. In Year 10, students visit the final section of the written exam and complete their first 40% of the course, using the skills they have gained in Year 9.
Enrichment within the Curriculum	Students are given the opportunity to attend trips to the theatre to enhance their understanding of how theatre is put on stage. These will also be used as topics for their mock written exam. Students will also be encouraged to attend after school rehearsals and participate in extra-curricular opportunities such as concerts and clubs, to ensure they are developing their skills on a wider scale.
Extracurricular opportunities	Drama students are encouraged to get involved with any productions happening in school. They can also gain experience in playwriting, technical theatre and directing if this is something that interests them.
Positive impacting on personal development (SMSC)	Within the Drama curriculum, students will look at practitioners and theatre styles that could inspire their work further, which gives them context of the development of theatre throughout time. Drama enhances a person’s confidence and communication skills as well as allowing them to develop their memory and teamwork. Students look at the importance of the creative industries to the economy, and the various pathways Drama can lead. Students develop resilience in their practice through sustained working on one performance as well as independence in their creative thinking to provide personal responses and outcomes.
Preparing for the next stage of education	By the end of year 10, students will have completed 40% of the course. They will also be able to analyse and evaluate their own and other’s work, allowing them to look at positive judgements and constructive criticism. The skills developed in Drama will be invaluable when thinking about next steps post-16, be it studying Drama and other A-Levels here at Woodrush or going on to study more vocational courses elsewhere.

Ways to support your child’s learning

- Visit the theatre to learn and understand different theatre styles and staging types, whilst also looking at the technical elements.
- Watch plays, musicals, Shakespeare, etc. to gain an understanding of how different styles are put on stage.
- Watch television programmes and films of different genres to look at how acting styles are altered and adapted.
- Encourage them to read plays as well as books.
- Ask them about their work at home to develop their communication skills for their coursework.



English Language/Literature

“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	A Christmas Carol by Charles Dickens Understand the allegory, symbolism and use of Gothic tropes. Study the context of the novella. Analyse how key characters change over the course of the novella, and Dickens’s message about generosity. Linked Language study of Paper 1 reading analytically and creative writing using texts linked to the themes of the novel.	A Christmas Carol by Charles Dickens Understand the importance of redemption and change. Study the role of foils within the novella. Analyse how key characters change over the course of the novella, and Dickens’s message about generosity. Linked Language study of Paper 1 reading analytically and creative writing using texts linked to the themes of the novel.	Power and Conflict Poetry Cluster (12 poems) poetry comparison Students learn about structure, context and poetic methods for each of the 12 remaining poems in the cluster. Studied alongside <i>Ideas that Changed the World</i> for English Language Paper 2 Persuasive Writing and rhetoric. Students study linked texts through the lens of gender and colonialism.	Power and Conflict Poetry Cluster (12 poems) poetry comparison. Students learn about structure, context and poetic methods for each of the 12 remaining poems in the cluster. Studied alongside <i>Ideas that Changed the World</i> English Language Paper 2 Persuasive Writing and Rhetoric through the lens of gender and colonialism.	J.B. Priestley’s An Inspector Calls J.B. Priestley’s Post-war play is studied to analyse inequality and social responsibility. Studied alongside <i>Ideas that Changed the World</i> English Language Paper 2 Persuasive Writing and Rhetoric where students analyse texts through the lens of socialism and class hierarchy.	J.B. Priestley’s An Inspector Calls Studied alongside <i>Ideas that Changed the World</i> English Language Paper 2 Persuasive Writing and Rhetoric students analyse texts through the lens of socialism and class hierarchy
Assessments	Language Paper 1 Gothic themed Q 1-5.	Analytical Essay for Literature, theme / character from <i>A Christmas Carol</i> .	Language Paper 2 Full Paper	Poetry comparison essay.	Y10 Complete their Speaking and Listening Assessment. EOY Exam: Literature: poetry. Paper 2 language Q1-4.	EOY Exam: Literature: poetry. Paper 2 language Q1-4.

Building on prior learning	Students will have studied a range of poetry and prose texts in Years 7, 8 and 9, including extracts from Victorian literature. They will be familiar with the process of analysing and commenting on writers’ choices, as well as using technical terminology and evidence to support their views.
Enrichment within the Curriculum	Students will have opportunities to write creatively about texts studied, as well as engaging in debates about topics around the core texts. Students will also have opportunities to engage with a wide range of non-fiction texts from a variety of sources and backgrounds.
Extracurricular opportunities	Guest speakers and visitors, including ‘experts’ to run workshops and masterclasses for students. Students will also have opportunities to engage with wider reading/viewing, including the ‘Future Learn’ programme
Positive impacting on personal development (SMSC)	Non-fiction texts will cover a range of topics and issues to be considered and debated in class. Literary texts will also encourage students to engage with issues such as class, justice, religion, conflict and equality.
Preparing for the next stage of education	Texts studied will be revised and externally assessed in Year 11; transferable skills (analysis; summarising; comparing and synthesising) will aid students moving into KS5

Ways to support your child’s learning

- Encourage your child to read a variety of texts (fiction and non-fiction) from different time periods and writers. Start with topics your child is already interested in (e.g. a football match-day programme; an online match report; a biography of a player; poetry about sport etc.)
- Watch YouTube videos with your child about the texts they are studying (context; analysis; discussions; lectures; re-creations)
- Discuss what your child is learning in their English lessons – try to relate texts and topics to their/your own experiences and current issues in the media
- Encourage your child to revise key technical terminology (e.g. create a glossary of key terms with them and test them on these once or twice a week)
- Work with your child to broaden their vocabulary – take opportunities to look up the meanings/potential uses of any unfamiliar words together and take advantage of ‘word of the day/week’ apps



Film Studies

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	British Cinema – Attack the Block	British Cinema – Attack the Block	Foreign English Language Film – District 9	Foreign English Language Film – District 9	NEA - Coursework	NEA - Coursework
Assessments	Frequent low mark tests Frequent revision tests of US Comparison (Y9) Exam-style questions	Frequent low mark tests Frequent revision tests of US Comparison (Y9) Exam-style questions	Frequent low mark tests Frequent revision tests of US Comparison and British Cinema Exam-style questions	Frequent low mark tests Frequent revision tests of US Comparison and British Cinema Exam-style questions	Frequent low mark tests Frequent revision tests of US Comparison, British Cinema, and Foreign English Language Film NEA First draft	NEA First Draft End of Year Mock Exam.

Building on prior learning	Students will continue to use the new terminology for Mise-en-scene, Cinematography, Lighting, Editing and Sound learned in Year 9. They will apply these, as well as their knowledge of genre and narrative to a series of new films.
Enrichment within the Curriculum	Topics allow students to appreciate films within their contexts, and they are exposed to films and concepts that they might not ordinarily come across.
Extracurricular opportunities	Film recommendations are a part and parcel of Film Studies, as well as opportunities to experiment with the practical side of filmmaking. The NEA allows students to be creative and come up with their own film ideas.
Positive impacting on personal development (SMSC)	Several topics, such as District 9 give students the opportunity to explore historical and social issues. We also explore films from other cultures and learn to appreciate them in the context of the time and place they were made.
Preparing for the next stage of education	Students learn several skills sets that become vital in GCSEs, in particular descriptive, analytical, creative and evaluative skills.

Ways to support your child’s learning

- Encourage your child to watch Films that they would not normally watch – from different countries or time periods, or films within the genre that they are currently studying.
- Watch documentaries or programmes about the making of films, or about the countries/time periods our films are from.
- Encourage your child to make use of You Tube, and the wealth of analysis and film form videos that are available there.
- Discuss films with your child after watching them. Ask them to use their new Film Studies vocabulary to explain directorial choices and their effects.
- Encourage your child to be constantly revising content from Year 9 and Year 10. This will help them retain their knowledge. This can be done through homework, reading their work books, researching, creative posters or flashcards, etc.



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.”

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Introduction into Year 10 (Component Design and Technology in 21st Century and Component Energy Sources	Practical Project – Design Era Clocks User requirements and Design Specifications	Mechanisms and Components Levers and systems	Practical Pewter Casting In-Depth Properties of metals (Ferrous and Non-Ferrous) and forming processes	Introduction to NEA Coursework Research Collecting Primary and Secondary / Stakeholder's information	Coursework Focus Research Collecting Primary and Secondary / Stakeholder's information
Assessments	Mid-Term Assessment Spring 1.0	Practical and in class theory Assessment	Mid-Term Assessment Spring 1.0	Mid-Term Assessment Spring 2.0	NEA Coursework progress	NEA Coursework progress End of Year Mock Exam.

Building on prior learning	<p align="center">Core Knowledge and Understanding</p> Design and Technology and our world, Energy Sources and storage, Smart Materials, Electronic systems and programmable components, Mechanical components and devices, Materials (Metals and Alloys), forming processes. <p align="center">In-depth Knowledge Building</p> Metals and Alloys, Electronics, Smart Materials (Section 2.0)
Enrichment within the Curriculum	Developing cross-curricular links including Science (Physics and Chemistry), Mathematics (Sizes and measurements) and English (Language)
Extracurricular opportunities	<p align="center">Coursework Club – Achieving The Best Possible Grade</p> <p>Jewellery Club – Making decorative and exciting pieces of Jewellery in the Design and Technology Department.</p>
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, Industrial Design.

Ways to support your child’s learning

- Access to a computer is most beneficial (Lunchtime and after-school clubs will be running to help support with this).
- 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).
- 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! Programs like ‘How it works?’, ‘The Gadget Show’ introduce pupils to a range of innovative products.
- 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 models in 3D from resources found at home including card and Lego.
- Students are encouraged to enjoy Design and Technology – Have fun with design – make mistakes and learn from them!

Hospitality and Catering

“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.”

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Theory Work - Food Safety, Hygiene and Practical Work - Knife Skills – Fruit and Vegetable Cookery	Theory work – Hospitality and Catering provision Practical work – Pastry and cake making	Theory work - The importance of nutrition 1 Practical work – Meat, Fish and poultry cookery	Theory work – Menu Planning Practical work – Eggs and Dairy cookery	Theory work – Mock Controlled assessment requirements Practical work - Mock Controlled assessment requirements	Theory work – The importance of nutrition 2 Practical work - Breads and enriched doughs
Assessments	End of unit written exam style question paper Final Practical assessment	End of unit written exam style question paper Final Practical assessment	End of unit written exam style question paper Final Practical assessment	End of unit written exam style question paper Final Practical assessment	Mock Controlled assessment task	End of unit written exam style question paper Final Practical assessment

Building on prior learning	Year 10 will build upon core knowledge gained in KS3 lessons. It will add to pupils' knowledge and understanding of the subject discipline and enhance their practical skills and ability. Core knowledge and understanding to be built upon <ul style="list-style-type: none"> • Food hygiene and safety • The importance of nutrition • Menu Planning • Evaluation
Enrichment within the Curriculum	To enrich pupils experience of the subject all pupils will have the opportunity to experience visits from guest speakers in the food industry. Pupils will have the opportunity to participate in workshops with catering staff within the school.
Extracurricular opportunities	Pupils will have the opportunity to participate in clubs offered by food. These will be offered for both theory and practical work aspects of the subject area.
Positive impacting on personal development (SMSC)	Hospitality and Catering opens a wide range of opportunities to experience a range of ingredients and cookery methods. Pupils are encouraged to work together to complete their projects, to share ideas, skills and knowledge. Pupils are asked to be mindful of the products they create and the impact they have on the sustainability and environmental impact food production can cause.
Preparing for the next stage of education	Studying Hospitality and Catering is a great introduction to the world of catering and the hospitality industry. There are endless opportunities for students studying food Post 16. Many students who study Hospitality and Catering can go on to participate in apprentices and college courses in Food Production, Service and Customer Care, and Leisure and Tourism,

Ways to support your child's learning

- Look out for any creative competitions on TV shows, (Masterchef, Great British Bake off, Bake of the professionals, and The next level chef.) radio, or in the newspaper – these can be a fantastic way to get excited about food and hospitality and introduce pupils to new ingredients and methods of cookery.
- Pupils 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.



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	Religion and Equality	Religion and Equality	Religion and Science	Religion and Science	Religion Wealth and Poverty	Religion Peace and Justice
Assessments	Frequent GCSE style marked questions and an end of topic test					

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 10 include significant links to other subjects – History (Nazi Germany and Judaism) Sociology (Philosophy about proof of the existence of a God and spirituality) PSHE (Crime and Punishment)
Extracurricular opportunities	Students will have the opportunity to visit Berlin as part of the GCSE History course – focus on Judaism/ treatment of Jews in Nazi Germany.
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 skill sets that become vital in GCSEs, in particular descriptive, analytical and evaluative skills.

Ways to support your child’s learning

- Encourage your child to read beyond the classroom and find out more about religions or societal attitudes
- Discuss current affairs with your child. Explain how actions around the world can impact a variety of different people.
- Watch documentaries or programmes that explore differences between individuals.
- Visit places of cultural importance, such as places of worship or sites of historical significance.
- Read through your child’s Knowledge Organiser or class books, challenging their assumptions and supporting them at times of confusion.

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	Urban Issues and Challenges Megacities Rio de Janeiro case study Birmingham case study Regeneration and Sustainable cities	UK Physical landscapes Coastal landscapes -Coastal processes -Landforms of deposition and erosion -Coastal management	UK Physical landscapes Rivers River processes -Landforms of erosion and deposition Flooding management	The Changing Economic World- Development indicators Causes, consequences and reducing the development gap Nigeria case study Aid, Trans national corporations	The Changing economic world -The UK economy, North South divide, UK Transport, Science parks, UK in the Wider world	Carding Mill valley Rivers study Solihull town centre Study Completion of fieldwork skills booklet
Assessments	Graph, photo analysis questions 6 mark GCSE questions Knowledge recall quizzes	Practice fieldwork questions End of topic test including 6 mark questions, causes of flooding and river management. Knowledge recall quizzes	Practice fieldwork questions End of topic test including 6 mark questions (Coasts and map skills)	Nigeria oral presentations GCSE style 9 mark questions linked to Nigeria case study Knowledge recall quizzes	End of topic test-Short answer and extended prose answer questions Knowledge recall quizzes	Fieldwork booklet- Rivers and Solihull town centre- Practice exam questions for Paper 3. End of Year examination

Building on prior learning	Students continue to broaden contextual knowledge in both Human and Physical Geography. They will have studied Malawi and China as part of a development module in Year 8. The way in which development is measured is replicated in Year 10. Students will have a basic grasp of Rivers and Coastal environments from Year 7. They will develop geographical skill by creating and analysing a range of graphs and maps at different scales in conjunction with enquiry-based learning (fieldwork) in preparation for paper 3 of the AQA GCSE course. Students further develop extended prose writing skill from Year 9 through to be able to make decisions and evaluate a variety of world issues.
Enrichment within the Curriculum	Trip to Carding Mill Valley in Shropshire to undertake a rivers study needed for their examination. Trip to Solihull town centre to study the impact of economic change on traditional CBD shopping centres.
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. 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)	Through the studies of people and place, students are able to respect the faiths, feelings and values of other countries and cultures. Students will be able to share opinions and reflect on sensitive and contentious issues such as flooding and coastal management, food shortages, air and water pollution, global climate change, trade and conflict. Students will be encouraged to make difficult moral decisions based on a range of themes, they will understand the consequences of human actions on the world around them but also the importance of living in a fair world for all.
Preparing for the next stage of education	In year 10 we develop GCSE style assessment questions, vocabulary and command words. We help students develop further mathematical, statistical and cartographical skills learnt at KS3 in line with AQA specification requirements. We also develop independence, confidence and oracy skills by creating research-based homework projects and assessing through verbal presentations. Towards the end of the Year students undertake two fieldwork studies that develop enquiry, analysis and evaluative skills. These skills are required in both A level and degree level studies.

Ways to support your child’s learning

- Visit local rivers and coastlines. Take pictures and understand how these landscapes evolve over time.
- Research the importance of Nigeria as a newly emerging economy. Understand facts and figures about the city of Lagos.
- Learn where particular countries are on maps through Google images or by using an Atlas.
- Engage with current news and have conversations about current world issues in the news.
- All students will have access to a Teams page where teachers will post revision material and PowerPoint’s.
- Parents are encouraged to purchase a CGP Revision Guide for their child.
- Familiarise yourself with the content of the specification by visiting <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

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 21st 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.”

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Introduction to ‘Own choice’ coursework project	AO1: Research Artist Research ‘In the Style of’	Digital Skills workshop Developing Techniques	Development of Final Outcome Proposals	Final Outcome Planning and Idea Development	Final Outcome Planning and Idea Development
Assessments	Project Mindmap	Artist Research page	AO1 Assessment Success Criteria Sheet	Development Sheet	Verbal Feedback and guidance	AO3 Assessment Success Criteria Sheet

Building on prior learning	Throughout year 9, students learn a wide range of skills. Now that they are in year 10 they can begin to start thinking creatively and utilising the skills that they have already learned to develop their ideas even further. Students get more choice and freedom in year 10 and can choose which direction they want their products to go.
Enrichment within the Curriculum	There is a Graphics club each week after school in which students regularly attend to improve their design skills even further and can also develop their coursework projects.
Extracurricular opportunities	The NEA in Graphics is a very independent project. There will be vast opportunities for students to complete extra work at home and students will be expected to take many photographs for their projects out of school as part of their Primary Research.
Positive impacting on personal development (SMSC)	The coursework project title must be a personal choice made by each student. The research will explore ways in which Graphics can communicate a range of ideas. They will look at Graphics from a range of different cultures and will develop their understanding of social and moral choices that designers make.
Preparing for the next stage of education	The skills that students will build up throughout the GCSE will create a very strong foundation for students to continue their studies in Graphic Design at A Level and above.
Ways to support your child’s learning	
<ul style="list-style-type: none"> • Take an Interest in their Graphics Portfolio. • Encourage your child to bring their folder’s home so that they can work on their design work. • Ensure they always arrive with the correct equipment for their lessons. • Point out Graphic Design that they see every day such as advertisements and labels. 	

Health and Social Care

“About 3 million people in the UK work in health and social care, which is equivalent to 1 in every 10 people. Demand for both health and social care is likely to continue to rise due to the aging population. As a result, demand for people to work in this sector and fill vital jobs will continue to increase. Our rationale is to create a knowledge and skills rich KS4 curriculum which enables students to thrive and progress to KS5 and beyond. This course will help students to develop key transferable skills and knowledge such as self-evaluation and research skills.”

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	R025 – Life stages – Understanding the ageing process in older adulthood. Physical, Intellectual, Emotional and Social Development across the life stages	R025 – Life Stages Creating a support plan for use in a health and social care setting R025 – Life Stages Medical conditions & Life Stages;	RO22 - Understand the personal qualities that contribute to effective care	R022 Be able to communicate effectively within a health, social care and early years setting	R021 Understand how to support individuals to maintain their rights	R021 Understand the importance of the values of care and how they are applied
Assessments	Knowledge check assessments; Portfolio work	Knowledge check assessments; Portfolio work	Knowledge check assessments; Portfolio work	Knowledge tests Observations of skills in practice; Research for assessed project	Knowledge check assessments; Practise exam questions	Knowledge check assessments; Practise exam questions

Building on prior learning	Year 10 learning effectively builds on the Year 9 Programme of Study. Skills developed while working on year 9 coursework will be built upon to ensure complete coursework units that are reflective of student’s best ability.
Enrichment within the Curriculum	Opportunities to attend in-house talks with specialists who work within the Health and Social Care sector. Students are also able to access guest speakers which have included parents of children with varying medical needs and service users themselves. This helps to deepen their understanding of the medical conditions but also consider the greater emotional effects of some conditions. Opportunity to learn basic first aid skills
Extracurricular opportunities	Students will have the opportunity to get involved in community activities with groups such as ‘The Dementia Café’ to gain greater insight into areas of social care.
Positive impacting on personal development (SMSC)	Health & Social Care involves students being encouraged to consider the values, attitudes and roles of people that occur in different societies and cultures. They will learn to respect and understand the differences in human needs that occur in these cultures and societies. Health & Social Care involves students discussing values, attitudes and beliefs relating to a range of ethical and social issues. Students develop an understanding of concepts related to equality, diversity and rights in health and social care and are able to gain knowledge of discriminatory practice and means of combatting this.
Preparing for the next stage of education	Health and Social Care prepares students for a wide range of future education and employment. Post-16, students are able to study for a variety of qualifications in the health and social care sector. These might include healthcare, early years education, special educational needs provision and social care

Ways to support your child’s learning

- A revision guide is available for the examination unit (R021). My Revision Notes: Cambridge National Level 1/2 Health and Social Care by Judith Adams
- Watch a range of documentaries and dramas to help students to contextualise. Some examples of these are 24hours in A&E , Ambulance, The Secret Life of 5 Year Olds, One Born Every Minute, Confessions of a Junior Doctor, Born to be different.
- Discuss current Health and Social Care issues in particular, the impact of Covid-19 on the NHS and Social Care sector.



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	The People’s Health, 1250-Present: The Modern Period	The Elizabethans 1580-1600: Daily Lives; Popular Culture; Exploration and Colonisation.	The Elizabethans 1580-1600: Power and control; treatment of catholics.	Living under Nazi Rule, 1933-1939: Establishment of the dictatorship; Controlling the German public.	Living under Nazi Rule, 1933-1939: Daily lives up to 1939; the impact of war on the German people.	Living under Nazi Rule, 1933-1939: The treatment of the occupied territories.
Assessments	Summative Assessment	Knowledge Check and Whole Class Feedback	Summative Assessment	Knowledge Check and Whole Class Feedback	Knowledge Check and Whole Class Feedback	Summative Assessment

Building on prior learning	Pupils will have studied Medieval, Tudor, Industrial and Modern History as part of the Key Stage Three curriculum. This will allow students to contextualise what they learn as they move towards contemplating GCSE style topics.
Enrichment within the Curriculum	Pupils have the opportunity to attend a residential trip to Berlin to visit a number of sights they have studied, effectively consolidating the ‘Living Under Nazi Rule’ topic on the GCSE.
Extracurricular opportunities	We encourage parents to take their children to one of the local ‘Catholic’ historic houses in the local area. Such visits will enrich the conceptual understanding. Local places of interest include Coughton Court, Baddesley Clinton and Harvington Hall. Pupils will be encouraged to participate in a house event to commemorate Black History Month, tied in with the 75th anniversary of the arrival of the MV Windrush in England, and the subsequent contributions of Black Britons.
Positive impacting on personal development (SMSC)	Students in History will be given the opportunity to form and debate opinions around a range of difficult moral issues. This year pupils will also look at a range of modern events and movements which have helped shape the world the pupils are growing up in. Pupils will look at the impact of factors including technology, religion, government on People’s Health. In addition, the ‘Living Under Nazi Rule’ topic naturally extends into discussions around ethical issues of society, democracy, control, mass media, opposition and justice. These areas are taught sensitively. The Holocaust is explored in detail within this topic and subject material is selected purposefully to balance historical understanding with exposure to real life graphic human experiences.
Preparing for the next stage of education	Pupils will develop their understanding of Second Order Concepts including: cause and consequence, change and continuity, typicality, diversity and significance. Historians will develop their ability to construct a strong argument, supported by evidence. They will also need to develop their source and interpretation analysis and evaluation skills too. All of this will prepare students for History in Further and Higher Education, while the skills they develop will be valuable in a range of other courses and professions too.

Ways to support your child’s learning

- Purchase the revision guides available through school.
- Watch a range of historical documentaries and dramas to help students to contextualise and consolidate their historical knowledge.
- Visit as many historical sites as possible for the Elizabethan topic (see above).
- Encourage your child to speak to older family members about their experiences- our older relatives are often some of the most valuable and powerful witnesses to the past that we have.
- Try to ask your child posing questions about current affairs in the news. Ask them, ‘Why, how come, what if, how does this link to...’ style questions. These will really help to build your child’s conceptual understanding of the past as well as the current world we live in.

BTEC IT

“All industries will require students to be computer literate. The tools that our course gives our students will ensure they have the essential skills within ICT to be able to apply their knowledge to any future prospects. Students will gain an eye for design and creation as well as a logical mind which allows them to solve problems and create solutions in the future.”

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Component 2 - Learning Aim A Investigate user interface design for individuals and organisations	Component 2 - Learning Aim B Use project planning techniques to plan and design a user interface	Component 2 - Learning Aim C Develop and review a user interface	Going over coursework and editing/corrections	Going over coursework and editing/corrections	Going over coursework and editing/corrections
Assessments	Coursework	Coursework	Coursework	Coursework	Coursework	Coursework

Building on prior learning	Students will be building on their KS3 lessons of “Data Representation” looking into spreadsheet and creating formula and functions within Excel. In addition, they will be building on their mathematical skills learnt in KS3 to complete complex calculations.
Enrichment within the Curriculum	Students will have the time to plan and create an immersive spreadsheet dashboard, using graphs and charts which will be essential in industry. With the use of Spreadsheet students will have the ability to use Excel for their own finances, setting budgets and evaluating their personal finances in the future using Spreadsheet skills developed in Year 10.
Extracurricular opportunities	By being part of the student council or by being a Business and Computer ambassador, students can make a positive impact within our school community at open evenings and options evening.
Positive impacting on personal development (SMSC)	Through the study of E-Safety and system security students are made aware of the digital world in which they live and are encouraged to think about the dangers that this may bring as well as the many benefits.
Preparing for the next stage of education	In year 10 the students will continue with their coursework where they will learn how to write this to the highest of standards using ICT vocabulary and command words. We also develop independence, confidence and oracy skills by creating research-based homework projects.

Ways to support your child’s learning

- Ensure that they have access to a computer/laptop to ensure that they can complete coursework and homework effectively.
- Visit places where a love of computing might be fostered e.g. Bletchley park, science museums
- Encourage students to learn about innovation
- Allow students to watch the Gadget show to foster an interest in new technology
- Encourage students to engage in information about the UK economy and world economy.
- Engage with current news surrounding around new technologies from technology websites



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	<u>Media</u> - Television - Surfing the Internet - Film and music - Role models - Advantages and disadvantages of new technology	<u>Leisure</u> - The sports centre - Activities outside School - Hobbies and interests - Leisure activities - Exercises	<u>Food and Drink</u> - Food and drink - School meals - Eating out - Healthy eating Chinese New Year Celebrations - Food and Festivals	<u>Home and Local area</u> -My town -My local area -Finding the way -Shopping - Green living - Discussing wider world issues	<u>Holidays</u> - Weather - Transport - Holiday experiences - Holiday plans - Booking a hotel - Making travel arrangements	<u>Preparation for HSK 3 test</u> Intensive Study Exploring Chinese culture
Assessments	Writing, Listening and Reading – End of unit test.	Writing, Listening and Reading – End of unit test. Speaking – describing a photo and general conversation questions on this topic	Writing, Listening and Reading – End of unit test.	Writing, Listening and Reading – End of unit test.	Writing, Listening and Reading- End of unit test Speaking – describing a photo and general conversation questions on this topic.	HSK 3 test

Building on prior learning	Students can apply and develop the basic knowledge they have acquired in KS3 on the topics of ‘me and my family and friends’, ‘daily life’ and ‘free time activities’. They will also have acquired knowledge with regards to Chinese customs and festivals.
Enrichment within the Curriculum	Comparing school life in China and the UK. Describe Chinese food and customs in relation to different Chinese festivals Exposure to authentic materials from China, including popular music, films and short videos.
Extracurricular opportunities	Students will be given the opportunity to become Woodrush Language Leaders. Language Leaders will be ambassadors to the department and will help with events such as the Year 6 taster lessons.
Positive impacting on personal development (SMSC)	Students will explore beliefs and experiences whilst learning about Chinese traditions and cultural events. Students will be given the opportunity to appreciate cultural differences and will celebrate diversity. 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.
Preparing for the next stage of education	In year 11 students are given the opportunity to practise GCSE exam style questions across a new range of topics and they will develop their reading, listening, speaking and writing skills (all of which are examined at the end of year 11). Achieving in ‘HSK 3’ exam by the end of the year will also enable them to further their study in China in the future.

Ways to support your child’s learning

- Look out for Mandarin films or TV programmes. Remember to put on the English subtitles to help.
- Watch Chinese movies or TV shows on Netflix or Prime video, and listen to popular music from China on YouTube.
- Ask your child to teach you to say something new in Mandarin every day.
- Use Quizlet ‘AQA GCSE Chinese vocab’ to revise a set of words everyday.
<https://quizlet.com/EHsiaoWilliams/folders/aqa-gcse-chinese/sets>
- Use Memrise, the vocabulary learning website/app: www.memrise.com
- Visit local Chinese restaurants to enrich your child’s cultural knowledge.
- Create flashcards and matching or pairs-style activities, using the words from the Mandarin booklets.
- Practise writing of the Chinese characters by using their writing books. We would recommend purchasing ‘Collins Mandarin Chinese characters’ for extra practice.
- Practise speaking by using [www. Vocaroo.com](http://www.Vocaroo.com) to record their speaking.
- Encourage your child to use Chinese learning Apps, such as ‘Hello Chinese’, ‘Pleco’ etc.
- If your child has a speaking assessment coming up, listen to them practise to help build their confidence.

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	Number skills Negative and fractional indices Algebra Quadratics Geometry Intro to vectors	Geometry Area and volume Statistics Pie charts, frequency charts, cumulative frequency charts	Ratio and proportion Ratio Inequalities Algebraically and graphically	Number Surds Algebra Types and shapes of graphs Geometry Transformations	Number Estimation Probability Set notation Tree diagrams	Algebra Circular graphs Geometry Circle Theorems
Assessments	End of topic exit tickets	End of topic exit tickets Skills and problem-solving assessments	End of topic Exit Tickets	End of topic exit tickets Skills and problem-solving assessments	End of topic Exit Tickets	End of topic exit tickets Full set of past papers as a mock exam

Building on prior learning	Pupils will be building upon and furthering their understanding of the topics studied in year 7 and 8. Pupils will need the skills from year 7 and 8 to be able to understand the necessary concepts in year 9. All prior knowledge will be assessed.
Enrichment within the Curriculum	Within year 10 pupils will have various enrichment opportunities open to them. We currently have links with the University of Birmingham to support and inspire pupils interested in STEM careers. In addition to this we hope to invite some speakers in, as well as organising university visits, so students can see the value of maths in their future lives!
Extracurricular opportunities	Pupils are encouraged to participate in the various house competitions that the Mathematics department run throughout the year.
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. In Maths 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
Preparing for the next stage of education	Year 10 marks the first year of the mathematics GCSE course. The Key Stage 3 course will have put pupils in a strong position, covering several elements of the GCSE course already and providing the building blocks of many more. It is important that pupils continually practice all their skills gained in previous years in order to prepare themselves effectively for GCSE maths.

Ways to support your child's learning

- Websites: Hegarty Maths, Corbett Maths, BBC Bitesize
- Pixl Maths App
- 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.
- Point out the maths in everyday life. Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling.
- Praise your child for effort rather than for being "clever". This shows them that by working hard they can always improve
- Ensure that your child is completing all of their Hegarty Maths homework!



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	Forms & Devices: Baroque, Classical and Romantic Music Musical Structures: Binary, Ternary, Minuet & Trio, Rondo, Variations & Strophic Forms Composition: Free Composition (NEA)	Film music: Simple & Compound Time Signatures, Melodic Features, Cadences, intervals, melodic features, textures, essay writing & Listening tasks Composition: Free Composition (NEA)	Popular Music: Riffs, types of chord, text setting, melodic features Fusion & Bhangra Composition: Exploring Ideas for NEA	Focus Piece: Toto <i>Africa</i> Listening and Analysis Composition: Exploring Ideas for NEA	Music for Ensemble: Jazz & Blues, Musical Theatre & Chamber Music Focusing on Texture & Sonority Composition: Exploring Ideas for NEA	Music for Ensemble: Jazz & Blues, Musical Theatre & Chamber Music Focusing on Texture & Sonority Composition: Exploring Ideas for NEA Performance mock
Assessments	Listening Test and Essay Question	Listening Test and Essay Question	Listening Test and Essay Question	Listening Test and Essay Question	Listening Test and Essay Question	Performance Assessment NEA Composition Marked

Building on prior learning	In Year 10 Music, the students continue on their musical journey recapping prior learning from Year 9 including performance, composition, listening and appraising and developing their skills in new areas of study. Students will continue to develop higher skills established in their music lessons and work towards their NEA performances. Students will start their NEA Compositions developing from their previous composing experience.
Enrichment within the Curriculum	Students will have individual/joint instrumental lessons on their chosen instrument in order to greater establish performance skills as a part of their course. They are also encouraged to partake in extra-curricular ensembles and performances within and outside of school.
Extracurricular opportunities	As well as partaking in extra-curricular ensembles within school, students are encouraged to listen to a variety of music at home in order to widen their listening and build upon their appraising skills, as well as attend concerts where possible in order to gain a greater understanding of music in a live context, as well as an appreciation of working as a musician
Positive impacting on personal development (SMSC)	Over the GCSE Music course, students will study 4 different areas of music: Musical Forms & Devices, Music for Ensemble, Popular Music and Film Music, through these areas of study students will learn about music from a variety of different backgrounds and cultures. Students will learn about the great composers and popular music artists and their impact on wider society. They will learn to develop resilience, teamwork and confidence by learning an instrument, and will develop creativity in composing their own music using technology. It is intended that students will develop independence through autonomous learning in music and are encouraged to learn to take responsibility for their own progress and outcomes.
Preparing for the next stage of education	Year 10 is a year focused on building upon the skills acquired in Year 9, and developing the necessary skills needed to tackle the more demanding performance, composition and analysis units in year 11. Students will begin their assessed NEA in composition and performance ready for final recording and finalising in Year 11.

Ways to support your child’s learning

- Encourage use of music theory practice websites such as musictheory.net and BBC Bitesize. BBC Sounds also has a wealth of free podcasts, live concert recordings, documentaries and recordings of music which will widen students’ listening invaluablely.
- Download apps such as ‘Theory Lessons’ and ‘Tenuto’ (a one-off cost of approximately £3)
- Attend concerts where possible – there are often many free concerts around and heavy discounts are often applied for students. Birmingham as a city is particularly rich in performance opportunities.
- Monitor instrumental practice sessions – at least 20 minutes a day is recommended to ensure good progress.



Photography

“In the (Art & Design) Photography curriculum, students are encouraged to explore and respond to the work of other photographers within the various Genres of photography, including Portraiture, Still Life and Architecture, using both digital and physical manipulation.”

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	GENRES of Photography continued. Architecture ITSO looking at key photographers STREET & LANDSCAPE (Independent Study)	Genres- Portrait Exploring lighting techniques, composition, emotions within Portraiture. Looking at the work of photographers to explore ideas and develop personal responses	Genres- Portrait Exploring lighting techniques, composition, emotions within Portraiture. Looking at the work of photographers to explore ideas and develop personal responses	Christoffer Relander double exposure (ao1/ao2) Magazine cover photoshoot outcome Digital edits with graphics tablets	GENRES – Still Life Exploring perfume advertising campaigns through looking at photographers. Develop a personal response based on a client/celebrity	Fragrance campaign photoshoot and post shoot editing using photoshop/graphics tablets. Summer project (street)
Assessments	<i>Combined Architecture piece that shows elements of photographers studied.</i>	<i>Range of personal Outcomes explored</i>	<i>Range of personal Outcomes explored</i>	Magazine cover photoshoot outcome	Personal Outcome – Magazine Advertisement	Personal Outcome – Magazine Advertisement

Building on prior learning	Students in year 10 will use the photography taking skills and understanding of the Visual Elements and Rules of Composition practiced in yr9 to further explore the GENRES this year
Enrichment within the Curriculum	Students will be encouraged throughout year 10 to explore other Photographers, Artists and Designers that could influence and support their own working practice. They are also encouraged to seek out any exhibitions running in their local area or nationally to inspire their photography practice, both online and in person.
Extracurricular opportunities	In year 10, students will have the opportunity to get involved with photographing the school performance. There may also be the opportunity to use photography studios and lighting set-ups at local 6 th form college to further develop their coursework projects. Coursework catch-up
Positive impacting on personal development (SMSC)	Use imagination and creativity to explore ideas and feelings in works of Art and express themselves through their own art and design activities. Appreciate the achievements of other photographers, artists and designers both contemporary and from the past. Talk about how photographers represent moral issues through their work. Collaborate to create pieces of work, respect each other’s ideas and opinions when talking about photographs, including the work of others in the class, recognise the need to consider the views of others. Develop collaborative, cooperative and teamwork skills. Reflect on the ways in which cultures are represented in photography, understanding the ideas behind photography, art, craft and design in different cultural contexts
Preparing for the next stage of education	By the end of year 10, students will have a thorough understanding of the requirements of each of the assessment objectives having completed the process of Research, Develop, Refine and Final Outcome. This process will then be repeated within the exam time frame in year 11. Art & Design (Photography) at GCSE will be good preparation for you before you begin a sixth form Photography or Art based course or decide you wish to enrol on an Art Foundation course as part of your further education. Each part of your art education will help you to transition to the next and have you ready for your prospective career within the field.

Ways to support your child’s learning

- Enquire about the topic of studies and the use of first-hand imagery generated through photography is particularly useful. Encourage them to take lots of images using their phones or cameras, Photography is all about being able to see the world around them
- Websites:
 - [Student Art Guide](#)
 - [BBC Bitesize Art](#)
 - [The Tate Modern & Britain](#)
 - [The National Portrait Gallery](#)
 - [Museum of Modern Art](#)
 - [The National Gallery](#)
 - [The Photographers Gallery](#)
- Sky Arts any show about Photography.
 - Artist documentaries & Films/TV Series about the life of artists
 - Any YouTube videos about the photographers and techniques forming part of their individual studies.
 - YouTube: Any video clips on GCSE students' work focusing on sketchbook creation.



GCSE Physical Education

“GCSE Physical Education will open your eyes to the amazing world of sports performance. Not only will you have the chance to perform and be assessed in three different sports through the non-exam assessment component, but you will also develop wide ranging knowledge into the how and why of Physical activity and sport”.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Physical training The principles of training and their application to personal exercise/training programmes. EVALUATION OF PERFORMANCE FITNESS	Physical training How to optimise training and prevent injury. Effective use of warm up and cool down.	Applied anatomy and physiology. The structure and functions of the cardio-respiratory system. Anaerobic and aerobic exercise. The short- and long-term effects of exercise.	Socio-cultural influences Ethical and socio-cultural issues in physical activity and sport.	Sport Psychology Basic information processing. Guidance and feedback on performance. Mental preparation for performance. EVALUATION OF PERFORMANCE SKILL	Coursework and Exam Preparation: EVALUATION OF PERFORMANCE FITNESS EVALUATION OF PERFORMANCE SKILL Exam Preparation and Revision
Assessments	EVALUATION OF PERFORMANCE FITNESS End of Unit Test Practical performance	End of Unit Test Practical performance	End of Unit Test Practical performance	End of Unit Test Practical performance	EVALUATION OF PERFORMANCE SKILL End of Unit Test Practical performance	Mock Exam EVALUATION OF PERFORMANCE FITNESS & SKILL Practical performance

Building on prior learning	Physical training: <ul style="list-style-type: none"> The relationship between health and fitness and the role that exercise plays in both. The components of fitness, benefits for sport and how fitness is measured and improved. Applied anatomy and physiology <ul style="list-style-type: none"> The structure and functions of the musculoskeletal system. Socio-cultural influences <ul style="list-style-type: none"> Engagement patterns of different social groups in physical activity and sport. Commercialisation of physical activity and sport. Sport psychology <ul style="list-style-type: none"> Classification of skills (basic/complex, open/closed). The use of goal setting and SMART targets to improve and/or optimise performance. Coursework and exam preparation <ul style="list-style-type: none"> ANALYSIS OF PERFORMANCE FITNESS, ANALYSIS OF PERFORMANCE SKILL, Y9 Mock Exam
Enrichment within the Curriculum	Preparation and tasting of a self-made sports specific meal. Inter-house sports events. Rewards trips for Attitude 2 Learning, Progress and Attainment.
Extracurricular opportunities	Students are assessed in three different activities in the role of player/performer only. One of these assessments must be in a team activity; one must be in an individual activity, with the third assessment being in either a team or individual activity. Throughout the year the following extra-curricular opportunities will be available for students to attend. Individual activities: Athletics, Dance, Gymnastics, Tennis, Trampoline. Team activities: Association football, Badminton, Basketball, Cricket, Dance, Hockey, Netball, Rugby Union, Tennis.
Positive impacting on personal development (SMSC)	Examples: Spiritual: Sporting opportunities and participation is affected by religious beliefs. Moral: Ethical issues in physical activity and sport. Social: Socio-cultural issues in physical activity and sport. Cultural: Socio-cultural issues in physical activity and sport.
Preparing for the next stage of education	Exam preparation: Exam Questions and Past Papers. Practical performance assessments ongoing. Evaluation of performance fitness and skill tasks completed to prepare students for their non-exam assessment “EVALUATION OF PERFORMANCE FITNESS & SKILL

Ways to support your child’s learning

Theory (60%):

Recommended Resources:

- AQA Approved textbook: AQA GCSE (9-1) PE, Ross Howitt and Mike Murray ,Hodder Education, ISBN-13: 9781471859526
- The AQA GCSE PE website: <https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>
- The AQA GCSE PE Specification: <file:///O:/PE/2019-20/GCSE%20PE/GCSE%20PE%20Key%20Materials/AQA-8582-SP-2016.PDF>
- GCSE PE Subject Specific Vocabulary: <https://filestore.aqa.org.uk/resources/pe/AQA-8582-VOCAB.PDF>
- AQA GCSE PE bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zp49cw>

Practical (40%):

Recording practical performance:

- Although, it is not mandatory to record all student activities, however if students would be unable to replicate their activity at live moderation it may be beneficial to submit recorded evidence e.g. if the student is performing at a higher level outside of school.
- Guidelines: <file:///O:/PE/2019-20/GCSE%20PE/GCSE%20PE%20Key%20Materials/AQA-8582-TG-NEA.PDF>

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	B3 – Nervous and Endocrine Systems	B4 – Ecology	C3 Quantitative Chemistry	C4 – Groups 0, 1 and 7	P3 – Electricity and Magnetism	P4 – Waves and Radiation
Assessments	B3 Checkpoints B3 assessment	B4 Checkpoints B4 assessment	C3 Checkpoints C3 assessment	C4 Checkpoints C4 assessment	P3 Checkpoints P3 assessment	P4 Checkpoints P4 assessment

Building on prior learning	Pupils build upon their key stage 3 work on – body systems, ecosystems, genetics and DNA in Biology. In Physics they build upon learning about forces, electricity and waves and in Chemistry they build upon the periodic table, reactions and equations.
Enrichment within the Curriculum	Students will learn through engaging practicals that meet the practical requirements of the GCSE course. Students will be offered opportunities to go on trips to enrich their learning experience.
Extracurricular opportunities	Drop in sessions at lunch and after school are available for students to ask for help on classwork, homework and revision.
Positive impacting on personal development (SMSC)	Understanding of the world around them – helps them develop awe and wonder about the natural world. There is a focus upon environment and sustainability and the effects of global warming which aids students in their social and cultural understanding of worldwide issues.
Preparing for the next stage of education	Students have a rigorous knowledge based curriculum which prepares students for A-Levels in science or for studying science related apprenticeships such as engineering, health and social care and also for a BTEC in Applied Science.

Ways to support your child’s learning

- Watch science documentaries on TV – such as those by David Attenborough and Brian Cox
- 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.
- Go to the library and get some popular science books – they cover the most complex ideas in simple understandable ways
- Try some googling and doing some “simple experiments at home” – e.g. <http://redtri.com/classic-science-experiments/>
- Watch youtube channels such as mygcsescience, minutephysics, crashcourse biology/chemistry/physics

Sociology

“The specification driven intention of GCSE Sociology is that students will develop an ability to understand, apply, analyse, evaluate and discuss sociological terms, concepts, research studies and explanations/approaches of societal behaviour. Students will apply knowledge and understanding of material covered to real-life behaviours and learn to critically analyse the credibility of theories and studies examined. We will provide opportunities for an enriched understanding and appreciation of the subject by starting to integrate key issues and debates surrounding societal behaviour; this should lead to a respect for all through deeper compassion and empathy for the diverse behaviours displayed by others in society and different cultures.”

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Education Economic and selective role of education. Functionalist and Marxist perspectives of education.	Education Social class differences in education. Teacher expectations – labelling, streaming and setting.	Education Feminist Perspective of education. Gender differences in education.	Education Alternative education and types of school. Ethnic differences in education. Educational policy.	Social Stratification Definitions and types of social strat. Functionalist view of social strat.	Social Stratification Marxist perspectives of social stratification. Life chances and social class.
Assessments	Short answer and essay style exam questions. End of topic tests.	Short answer and essay style exam questions. End of topic tests.	Short answer and essay style exam questions. End of topic tests.	Short answer and essay style exam questions. End of topic tests.	Short answer and essay style exam questions. End of topic tests.	Short answer and essay style exam questions. End of topic tests.

Building on prior learning	Students will have learnt about the core sociological perspectives during Year 9 and their understanding of these will be reinforced throughout the topics covered in Year 10. Knowledge and application of Research Methods will also be developed as these are integrated into several aspects taught across the year. End of Year 10 exams include prior learning from Year 9 and Year 10 topics.
Enrichment within the Curriculum	Several aspects of the Educational and Social Stratification units develop awareness of social issues and ethics that will have been studied in Faith and Ethics during KS3 and Year 9. Specific elements of the Education unit also overlap with content taught in other subjects, such as social policy (history) and various socio-economic challenges (geography). There is also a consistent focus on research methods which at points, intersects with scientific procedures taught in Science subjects.
Extracurricular opportunities	Parents/guardians are encouraged to expand their child’s learning by taking pupils to places of socio-cultural interest, such as museums, exhibitions. It is also useful to encourage your child to watch the broadcast news regularly and keep abreast of current affairs by reading reputable media sources. When opportunities arise, current affairs will be discussed and studied in the classroom, especially if these relate to aspects of study.
Positive impacting on personal development (SMSC)	All topics develop mindfulness of socio-economic differences between various groups in society. These are taught sensitively and pupils are encouraged to discuss aspects of these, thereby improving their social awareness and empathy. As culture is a core concept, students appreciation of societal diversity will improve.
Preparing for the next stage of education	The end of Year 10 exams effectively consolidates the learning across Year 9 and 10. At the end of Year 10, students will start to study Social Stratification. This topic will be completed at the start of Year 11.

Ways to support your child’s learning

- Purchase the revision guides available through school. Pupils should use these regularly to consolidate and broaden their understanding of lesson content. These also contain practice exam questions, with answers provided at the back.
- Watch the news and appropriate social documentaries to help students to contextualise and consolidate their sociological knowledge.
- Visit places of socio-cultural interest, such as museums, exhibitions.
- Encourage your child to discuss their learning – pupils ‘teaching’ their parents the content and theory that they have learnt in class is a fantastic way of consolidating knowledge and clarifying understanding.
- Try to ask your child posing questions about current affairs in the news. Ask them, ‘Why, how come, what if, how does this link to...’ style questions. These will really help to build your child’s conceptual understanding of the current world we live in and the issues that face people.



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	My school School subjects Teachers My school School rules School uniform Primary school Pressures Clubs and successes	My free time Sports Hobbies Last weekend Next weekend Reading preferences Watching films	Technology Apps The perfect tense and recent online activities Advantages and disadvantages of technology Role models	Where I live Rooms in the house Furniture and prepositions My area Places in town Advantages and disadvantages of where I live	Where I live (2) Town or countryside? Weather and what you do in your town Changes to your town	Festivals Favourite festival and celebrations Spanish festivals A memorable day
Assessments	Listening assessment	Reading assessment	Speaking assessment	Writing assessment	Reading and listening assessment	End of year assessment

Building on prior learning	Students will have covered the agreement and position of adjectives together with how to conjugate verbs in the present, preterite and future tense. Students can apply and develop the basic knowledge they have acquired in KS3 on the topics of media, holidays and school.
Enrichment within the Curriculum	Comparing school life in Spain and the UK. Describe Spanish holiday regions. Learning about cultural events such as festivals celebrated in Spanish-speaking countries. Exposure to authentic materials from Spanish-speaking countries, including popular music, films and short videos.
Extracurricular opportunities	Students will be given the opportunity to become Woodrush Language Leaders. Language Leaders will be ambassadors to the department and will help with events such as the Year 6 taster lessons.
Positive impacting on personal development (SMSC)	Students will explore beliefs and experiences whilst learning about Spanish traditions and cultural events. Students will be given the opportunity to appreciate cultural differences and will celebrate diversity. 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.
Preparing for the next stage of education	In year 11 students are given the opportunity to practise GCSE exam style questions across a new range of topics and they will develop their reading, listening, speaking and writing skills (all of which are examined at the end of year 11).

Ways to support your child’s learning

- Encourage your child to take an interest in events / news from the Spanish speaking world.
- Encourage the use of **Memrise** – an app/website for learning vocabulary (students have a login) www.memrise.com
- Encourage the use of their CGP revision guides at home.
- Encourage the use of their vocabulary books from year 9.
- 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 or listen to popular music from Spain on ‘YouTube’.
- Ask your child to teach you to say something new in Spanish every day.
- Visit local Tapas restaurants to enrich your child’s cultural knowledge.
- Test your child’s vocabulary knowledge at home at the end of a sub-topic.
- Create flashcards and matching or pairs-style activities, using the words from the Vocabulary Book.
- 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.



Health and Fitness

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>1.1 The Skeletal system Structure of the skeleton, functions, types of bones and joints, joint actions Structure of a synovial joint, spine and posture</p> <p>1.2 Muscular system Types of muscle, structure of the muscular system, muscle movement, muscle contractions Muscle type fibres Performance of muscle fibres</p>	<p>1.3 Respiratory system Structure and function of the respiratory system Diffusion and gaseous exchange, respiratory measurements, respiratory changes</p>	<p>1.4 CV system, structure and function of blood, heart, cardiac cycle, BP, energy systems</p>	<p>2. Effects of health and fitness activities on the body Short term effects of H and F during and up to 36 hours after Long term effects of h and f over 36 hours and up to months after</p>	<p>3. Health and fitness and the components of fitness Understanding health and fitness Health related fitness Skill related fitness</p>	<p>4. Principles of training Understanding the principles of training Skill related fitness</p>
Assessments	<p>Questions on structure and function of body systems</p> <p>Practical on muscle movement</p>	<p>Exam question to explain gaseous exchange</p>	<p>Questions on all of component 1 as a full exam in 1 lesson.</p>	<p>Presentation on the effects of health and fitness on the body short and long term</p>	<p>Assignment practice for an activity of their choice</p> <p>Case study</p>	<p>Case study to help an athlete with h</p> <p>Assignment practice</p>

Building on prior learning	<p>Physical training:</p> <ul style="list-style-type: none"> The relationship between health and fitness and the role that exercise plays in both. The components of fitness, benefits for sport and how fitness is measured and improved. <p>Applied anatomy and physiology</p> <ul style="list-style-type: none"> The structure and functions of the skeletal system.
Enrichment within the Curriculum	<p>Going to the gym on site and taking part in a gym induction as a level 2 gym instructor and as a client. Writing a fitness programme to support a client's fitness goals Links with the hub staff</p>
Extracurricular opportunities	<p>Having a PT in school coming to the lesson to deliver a workshop on their area of specialism, boxing, strength, Hyrox, Crossfit speaking to the hub staff to help with a case study</p>
Positive impacting on personal development (SMSC)	<p>Examples:</p> <p>Spiritual: Sporting opportunities and participation is affected by religious beliefs. Moral: Ethical issues in physical activity and sport. Social: Socio-cultural issues in physical activity and sport. Cultural: Socio-cultural issues in physical activity and sport.</p>
Preparing for the next stage of education	<p>Exam preparation: Exam Questions Practical performance assessments ongoing. Evaluation of performance fitness and skill tasks completed to prepare students for their non-exam assessment Case studies and fitness plan to deliver to a client</p>

Ways to support your child's learning

Non exam assessment 60%
Exam assessment 40%

www.bbc.co.uk/bitesize/guides

www.nhs.co.uk

www.hoddereducation.co.uk resource student book to support learning of the course

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.”

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Pupils will start their final portfolio work by researching theme and artists</p> <p>Pupils begin their final portfolio’s by choosing their theme and beginning research</p>	<p>Artist research, drawing from observation and designing</p> <p>Pupils continue their theme and artist research</p>	<p>Designing and technique exploration</p> <p>Pupils use their artist research and theme investigation work to create design ideas</p>	<p>Technique exploration</p> <p>Pupils explore a range of techniques to develop their ideas.</p>	<p>Final Design and begin making</p> <p>Pupils create a final design idea and begin making their final outcome</p>	<p>Making continued</p> <p>Pupils continue to make their final outcome</p>
Assessments	Tracking used to assess ongoing portfolio work.	Tracking used to assess ongoing portfolio work.	Tracking used to assess ongoing portfolio work.	Tracking used to assess ongoing portfolio work.	Tracking used to assess ongoing portfolio work.	Tracking used to assess ongoing portfolio work.

Building on prior learning	Pupils will build on their research skills and knowledge of textile techniques to begin their final portfolio brings together all of the skills that they have learnt and developed throughout their experience in Textiles, to choose their own theme and develop their work to create a final design of a product they would like to make.
Enrichment within the Curriculum	We provide a wide range of skills that students can learn, practice and develop. The skills and knowledge learned in Textiles will hopefully provide an excellent foundation for the way that students present their work going forward in all subjects.
Extracurricular opportunities	Pupils will have the opportunity to participate in clubs in Design and Technology including the exciting new Textiles Club. These clubs and opportunities run throughout the year starting in September.
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. Pupils are encouraged to work together to complete their projects, to share resources. Pupils 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

- Pupils are encouraged to continue their studies outside of the classroom. Trips to interactive museums including the Fashion Museum in Bath (Bath BA1 2QH) and Fashion and Textile Museum in London (London SE1 3XF) would be hugely beneficial, as well as places like Kew gardens where pupils can take photos for their portfolio’s.
- Pupils 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!
- Pupils 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.
- Pupils are encouraged to enjoy Design and Technology – Have fun with design – make mistakes and learn from them!