

2025-2026

YEAR 10

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 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 Weekly	Character Development	Character Q&A	Assembly	Citizenship

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.



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	STRUCTURES – NATURAL WORLD Exploring natural forms through photography, drawing, painting, printmaking KEW GARDENS trip	STRUCTURES – NATURAL WORLD Exploring natural forms through photography, drawing, painting, printmaking	STRUCTURES – ARCHITECTURE Exploring structures within buildings Old and New. Recording ideas influenced by artists Ian Murphy, Valery Koshlyakov . Media: Chalk, Collage, Charcoal, paint in group project BIRMINGHAM ARCHITECTURE Trip & BCU PORTRAIT	STRUCTURES – ARCHITECTURE Exploring structures within buildings Old and New. Recording ideas influenced by artists Ian Murphy, Valery Koshlyakov . Media: Chalk, Collage, Charcoal, paint in group project	STRUCTURES – PORTRAITURE Portrait and Figurative Workshops that explore key aspects of Portraiture in Art, how to draw an accurate portrait using a range of different techniques and processes	STRUCTURES – PORTRAITURE + PERSONAL PROJECT Portrait and Figurative Workshops that explore key aspects of Portraiture in Art. Combine 2 themes from STRUCTURES to create a personal response
Assessments	sketchbook appraisal (AO3, AO2, AO4)	Large scale painting planning and outcome and sketchbook appraisal (AO3, AO2, AO4)	Sketchbook and Artists Outcomes AO1/AO2	Sketchbook and Artists Outcomes AO1/AO2	Features double pages in Sketchbook (AO3/AO2)	Full Portrait (AO4)

Building on prior learning	Students will use the 2D and 3D skills and contextual information from KS3 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 ART club and set design and making for School Production and coursework catch-up at anytime
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 1.1	Autumn 2 1.2	Spring 1 1.3	Spring 2 1.4	Summer 1 1.5	Summer 2
Topics	<p>Enterprise & Entrepreneurship, Spotting a Business Opportunity</p> <p>What is the dynamic nature of business - considering how and why business ideas come about. How new and small businesses spot opportunities by understanding customers’ needs and using market research.</p>	<p>Putting a Business Idea into Practice. Making the Business Effective</p> <p>How businesses identify aims and objectives.</p> <p>How the elements of the marketing mix must work together.</p>	<p>Understanding External Influences on Business</p> <p>How businesses respond to external influences.</p>	<p>Business and the Economy</p> <p>Why businesses are affected by the economy?</p>	<p>Business External Influences</p> <p>How inflation increases a business’s prices.</p> <p>How changes in interest rates impact on a business.</p>	<p>Exam Skills - Revision of units covered. Exam technique Practice paper.</p> <p>Pearson Edexcel Level 1/Level 2 GCSE (9-1)</p> <p>PAPER 1: Investigating small business</p>
Assessments	<p>End of topic assessment</p> <p>Exam board papers Tutor2U module assessments APT module assessments</p>	<p>End of topic assessment</p> <p>Exam board papers Tutor2U module assessments APT module assessments</p>	<p>End of topic assessment</p> <p>Exam board papers Tutor2U module assessments APT module assessments</p>	<p>End of unit formula assessment 2-3-mark questions Exam board papers Tutor2U module assessments APT module assessments</p>	<p>End of unit assessment</p> <p>Exam board papers Tutor2U module assessments APT module assessments</p>	<p>90 Mark Mocks Paper Practice Papers</p>

Building on prior learning	This qualification is for learners who want to develop their enterprise skills and start a career in business. Department will provide baseline test (Q&A) for those who have some business knowledge. Pupils will be provided with deepen knowledge extension work during the first term.
Enrichment within the Curriculum	Students can watch Dragons Den and the Apprentice to see how the terms that we use in lesson are applied to real businesses. We offer additional lessons after school to support enrichment.
Extracurricular opportunities	By being part of the student council, students can make a positive impact within our school community. Students will have the opportunity to get involved in house competitions or helping organise Year 6 Business open evenings.
Positive impacting on personal development (SMSC)	How climate change will influence businesses. Considering the EU, population changes and their impact on businesses Reflections on the importance of stakeholders
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.

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.

Citizenship

"The Citizenship curriculum intends to equip students with the knowledge, skills and understanding that is required to become informed, responsible and active citizens in a democratic society. The curriculum is designed to foster critical thinking, empathy and a sense of civic duty. Students develop a deep understanding of British values, democracy and the rule of law. They gain knowledge on the rights and responsibilities of citizens. Students will understand the role of government, law enforcement and public services. They will also explore the issue of identity, diversity and social justice."

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Theme A: Living Together in the UK The changes in the UK population, respect and understanding, identity, human rights, legal rights Theme B: Democracy at Work Concept of democracy, major political parties, general elections, voting systems, forming a government	Theme A: Living Together in the UK Political rights, rule of law, Magna Carta, protecting rights and freedoms, protecting human rights, local services Theme B: Democracy at Work Houses of Parliament, role of ministers and MPs, making and shaping laws, parliamentary sovereignty	Theme A: Living Together in the UK Thinking critically about the Human Rights Act, rights in the workplace, rights and duties of citizens Theme B: Democracy at Work Devolution in the UK, taxes, chancellor of the exchequer, budget and provision	Theme A: Living Together in the UK Representation in parliament, the role of councils, local problems and solutions, presentations with councillors Theme E: Taking Citizenship Action Identifying local / regional / global issues, carrying out research, carrying out primary research	Theme C: How the Law Works The purpose of the law, difference between criminal and civil law, people who implement the law Theme E: Taking Citizenship Action Carrying out primary research for project, reviewing research and analysing different viewpoints	Theme C: How the Law Works Criminal courts, civil disputes, different sentences, court role play Theme E: Taking Citizenship Action Reviewing research and analysing different viewpoints, action planning
Assessments	Exam question practice and knowledge check throughout	Exam question practice and knowledge check throughout	Exam question practice and knowledge check throughout. End of unit tests	Exam question practice and knowledge check throughout. End of unit tests	Exam question practice and knowledge check throughout	Exam question practice and knowledge check throughout. End of unit tests

Building on prior learning	Students have covered content ranging from voting, elections and political parties to taxes and the treasury. Through PSHE, character development sessions in form times and assemblies, students have gained a deeper understanding of the British values and their significance.
Enrichment within the Curriculum	Students will investigate and plan a course of informed action to address a citizenship issue or question of concern with the intention to benefit a particular community or wider society. Students will also get the opportunity to interact with governors, councillors and our local MP. There are many education visits / visitors on the horizon for this course, such as visiting the Houses of Parliament and the magistrates' courts.
Extracurricular opportunities	There are many forums for students to join, these are the wellbeing, sports, anti-bullying, equality and diversity forums. Through these, students can highlight the pertinent issues and use their problem-solving skills to work out solutions for the issues that face our young people. As well as this, students can put themselves forward to join the student council and the great team of prefects at Woodrush.
Positive impacting on personal development	Citizenship contributes to students' development of critical thinking and skills of analysis. There will be opportunities to present and communicate work to a range of audiences which will strengthen students' confidence and sense of self-worth and self-esteem. Students will practice effective teamwork and collaboration. Students will develop stronger emotional intelligence and respect for their communities locally and globally.
Preparing for the next stage of education	The content covered this year will set a strong foundation for the content which will be covered in Year 11. Students will have a profound understanding of our communities, democracy, the law, power and influence, and taking citizenship action.

Ways to support your child's learning

- Encourage discussion by talking about current events linked to citizenship such as elections, protests, community events. Ask open-ended questions to encourage critical thinking.
- Share your own experiences including your voting history, community involvement, any volunteering work.
- Foster any community engagement such as volunteering, attending local events, encouraging participation.
- Model good citizenship by demonstrating respect, honesty and responsibility.
- Discuss ethical dilemmas and encourage empathy by helping your child understand the perspectives of others.
- Develop empathy for different cultures and backgrounds.
- Read books and articles on citizenship topics.
- Watch documentaries and films together that address civic issues.
- Visit museums and historical sites to learn about the history of citizenship and democratic principles.

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 make mistakes, learn from them and keep on trying.”

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Algorithms & Python Programming Basics	Programming fundamentals	Programming fundamentals & Producing Robust Programs	Boolean Logic, Programming languages and IDE's	System architecture CPU, Performance Embedded Systems	Primary & Secondary Storage Numbers, Characters, Images
Assessments	End of topic assessment Exam board papers Python Programming	Mid-term topic assessment Exam board papers Python Programming	End of topic assessment Exam board papers Python Programming	End of topic assessment MOCK Exam board papers Python Programming	End of topic assessment Exam board papers Python Programming	End of topic assessment Exam board papers Python Programming

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 use Sphero Bolt. Sphero BOLT is a game-changing tool that empowers students to explore their creativity, coding skills, and inventiveness. With its advanced sensors, programmable LED matrix, and innovative technology,
Positive impacting on personal development	Students will confidently be able to understand how computer systems work and have useful knowledge when purchasing equipment of their own. They will have learnt how to solve complex problems, breaking them down into manageable parts. Start to understand the processes behind apps they use day to day.
Preparing for the next stage of education	For the next stage of their education, they will continue to need to have access to a computer which has 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 about new innovative technology and how technology will likely impact their future.
- Engage with current news surrounding new technologies from technology websites
- Encourage students to code at home using the booklets provided, also sites such as 'CodeAcademy'.
- Using Seneca & Booklets provided by school

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	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>
Assessments	Language Paper 1 Gothic themed Q 1-5.	Analytical Essay for Literature, theme / character from <i>A Christmas Carol</i> .	Synoptic assessments Literature and Language	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 – Toy Project User requirements and Design Specifications	Mechanisms and Components Levers and systems	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	Coursework Club – Achieving The Best Possible Grade
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 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 erosion and deposition -Coastal management	UK Physical landscapes Rivers River processes -Landforms of erosion and deposition Flooding management	Resource Management Distribution of resources Uk Resources- Food Water Energy	Resource Management Causes and impacts of energy insecurity Energy supply Sustainable energy Peru case study examples	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)	Knowledge recall quizzes and whole class feedback	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

- 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 Fitness

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	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 1.2 Muscular system Types of muscle, structure of the muscular system, muscle movement, muscle contractions Muscle type fibres Performance of muscle fibres	1.3 Respiratory system Structure and function of the respiratory system Diffusion and gaseous exchange, respiratory measurements, respiratory changes	1.4 CV system, structure and function of blood, heart, cardiac cycle, BP, energy systems	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	3. Health and fitness and the components of fitness Understanding health and fitness Health related fitness Skill related fitness	4. Principles of training Understanding the principles of training Skill related fitness
Assessments	Questions on structure and function of body systems Practical on muscle movement	Exam question to explain gaseous exchange	Questions on all of component 1 as a full exam in 1 lesson.	Presentation on the effects of health and fitness on the body short and long term	Assignment practice for an activity of their choice Case study	Case study to help an athlete with h Assignment practice

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 skeletal system.
Enrichment within the Curriculum	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
Extracurricular opportunities	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
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 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

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

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	R034 Task 1: Plan a creative activity Task 2: Deliver the planned creative activity	R034 Task 3: Evaluate your own performance Task 4: Therapies and their benefits	R033 – Life stages – Understanding the ageing process in older adulthood. Physical, Intellectual, Emotional and Social Development across the life stages	R033 – Life Stages Creating a support plan for use in a health and social care setting R033 – Life Stages Medical conditions & Life Stages;	R032 Understand how to support individuals to maintain their rights	R032 Understand the importance of the values of care and how they are applied
Assessment	Knowledge checks Case studies Exam Questions	Knowledge checks Case studies Exam Questions	Knowledge check assessments; Portfolio work	Knowledge check assessments; Portfolio work	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: Early Modern Industrial Period The Modern Period	The People’s Health, 1250-Present: The Modern Period The Elizabethans 1580-1600: Daily Lives; Popular Culture;	The Elizabethans 1580-1600: Exploration and Colonisation. Power and control	The Elizabethans 1580-1600: 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	Knowledge Check and Whole Class Feedback Tasks	People’s Health End of Unit Assessment Knowledge Check and Whole Class Feedback Tasks	Synoptic Assessments	Elizabethans End of Unit Assessment Knowledge Check and Whole Class Feedback Tasks	Knowledge Check and Whole Class Feedback	Synoptic 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.
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.

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	Relationships and sex education Violence in relationships Sexual harassment and reporting it Impact of pornography on relationships Impact	Health and wellbeing Menstrual, gynaecological and reproductive health Maintaining sexual health Signs of stress, anxiety and depression Impact of drug abuse and addiction	Living in the wider world Extremism and preventing extreme ideologies Democracy and voting	Relationships and sex education Features of a loving relationship, showing affection and love Pregnancy and options Different types of relationships and families	Health and wellbeing Suicide and getting help Influences on health and marketing campaign	Living in the wider world Administering CPR and first aid Financial considerations when living independently Rights and responsibilities online
Assessments	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms	End of year quiz

Building on prior learning	<p>In Year 9, PSHE focuses on equipping students with the knowledge and skills to navigate life confidently and healthily. Here are the key areas covered:</p> <p>Relationships: behaviours in healthy and unhealthy relationships, exploitation and abuse in relationships, explicit material and the law, different types of relationships, features of domestic abuse, skills for successful relationships and ending unhealthy relationships, sexual readiness</p> <p>Health and Wellbeing: reproductive anatomy- and methods of contraception, different forms of STIs and treatments, mental health and social media use, substance abuse and impact, coping with bereavement and loss, supporting our health, when our health goes wrong</p> <p>Living in the Wider World: country lines and grooming, managing situations involving drugs, debt and how to avoid it, responsible and ethical consumerism</p>
Enrichment within the Curriculum	<p>Students will experience guest speakers in several 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.</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>Social development: 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>Moral development: 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>Spiritual development: 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>Cultural development: 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.</p>
Preparing for the next stage of education	<p>The topics covered in Year 10 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 developed at this stage.</p>

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.

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> <u>Intensive Study</u> 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: Sparx, Corbett Maths, BBC Bitesize, Maths genie
- 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 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 STILL LIFE / PRODUCT PHOTOGRAPHY	GENRES of Photography PORTRAIT /ARCHITECTURE PHOTOGRAPHY	GENRES of Photography ABSTRACT/STREET/L ANDSCAPE PHOTOGRAPHY	PERSONAL DEVELOPMENT OF AN OUTCOME INSPIRED BY THE GENRES	PERSONAL DEVELOPMENT OF AN OUTCOME INSPIRED BY THE GENRES	PERSONAL DEVELOPMENT OF AN OUTCOME INSPIRED BY THE GENRES MOCK EXAM
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	
<ul style="list-style-type: none"> · 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: <ul style="list-style-type: none"> 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	Applied anatomy and physiology The structure and functions of the musculoskeletal system	Applied anatomy and physiology The structure and functions of the cardio-respiratory system	Applied anatomy and physiology Anaerobic and aerobic exercise The short- and long-term effects of exercise	Physical training 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	Physical training The principles of training and their application to personal exercise/training programmes	Physical Training How to optimise training and prevent injury Effective use of warm up and cool down
Assessments	End of topic test NEA Practical Performance	End of topic test NEA Practical Performance	End of topic test NEA Practical Performance	End of topic test NEA Practical Performance NEA: Analysis 1	End of topic test NEA Practical Performance NEA: Evaluation 1	Mock Exam Paper 1 NEA Practical Performance

Building on prior learning	Key Stage 3 work on the muscles, warming up, fitness testing and training.
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 C3a – Quantitative Chemistry P4 – Waves and Radiation	B3 – Nervous and Endocrine Systems C3a – Quantitative Chemistry P4 – Waves and Radiation	B4 – Ecology C3b – Reactions P3 – Electricity and Magnetism	B4 – Ecology C3b - Reactions P3 – Electricity and Magnetism	B5 – Inheritance and variation C4 – Groups 1,0 &7 P2a - Forces	B5 – Inheritance and variation C4 – Groups 1,0 &7 P2a - Forces
Assessments	B3 Checkpoints C3 Checkpoints P4 Checkpoints	B3 assessment C3a Assessment P4 Assessment	B4 Checkpoints C3b Checkpoints P3 Checkpoints/P3a Assessment Synoptic assessments	B4 Assessment C3b Assessment P3b Assessment	B5 Checkpoints C4 Checkpoints P2a Checkpoints	B5 Assessment C4 Assessment P2a Assessment Mock Exams – B1-3, C1-3, P4-6

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
- Encourage students to review learning using Carousel Learning study packs

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.

Textiles

“The (art and design) 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.”

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Remembrance Day Project 1 Skills building project – Group project with A02 and A03 focus. Fabric manipulation, embroidery, needle felting, wet felting, free motion embroidery, hand embroidery, mixed media.	Natural Forms /Architecture Project 2 Skills building project – AO1 and A02 focus. Mono printing, natural printing, block printing, pattern repeat, CAD, colour theory and simple sewing wrap outcome	Unit 1 – 60% AO1 Pupils begin their Unit 1 portfolio Theme research Artist research Responding to artist Photographs Drawing/painting from observation Contextual research Formal elements Colour theory	Unit 1 AO2 Pupils begin AO2 Creative making Techniques/samples Developments Theme investigation	Unit 1 AO2 Pupils continue AO2 Creative making and AO3 reflective recording Techniques Samples Sample developments Theme investigation Design ideas	Unit 1 AO2 Pupils continue AO2 Creative making and AO3 reflective recording Sample developments Theme investigation Design ideas Refining ideas towards final outcome(s)
	Assessments	End of unit assessment	End of unit assessment	Assessment for learning – written feedback given and whole class feedback Personal outcomes	Assessment for learning – written feedback given and whole class feedback Personal outcomes	Assessment for learning – written feedback given and whole class feedback Personal outcomes

Building on prior learning	Pupils will build on their research skills and knowledge of textile techniques to begin their final portfolio brings together all 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 an outcome 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 extracurricular clubs in Textiles specific to KS4. 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	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 and Develop, ready to work up to Christmas Y11 to refine and produce outcome(s). This process will then be repeated within the exam time frame in year 11 from January. Studying Art Textiles is a great introduction to the world of Design and Textiles. There are endless opportunities including fashion careers, buyers, designers, technologists, manufacturing, retail, journalism, fashion illustration, PR, Interiors and many more. 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) and more locally the Midlands Art Centre (Birmingham B12 9QH) would be hugely beneficial. Encourage them to speak about what they see.
- Websites:
 - [Fashion and Textile Museum](#)
 - [Fashion Museum Bath](#)
 - [Midlands Art Centre](#)
 - [The Tate Modern & Britain](#)
 - [Museum of Modern Art](#)
 - [Pinterest](#)
- 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.
- TV programs like The Great British Sewing Bee
- 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 Design and Technology – 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

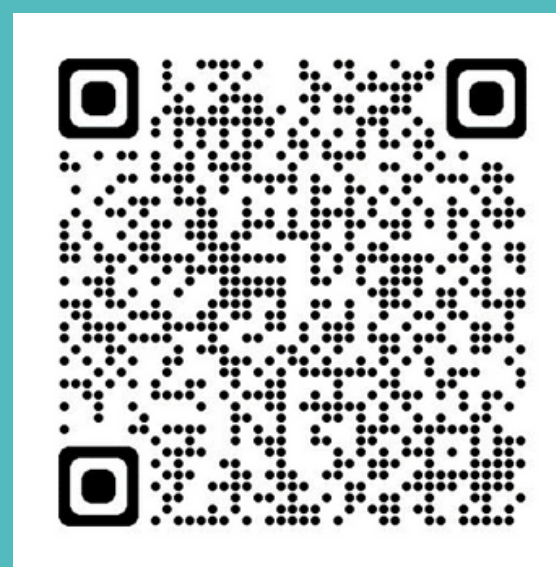
We will send more information about this. Here you are able to see your child's achievement points, consequences, homework and much more.



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)

Y11	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?
Y10	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
Y9	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)
Y8	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
Y7	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

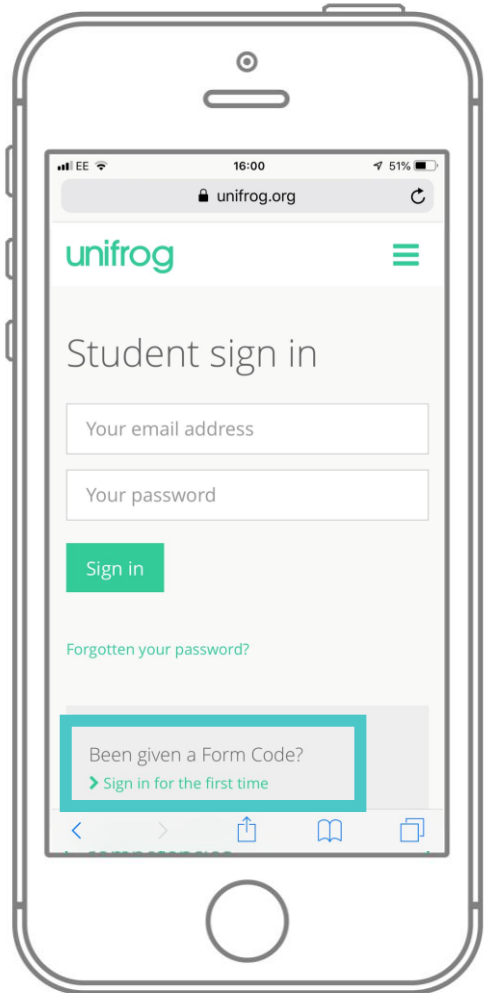
Year 11

- 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

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.

