YEAR 11

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 with in school. An outline of a typical week is shown below.

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 11	Assembly	Character Development	Character Q & A	Study skills / mentoring	Woodrush Weekly/Exam focus/Interventions

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
Topics	**'Continued from Yr10 - independent project'** Finalising ideas to inform a personal response Mock exam	**MOCK EXAM PREP** Final idea refinement Final idea mock up Mock exam	**GCSE EXAM PAPER GIVEN – Exam Unit 40%** **Start** prep time Moodboard/artists Observational drawings	**GCSE EXAM – Exam Unit 40%** ITSO/ REFINEMENTS/DESIGN IDEAS	EXAM – 10 hour
Assessments	*Assessment of Design Ideas for Final Outcome*	*Personal Investigation whole unit and MOCK EXAM* *Assessment objectives 1-4*	*Assessment Objectives 1 and 3*	*Assessment Objectives 1 and 2*	*60% Coursework* *40% Exam* *All 4 Assessment Objectives*

Building on prior learning	Students will have developed their skills for all 4 Assessment Objectives through both coursework units, in Year 9 and Year 10. Their understanding of these will be reinforced throughout the exam prep time process, in Year 11. Knowledge and application of contextual research will impact their own idea development and their experimentation will integrate into their own chosen starting point. Students will start the year by completing the final outcome of their year 10 coursework unit.
Enrichment within the Curriculum	Students will have the opportunity to take part in developing props and set design for the school production. They will also research artists, craftspeople, photographers and designers from a range of cultural and contextual backgrounds as part of their exam prep.
Extracurricular opportunities	Students will visit the TATE Gallery in London for artist exhibitions to enrich, inspire and encourage wider contextual understanding by experiencing art within a gallery setting.
Positive impacting on personal development (SMSC)	In year 11, students will research artists that explore emotional and cultural issues. They will be encouraged to explore their own thoughts and feelings and to express these to create personal and meaningful outcomes.
Preparing for the next stage of education	Year 11 challenges students to develop their projects independently. They reflect on their learning over the previous 2 years and this enables them to become more self-sufficient on their next stage of education.

Ways to support your child's learning

- Visit galleries and exhibitions where students can experience a wider range of art styles to help inspire their own work.
- Watch 'Grayson's Art Club' to gain a greater appreciation of the wider impact of art.
- Encourage students to read the 'Arts and Entertainment' sections to keep up to date on BBC news.
- Remind students to be working on their Coursework and Exam prep on their weekly structured homework slot.
- Encourage students to experiment with a greater range of techniques by researching for themselves.

Business Studies

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Topics	**2.1** **Growing the Business** What are the methods for a business achieving growth? What is the impact of globalisation? Why businesses change its aims?	**2.2** **Making Marketing Decisions** How each element of the marketing mix is managed. How businesses use the marketing mix to inform the decisions that they make about their products and services.	**2.3** **Making Operational Decisions** How businesses operate to meet the needs of its customers. How businesses manage their sales process.	**2.4** **Making Financial Decisions** What business tools can they use to support their financial decisions.	**2.5** **Making Human Resource Decisions** What decisions growing businesses must make about the organisational structure, recruitment, training and motivation?	**Exam Skills** **Pearson Edexcel Level 1/Level 2 GCSE (9-1)** **P**aper 2: Building a Business
Assessments	End of topic assessment Exam board papers Tutor2U module assessments APT module assessments	End of topic assessment Exam board papers Tutor2U module assessments APT module assessments	End of topic assessment Exam board papers Tutor2U module assessments APT module assessments	End of topic assessment Exam board papers Tutor2U module assessments APT module assessments	End of topic assessment Exam board papers Tutor2U module assessments APT module assessments	90 Mark Mocks Paper Practice Papers

Building on prior learning	This qualification is for learners who want to develop their enterprise skills and start a career in business Knowledge of how small businesses operate (year 10 theme 1 unit) Department will provide baseline test (Q&A) for those who have some business knowledge of theme 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	Students are actively encouraged to develop summer businesses that allow them to start earning and it allows them to start on the journey of becoming an entrepreneur
Positive impacting on personal development (SMSC)	**Literacy**: Reading of case studies, research as well as group and class discussion. **Numeracy**: Calculations in a business context and interpretation and use of quantitative data in business contexts to support, inform and justify business decisions. **SMSC** **Spiritual development:** students explore discrimination in the workplace and are encouraged to explore these concepts and challenge the actions that businesses do take or should take. Enabling students to develop empathy and allow them to take into consideration other people aims, values, principles and beliefs **Moral development**: Students evaluate, comment upon and discuss various moral issues relating to business practices. Students consider the political, social, environmental and technological issues arising from a business decision. **Social development:** Development of team working skills through collaborative work and research **Cultural development**: Students look at the changes in society and how they can affect businesses. **Character:** case studies will look at entrepreneurs that have demonstrated various characteristics including confidence, resilience, aspiration, Initiative. Students will also have the opportunity to develop these through an enterprise activity. Students will also demonstrate these personally throughout the course when studying different concepts.

Preparing for the next stage of education	Students learn a number of skill-sets in GSCE that will allow them to progress to further education effectively, for example Pupils will gain a great understanding of how organisations operate. This will be useful for any company pupils join or interact with and their knowledge of the ins and outs of the running of a business will make them a useful, adaptable and confident employee. Good decision-making is an invaluable quality. Business Studies will allow pupils to develop their ability to quickly and efficiently make sensible, logical and informed decisions. This will save them time and hassle in both their personal and professional life and will hopefully stay with them throughout your entire life. Business Studies also forces them to be organised and to plan ahead. Learning how to generate marketable ideas, access resources and develop business plans all require a great deal of organisation. This, of course, is a crucial skill that will definitely serve them well no matter what career they decide to pursue. Problem solving is a significant part of Business Studies. Aspects of the course such as coming up with a business plan that works, adapting to changes in the market and deciding whether or not it would benefit a company to employ people all require problem solving. They will become very good at coming up with elegant and logical solutions to problems for employers. Presentation skills are really important so a subject that allows you to develop them is a definite advantage. Practising presenting improves their oral communication, diction and confidence, which are all valuable life skills

Ways to support your child's learning

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

Computer Science

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	**1.3.1 Networks and topologies** **1.3.2 Wired and wireless networks, protocols and layers** & **programming**	Continue with **1.3.2 Wired and wireless networks, protocols and layers** **1.4-network-security** & **programming**	**1.5 Systems Software** Operating systems Utility Software and programming	**1.6 Impacts of digital technology** Environmental legislation and programming	Revise for Exams
Assessments	Mid-Unit Assessment on Networks and topologies	End of Unit Assessments for both 1.3 & 1.4	Mocks	End of Unit Assessment 1.5 & 1.6	Exams

Building on prior learning	Year 11 will be a year of building on all knowledge gained throughout year 7-9, they will have fundamental problem-solving skills, computational thinking, the ability to write complex pseudocode and algorithms.
Enrichment within the Curriculum	Within year 11 students. The students will get to do larger projects of code allowing them to create more complex programs than a normal lesson would allow.
Extracurricular opportunities	Students are able to freely download python programming and other text-based computer programs e.g. C++ or Java Script. They can then develop more complex applications and programs to give them a wider understanding of how to develop apps in the future.
Positive impacting on personal development (SMSC)	Throughout the 2 years of the course students will develop confidence in their understanding of how computers work, allowing for them to purchase technology in the future knowing exactly what the specification of the product they are purchasing. In addition, students will develop complex problem-solving skills, with the use of the programming challenges and having to break problems down into smaller more manageable chunks.
Preparing for the next stage of education	Students will be able to move onto further education with the ability to think for themselves and solve problems confidently. Students will also be able to break down issues that they may have efficiently, knowing the path that they need to follow to effectively solve complex issues. They will also have a full and comprehensive knowledge of the inner workings of a computer system.

Ways to support your child's learning

- Ensure that your child has access to a computer, whether that be a stand-alone PC or a laptop
- Allow them to download Python Programming for free to allow them to practice their programming skills
- Encourage students to code at home using sites such as 'CodeAcademy'.
- Use Seneca
- They could use Micro bits or Raspberry-pies to further their knowledge
- Allow them access to other computer systems in the house and allow them to try and fix any issues you may be having with them
- Allow them to solve problems for themselves
- Use the Smart Revise software as much as possible to practise their knowledge and understanding – it is designed to give feedback wherever possible.

Drama

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	**Component 1** **Written Exam** Students will revisit the exam as a whole and look at the key components of the set text and live theatre review	**Component 1** **Written Exam** Students will revisit the exam as a whole and look at the key components of the set text and live theatre review	**Component 3** **Scripted Exam** Students will begin rehearsing for their scripted exam	**Component 3** **Scripted** Students will perform their final exam to a visiting examiner	**Component 1** **Written Exam** Final revision and mock exam sessions
Assessments	Written assessments/mock exam	Written assessments/mock exam	Ongoing rehearsals	Final performance exam to examiner (grades not released until August)	Mock Exams

Building on prior learning	By Year 11, students will have all the skills necessary to complete their final exams, however we will spend Term 1 looking at the written exam in greater depth. Students will have a strong knowledge of what the exam contains and we will build on this by looking at exemplar answer and mark schemes.
Enrichment within the Curriculum	Students are given the opportunity to attend trips to the theatre to enhance their understanding of how theatre is put on stage. These will also be used as topics for their mock written exam. Students will also be encouraged to attend after school rehearsals and participate in extra-curricular opportunities such as concerts and clubs, to ensure they are developing their skills on a wider scale.
Extracurricular opportunities	Drama students are encouraged to get involved with any productions happening in school. They can also gain experience in playwriting, technical theatre and directing if this is something that interests them.
Positive impacting on personal development (SMSC)	Within the Drama curriculum, students will look at practitioners and theatre styles that could inspire their work further, which gives them context of the development of theatre throughout time. Drama enhances a person's confidence and communication skills as well as allowing them to develop their memory and teamwork. Students look at the importance of the creative industries to the economy, and the various pathways Drama can lead to. Students develop resilience in their practice through sustained working on one performance as well as independence in their creative thinking to provide personal responses and outcomes.
Preparing for the next stage of education	Students will work towards completing the final 60% of their course. They will also be developing their analysis and evaluative skills using their own and other's work, allowing them to look at positive judgements and constructive criticism. The skills developed in Drama will be invaluable when thinking about next steps post-16, be it studying Drama and other A-Levels here at Woodrush or going on to study more vocational courses elsewhere.

Ways to support your child's learning

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

English Language and English 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
Topics	***Macbeth* and English Language Paper 1** Analyse the themes of hubris, hierarchy and fate in Shakespeare's Macbeth. Consider the context of Jacobean England and witchcraft for James I. Complete thematically linked study of fiction for Paper 1 Language and creative writing	***Macbeth* and English Language Paper 2** Consider the play as a tragedy. Look at the ending and Act 2 considering the consequences of Macbeth's actions. Consider the fate of Lady Macbeth. Complete study of paper 2 language.	**Carousel Revision:** all topics Literature and Language. Planned revision lessons on each topic.	**Carousel Revision**: all topics. Literature and Language. Planned revision lessons on each topic	Tailored revision based on mock exam results
Assessments	English Language Paper 1 Question 4 English Literature Paper 1 (Macbeth) checkpoint	**Mock Exam 1** English Language Paper 1 English Literature (An Inspector Calls and Unseen Poetry)	Revision of all papers.	**Mock Exams:** English Literature Paper 1 English Literature Paper 2 English Language Paper 1 English Language Paper 2	GCSE Exams.

Building on prior learning	All aspects of the English language course have been previously covered English Literature texts apart from Macbeth have previously been covered. They are: Modern Text – An Inspector Calls 19th Century text – A Christmas Carol Power and Conflict Poetry Anthology There are opportunities to revise these texts in class and independently throughout the year.
Enrichment within the Curriculum	We organise trips to see relevant plays which appear on the curriculum as they are put on in theatres. We have taken trips to see *Macbeth* at the Globe Theatre in London, and *An Inspector Calls,* and *A Christmas Carol* in previous years. This is dependent upon which productions are put on each year.
Extracurricular opportunities	We encourage students to make the most of the library and the resources that are so easily available. We are very keen to encourage the students to become enthusiastic readers of both fiction and non-fiction.
Positive impacting on personal development (SMSC)	The set Literature texts and chosen Language texts give students the opportunity to explore historical and social issues such as feminism, race, the environment, and identity. Students are encouraged to develop a social conscience and respond with empathy.
Preparing for the next stage of education	Some students may go on to study an English-based A Level and will apply specific language and/or literature skills as well as essay techniques. Students going on to study other A Level courses will also need to apply skills in essay writing, reading critically/for meaning, and analysing source material

Ways to support your child's learning

- In the Autumn and Spring term, all year 10 students will complete three 20 minute homework tasks of their choice each week. Following the secodn set of mock exams, they will be given a 'page-a-day' study booklet. This is to revise and consolidate knowledge, as well as to practise essay and writing skills. Where possible, support your child by reminding them to space these tasks throughout the week to aid retention.
- Encourage your child to read widely both fiction and non-fiction. It would be fantastic if you could model this.
- Read the newspaper online or on paper and encourage your child to engage with this.
- Discuss books and articles with your child after reading them. Ask them to use their English terminology to explain directorial choices and their effects.
- Encourage your child to write. Creative writing is greatly beneficial as is writing about "real issues".
- Encourage your child to be constantly revising content from Year 9 and Year 10, as well as new Year 11 content. This will help them retain their knowledge. This can be done through homework, researching, creative posters or flashcards, etc.

Film Studies

"Film Studies at Woodrush, encourages students you to think critically, creatively and analytically about a range of films. We aim to watch a variety of different genres from various places and time periods and think about how they reflect the times and places in which they are made. We consider all of the small details that go into making a frame, a scene or a film, and to pick apart why a director has made the choices they have. Mainly, we think about how a fictional film relates to the wider world, and what it can teach us about the experiences of other people."

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	**US Independent Film – The Hurt Locker** **NEA second draft**	**US Independent Film – The Hurt Locker** **NEA Second Draft**	**Non-English Language Film – Tsotsi**	**Non-English Language Film – Tsotsi**	**Exam Skills Consolidation**
Assessments	Frequent revision tests of Y9 and Y10 content Exam-style questions NEA second draft	Frequent revision tests of Y9 and Y10 content Exam-style questions NEA second draft	Frequent revision tests of Y9 and Y10 content Mock Exams	Frequent revision tests of Y9 and Y10 content Exam-style questions	Exam-style questions

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 and 10. They will apply these, as well as their knowledge of genre and narrative to a series of new films. They will continue to revise the content covered in Year 9 and 10, with some concepts being relevant to their new ones.
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 Tsotsi give students the opportunity to explore historical and social issues – things like racism, stereotyping and prejudice. 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 skill 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 YouTube, 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, as well as new Year 11 content. This will help them retain their knowledge. This can be done through homework, reading their work books, researching, creative posters or flashcards, etc.

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
Topics	**Paper 3 fieldwork** **Solihull and Carding Mill valley booklets**	**The Changing Economic World** -The UK economy, North South divide, Uk Transport, Science parks, UK in the Wider world	**Challenge of Natural Hazards** Plate tectonics Earthquake case studies- Haiti/ Italy Formation of volcanoes. Tropical storms and Extreme Weather	**Challenge of Natural Hazards** Managing hazards Climate Change: Causes impacts and management **Preparation pre release booklet for exam 3**	**Paper 3- Pre release** **Theme released by examination board in March**
Assessments	Exam question practice	Mid topic test Practice questions- previous topics Knowledge recall quizzes	February- Whole school mock examinations Knowledge recall quizzes	Practice paper 3 – Practice past examination papers Knowledge recall quizzes	GCSE Examination season

Building on prior learning	Students study Weather and Climate and Earthquakes and Volcanoes in Year 8, Globalisation and global issues in Year 9. Students will build upon this knowledge through Year 11. Students continue to develop graphical, photo and map analysis skills throughout the Year in preparation for examinations.
Enrichment within the Curriculum	A level/ sixth form college taster days.
Extracurricular opportunities	By being part of the student council or by being a humanities ambassador, students can make a positive impact within our school community. Examples could include, recycling projects, house competitions or helping organise Year 6 Geography open evenings.
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 deforestation, global climate change, drought, famine and global food and energy supply. 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 11 we aim to perfect student responses GCSE style assessment questions. Students will further their ability to answer mathematical, statistical and cartographical skills in line with AQA specification requirements. We also further develop independence, confidence and oracy skills by creating research-based homework projects and assessing through verbal presentations. These skills are valuable skills required at KS5 in a range of subject areas. To support development into KS5 we offer A level taster sessions.

Ways to support your child's learning

- Encourage students to attend revision and intervention classes after school where applicable.
- Use online revision websites for Geography to help students build upon their current knowledge.
- Learn where particular countries are on maps through Google images or by using an Atlas.
- Familiarise yourself with the content of the specification by visiting https://www.aqa.org.uk/subjects/geography/gcse/geography-8035
- All students will have access to a Teams page where teachers will post revision material and PowerPoint's.
- Parents are encouraged to support students with completion of their Geography homework revision packs from September onwards.

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 if 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
Topics	Development of Final Outcome Proposals	AO4: Final Outcome	Exam Release: Choose an exam topic and begin creating EXAM portfolio	Exam Development – Develop Ideas for your Exam final outcome	Exam – 10 Hour – Final outcome Exam
Assessments	Verbal Feedback	10 Hour final outcome	Verbal Feedback	Verbal Feedback	Moderated Exam Portfolio and Final Outcome.

Building on prior learning	In year 11, students will have a vast range of skills which they can showcase throughout their NEA Portfolio. They will create a rigorous outcome for their Projects, which they have developed throughout year 10.
Enrichment within the Curriculum	Students are always encouraged to do extra Graphics outside of school. Graphics Club is on every Wednesday and there, students can get more support with their Graphics Portfolios and can spend more time on their coursework.
Extracurricular opportunities	Throughout the non-examined assessment, the students must work independently on their chosen focus. They must create a wide range of creative ideas.
Positive impacting on personal development (SMSC)	Students must make a personal choice for their Non-Examined Assessment topic theme. It is advised that students choose a focus of something they are passionate about or interested in. Students will have opportunity to explore Graphics across different cultures and will explore the moral and social choices that Designers often must make.
Preparing for the next stage of education	Due to the wide range of skills that we learn in Graphics, students will be well equipped to go on and study a range of Design courses after GCSE.

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
Topics	Unit 6 Lifestyle and nutrition – Understanding the eat well plate, how hydration, sleep and lifestyle choices impact individuals – Coursework is released the start of 1st October 2025. Research task complete	Creating and delivering fitness programme to a client in the gym over 4 weeks. Evaluations and feedback after each session Writing a meal plan (healthy and unhealthy) for your client	2nd set of fitness tests to be carried out and all written coursework to be completed for class teacher to mark.	Exam prep – revision and coursework changes to take place	Revisit units 1-6 over the next few weeks with mock exams and revision to prep for the exam in May 2026
Assessments	Written Tasks to be completed in exam conditions	Practical tasks in the gym with observations	Written tasks to be completed in exam conditions	Revision questions and feedback and time to complete coursework tasks	Written exam prep

Building on prior learning	Physical training: • Creating and training a client in a gym environment to improve a client's muscular endurance and co-ordination • Fitness testing over 4 weeks to identify any improvements with a client's overall health. Applied anatomy and physiology The structure and functions of the skeletal system useful when creating their own fitness programme for a client.
Enrichment within the Curriculum	Going to the gym on site and delivering a training session to a client and giving each other feedback so then write up an evaluation of each session they deliver
Extracurricular opportunities	Having a PT come to class and talk about how they use their qualification and why understanding the components of fitness is important. Help with writing a fitness programme
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. Lessons are taken up with the course work as there are several tasks that need completing in order for the coursework to be submitted and marked in time to meet the deadline in April. Evaluation of performance fitness and skill tasks completed to prepare students for their non-exam assessment. Feedback and support to be provided in research lessons.

Ways to support your child's learning

Non exam assessment 60% Coursework set in class, ensuring all lessons are attended and they arrive on time.
Exam assessment 40% - Revisions in school once coursework has been completed

www.bbc.co.uk/bitesize/guides
www.nhs.co.uk
www.hoddereducation.co.uk resource student book to support learning of the course
https://www.amazon.co.uk/dp/1398376264?ref_=cm_sw_r_ffobk_cp_ud_dp_QGND749ENN606XNSWSGX&bestFormat=true
Revision tasks and questions

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 rational 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
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	R032 LO1 and LO2Understand how to support individuals to maintain their rights e.g the rights of individuals why it is important to maintain the rights of individuals and how can care workers support the rights of individuals Understand the importance of the values of care and how they are applied e.g. how and where the values are applied	R032 LO3 and LO4Understand how legislation impacts on care settings e.g. an overview of the key acts of legislation and their impacts. Understand how personal hygiene, safety and security measures protect individuals	Final Revision
Assessment	Knowledge checks Case studies Exam Questions	Knowledge checks Case studies Exam Questions	Knowledge checks Case studies Exam Questions	Knowledge checks Case studies Exam Questions	Knowledge checks Case studies Exam Questions

Building on prior learning	Year 11 builds on the content learned in R033 and R032. Students have a thorough understanding of the stages of development and factors that affect growth and development. In Year 11, students will plan and deliver a creative, therapeutic activity which is designed for young adolescents aged 11-18 years old. They will build on their knowledge from the exam unit they covered in Year 10 to help prepare them for their exam in the summer term.
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 24 hours 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.

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 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
Topics	Introduction to Non-Examined Assessment Brief (NEA 1)	NEA1 completion Introduction to NEA2	NEA 2	NEA 2 Completion	Revision of theory knowledge
Assessments	NEA 1 - Research and planning	NEA 1 – experiments and evaluations NEA 2 – Research and planning	NEA 2 – Practical Assessments	NEA 2 – Evaluations	Practice Exam questions

Building on prior learning	In year 11 all of the knowledge and skills learnt and master in years 9 & 10 are applied to the Non-Examined Assessment work. Pupils will use all they have learnt to complete assessment tasks.
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. 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)	Food opens up a wide range of opportunities to trial and test a range of ingredients and methods. Pupils are encouraged to work together to complete their projects, to share resources and ingredients. Pupils are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious design is a cornerstone for us across the department at Woodrush.
Preparing for the next stage of education	Studying Food and Nutrition is a great introduction to the world of catering and technical studies in Nutrition. There are endless opportunities for students studying food Post 16. Many students who study Food and Nutrition at GCSE apply for Post 16 courses including Food Science, Nutritional Studies, Catering

Ways to support your child's learning

- Look out for any design and creative competitions on TV shows, (MasterChef, Great British Bake-off) radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating! Programs like 'Ready Steady Cook', 'The Great British Bake off' introduce pupils to new ingredients and methods.
- 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.

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
Topics	**Kenilworth Castle** **The Making of America:** The growth of the USA up to 1838.	**Making of America:** The expansion of the west up to 1860; the causes, events and consequences of the American Civil War.	**Making of America:** Settlement on the Plains and conflict with the Native Americans; the impact of change on different groups between 1877-1900. The impact of change on different groups between 1877-1900.	**Revision**	**Revision**
Assessments	Kenilworth Assessment	Knowledge checks and whole class feedback	Mock Exams	A variety of practise exam questions from across the units.	A variety of practise exam questions from across the units.

Building on prior learning	Pupils studied King John and slavery in KS3 so have a background knowledge which will prove useful in their study of Kenilworth Castle and the Making of America. In addition, pupils will have the ability to recap learning from prior topics in the final half term.
Enrichment within the Curriculum	Pupils will have the ability to visit Kenilworth Castle which will enrich their study of the site, helping them to understand the lie of the land and key features of the castle. They will also have the opportunity to attend a residential trip to Berlin to help consolidate their learning of the Living under Nazi Rule module.
Extracurricular opportunities	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. They will also explore the treatment of African Americans and Native Americans in the growth of the USA between 1789 and 1900.
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. Remind them to not only cover what they're currently doing in class, but also what they've studied in year 9 and 10.
- 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 i.e. Coughton Court and the Birmingham Museum and Art Gallery.
- 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.

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
Topics	**Algebra** Manipulation of expressions Sequences **Geometry** Pythagoras and Trigonometry **Number** Decimals	**Number** Proportion **Algebra** Solving Equations **Geometry** Shape and enlargements	**Algebra** Graphs **Geometry** Area including circles **Statistics** Probability	**Algebra** Inequalities Functions **Statistics** Venn Diagrams Data	Revision based on class weaknesses
Assessments	Unit tests at the end of each unit	Unit tests at the end of each unit Mixed assessment exam based	Unit tests at the end of each unit	Unit tests at the end of each unit Mixed assessment exam based	Past Papers

Building on prior learning	Pupils will be building upon and furthering their understanding of the topics studied in Ks4. All prior knowledge will be assessed.
Enrichment within the Curriculum	Within year 11 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 11 marks the second year of the mathematics GCSE course. The Key Stage 3 course, and first year of Key Stage 4 will have put pupils in a strong position going into year 11, 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 Maths, Corbett Maths, 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!
- Students in Year 11 will also receive weekly half-past papers from their teacher – please speak to them about these and encourage them to complete them

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
Topics	**Film Music Consolidation & Exam Technique:** Area of Study 3 – Simple & Compound Time Signatures, Melodic Features, Cadences, intervals, melodic features, textures, essay writing & Listening tasks **Composing to a Brief:** Exploring Ideas for NEA	**Popular Music Consolidation & Exam Technique:** Riffs, types of chord, text setting, melodic features Fusion & Bhangra Toto *Africa* Listening and Analysis **Composing to a Brief:** Starting Composition for NEA	**Forms & Devices Consolidation & Exam Technique:** Baroque, Classical and Romantic Music Musical Structures: Binary, Ternary, Minuet & Trio, Rondo, Variations & Strophic Forms Bach *Badinerie* Listening and Analysis **Composing to a Brief:** Composition (NEA)	**Music for Ensemble Consolidation & Exam Technique:** Jazz & Blues, Musical Theatre & Chamber Music Focusing on Texture & Sonority **Composing to a Brief:** Composition (NEA)	**Exam technique and revision**
Assessments	Listening Assessments Solo Performance Recording and Assessment	Written assessments/mock exam	Listening Assessments Ensemble Performance Recording and Assessment	Ensemble Performance Recording and Assessment Final Listening Mock Assessment	Practice listening tests and papers Submission of Final Composition to a Brief NEA

Building on prior learning	In Year 11 Music, the students consolidate their prior learning from the previous 2 years including performance, composition, listening and appraising and developing their skills in all areas of study. Students will continue to develop higher skills established in their music lessons and finalise their Non Examined Assessment (NEA) performances. Students will complete their NEA Compositions.
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 11 is a year consolidating and further developing the necessary skills needed to tackle the more demanding performance, composition and analysis units in year 11. Students will complete their NEA Performances on their chosen instrument and complete their second Composition set to a brief. Students will then have all the necessary skills to undertake a Music course at KS5 level.

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 invaluably.
- 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
Topics	**Genres -'ABSTRACT'** Research sharon johnston and vilde rolfsen. (ao1) Photoshoots inspired by johnston and rolfsen (ao3)	**Combined Genres - MOCK EXAM (**6 WEEKS PREP – 5 HOUR SUSTAINED OUTCOME) (AO4) Students combine their favourite two genres and create a personal and meaningful outcomes using what they have investigated to date in photography genres	**GCSE EXAM PAPER GIVEN – Exam Unit 40%START** PREP TIME Moodboard/ Photographers/ Initial Photos	**GCSE EXAM – Exam Unit 40%**ITSO/ REFINEMENTS/DESIGN IDEAS	EXAM - 10Hour
Assessments	*ITSO SJ and VR*	*GENRES – whole unit and 5 hour Mock exam*	*Whole unit to date*	*Whole unit to date*	

Building on prior learning	Students will have developed their skills for all 4 Assessment Objectives through both coursework units, in Year 9 and Year 10. Their understanding of these will be reinforced throughout the exam prep time process, in Year 11. Knowledge and application of contextual research will impact their own idea development and their experimentation will integrate into their own chosen starting point. Students will start the year by completing the final outcome of their year 10 coursework unit on STILL LIFE.
Enrichment within the Curriculum	Students will have the opportunity to take part in developing props and set design ideas for the school production. They will also research photographers and designers from a range of cultural and contextual backgrounds as part of their exam prep to gain a greater understanding of different Photographers styles and practice.
Extracurricular opportunities	Students will have the opportunity to attend coursework catch-up and an extra-curricular club that develops ideas based on a vocational brief
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	Year 11 challenges students to develop their projects independently. They reflect on their learning over the previous 2 years and this enables them to become more self-sufficient on their next stage of education.

Ways to support your child's learning

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

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	
Topics	**Relationships and sex education** Features of misogynistic behaviours Sexual coercion and sexual harassment Revenge porn and its impact Consent, rape and sexual abuse	**Health and wellbeing** Miscarriage and stillbirth Homelessness and its impact Binge drinking and its impact Signs and impact of addiction	**Living in the wider world** Payday loans Money stresses and pressures	**Relationships and sex education** Good sex Drugs at parties and festivals	**Health and wellbeing** Rights and responsibilities at work Suicide and getting help	
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	

Building on prior learning	In Year 11, PSHE focuses on equipping students with the knowledge and skills to navigate life confidently and healthily. Here are the key areas covered: **Relationships and sex education:** harms of misogynistic behaviours, violence in relationships, sexual harassment, impact of pornography, impact of gender stereotypes, features of sexual relationships **Health and Wellbeing:** menstrual, gynaecological and reproductive health, maintaining sexual health, signs of stress, anxiety and depression, impact of drug use and addiction, suicide and getting help, binge drinking and its impact **Living in the Wider World:** money stresses and pressures, payday loans, rights and responsibilities at work, homelessness and its impact
Enrichment within the Curriculum	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.
Extracurricular opportunities	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.

Positive impacting on personal development (SMSC)	PSHE has a significant impact on the spiritual, moral, social and cultural (SMSC) development in students and here's how: **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. **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. **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. **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.
Preparing for the next stage of education	The topics covered in Year 11 are essential to build a strong foundation in understanding the content required for students to navigate their way through different challenges that life will present them with. In KS5 students will learn about healthy coping strategies, managing stress, healthy body image, career opportunities, preparing for work, the impact of financial decisions, post-18 options, living in a diverse society, challenging prejudice and discrimination, assertive communication, healthy and unhealthy relationships, travelling, keeping safe along with other age-appropriate content.

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.

GCSE 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
Topics	Achieving good grades at GCSE Investigating the Problem (Primary and Secondary Research) Materials and their working properties	Coursework Focus Environmental social and economic New and emerging technologies Understanding advanced mechanical systems	Coursework Focus Prototyping of ideas <u>Prototyping</u> In-depth Wood and manufactured boards revision	Coursework Focus In-depth Metals/Polymers revision	Coursework Run-in and completion Revision of Theory aspect of course including; -Research Techniques -Materials and Properties -Environmental Issues -Natural and manufactured timber
Assessments	Coursework checkpoint 1.0 Mid-Term Theory Assessment Autumn 1.0	Coursework checkpoint 2.0 Mid-Term Theory Assessment Autumn 2.0	Coursework checkpoint 3.0 Mid-Term Theory Assessment Spring 1.0	Coursework checkpoint 4.0 Mid-Term Theory Assessment Spring 1.0	Coursework checkpoint 5.0

Building on prior learning	**Core Knowledge and Understanding** • Design and Technology and our world • Environmental issues • Mechanical components and devices • Materials (Metals/Polymers/SMART and New Materials) **In-depth Knowledge Building** • Natural and manufactured timber, Metals and Alloys, Polymers and SMART and New Materials
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!
- Exam board reference. GCSE - Design and Technology (9-1) - Eduqas

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
Topics	Sports psychology Classification of skills The use of goal setting and SMART targets to improve and/or optimise performance Basic information processing	Sport Psychology Guidance and feedback on performance Mental preparation for performance	Socio-cultural influences Engagement patterns of different social groups in physical activity and sport Commercialisation of physical activity and sport Ethical and socio-cultural issues in physical activity and sport	Health, fitness and wellbeing Physical, emotional and social health, fitness and wellbeing The consequences of a sedentary lifestyle Energy use, diet, nutrition and hydration	**Movement Analysis** Lever systems, examples of their use in activity and the mechanical advantage they provide in movement Planes and axes of movement
Asses-sments	NEA Analysis 2 NEA Practical Performance End of topic test	NEA Evaluation 2 NEA Practical Performance End of topic test	NEA Analysis & Evaluation NEA Practical Performance End of topic test	NEA Analysis & Evaluation NEA Practical Performance Mock Exam Paper 1 & 2	NEA Analysis & Evaluation NEA Practical Performance

Building on prior learning	KS3 Leadership & coaching opportunities, analysis & evaluation of performance KS4 skeletal & muscular system
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, Trampolining. Team activities: Association football, Badminton, Basketball, Cricket, Dance, Hockey, Netball, Rugby Union, Tennis.
Positive impacting on personal development (SMSC)	Examples: Spiritual, Moral, Social & Cultural: Physical training, Sports psychology & Socio-cultural influences
Preparing for the next stage of education	Exam Assessment: • Paper 1: The human body and movement in physical activity and sport. • Paper 2: Socio-cultural influences and well-being in physical activity and sport Non-exam assessment: Practical performance in physical activity and sport • Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). • Analysis and evaluation of performance to bring about improvement in one activity. Prepares students for AS & A Level, further education courses and careers in sport, exercise and physical activity.

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/zp49cwx

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
Topics	B6 Global challenges C5 Rates of Reaction P1 – Matter	B6 – Global Challenges C6 – Global Challenges P2 – Forces and Motion	Biology, Chemistry and Physics Unit 4-6 Revision	Biology, Chemistry and Physics Unit 1-3 Revision	Past papers
Assessments	C5 assessment P1 assessment B6a Assessment	B6 assessment C6 assessment P2 assessment Mock Exam B1-3, C1-3, P4-6 (P5-8 Separate Science)	Mock exam B4-6, C4-6, P1-3 (P1-4 Separate Science)	Mock Exam B1-3, C1-3, P4-6 (P5-8 Separate Science)	Past papers

Building on prior learning	Pupils build upon their key stage 3 work on health, disease, human impact on the environment and sampling in Biology. In physics they build upon learning about forces, the particle model and changes in state and in Chemistry they build upon rates of reaction and global challenges.
Enrichment within the Curriculum	Students will learn through engaging practical's 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)	Science helps students to understand of the world around them developing 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 revise using Carousel 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
Topics	**Social Stratification** Definitions of, and inequalities between, genders, social classes and ethnicities. Explanations and experience of Poverty.	**Social Stratification** Explanations of power, including Feminist views and types of political power. **Crime and Deviance** Definitions of deviance, social order and social control. Measuring crime & deviance	**Crime and Deviance** Explanations of crime and deviance (Marxist, Functionalist, Feminist and Interactionalist).	**Crime and Deviance** Factors affecting criminal behaviour – age, gender and ethnicity. Debates on crime.	**Whole Curriculum Revision for GCSE exams**
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.

Building on prior learning	Students will have learnt about the core sociological perspectives during Year 9 and Year 10. Their understanding of these will be reinforced throughout the topics covered in Year 11. Knowledge and application of Research Methods will also be developed as these are integrated into several aspects taught across the year. Students will start the year by completing their study of the Social Stratification unit.
Enrichment within the Curriculum	Several aspects of the Crime & Deviance 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	Students will hopefully have the opportunity to visit the National Justice Museum in Nottingham, which will aim to enrich their learning of Crime & Deviance. 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	Students in sociology develop their discursive, analytical and evaluative skills, both oral and literal. They are able to build and support arguments, integrating theoretical and anecdotal evidence. Essay writing skills are improved throughout the qualification, as are skills regarding research and conducting practical experiments. All of these are hugely beneficial for further study in higher education at A-Levels and university.

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
Topics	**Media and Technology** Mobile phone use Risks of digital life Artificial intelligence Famous people	**Free Time** Hobbies Weekend plans Invitations Last weekend A special day	**Travel and Tourism** Holiday preferences Recent holiday Future holiday plans Festivals	**Where I Live** Opinion on town My town: now and in past Changes to town Directions Shopping preferences **The Environment** Protecting the environment Environmental worries	**Revision**
Assessments	**End of unit assessment**	**End of unit assessment**	**Mocks**	**End of unit assessment**	**Past papers**

Building on prior learning	Students will have learned some vocabulary for describing their area in KS3 and year 9. They will have learned about some Spanish cultures and traditions in previous years, particularly festivals. Students will have covered most key grammar concepts in years 9 and 10, including how to conjugate verbs in three tenses and adjective agreement.
Enrichment within the Curriculum	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. Students will have the opportunity to learn about studying Spanish post 16.
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	Students are exposed to longer texts and listening passages in year 11, which helps prepare them for A-Level Spanish. We encourage students to read the news in Spanish and watch TV programmes / films in the target language. This would help students prepare for the text and film which is examined at the end of year 13.

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 **Carousel** – an app/website for learning vocabulary (students have a login)
- Encourage the use of their CGP revision guides at home.
- Encourage the use of their vocabulary books from year 9 and 10.
- 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 or popular music in Spanish 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
Topics	**Continued from Y10 Unit 1** Finalising ideas to inform a personal response	**Unit 1** Final refinements Making outcome(s) and evaluation MOCK EXAM **Deadline for Unit 1**	**Unit 2 Exam paper given 40%** Research, drawing from observation and design work	**Unit 2** Techniques exploration, refinements, design work.	**Final Exam** **10 hours** to produce final outcome(s)
Assessments	*Assessment of Design Ideas for Final Outcome(s)*	*Personal Investigation whole unit and MOCK EXAM Assessment objectives 1-4*	*Assessment Objectives 1 and 3*	*Assessment Objectives 1 and 2*	*60% Coursework 40% Exam Assessment objectives 1-4*

Building on prior learning	The portfolio (Unit 1) 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 outcome(s) they would like to make supported but research, experimentation and analysis. Pupils will also complete Unit 2 which is their exam portfolio set externally by the exam board with a 10hour practical exam to complete the course.
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 and coursework/exam. 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 11, students will have a thorough understanding of the requirements of each of the assessment objectives having completed both Unit 1 and Unit 2, AO1 Critical Understanding, AO2 Creative Making, AO3 Reflective Recording and AO4 Personal Presentation. 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 form 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!

Woodrush Home Learning

What is it?

Thepurpose 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 English, maths and science.
In Year 9 we will also set humanities and languages homework which will be 30-45 minutes per fortnight.



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

Forevery lessonin 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 encourageyour child tocomplete 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. For sparx there isn't a parent account so we encourage you to sit down with your child so they can login and you are able to see 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.

Arbor

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

SCAN ME

03. Sparx

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

Sparx Maths

SCAN ME

Sparx Reader

SCAN ME

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.

SCAN ME

Microsoft Teams

Frequently Asked Questions

HOMEWORK

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.

2 WHAT HAPPENS IFMYCHILD DOES NOT DO THEIR HOMEWORK?

Every child has 7 days to complete their homework. If they miss the deadline we will support them to complete it after school. This is in the form of a homework ticket where they will complete their homework for I hour after school. A letter has been sent with the details for this.

3 HOWWILLMY CHILD BE REWARDED FOR THEIR HOMEWORK?

For each piece ofhomework completed your child will be given an Al. 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.

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

unifrog
the universal destinations platform

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

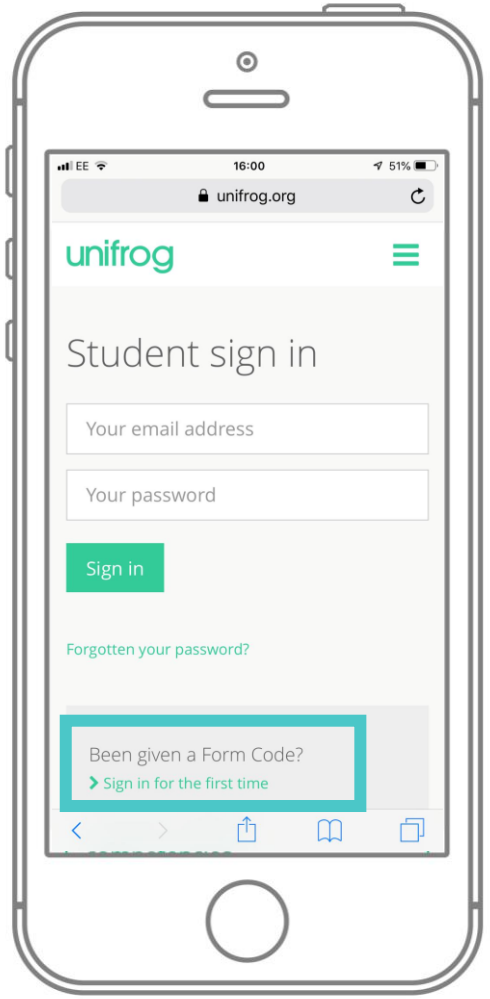
- Research post-16 options on **College & Sixth Form** and **Apprenticeships** tools
- Learn to manage workload and wellbeing with **Webinars**
- Prepare for revision and leaving school with the **Know-how library**

Next Step

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

The unifrog Road Map

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!

unifrog