

2025-2026

YEAR 7

# CURRICULUM BOOKLET



WOODRUSH HIGH SCHOOL



Dear Parents/Carers

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

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

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

Yours sincerely,

Mrs S Carr  
Assistant Headteacher

## Tutorial Time

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

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Woodrush Weekly	Character development	Form	Citizenship	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.

**Citizenship/Careers** – Follows our wider curriculum to ensure that our students become active, responsible and engaged participants in our society.

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



## Curriculum Overview

Woodrush Year 7 Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Art</b>	<p><b>Edibles</b></p> <p>Focusing on drawing skills, mushroom observations and pepper study. Students will have a baseline assessment during this half term on a sustained drawing task</p>	<p><b>Edibles</b></p> <p>Colour Wheel tints, tones and shades, orange study and Venus Winston. Student assessment will be based on book work- focusing on colour theory assessment</p>	<p><b>Illustration</b></p> <p>Charlie Mackesey, Lauren Childs, Illustratr linked with the English Curriculum. Assessment focusing on Illustration</p>	<p><b>Illustration</b></p> <p>Animation</p> <p><b>Minibeasts</b></p> <p>Mindmap photography Assessment focusing on Animation.</p>	<p><b>Minibeasts</b></p> <p>Mixed media workshops; Biro and hairspray, Chalk and charcal, Press painting. Assessment on experimentation.</p>	<p><b>Minibeasts</b></p> <p>Jean Cody book paper buterfly, Paper collage bug, Clay beetles. Overall grade based on book work and outcomes.</p>	
<b>Computing</b>	<p><b>Online &amp; Presentation Skills</b></p> <ul style="list-style-type: none"> <li>How to log into the PC, connecting to MS Teams. How to work online respectfully.</li> </ul> <p>Know who you are talking to online, Using and learning MS word and Powerpoint.</p>		<p><b>Computer Systems -</b></p> <p>Inputs &amp; outputs of data to a PC</p> <p>What goes inside a computer Case</p> <p>Data Storage and characteristics</p> <p>Building apaper PC</p>		<p><b>Excel -</b></p> <p>Understanding what a spreadsheet is and how it works</p> <p>Sort, filter and searching</p> <p>Math formula, Decisions - If statements</p> <p>Conditional formatting</p>		<p><b>Scratch -</b></p> <p>Programming essentials in Scratch</p> <p>Inputs &amp; Outputs, Understanding Variables, Decisions using IF Statements</p> <p>Iterating our code</p>
<b>English</b>	<p><b>Identity: Ghost Boys by Jewell Parker Rhodes</b></p> <p>Debate, analytical writing, literary technique of allusion, narrative and persuasive writing pieces.</p>	<p><b>Identity: Ghost Boys by Jewell Parker Rhodes</b></p> <p>Debate, analytical writing, literary technique of allusion, narrative and persuasive writing pieces.</p>	<p><b>Adventure Treasure Island by R.L. Stevenson</b></p> <p>Analyse Jim’s development as a character, look at some linked poetry, and write persuasively about piracy.</p>	<p><b>Adventure Treasure Island by R.L. Stevenson</b></p> <p>Analyse the theme of greed, looking at the conventions of foreshadowing and characterisation. Write persuasively about adventures.</p>	<p><b>Villains: Shakespeare’s The Tempest</b></p> <p>Students will respond creatively and analytically to the idea of Prospero as a villain. EOY Exam synoptic Core knowledge, analytical reading (unseen) and creative writing.</p>	<p><b>Heroes:</b></p> <p>Modern Heroes Students will learn the definition of a ‘hero’ and engage with the non-fiction writing of a range of modern heroes.</p>	
<b>Geography</b>	<p><b>Fantastic places</b></p> <p>An introduction to contemporary geographical skills by exploring new places</p>	<p><b>My Place</b></p> <p>Exploring our local area through map skills</p>	<p><b>Water on the Land</b></p> <p>Where our water comes from/ rivers</p>	<p><b>Weather and climate</b></p> <p>How our weather forms in the Uk and abroad</p>	<p><b>World Cities</b></p> <p>Local cities</p> <p>Megacities</p> <p>Sustainable cities</p>	<p><b>Ecosystems</b></p> <p>Temperate woodlands, Deserts, rainforest and Tundra</p>	
<b>History</b>	<p>How much did England change after the Romans left?</p>	<p>How did the Normans conquer and control England?</p>	<p>How did trade along the Silk Roads connect different parts of the world and change life for people?</p>	<p>What was life like in Medieval England?</p>	<p>How did the Reformation change religion and people’s lives in England?</p>	<p>What was the impact of the European discovery of America?</p>	
<b>Mandarin</b>	<p><b>Pinyin and Chinese Characters</b></p> <p>Pronunciation in the Chinese Alphabets</p> <p>Chinese characters</p> <p>Personal details: name, age, birthdays and</p>	<p><b>Family and Home</b></p> <p>Family members</p> <p>Extended family</p> <p>Pets</p> <p>Chinese homes</p>	<p><b>Chinese New Year</b></p> <p>Celebrations: Calligraphy, paper cutting &amp; folding, lantern making, dumpling-making</p> <p>Hobbies</p>	<p><b>Hobbies</b></p> <p>Sports</p> <p>Days of the week</p> <p>Free-time activities</p> <p>Time expressions</p> <p>Chinese young people’s hobbies</p>	<p><b>School</b></p> <p>Subjects</p> <p>Time-telling</p> <p>My timetable</p> <p>Schools in China</p>	<p><b>Intensive Study</b></p> <p>Exploring Chinese Culture</p> <p>Preparation MEP hurdle tests</p>	



	greetings					
<b>Maths</b>	<p>Number Whole numbers and decimals, negative numbers, order of operations.</p> <p>Baseline assessment. 2 teacher marked exit tickets, 1 self-marked exit ticket</p>	<p>Algebra Expressions and equations</p> <p>Measures Time and measures</p>	<p>Geometry Perimeter and area, 2D shapes, coordinates and shapes</p> <p>Number Factors, multiples and primes.</p>	<p>Number Fractions, including arithmetic</p> <p>Algebra Expanding brackets</p>	<p>Geometry Angles</p> <p>Statistics Representing data and calculating averages.</p>	<p>Number Fractions, Decimals and Percentages</p> <p>Statistics Theoretical probability.</p>
<b>Music</b>	<p><b><u>The Elements of Music.</u></b> Introduction to the Keyboard - Note finding, chords, melody and bass line.</p> <p>Assessed by: Listening Test Paired performance piece</p>	<p><b><u>Programme Music Spooky Themes</u></b> Composing in the style of 'Danse Macabre</p> <p>Assessed by: Listening Test Composition Assessment</p>	<p><b><u>World Music:</u></b> Chinese Music African Music Samba Music Indian Music Learning rhythmic notation</p> <p>Assessed by: Notation Test Listening Test Rhythmic performance &amp; composition</p>	<p><b><u>World Music:</u></b> Ukuleles Learning Chords and introduction to tablature</p> <p>Assessed by: Ukulele performance assessment</p>	<p><b><u>Musical Periods &amp; Modes</u></b> History of Western Music The Great Composers Scales &amp; Tonality</p> <p>Assessed by: Fugue in Dm Keyboard Performance</p>	<p><b><u>Musical Periods &amp; Modes</u></b> 20th Century Music Minimalism &amp; Expressionism Graphic Score Notation</p> <p>Assessed by: Composing in the style of Mozart Rondo Alla Turca Keyboard assessment Listening Test</p>
<b>Design Technology (subjects taught on rotation) All assessed via End of Unit Assessment</b>	<p><b><u>Graphics</u></b> 1 Point Perspective Shading and Tone Developing perspective technique CAD/CAM 2D Design software Annotating design work Character Creation Inkscape Design</p>		<p><b><u>Food Theory</u></b> Health &amp; Safety. Bacteria and hazard prevention. Farm to fork, seasonality, Eat Well Guide.</p> <p><b><u>Practical Work</u></b> Basic knife skills Basic doughs</p>	<p><b><u>Textiles</u></b> Art Hoop project – Tie-dying, 3D textiles, Layering, Textiles art.</p>	<p><b><u>Wood Pencil Box</u></b> -Workshop Health and Safety Practices -Measuring and marking out -Drilling of materials -Shaping materials -Finishing materials -Evaluating Practical -Material Theory Woods/Timbers</p> <p>End of unit assessment Polymers and Practical Skills learnt</p> <p>Practical outcome graded</p>	
<b>Faith and Ethics</b>	Christianity		Christianity and Sikhism	Sikhism	Sikhism and Catholicism	
<b>PSHE</b>	<p><b><u>Relationships and Sex Education</u></b> Signs of a healthy relationship Signs of a harmful relationship Protecting myself online My identity and heritage</p>	<p><b><u>Health and Wellbeing</u></b> Puberty in boys Puberty in girls Hygiene and self-care The effects of alcohol</p>	<p><b><u>Living in the Wider World</u></b> Risk and personal safety First aid</p>	<p><b><u>Relationships and Sex Education</u></b> My rights Features of consent Mental and emotional wellbeing</p>	<p><b><u>Health and Wellbeing</u></b> Healthy eating Screen time and wellbeing</p>	<p><b><u>Living in the Wider World</u></b> Saving and budgeting Disability awareness Charities and their purposes</p>



<p>Science</p>	<p>PS1 – Practical skills Planning an investigation, working safely, presenting data, analysing and evaluating data</p> <p>Practical skills end of unit test</p> <p>B1 – Cells and reproduction Cells, microscopes, DNA, variation and inheritance and reproduction</p> <p>B1 end of unit test</p>	<p>C1 –Particle Model Particle model, changing sate, mixtures, solubility, separation techniques.</p> <p>C1 end of unit test</p>	<p>P1 – Forces Friction, gravity, drag, upthrust, magnetism, motion</p> <p>P1 end of unit test</p>	<p>B2 – Health &amp; the Body Health, exercise, diet, drugs and the human body.</p> <p>B2 end of unit test</p>	<p>C2 – Atomic Structure Atomic structure, periodic table, atoms, elements and compounds and metals.</p> <p>C2 end of unit test</p>	<p>P2 – Energy Energy stores and transfers.</p> <p>P2 end of unit test</p>
<p>Spanish</p>	<p><b><u>All About Me</u></b> Phonics Spanish alphabet Personal details: name, age, birthday, personality &amp; where I live</p>	<p><b><u>All About Me</u></b> Brothers and sisters Pets Colours</p>	<p><b><u>Free-Time</u></b> Hobbies Opinions Present tense Sports Weather and seasons</p>	<p><b><u>School</u></b> School subjects Teachers School facilities Breaktime activities</p>	<p><b><u>Family and Friends</u></b> Family members Higher numbers Hair and eyes Physical appearance</p>	<p><b><u>My House</u></b> Rooms in the house Opinion of house Furniture Prepositions Future house</p>



# Subject Guidance

## Art

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

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

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

### Ways to support your child's learning

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

## Computing

*“The Computer Science curriculum gives students a broad and detailed understanding of how computer systems function. 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 – late Autumn 2	Late Autumn 2 – Spring 2	Mid Spring 2 – Mid Summer 1	Mid Summer1 to End
Topics	<b>Online &amp; Presentation Skills –</b> How to log into the PC, connecting to MS Teams. Using and learning MS Word and PowerPoint.	<b>Computer Systems</b> Inputs & outputs of data to a PC What goes inside a computer. Data Storage and characteristics	<b>Excel</b> Understanding what a spreadsheet is and how it works Understanding what a spreadsheet is and how it works	<b>Scratch</b> Programming essentials in Scratch Inputs & Outputs, Understanding Variables, Decisions, looping
Assessments	Knowledge Test	Keyword Assessment Written Test	Knowledge Test	Keyword Assessment End term Written Test

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

### Ways to support your child's learning.

- Encourage your child to watch technology-based TV shows such as the gadget show.
- Encourage your child to read new technology blogs and sites such as 'The Verve' or the 'BBC Technology pages'
- Trips to famous places associated with technology or to the evolution of technology such as Bletchley Park.
- BBC Bitesize Computer Science pages
- Download some of the free applications such as Scratch and allow them practice coding.  
Allow them to make mistakes, it is learning from our mistakes that we become better programmers.

## English

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

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

Building on prior learning	At Key Stage 2, students will have studied a range of text types through reading and writing and this will be built on at Key Stage 3. In Year 7, students will use their reading skills to approach challenging texts and analyse the language used by a range of writers. They will also use their understanding of the effect of language to create their own pieces of writing for a variety of purposes which will encourage the development of their speaking and listening skills.
Enrichment within the Curriculum	Each week, students will have a half hour session in the library where they can select and read books and take progress quizzes as part of the Accelerated Reader programme. By boosting students’ reading levels, and enjoyment of reading, this will support their comprehension and understanding across all areas of the school curriculum. In conjunction with the library, students will also get the chance to choose their own Book Buzz book, attend author visits, and celebrate World Book Day. We also provide opportunities to watch drama performances, either through trips to the theatre or by inviting theatre groups into school.
Extracurricular opportunities	Students will be invited to take part in creative writing house competitions. Aspiring journalists can also write articles for the Woodrush Star each term. There are extra-curricular activities run by the library, including book club and the opportunity to become a student librarian. We have an English club on Friday lunchtimes in E4.
Positive impacting on personal development (SMSC)	The nature of both English Language and English Literature affords a wide range of opportunities to explore a range of issues from the world around us. In year 7, this includes the study of local history, looking at texts from a variety of cultures, learning about places, and being able to develop and articulate personal points of view.
Preparing for the next stage of education	Whilst the focus of year 7 is to inspire a love of English and to expose students to a rich range of texts and topics, all the skills which will be developed are directly related to the skills that will be required at GCSE level. There are also opportunities for students to get a taste of what is studied in GCSE Film Studies.

### Ways to support your child’s learning

- Help your child to study their spellings. This could include making sure their wordlists are visible at home or taking it in turns to test each other.
- Get involved with any research homework your child has been set. This could include looking online or a visit to the library.
- If your child has a speaking and listening presentation coming up, encourage them to practise so they can build their confidence.
- Trips to the theatre can be a great experience. Look out for discount tickets at the RSC or consider smaller productions at local theatres.
- Look out for any writing competitions on TV, radio, or in the newspaper – these can be a fantastic way to get excited about writing!

## Faith and Ethics

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

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

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

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

## Food and Nutrition

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

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

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

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

### Ways to support your child’s learning

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



# Geography

“Geography at Woodrush is developed through a topical contextualised approach to Human and Physical themes whilst using a spiralling approach to develop core skills over time. At Woodrush, students will develop a sense of wonder about the world around them whilst developing and embedding core Geographical skills within each topic. Investigative and inquisitive personalities are developed through enquiry and evaluative based learning within fieldwork studies and decision-making exercises. Geography will also enable students to develop the cultural capital and emotional literacy required for the world of work through group presentation, teamworking challenges, decision making exercises and discussion and debate of sensitive yet current world issues.”

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Fantastic Places</b> Learning geographical skills through studying remarkable places around the world	<b>My Place</b> UK Physical and Human Geography, Mapwork, Birmingham’s history	<b>Water on the land</b> Where does our water come from? River processes and landforms Coastal management	<b>Weather and Climate</b> UK climate Measuring weather Microclimate investigation Extreme weather Hurricanes	<b>World Cities</b> Migration, population, urbanisation, Push and pull factors Megacities, Sustainable cities	<b>Ecosystems</b> Deserts (hot) and Biodiversity Food webs and chains in the UK The temperate ecosystem
Assessmen ts	Whole class feedback/ Quiz	Birmingham map skills assessment. Knowledge recall quizzes.	. Whole class feedback/ end of topic quiz	Microclimates write up. End of topic test. Knowledge recall quizzes	Whole class feedback/ end of topic synoptic assessment/ quiz	Local school field investigation of biodiversity. Formal end of year assessment

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

## Ways to support your child’s learning

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



## Graphics

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

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

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

### Ways to support your child’s learning

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

## 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	How much did England change after the Romans left?	How did the Normans conquer and control England?	How did trade along the Silk Roads connect different parts of the world and change life for people?	What was life like in Medieval England?	How did the Reformation change religion and people's lives in England?	What was the impact of the European discovery of America?
Assessments	Knowledge check and whole class feedback tasks.	Knowledge check and whole class feedback tasks.	Synoptic Assessment	Knowledge check and whole class feedback tasks.	Knowledge check and whole class feedback tasks.	End of year exam

Building on prior learning	For many pupils, their study of History at primary school revolves around topics which vary in content from school to school. The year 7 curriculum is designed to be broad and varied to link in as much as possible with any prior learning. Many of the skills pupils will use may have been introduced at KS2 including some source analysis skills and also understanding concepts such as cause and consequence or change and continuity.
Enrichment within the Curriculum	Students are given access to literacy texts that link to the curriculum via the Library. We suggest parents look for opportunities to take their child to places of historical interest from the Medieval and Tudor periods. For example – Warwick Castle, Kenilworth Castle, Avoncroft Museum, Harvington Hall, Coughton Court etc.
Extracurricular opportunities	Pupils will be encouraged to participate in a house event to commemorate Black History Month.
Positive impacting on personal development (SMSC)	History is a significant subject in a child's personal development. It teaches them skills such as empathy, as well as offering plenty of opportunity for spiritual, moral, social and cultural development through learning about topics such as the Silk Roads, the Reformation and the discovery of America; all of the topics they study this year will help your child understand the world in which they live better.
Preparing for the next stage of education	The History curriculum in KS3 is designed to foster a lifelong love of History in your child. It has also been tailored to prepare students for the demands of KS4 both with regards to content and skills. The focus on the English Reformation links in to the Elizabethans module in year 10, while the focus on the Medieval period will also stand pupils in good stead for the People's Health module at GCSE too. The historical skills pupils study will develop and prepare them for GCSE History.

### Ways to support your child's learning

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

## Mandarin

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

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

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

### Ways to support your child’s learning

- Look out for Mandarin films or TV programmes. Remember to put on the English subtitles to help.
- Buy Mandarin magazines, newspapers or films if you happen to go to China on holiday.
- Watch familiar cartoons in Mandarin and listen to popular music from China on YouTube.
- Watch ‘Jinbu 1 book’ videos on ‘YouTube’ to revise.
- Ask your child to teach you to say something new in Mandarin every day.
- Use Memrise, the vocabulary learning website/app: [www.memrise.com](http://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 ‘Panda’ booklets.
- Practise writing of the Chinese characters by using their writing books.
- Practise speaking by using [www. Vocaroo.com](http://www.Vocaroo.com) to record their speaking.

# Maths

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Number</b> whole number and decimals, factors and multiples, fractions, decimals and percentages.	<b>Geometry</b> Measures, perimeter and area, angles and 2D shapes.	<b>Geometry</b> Transformations and symmetry, constructions and 3D shapes.  <b>Algebra</b> Expressions and formulae.	<b>Algebra</b> Equations and sequences.	<b>Algebra</b> Graphs.  <b>Ratio and Proportion</b>	<b>Statistics</b> Representing data and probability.
Assessments	Baseline Test  End of topic Exit Tickets	End of topic Exit Tickets  Unit test	End of topic Exit Tickets	End of topic Exit Tickets  Unit test	End of topic Exit Tickets	End of topic Exit Tickets  End of Year Test

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

## Ways to support your child’s learning

- Websites: Sparx Maths, BBC bitesize.
- 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
- Use the knowledge organisers to help recap skills and try and make these as fun as possible.

## Music

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

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

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

### Ways to support your child’s learning

- Try listening to a wide variety of music genres and styles to introduce new and different types of music!
- Try to go to as many gigs, concerts and festivals as you can to get experience of watching live music in a professional setting. Why not check out the free gigs available in the Symphony Hall café bar in Birmingham. There are also a wide variety of virtual performances now available online through BBC Arts, The SouthBank Centre and The Royal Albert Hall to name a few examples.
- A ukulele can be purchased for around £15 - £20 on websites such as amazon, and there are some great mobile phone apps which show you how to play the ukulele chords if they want to get a head start on the ukulele.
- If students want instrument lessons, return the instrument lessons letter (in transition pack or available from Mrs Coughlin or Ms Onacko in Music) so they can go onto the instrument lesson timetable as soon as possible.

## Physical Education

*“To inspire students for lifelong engagement and enjoyment of sport and physical activity”.*

*Students develop their knowledge of motor competence, rules, strategies and tactics, and healthy participation so that they can flourish in and beyond PE lessons.*

*High-quality teaching of the curriculum ensures that lessons are challenging and that students can revisit, refine and develop knowledge. Thus, becoming more competent and confident.*

*The broad and balanced curriculum supplemented by extra-curricular activities mean that PE is not for some but for everyone”.*

	Term 1	Term 2	Term 3
<b>Boys</b>	Rugby/ Netball Dance Badminton  OAA Educational Visit	Football Basketball Gymnastics	Athletics (Track & Field) Cricket/ Softball Tennis
<b>Girls</b>	Rugby/ Netball Dance Badminton  OAA Educational Visit	Football Basketball Gymnastics	Athletics (Track & Field) Rounders Tennis

Building on prior learning	<p>Key stage 2: Pupils should have been taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p>Pupils should also have been taught to:</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul>
Enrichment within the Curriculum	<p>Inter-house sports competitions. Outdoor and Adventurous Activities Educational Visit Extra-curricular sports clubs in a variety of sports. Redditch Schools Partnership sports competitions and festivals Students will have the opportunity to be selected to represent the School, District, County in a variety of sports.</p>
Positive impacting on personal development (SMSC)	<p>The curriculum intends to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. By providing: Opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p>
Preparing for the next stage of education	<p>Physical education programmes of study at key stages 3 helps students to make informed decisions regarding their KS4 options either Health &amp; Fitness or GCSE PE helping them to follow a career in sport or physical activity. Moreover, the curriculum helps to prepare students to lead healthy, active lives.</p>

### Ways to support your child’s learning

- Ensure that your child has the necessary equipment to participate.
- Encourage a healthy active lifestyle at home.
- Encourage and support your child to attend extracurricular sports clubs and participation in sports outside of school.

## Product Design

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

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

Building on prior learning	Some students arriving at Woodrush will have had a limited experience of workshop practice. The Autumn term will focus on developing students awareness of workshop rules and expectations as well as making students feel comfortable and confident when using a range of hand tool techniques and machinery.
Enrichment within the Curriculum	Break and lunch time to support in class work
Positive impacting on personal development (SMSC)	Design and Technology opens up a wide range of opportunities to explore a range of issues from the world around us. Students are encouraged to work together to complete their projects, to share resources. Students are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious design is a cornerstone for us at Woodrush.
Preparing for the next stage of education	Studying Design and Technology is a great introduction to the world of Design and Manufacturing. There are endless opportunities for designers including the world of architecture, engineering, designing. Many students who study Design and Technology apply for Post 16 courses including Product Design, Textiles Technology which helps them take up positions in companies around the world.

### Ways to support your child's learning

- 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!

## PSHE

*The intent of our PSHE programme is to deliver a curriculum which is accessible to all and ensures that each of our students will understand more about how to forge and maintain healthy, relationships and contribute successfully within their community and society at large. Our objective is to support students' spiritual, moral, cultural, mental and physical development; prepare and equip them for the opportunities, responsibilities and experiences of life. We want to provide all students with a knowledge of their world on a local, national and global scale and give them the confidence and social and communication skills necessary to tackle many of the moral, social and cultural issues that they face; so that they can make informed, healthier and safer choices.*

*Our students will learn about rights and responsibilities and how to be a respectful member of a diverse and multicultural society, embodying British values. In preparation for working life, our careers education and financial capability elements intend to nurture, broaden and raise their aspirations. Equality, diversity and inclusion is at the forefront of what we offer to ensure all our students feel valued and empowered and achieve the best they can.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Relationships and Sex Education</b> Signs of a healthy relationship Signs of a harmful relationship Protecting myself online My identity and heritage	<b>Health and Wellbeing</b> Puberty in boys Puberty in girls Hygiene and self-care The effects of alcohol	<b>Living in the Wider World</b> Risk and personal safety First aid	<b>Relationships and Sex Education</b> My rights Features of consent Mental and emotional wellbeing	<b>Health and Wellbeing</b> Healthy eating Screen time and wellbeing	<b>Living in the Wider World</b> Saving and budgeting Disability awareness Charities and their purposes
Assessments	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms  Synoptic test 1	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms

Building on prior learning	<p>In primary school, PSHE focuses on equipping students with the knowledge and skills to navigate life confidently and healthily. Here are the key areas covered:</p> <p><b>Relationships:</b> This includes making friends, resolving conflict peacefully, understanding different emotions, and bullying prevention.</p> <p><b>Health and Wellbeing:</b> Students learn about physical health (healthy eating, exercise, and sleep) as well as mental and emotional wellbeing (managing stress, positive self-esteem, and recognizing feelings).</p> <p><b>Living in the Wider World:</b> This covers citizenship, understanding diversity and difference, online safety, and making responsible choices.</p>
Enrichment within the Curriculum	<p>Students will experience guest speakers in a number of topics such as careers, activists, police and representatives from charities just to name a few. PSHE acts as a vehicle to identify students' qualities and abilities so they can access and succeed in a wide range of the whole school curriculum. Wellbeing Club will be a weekly offering for students to explore healthy coping mechanisms when they are faced with stress, worry or anxiety. Students will have the opportunity to join the Wellbeing Forum to steer mental, social and physical health at Woodrush.</p>
Extracurricular opportunities	<p>Wellbeing Club will be a weekly offering for students to explore healthy coping mechanisms when they are faced with stress, worry or anxiety. Students will have the opportunity to join the Wellbeing Forum to steer mental, social and physical health at Woodrush. Students will be encouraged to take part in extra-curricular clubs to encourage mindfulness, creativity and celebrating identity.</p>
Positive impacting on personal development (SMSC)	<p>PSHE has a significant impact on the spiritual, moral, social and cultural (SMSC) development in students and here's how:</p> <p><b>Social development:</b> Positive relationships through teaching communication skills, empathy, conflict resolution. Social responsibility through citizenship and online safety. Understanding diversity through promoting understanding and respect for different cultures, beliefs and backgrounds.</p> <p><b>Moral development:</b> Decision making through critical thinking skills to make informed choices. Values and ethics through concepts of fairness, honesty and respect. Building resilience through coping mechanisms for dealing with challenges and disappointments.</p> <p><b>Spiritual development:</b> Self-awareness through helping students explore their feelings, values and beliefs. Working out the meaning of concepts through thinking about the bigger questions about life and society.</p> <p><b>Cultural development:</b></p>



	Appreciation for diversity through celebrating different cultures and traditions. British Values being embedded through knowledge on democracy, respect, acceptance, rule of law and individual liberties. Global citizenship through broadening students' perspectives and encouraging them to think about their place in the world.
Preparing for the next stage of education	The topics covered in Year 7 are essential to build a strong foundation in understanding the content in the following year as students navigate their way through their formative years. Students will require the maturity, critical thinking skills and emotional intelligence nurtured at this stage.

### Ways to support your child's learning

- Create a safe space by encouraging open communication where your child feels comfortable talking about PSHE topics.
- Keep an eye out for PSHE information regarding content and lessons coming up so you can have age-appropriate conversations about them.
- Ask open ended questions to prompt students to express themselves for example, "What do you think makes a good friend?"
- Have family / household discussions by exploring real life scenarios relating to PSHE topics.
- Read books together that contain PSHE themes such as friendship, bullying or dealing with emotions. Mrs Robertson in the library is happy to recommend books relating to different topics in PSHE.
- Model positive behaviour which shows respect, kindness and responsibility.
- Maintain healthy habits which promote healthy choices such as eating balanced meals, exercising regularly and getting enough sleep.
- Engage in the community through voluntary work or participating in activities that promote social responsibility and citizenship.
- Communicate with Mrs Choudhury, PSHE Coordinator, via email, if you have any questions about PSHE topics or specific concerns about your child's development or to seek further help.

## Science

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topics	<b>PS – Practical Skills</b>  <b>B1 – Cells</b> Cells, microscopes, DNA, variation and inheritance, reproduction.	<b>C1 –Particle Model</b> Particle model, changing sate, mixtures, solubility, separation techniques.	<b>P1 – Forces</b> Friction, gravity, drag, upthrust, motion	<b>B2 – Health &amp; the Body</b> Health, exercise, diet, drugs and the human body.	<b>C2 – Atomic Structure</b> Atomic structure, periodic table, atoms, elements and compounds, properties of metals.	<b>P2 – Energy</b> Energy stores and transfers.	
Assessments	PS End of unit assessment  Checkpoint task  B1 end of unit test	Checkpoint task  C1 end of unit test	Checkpoint task  P1 end of unit test	Checkpoint task  B2 end of unit test	C2 end of unit test	P2 end of unit test  End of year assessment	

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

### Ways to support your child’s learning

- 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

## Spanish

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

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

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

### Ways to support your child’s learning

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

## Textiles

*“The Textiles curriculum is designed to provide pupils with the opportunity to demonstrate imagination and creative flair. Pupils will analyse the work of another artist, developing their drawing skills with designing and annotation, making will include different textile techniques and evaluating their own work and work of others. We will work alongside the 4 Assessment Objectives for Ks4 – AO1 Critical Understanding, AO2 Creative Making, AO3 Reflective Recording and AO4 Personal Presentation.”*

	1	2	3	4	5	6
<b>Topics</b>	<b>Safety</b> <b>Introducing to the workshop</b>  Pupils identifying the safety hazards in the workplace	<b>Research</b>  Research artist focus and start to analyse key characteristics	<b>Creating Designs inspired by artist focus</b>  Using the artist research to create their own ideas	<b>Making (x2 weeks)</b>	<b>Making (x3 weeks)</b>	<b>Evaluation</b>  Analysing and evaluating their work to identify strengths and weaknesses and any improvements
<b>Assessments</b>		Presentation of artist research			Assessment of the final practical piece	Final evaluations Marked for the level of detail

Building on prior learning	Some students arriving at Woodrush will have had a limited experience of textile practice. The beginning will focus on developing students' awareness of health and safety rules and expectations as well as making students feel comfortable and confident when using a range of hand sewing techniques and equipment.
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 subjects. We will be on the lookout for any competitions or guest speakers to further enrich the curriculum. An end of year exhibition showcases the pupils work and builds confidence and pride.
Extracurricular opportunities	Pupils will have the opportunity to participate in extracurricular clubs in Textiles. These clubs and opportunities run throughout the year starting in September.
Positive impacting on personal development (SMSC)	Textiles opens 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. They gain independence of thought and perseverance when experiments don't quite work and they will grow in confidence when they do. 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 are a cornerstone for us at Woodrush.
Preparing for the next stage of education	Learning key vocabulary of analysis and textile techniques will set the foundation for the next stage of education. The four assessment objectives <i>AO1 Critical Understanding, AO2 Creative Making, AO3 Reflective Recording and AO4 Personal Presentation</i> developed throughout KS3, play an integral part of the GCSE course.

### 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) and more locally the Midlands Art Centre (Birmingham B12 9QH) would be hugely beneficial. Encourage them to speak about what they see.
- 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.
- Cheap art sets can be bought from a range of accessible shops, supermarkets and online to help further their skills.
- Pupils are encouraged to enjoy Textiles – Have fun with design – make mistakes and learn from them!



## What is it?

The purpose of homework at Woodrush is to support learning within the classroom and also to help our pupils develop into independent learners. Homework will be mostly set online and will be in the format of quizzes which students can work their way through.



Quiz

## Years 7 to 9

Homework will primarily be online self marked quizzes, linked to the key knowledge they are learning in the classroom. It will be 45 minutes per week for Maths and English. It will be 30 minutes per fortnight for all other subjects.

# Woodrush Home Learning



## Years 10 and 11

Homework will be set on Seneca or Sparx mostly. Maths, English and Science should take 60 minutes per week. All other options subjects should take 30 minutes per week.



## Sixth Form

For every lesson in school, sixth formers should spend 1 hour of independent learning outside of the classroom, which may be completing exercises, exam questions, reading texts etc. Each subject will set homework regularly also, one hour per week.



## How can you help?

Please encourage your child to complete homework and spend a good amount of time on it. Please use the Parents and Student Arbor app to keep track of what homework your child has been set and when it is due. Have a homework desk set up in your home, where it is a quiet space for them to complete their homework.

# Woodrush Home Learning



Here are some of the website/apps we will be using as a school

## 01. Parent and Student Arbor App

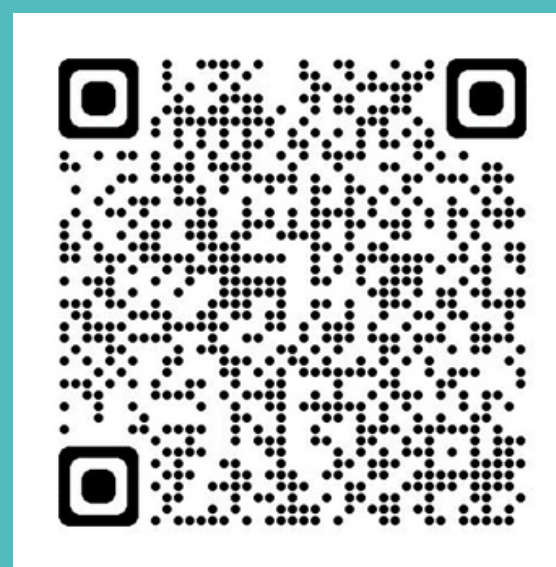
We will send more information about this. Here you are able to see your child's achievement points, consequences, homework and much more.



## 02. Seneca

SENECA

All students have a login to Seneca and homework will be set on here from a range of different subjects.



How to connect my parent account to my child's account



## 03. Sparx

Sparx will be used in Maths and English. Students already have logins for Sparx Maths and there is also independent learning on here too.

**Sparx Maths**



**Sparx Reader**



## 04. Microsoft Teams

All students have a school login for Microsoft Teams.

On here we may put notices, careers information and each class has their own teams page where teachers can post resources/lessons particularly useful if your child has missed any time.



Microsoft Teams



# Frequently Asked Questions

## HOMEWORK

### **2** WHAT HAPPENS IF MY CHILD DOES NOT DO THEIR HOMEWORK?

Every child has 7 days to complete their homework. If they miss the deadline we set consequences. For Years 7-9 this is a CI for each homework missed. For Years 10 and 11 they will have a homework catch-up ticket and will complete their homework for 1 hour after school.

### **3** HOW WILL MY CHILD BE REWARDED FOR THEIR HOMEWORK?

For each piece of homework completed your child will be given an A1. There will be more rewards such as A2's, post cards, phone calls home for outstanding work.

### **4** WHAT IF MY CHILD IS STRUGGLING WITH HOMEWORK?

Please direct them firstly to their teacher who will be able to help. If this is ongoing please email the school and we will be able to support.

### **1** WHERE CAN I FIND MY CHILD'S LOGIN?

The logins for each programme we use are in your child's planner. If you cannot find this please email the school and we can send the logins to you.



### **5** WHAT IS THE VALUE OF HOMEWORK?

Homework is used to support classwork. It is designed to help all students become independent learners and more importantly form a base of good work ethic which can be built on in future years. At Woodrush we consider homework as a key part to learning and you can really support us!

### **6** WHAT IS MY ROLE, IN HOMEWORK?

Please encourage your child as much as possible. Make sure they are coping with their homework and ensure they are organised. Sit with them. Talk to them about the tasks. If children talk about what they are learning they are more likely to remember it. If they are struggling encourage them to see the teacher in advance to tell them they have struggled and the teacher will help them.



**WOODRUSH  
HIGH SCHOOL**

# Careers at Woodrush

Students will start their careers education by looking at who they are, exploring possibilities and dream jobs, and understanding what a career is.

At Woodrush we use Unifrog, which is an online app where each student will have their own login and will start to build their profile. During their 5-7 years at Woodrush we will encourage them to use Unifrog regularly; to write CV's, search for apprenticeships or sixth forms etc. We also recommend using this app at home.

## **The next 3 pages you will find:**

- 1) Learning journey showing what we do in our careers curriculum
- 2) Route maps showing how you can help at home with what you can access
- 3) Parent login details

# Careers education learning journey (11 - 16)

<b>Y11</b>	Reflect on your employability skills	Explore pros and cons of post-16 pathways	Learn how to choose a post-16 pathway	Research volunteering and paid work	Compare apprenticeships and HE	Discuss: is AI a threat to our jobs?
<b>Y10</b>	Reflect on your career journey	Explore employer profiles	Learn about different career types	Prepare for work experience	Learn about workplace wellbeing	Discuss: in person, hybrid and remote working
<b>Y9</b>	Reflect on your skills	Explore learning pathways after school	Learn how to choose KS4 options	Find out how to take control of your career journey	Learn how to manage your money	Learn about the labour market (LMI)
<b>Y8</b>	Reflect on your interests	Explore CVs	Learn about the workplace	Find out how to create the life you want	Define what success looks like	Learn about careers and the climate
<b>Y7</b>	Reflect on who you are	Explore dream jobs	Learn what we mean by 'career'	Find out what entrepreneurs do	Learn about work-life balance	Learn about careers and the future



**Grow throughout life**  
Grow throughout life by learning and reflecting on yourself, your background, and your strengths.

**Explore possibilities**  
Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.

**Manage career**  
Manage your career actively, make the most of opportunities and learn from setbacks.

**Create opportunities**  
Create opportunities by being proactive and building positive relationships with others.

**Balance life and work**  
Balance your life as a worker and/ or entrepreneur with your wellbeing, other interests and your involvement with your family and community.

**See the big picture**  
See the big picture by paying attention to how the economy, politics and society connect with your own life and career.



**START  
HERE**

## Year 7

- **Interests profile** to identify & understand key interests
- Start to record **Activities**
- **Careers library** introduces employability skills and sectors

## Year 8

- **Careers library** and **Skills tool** link skills used in school with careers
- **Activities** to further develop skills
- **Careers library** builds LMI awareness

## Year 9

- Revisit **Interests** and discover how passions link to pathways
- **Subjects** and **Careers libraries** for informed GCSE choices
- **Skills** for skillset self-awareness and to prepare for mock interviews

## Year 10

- Understand **Personality profile** and preferred **Work environments**
- **CV** and **Writing tools** to draft application materials
- **Placements tool** to complete and reflect on WEX

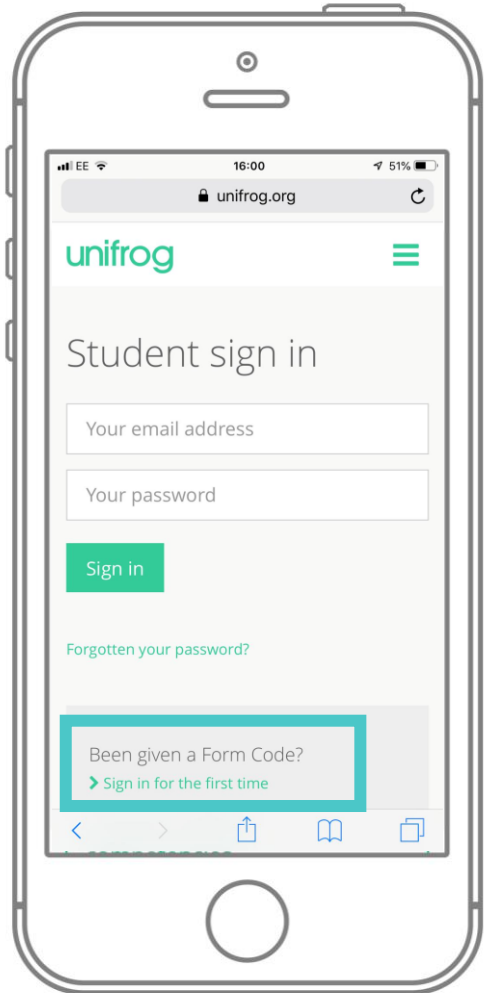
## Year 11

- Research post-16 options on **College & Sixth Form** and **Apprenticeships tools**
- Learn to manage workload and wellbeing with **Webinars**
- Prepare for revision and leaving school with the **Know-how library**

## Next Step

Student **successfully applies** to and reaches the **best next step** for them!

# Induction day, get signed up!



Scan this QR code or go to

[www.unifrog.org/code](http://www.unifrog.org/code)

You'll be asked for some details and a Sign up Code. This is what you need:

**WORUparent**

After signing up, log into Unifrog using your email address and password via the student sign-in page!



# Woodrush Trips Offer

Here is an overview of the trips we offer in Years 7 to 11. There may be additional ones to supplement the courses we offer.

