

Woodrush High School

Curriculum Booklet

Year 7

2019 - 20





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 subject areas about the year 7 course 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 the following core principles which you will see reflected in the subject information.

- **Broad and balanced** so students gain a wide variety of knowledge, understanding and skills
- **Inspires a love of learning** to give students a thirst for knowledge
- **Builds on prior learning** to ensure that learning in all areas is progressive and moves students forward
- **Provides time to embed learning** so there is a deep understanding of the topics taught
- **Meet the needs of all learners** so that all students are pushed to reach their potential
- **Impacts positively on personal development** to equip students to become active citizens in modern Britain
- **Supported by enrichment** to help students to 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
- **Prepares students 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 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,

Miss S Taylor
Assistant Headteacher

Tutorial Time

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

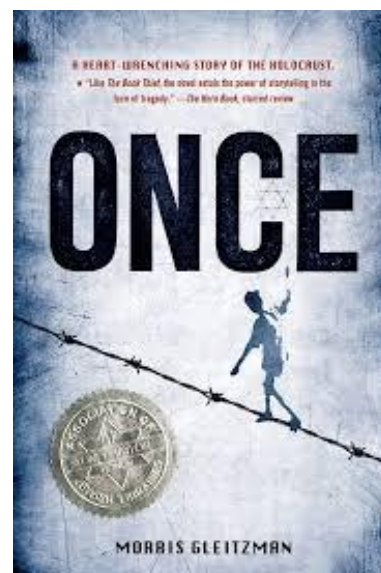
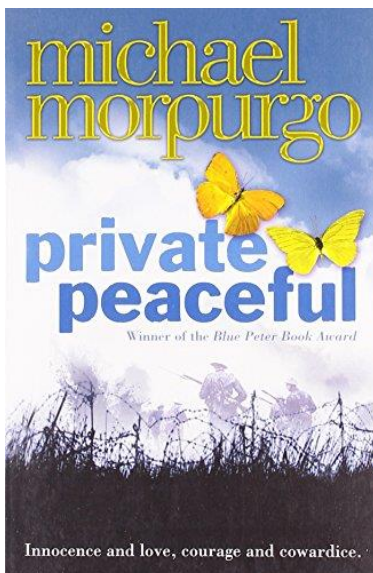
	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Assembly	ASPIRE	Form	Literacy/Numeracy	3Cs

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.

ASPIRE – Our tutorial time ASPIRE programme gives students the opportunity to discuss relevant local, national and international issues. We also use this time to focus on the key character skills of Leadership, Organisation, Resilience, Initiative and Communication

Numeracy and Literacy – On alternate weeks students complete activities to strengthen their basic numeracy and literacy. Numeracy skills delivered through Nijango programme and literacy is promoted through shared reading with their form tutor. The aim of these sessions is to support students’ reading and to encourage them to read ambitious texts which cover challenging themes and new language. The reading programme is designed to be enjoyable and does not include comprehensions-style tasks after the book.

In year 7 the books that students will be reading are ‘Private Peaceful’ by Michael Morpurgo and ‘Once’ by Morris Gleitzman.



The 3Cs – During these sessions students focus on **Character, Culture** and **Currency**. This is in the form of a reflection on the week including a summary of weeks achievement, behaviour and attendance as well as setting targets for the following week in their planners.



		ART	COMPUTING	GRAPHICS Topics taught on rotation	DRAMA	ENGLISH	FOOD Topics taught on rotation	GEOGRAPHY	HISTORY
Autumn 1	Topics	Organic Structures Drawing skills – Line and tone part 1 Line and Tone Artist Research	Using Computers safely	One Point Perspective Construction lines, perspective, use of a vanishing point, guidelines, shading, 3D presentation, basic shapes	Theatre Skills Still Image Narration Role Play Building a character	Identity (Personal) Biographical reading and writing.	Safety Health and safety Weights and measures Identifying Equipment Making procedures	My Place UK cities	How far did life change for ordinary people during the Medieval Period? Norman Conquest Magna Carta Black Death
	Assessments	Baseline assessment Pepper drawing – Line focus	Written Test	Students will be assessed on accuracy, effort and presentation.	Performance assessment	Writing a personal biography. Speaking and Listening 'about me' project.	Practical work and procedures Toasties Fruit salad	Birmingham map skills Development and regeneration of Birmingham	Baseline, Magna Carta Judgement Task.
Autumn 2	Topics	Organic Structures Colour Wheel 3D Forms Painting – Blending part 1	Spreadsheets	Textures, tone and Hatching Drawing techniques Presentation skills	Theatre Skills Devising a scene Halloween & Christmas themes Dramatic Devices Creating Interesting Scenes	Identity (Local and cultural) Reading texts about local places.	Culture Traditions and food	My Place UK Sport Commonwealth games	How did Henry VIII cause a century of trouble? Henry to Elizabeth
	Assessments		Written test and printed Spreadsheet		Performance assessment	Literary extract reading assessment.	Bread tasting and evaluation Making bread rolls	Sustainable Olympics exam questions Should White Hart Lane be moved debate	Reformation SOC task, Elizabeth source analysis task.
Spring 1	Topics	Organic Structures Drawing skills – Line and Tone Part 2 Printmaking – Part 1	Databases	Crating Skills and isometric sketching How to create isometric cubes and use them to create designs.	Desert Island Devising work Creating Multiple Scenes Multi-rolling Staging Types	Travel and Places Reading and writing a range of non-fiction travel texts.	Sustainability Food provenance Where food comes from Farm to fork	My Place UK Landscapes Coasts Rivers Glaciers	How did Henry VIII cause a century of trouble? Gunpowder Plot to the English Civil War
	Assessments	Mid assessment Mushroom drawing – Tone focus	Written test and printed Database		Performance assessment Written assessment	Writing a travel text.	Farm to fork comic strip Fruit Crumble Scone Pizza	Map skills River and coast landscapes questions Flooding newspaper article	Cromwell judgement task.
Spring 2	Topics	Organic Structures Mixed media Painting skills – blending part 2	Computer Hardware	Design Generation Looking at inspiration	Lord of the Flies Script work Creating Pre-existing Characters Learning Lines	Travel and Places Poetry and novels from other cultures.	Sustainability Food Provenance Seasonality	Our Future World Urbanisation megacities and population	How did the Industrial Revolution change Britain? Population growth Key figures Invention
	Assessments		Written test		Performance assessment	Reading assessment based on a novel.	Written assessments based on work completed	Short answer multiple choice Graph analysis	Causes of population growth SOC task, Key figures debate.
Summer 1	Topics	Organic Structures Drawing skills – line and tone	Game making and Algorithmic Thinking using Scratch	Illustration Character Creation CAD Skills	Silent Film Script Work Devising Mime Melodrama Use of Music in Drama	Heroes and Villains & Introduction to Shakespeare Shakespeare extracts.	Nutrition and Healthy Eating Eat well guide Balanced plate (Key nutrients and healthy living). Balanced meals	Our Future World Provision of food and water	How did the Industrial Revolution change Britain? Living & working conditions Medical Advancement
	Assessments	End Assessment Painted pepper – Line and colour focus	Written Test and finished Code	Inkscape drawings	Performance assessment	Reading analysis of a Shakespeare character.	Written Assessment questions based on the work completed. Adapted bread rolls	Assessment questions food and water Case study 6/ 9 mark questions on energy provision	Source evaluation task and Medical Advances SOC task.
Summer 2	Topics	Organic Structures Artist research Print making – part 2	Game making and Algorithmic Thinking using Scratch	CAD Design Interior design Room Drawing	SUMMER PROJECT – Night at the Oscars Writing and Creating own Silent Films	Heroes and Villains & Introduction to Shakespeare	Food Science Enzymic browning Bread practicals and theory	Our future world Future energy and transport Global warming issues and solutions	Why did Slavery survive for so long and why did it end?
	Assessments		Written Test and finished Code	Bedroom drawing – 1 point perspective	End of year performance Written assessment	Script writing task. Speaking and Listening presentation.	Write up of experiment evaluations	Global warming group debate Design a sustainable city Formal end of year assessment	Slavery Source Analysis, EoY assessment.



MATHS	MUSIC	PE	PRODUCT DESIGN <small>Topics taught on rotation</small>	RELIGIOUS STUDIES	SCIENCE <small>Topics taught on rotation</small>	SPANISH	TEXTILES <small>Topics taught on rotation</small>
<p>Number Whole number and decimals</p> <p>Baseline Test to assess students starting points.</p>	<p>The Elements of Music. Introduction to the Keyboard - Note finding, chords, melody and base line.</p>	<p>Boys – Badminton/ Football Girls – Netball/ Gymnastics</p>	<p>Safety 1.Contextual Challenge 2. Health and safety passport</p>	<p>Introduction to RE Judaism</p>	<p>B1 – Cells Cells, microscopes, DNA, variation and inheritance, digestion and enzymes</p>	<p>Family Phonics, Alphabet, greetings, Numbers, Nouns (family), Articles (gender), Adjectives (Descriptions), Adjectival agreements, Connectives, Opinions</p>	<p>Safety Introducing to the workshop</p> <p>Pupils identifying the safety hazards in the workplace (and when using machinery)</p>
<p>End of topic Exit Tickets</p>	<p>Listening test Paired performance piece.</p>	<p>Skills assessment (plus assessment of other roles)</p>	<p>Baseline test Health and Safety passport</p>	<p>Frequent low mark and extended questions</p>	<p>B1 end of unit test</p>	<p>Progress 1 – Reading and Writing Snap shot</p>	<p>Health and Safety leaflet</p>
<p>Geometry Number Factors and multiples Fractions, decimals and percentages</p>	<p>Rhythm and World Music - Djembes and Samba</p>	<p>Boys – Gymnastics/ Rugby Girls – Badminton/ Hockey</p>	<p>Culture Generating ideas 2D and 3D Drawing Single point perspective drawing</p>	<p>Judaism Life of Jesus</p>	<p>C1 –Particle Model Particle model, changing sate, mixtures, solubility, separation techniques.</p>	<p>School Numbers, Time, Expressions of frequency, Articles (gender) Nouns (Subjects/ facilities), Adjectives (Opinions of lessons and teachers), Connectives</p>	<p>Culture Generating design ideas in 2D and 3D</p> <p>Sketching</p>
<p>End of topic Exit Tickets</p>	<p>Listening Test Group Performance assessment</p>	<p>Skills assessment (plus assessment of other roles)</p>	<p>Accuracy drawing in 2D and 3D -Single point perspective drawing/ rendering of objects</p>	<p>Frequent low mark and extended questions</p>	<p>C1 end of unit test</p>	<p>Progress 2 – Listening and Speaking Snap shot</p>	<p>Drawings and designs to be assessed</p>
<p>Geometry Measures, perimeter and area</p>	<p>Ukuleles Learning Chords Links to Hawaii and Island living</p>	<p>Boys – Badminton/ Football Girls - Netball/ Dance</p>	<p>Stakeholders Identifying stakeholders, writing briefs and specifications Initial ideas and modelling, start making</p>	<p>Christianity Life of Jesus</p>	<p>P1 – Forces Friction, gravity, drag, upthrust, magnetism, motion</p>	<p>Clothes Articles (gender), Nouns (Clothes), Opinions and reasons, Connectives, Present tense of regular verbs (llevar), Expressions of frequency, Negatives</p>	<p>Meeting stakeholders requirements</p> <p>Writing briefs and customer profile</p>
<p>End of topic Exit Tickets</p>	<p>Ukulele performance assessment</p>	<p>Skills assessment (plus assessment of other roles)</p>	<p>Writing manufacturing briefs Producing Marking out of materials</p>	<p>Frequent low mark and extended questions</p>	<p>P1 end of unit test</p>	<p>Progress 3 – Reading and Writing Snap shot</p>	<p>Writing a design brief</p>
<p>Geometry Angles, transformations, constructions and 3D shapes</p>	<p>Ukuleles Learning Chords Links to Hawaii and Island living</p>	<p>Boys – Fitness/ Hockey Girls - Badminton/ Football</p>	<p>Making & Sustainability Developing design ideas Materials properties (overview)</p>	<p>Life of Jesus Christianity</p>	<p>B2 – Respiration and Photosynthesis Aerobic and anaerobic respiration, photosynthesis, heart rate and breathing rate</p>	<p>Health Articles (gender), Nouns (Illnesses), Present tense of regular verbs, Present tense of irregular verbs in 1st person, Using modal verbs (deber), Negatives, Connectives</p>	<p>Sustainability</p> <p>Material Properties</p>
<p>End of topic Exit Tickets</p> <p>Unit test</p>	<p>Ukulele performance assessment</p>	<p>Skills assessment (plus assessment of other roles)</p>	<p>Developing an understanding of material properties through making</p>	<p>Frequent low mark and extended questions</p>	<p>B2 end of unit test</p>	<p>Progress 4 – Reading and speaking Snap shot</p>	<p>Classroom discussion and Q&A exercise</p>
<p>Algebra Expressions and formula</p> <p>Equations and sequences</p>	<p>Programme Music Spooky Themes Composing in the style of 'Danse Macabre'</p>	<p>Boys – Athletics/ Softball/ Cricket Girls - Athletics/ Rounders/ Tennis</p>	<p>Making & Evaluating Making of products Isometric sketching CAD designing (2D Design)</p>	<p>Buddhism</p>	<p>C2 – Atomic Structure Atomic and electronic structure, periodic table, atoms, elements and compounds and metals.</p>	<p>Food Articles (gender), Nouns (Food/ mealtimes), Time, Expressions of frequency, Present tense of regular verbs, Using modal verbs (deber), Negatives, Connectives,</p>	<p>Evaluating Evaluating final product against brief and requirements of user</p>
<p>End of topic Exit Tickets</p> <p>Unit test</p>	<p>Listening Test</p>	<p>Skills assessment (plus assessment of other roles)</p>	<p>Final evaluations – Marked for the level of detail and feedback to the made product</p>	<p>Frequent low mark and extended questions</p>	<p>C2 end of unit test</p>	<p>Progress 5 – Listening, reading and writing Snap shot</p>	<p>Final evaluations – Marked for the level of detail and feedback to the made product</p>
<p>Algebra Graphs</p> <p>Ratio Ratio and proportions</p> <p>Statistics Representing data and probability</p>	<p>Programme Music Spooky Themes Composing in the style of 'Danse Macabre'</p>	<p>Boys – Badminton/ Football Girls - Netball/ Gymnastics</p>	<p>Technological Developments Writing evaluations Marketing and Branding of products</p>	<p>Buddhism</p>	<p>P2 – Energy Energy stores and transfers, renewable energy and space science.</p>	<p>Festivals Phonics, Nouns Festivals, Present tense of regular verbs, Using modal verbs (se puede), Negatives, Connectives,</p>	<p>Technological Developments Examining materials and technologies that impact the development of products</p>
<p>End of topic Exit Tickets</p> <p>Unit test</p>	<p>Composition performance assessment</p>	<p>Skills assessment (plus assessment of other roles)</p>	<p>Formulating and producing evaluations Producing final proposals and pitches</p>	<p>Frequent low mark and extended questions</p>	<p>P2 end of unit test End of year assessment</p>	<p>End of Year assessment</p>	<p>Match up task</p>



Subject Guidance



Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Organic Structures Drawing skills –Line and tone part 1 Line and Tone Artist Research	Organic Structures Colour Wheel 3D Forms Painting – Blending part 1	Organic Structures Drawing skills – Line and Tone part 2 Printmaking – Part 1	Organic Structures Mixed media Painting skills – blending part 2	Organic Structures Drawing skills – line and tone Mixed media	Organic Structures Artist research Print making – part 2
	Assessments	Baseline assessment Pepper drawing –Line focus	Mid assessment Mushroom drawing – Tone focus		End assessment Painted pepper -Line & colour focus	

Building on prior learning	Most students will be starting their Art education from a basic level. So, in classroom Art lessons we aim to teach students about the visual elements which are key to the basic drawing skills (Line, Tone, Shape and Colour). Alongside this we encourage experimentation by allowing students to explore a variety of experimental techniques and media, such as painting, 3D, printmaking, and collage. Students will use organic structures to explore these areas and will do a mixture of individual and group work.
Enrichment within the Curriculum	We provide a broad and rich curriculum which will build towards an end of term project that will incorporate all years and all creative arts subjects to allow students to exhibit in a final summer festival. Students also have the opportunity to be involved in whole school projects and competitions to support the community.
Extracurricular opportunities	Students will have the chance to take part in extra-curricular clubs such as KS3 Young Artists and Arts Award. Every year we have the opportunity for students to get involved with whole school Arts activities, either a full school musical which takes place once every 2 years, where they can help produce the set and props, and an Arts festival in the summer term where they will exhibit work.
Positive impacting on personal development (SMSC)	Students learn how to have a creative and explorative mind. They gain independence of thought and perseverance when experiments don't quite work, and they will grow in confidence when they do. Students also work collaboratively in group Art pieces and through schemes of work we look at how to respect each other's work and develop evaluation skills.
Preparing for the next stage of education	Students can go on to study Art or Photography at GCSE and Key Stage 5 level. Art in general promotes team work skills, creativity, and independence of thought, problem solving and builds self-confidence. Students have a real sense of pride when they see their work exhibited.

Ways to support your child's learning

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



Computing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Using Computers safely	Spread sheets	Databases	Computer Hardware	Game making and Algorithmic Thinking using Scratch	Game making and Algorithmic Thinking using Scratch
Assessments	Written Test	Written test and printed Spreadsheet	Written test and printed Database	Written test	Written Test and finished Code	Written Test and finished Code

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

Ways to support your child's learning
<ul style="list-style-type: none"> • Encourage your child to watch technology based TV shows such as the gadget show • Encourage your child to read new technology blogs and sites such as 'The Verve' or the 'BBC Technology pages' • Trips to famous places associated with technology or to the evolution of technology such as Bletchley Park • BBC Bitesize Computer Science pages • Download some of the free applications such as Python and allow them to practice coding • Log on to 'Code Academy' with your child and learn how to code for free whilst picking up some industry recognised qualifications.



Drama

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Theatre Skills Still Image Narration Role Play Building a character	Theatre Skills Devising a scene Halloween & Christmas themes Dramatic Devices Creating Interesting Scenes	Desert Island Devising work Creating Multiple Scenes Multi-roling Staging Types	Lord of the Flies Script work Creating Pre-existing Characters Learning Lines	Silent Film Script Work Devising Mime Melodrama Use of Music in Drama	SUMMER PROJECT Writing and Creating own Silent Films
Assessments	Performance assessment	Performance assessment	Performance assessment Written assessment	Performance assessment	Performance assessment	End of year performance Written assessment

Building on prior learning	Most students will be starting their drama education from a basic level. So, in classroom drama lessons we aim to teach students about key drama skills (facial expressions, body language, hand gestures and still images) along with allowing students to access a variety of characters. Students will then work towards their first performance looking at creating two very stereotypical characters.
Enrichment within the Curriculum	We are building our curriculum towards an end of term project which will incorporate all years and all creative arts subjects to allow students to perform in a final summer concert. We aim to put a focus on the physical aspects of drama whilst making creative decisions to compose music to accompany a live performance.
Extracurricular opportunities	Students will have the chance to take part in extra-curricular clubs such as Key stage 3 drama club and other performance clubs every week. Every year we have an annual Christmas Concert where students get the chance to perform along with a full school musical which takes place once every two years and an Arts festival in the summer term.
Positive impacting on personal development (SMSC)	Students learn how to have perseverance, determination and grow in confidence through our mini performance assessments. Students also work on their group work skills and learn how to lead and be part of a bigger ensemble. Through schemes of work we look at how to respect each other's work and develop evaluation skills.
Preparing for the next stage of education	Students can go on to study Drama at GCSE along with taking LAMDA performance exams if they want to gain an extra qualification. Drama in general promotes team work skills, creativity, communication skills and builds confidence.

Ways to support your child's learning

- Try watching a variety of different TV and film genres to begin to identify the key features of each.
- Try to go to as many live theatre productions as possible, check out National Theatre Live performances which are broadcast to cinemas across the country.
- Read aloud to get better projection, articulation and diction!



English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Identity (Personal) Biographical reading and writing	Identity (Local and cultural) Reading texts about local places.	Travel and Places Reading and writing a range of non-fiction travel texts.	Travel and Places Poetry and novels from a range of cultures.	Heroes and Villains & Introduction to Shakespeare Shakespeare extracts.	Heroes and Villains & Introduction to Shakespeare Introduction to film studies. Reading and writing about 'heroes and villains.'
Assessments	Writing a personal biography. Speaking and Listening 'about me' project.	Reading assessment on a literary extract.	Writing a travel text.	Reading assessment based on a novel	Reading analysis of a Shakespeare character.	Script writing task. Speaking and Listening presentation.

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



Ways to support your child's learning

- Help your child to study their spellings. This could include making sure their word-lists are visible at home, or taking it in turns to test each other.
- Get involved with any research homework your child has been set. This could include looking online or a visit to the library.
- If your child has a speaking and listening presentation coming up, encourage them to practise so they can build their confidence.
- Trips to the theatre can be a great experience. Look out for discount tickets at the RSC, or consider smaller productions at local theatres.
- Look out for any writing competitions on TV, radio, or in the newspaper – these can be a fantastic way to get excited about writing!
- Look out for any film or television adaptations of books your child has enjoyed or studied in class.
- As well as checking that your child is reading a minimum of the recommended 20 minutes each day, there are lots of ways to support your child's reading:
 - Help your child choose books about their interests. This can be both fiction and non-fiction.
 - Model good reading habits by talking about books you have enjoyed.
 - Encourage reading of non-fiction too e.g. newspapers, appropriate websites, leaflets.
 - Good quality magazines about your child's hobbies or interests can also be a valuable resource. This can also make reading seem less of a 'chore' to the most reluctant readers.
 - Ask your child about what they are reading, particularly their Accelerated Reader book, or a book they are studying in class.
 - Ensure your child is a member of the local library.
 - Buy books and magazines as treats or gifts.
 - If relevant, encourage your child to read with younger siblings.



Food and Nutrition

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

Building on prior learning	Some students arriving at Woodrush will have had a limited experience of food place practice. The learning will focus on developing student's awareness of kitchen rules and expectations as well as making students feel comfortable and confident when using a range of kitchen utensils. Students will develop a knowledge and understanding of where food comes from and begin learning about the science of food including studies on Nutrition.
Enrichment within the Curriculum	To enrich students experience of the subject all students will have the opportunity to experience visits from guest speakers in the food industry (from Aspens and BCU). Students will have the opportunity to participate in the workshops with staff within the school.
Extracurricular opportunities	Students will have the opportunity to participate in clubs in Design and Technology including the exciting opportunities offered by food. These clubs and opportunities run throughout the year starting in September 2019 including a specialised baking club beginning after October half term.
Positive impacting on personal development (SMSC)	Food opens up a wide range of opportunities to trial and test a range of ingredients and methods. Pupils are encouraged to work together to complete their projects, to share resources and ingredients. Students are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious design is a cornerstone for us across the department at Woodrush.
Preparing for the next stage of education	Studying Food and Nutrition is a great introduction to the world of catering and technical studies in Nutrition. There are endless opportunities for students studying food Post 16. Many students who study Food and Nutrition at GCSE apply for Post 16 courses including Food Science, Nutritional Studies, and Catering.

Ways to support your child's learning
<ul style="list-style-type: none"> Look out for any design and creative competitions on TV (shows on CBBC/Terrestrial channels), radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating! Programs like 'Ready Steady Cook', 'The Great British Bake off' introduce students to new ingredients and methods. Students are encouraged to read books, magazines and articles about creating food dishes. When completing homework tasks 'go the extra mile' and thoroughly research the topic areas, practice making food dishes. Students are encouraged to enjoy making food dishes – Have fun– trial, make mistakes and learn from them!



Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	My Place	My Place	My Place	Our Future World	Our Future World	Our future world
	UK cities	UK Sport	UK Landscapes	Provision of food and water	Future energy and transport	Global warming issues and solutions
Assessments	Birmingham map skills Development and regeneration of Birmingham	Sustainable Olympics exam questions Should White Hart Lane be moved debate	Map skills River and coast landscapes questions Flooding newspaper article	Assessment questions food and water Case study water Aid/ or an NGO such as Oxfam	Pie charts past and present 6/ 9 mark questions on energy provision Design a sustainable city	Global warming group debate/oracy Formal end of year assessment

Building on prior learning	For many pupils, their study of Geography at primary school revolves around topics which vary in content from school to school. The year 7 curriculum is designed to be broad and varied to link in as much as possible with any prior learning. Students are likely to be familiar with the main countries, continents and cities of Europe as well as contemporary issues world issues and challenges. At Woodrush we will develop this knowledge further but also develop map skills, graphical analysis, decision making enquiry, evaluative and debating skills which include cross curricular links with Science, English and History.
Enrichment within the Curriculum	There will be a house event linked with global development and the supply of clean water where children will be able to design a water purification unit. Students will also be able to model and create a sustainable city and attend fieldtrips to an agribusiness farm and a local river to conduct fieldwork.
Extracurricular opportunities	Pupils will be able to take part in our global green awareness week next summer where they will conduct surveys of how well teachers and students recycle and look after our environment. They will have the option to take part in a live global warming debate. The geography department will run a weekly Geography club where students will take part in activities such as building model volcanoes or learning how to use a compass.
Positive impacting on personal development (SMSC)	Geography is a subject that allows students to study the world around them in order to gain insight into the future world they will live in as adults. Students will learn what it means to be British by looking at core values of mutual tolerance, acceptance, democracy and the rule of law. When studying the rest of the world, students will be able to develop an understanding of the difficulties people encounter and demonstrate the ability to empathise with them.
Preparing for the next stage of education	We tailor our Geography curriculum to enable students to make a smooth transition to GCSE. The "My place" topic will introduce students to the physical landscape's students will need to understand in detail at GCSE. "Our future world" will give students an insight into the challenges of managing growing demand for food, water and energy whilst managing the challenges of global climate change. These are key themes taught at GCSE level.

Ways to support your child's learning

- Visit Birmingham with somebody who remembers the city prior to the recent changes. Ask them questions about what it was like in the 80's and how it has changed.
- Visit a football stadium. Ask organisers or locals what the issues are with congestion on match days and how they cope with it.
- If going on holiday study, take photographs and sketch a coastline including the cliffs. Think about why the coastline has an odd shape.
- Watch some of the gasman documentary on YouTube and find out why fracking is so controversial.
- Read your students planner to find out what homework they are doing. Help them use search engines to research geographical topics.
- Watch TV documentaries such as Blue planet and Planet earth to encourage students to engage with our natural world.
- Find out about flooding in Carlisle, Birmingham and Cornwall. Think about what our government could do to prevent these problems in the future



Graphics

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

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

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



History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	How far did life change for ordinary people during the Medieval Period? Norman Conquest Magna Carta Black Death	How did Henry VIII cause a century of trouble? Henry to Elizabeth	How did Henry VIII cause a century of trouble? Gunpowder Plot to the English Civil War	How did the Industrial Revolution change Britain? Population growth Key figures Invention	How did the Industrial Revolution change Britain? Living and working conditions Medical Advancement	Why did Slavery survive for so long and why did it end?
Assessments	Baseline, Magna Carta Judgement Task.	Reformation SOC task, Elizabeth source analysis task.	Cromwell judgement task.	Causes of population growth SOC task, Key figures debate.	Source evaluation task and Medical Advances SOC task.	Slavery Source Analysis, EoY assessment.

Building on prior learning	For many pupils, their study of History at primary school revolves around topics which vary in content from school to school. The year 7 curriculum is designed to be broad and varied to link in as much as possible with any prior learning. Many of the skills pupils will use may have been introduced at KS2 including some source analysis skills and also understanding concepts such as cause and consequence or change and continuity.
Enrichment within the Curriculum	There will be a house event linked in with the commemorations for the anniversary of VE Day. We will also be introducing theme days within KS3 too where pupils will engage in several activities to do with the topics they are studying.
Extracurricular opportunities	Pupils will be able to participate in History Society throughout the academic year, with previous topics including the Cold War and recreating East and West Berlin along the Humanities Corridor. We will be running a trip to the Black Country museum in year 7 which will enrich the pupils understanding of the Industrial Revolution.
Positive impacting on personal development (SMSC)	History is a significant subject in a child's personal development. It teaches them skills such as empathy, as well as offering plenty of opportunity for SMSC through learning about topics such as the Slave Trade and the Industrial Revolution; all of the topics they study this year will help your child understand the world in which they live better.
Preparing for the next stage of education	The History curriculum in KS3 is tailored to meet the demands of KS4 both with regards to content and skills. The focus on the English Reformation links in to the Elizabethans module in year 9/10, while the slavery will also stand pupils in good stead for the Making of the USA module at GCSE too. The historical skills pupils study will develop and prepare them for GCSE History, should they choose to take the subject. Regardless of whether they choose to continue the subject in KS4 though, we are hopeful that through the KS3 curriculum, your child will foster a lifelong love of History.

Ways to support your child's learning
<ul style="list-style-type: none"> • Read with them- either using books at home, or alternatively through the school or your local library. • Keep an eye out for historical documentaries or movies on TV. • Tell them about your family history! You may have stories to do with what they're studying. Even if the stories don't match the topics- still share! Once these tales are gone, they're gone! • Visit local historical sites with them- many of them are free and have incredible back stories. • Introduce them to useful historical websites such as www.spartacus-educational.com • Ask them about what they're studying in class.



Maths

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

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

Ways to support your child’s learning

- Websites: MathsWatch, Corbett Maths, BBC Bitesize, SumDog.
- Pixl Maths App
- Be positive about maths. Try not to say things like "I can't do maths" or "I hated maths at school" - your child may start to think like that themselves.
- Point out the maths in everyday life. Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling.
- Praise your child for effort rather than for being "clever". This shows them that by working hard they can always improve
- Use the knowledge organisers to help recap skills and try and make these as fun as possible.



Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	The Elements of Music and introduction to the keyboard	Rhythm & World Music Samba & Djembes Ensemble Work	Ukuleles Learning Chords Links to Hawaii and Island living	Ukuleles Learning Chords Links to Hawaii and Island living	Programme Music Spooky Themes Composing in the style of 'Danse Macabre'	Programme Music Spooky Themes Composing in the style of 'Danse Macabre'
Assessments	Keyboard assessment Listening test	Listening Test Group Ensemble performance assessment	Ukulele performance assessment	Ukulele performance assessment	Listening Test	Composition performance assessment

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

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



Product Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Safety 1.Contextual Challenge (Span that gap, trophy challenge) 2. Health and safety passport	Culture Generating ideas Drawing in 2D and 3D Single point perspective drawing	Meeting Stakeholders Requirements Identifying stakeholders and clients Writing briefs and specifications Initial ideas and modelling of ideas	Making Making the products from a range of materials including plastics, woods and metals Materials properties (overview)	Making Continuation of the making of products in Spring 2	Technological Developments Writing evaluations Marketing and Branding of products
Assessments	Working as a team Demonstrating ingenuity Health and Safety passport (a requirement before practical making)	Accuracy when drawing in 2D and 3D Single point perspective drawing Rendering of objects	Writing manufacturing briefs Marking out of materials Cutting and drilling	Developing a knowledge and understanding of material properties through making	Final evaluations – Marked for the level of detail and feedback to the made product	Formulating and producing evaluations Producing final proposals and pitches

Building on prior learning	Some students arriving at Woodrush will have had a limited experience of workshop practice. The Autumn term will focus on developing students awareness of workshop rules and expectations as well as making students feel comfortable and confident when using a range of hand tool techniques and machinery.
Enrichment within the Curriculum	To enrich students experience of the subject all students will have the opportunity to experience visits from guest speakers in the subjects (Jaguar Land Rover, BCU), planned visits to the Big Bang fair (Science/Engineering show NEC) and to Think Tank for 2018-2019. Students will have the opportunity to participate in the workshop ‘Women into Engineering’/ ‘Young Engineers’
Extracurricular opportunities	Students will have the opportunity to participate in clubs in Design and Technology including the exciting new Young Engineers club starting in September, Craft Club, Engineering and extra-curricular opportunities offered by Food and Textiles subjects which have cross curricular links. These clubs and opportunities run throughout the year.
Positive impacting on personal development (SMSC)	Design and Technology opens up a wide range of opportunities to explore a range of issues from the world around us. Students are encouraged to work together to complete their projects, to share resources. Students are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious design are a cornerstone for us at Woodrush.
Preparing for the next stage of education	Studying Design and Technology is a great introduction to the world of Design and Manufacturing. There are endless opportunities for designers including the world of architecture, engineering, designing. Many students who study Design and Technology apply for Post 16 courses including Product Design, Textiles Technology which helps them take up positions in companies around the world.

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



Religious Studies

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topics	<p>Introduction to RE</p> <p>Judaism</p> <p>Abraham, Moses, Exodus, Passover, Mitzvot</p>	<p>Judaism</p> <p>Synagogues, Orthodox/Reform Jews, Shabbat, Bar Mitzvah</p> <p>Life of Jesus</p> <p>Who/what/where/when, Jesus goes missing, Baptism</p>	<p>Life of Jesus</p> <p>Miracles, Disciples, Holy Week, Resurrection</p> <p>Christianity</p> <p>Beginnings, creed, parables, churches/denominations</p>	<p>Christianity</p> <p>Holy trinity, forgiveness/repentance, love thy neighbour,</p>	<p>Buddhism</p> <p>Buddha's life, 8 fold path, the Noble truths, wheel of life, scripture,</p>	<p>Buddhism</p> <p>3 refuges, Buddhism in Britain, Meditation Karma and the Dharmachakra</p>	
Assessments	Frequent GCSE style marked questions and an end of topic test		Frequent GCSE style marked questions and an end of topic test		Frequent GCSE style marked questions and an end of topic test		

Building on prior learning	Students will develop their understanding of the core religions, building upon the content learnt in primary education. Beyond this, pupils will also investigate wider world issues and how society is affected by events or individuals.
Enrichment within the Curriculum	Students will have the opportunity to visit several places of worship and several external figures will hopefully be visiting Woodrush to discuss spirituality and society.
Extracurricular opportunities	We will be running a residential trip to Whitemoor Lakes where students can participate in a variety of adventure activities. It is also our intention for pupils to experience a variety of religious celebrations through the food that forms a key part of each.
Positive impacting on personal development (SMSC)	Students have the opportunity to learn from their experiences, interpret spirituality and discuss & reflect on ultimate questions. Students learn about shared and differing moral values, while debating moral dilemmas about right and wrong, good and bad, etc. Students are given the opportunity to understand and appreciate of the wide range of cultural influences that have shaped their own heritage and that of others.
Preparing for the next stage of education	Students learn several skill sets that become vital in GCSEs, in particular descriptive, analytical and evaluative skills.

Ways to support your child's learning

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



Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	B1 – Cells Cells, microscopes, DNA, variation and inheritance, digestion and enzymes	C1 – Particle Model Particle model, changing state, mixtures, solubility, separation techniques.	P1 – Forces Friction, gravity, drag, upthrust, magnetism, motion	B2 – Respiration and Photosynthesis Aerobic and anaerobic respiration, photosynthesis, heart rate and breathing rate	C2 – Atomic Structure Atomic and electronic structure, periodic table, atoms, elements and compounds and metals.	P2 – Energy Energy stores and transfers, renewable energy and space science.
Assessments	B1 end of unit test	C1 end of unit test	P1 end of unit test	B2 end of unit test	C2 end of unit test	P2 end of unit test End of year assessment

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

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



Spanish

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Family Phonics, Alphabet, greetings, Numbers, Nouns (family), Articles (gender), Adjectives (Descriptions), Adjectival agreements, Connectives, Opinions	School Numbers, Time, Expressions of frequency, Articles (gender) Nouns (Subjects/facilities), Adjectives (Opinions of lessons and teachers), Connectives,	Clothes Articles (gender), Nouns (Clothes), Opinions and reasons, Connectives, Present tense of regular verbs (llevar), Expressions of frequency, Negatives	Health Articles (gender), Nouns (Illnesses), Present tense of regular verbs, Present tense of irregular verbs in 1 st person, Using modal verbs (deber), Negatives, Connectives	Food Articles (gender), Nouns (Food/mealtimes), Time, Expressions of frequency, Present tense of regular verbs, Using modal verbs (deber), Negatives, Connectives,	Festivals Phonics, Nouns, Festivals, Present tense of regular verbs, Using modal verbs (se puede), Negatives, Connectives,
Assessments	Progress 1 – Reading and Writing Snap shot	Progress 2 – Listening and Speaking Snap shot	Progress 3 – Reading and Writing Snap shot	Progress 4 – Reading and speaking Snap shot	Progress 5 – Listening, reading and writing Snap shot	End of Year assessment

Building on prior learning	Year 7 pupils recap the grammar they learn in KS2 languages, using greetings, numbers and phonics as well as building on the language skills acquired in English such as adjectives, nouns, verbs and tenses
Enrichment within the Curriculum	Film Projects – Pupils study 2 films in Spanish which link into the lessons they are studying in year 7.
Extracurricular opportunities	There are homework clubs to support year 7 pupils on Monday and Wednesday after school in L4
Positive impacting on personal development (SMSC)	Throughout the course, references to Spanish speaking countries are made and throughout the year, we cover annual cultural events such as la dia de los muertos (in November)
Preparing for the next stage of education	KS3 Spanish provides a good foundation for GCSE Spanish. The assessments are in line with the new GCSE specification and lots of the topics and language covered in KS3 are revisited in GCSE

Ways to support your child's learning	
	<ul style="list-style-type: none"> • Use their vocab book to help learn from English – Spanish/ Spanish - English • 'Test' your child with vocab flash cards to check spelling and meaning of words • Use vocab learning websites such as www.memrise.com or www.kahoot.com • Look out for Spanish films/ TV programmes they could watch or find popular cartoons in Spanish on YouTube • Look on Frog at the links for various different support websites



Textiles

	1	2	3	4	5	6
Topics	Safety Introducing to the workshop Pupils identifying the safety hazards in the workplace (and when using machinery)	Culture Generating design ideas in 2D and 3D Sketching	Meeting stakeholders requirements Writing briefs and customer profile	Sustainability Material Properties	Evaluating Evaluating final product against brief and requirements of user	Technological Developments Examining materials and technologies that impact the development of products
Assessments	Health and Safety leaflet	Drawings and designs to be assessed	Writing a design brief	Classroom discussion and Q&A exercise	Final evaluations – Marked for the level of detail and feedback to the made product	Match up task

Building on prior learning	Some students arriving at Woodrush will have had a limited experience of workshop practice. The beginning will focus on developing students awareness of workshop rules and expectations as well as making students feel comfortable and confident when using a range of hand sewing techniques and machinery.
Enrichment within the Curriculum	To enrich students’ experience of the subject all students will have the opportunity to experience visits from guest speakers in the subjects (BCU). Students will have the opportunity to participate in the workshops with BCU (Fashion and Textiles department)
Extracurricular opportunities	Students will have the opportunity to participate in clubs in Design and Technology including the exciting new Craft Clubs and extra-curricular opportunities offered by Textiles. These clubs and opportunities run throughout the year starting in September.
Positive impacting on personal development (SMSC)	Design and Technology opens up a wide range of opportunities to explore a range of issues from the world around us 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 Textiles Technology. There are endless opportunities for designers including the world of designing, garment manufacture. Many students who study Design and Technology apply for Post 16 courses including textiles technology, materials technologist, garment manufacture which help them take up positions in companies around the world

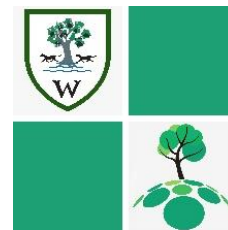
Ways to support your child’s learning

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

ASPIRE

Our ASPIRE curriculum is taught through drop down lessons throughout the year and covers topics within the following areas: Health and Wellbeing, Careers and Enterprise, Sex and Relationship Education, Economic Wellbeing, British Values and Citizenship Education.

ASPIRE also plays a key role in our tutorial programme where students are encouraged to discuss relevant local, national and international issues and develop a better understanding of their place within the world.



In Year 7 the following topics are taught as part of ASPIRE mornings:

October	Developing Positive Relationships <ul style="list-style-type: none"> How do we make and maintain positive friendships? What is bullying and how can we ensure that bullying does not happen?
	Sex & Relationships Education (linking with the Science curriculum) <ul style="list-style-type: none"> Personal health: Puberty & Body Changes; Menstruation Individual talks for boys and girls
November	Managing your money <ul style="list-style-type: none"> What is the difference between 'wants' and 'needs'? How can you ensure you get value for money? How do mobile phone contracts work
	'Personal Learning and Thinking Skills' and learning styles <ul style="list-style-type: none"> What are your key skills? How can you learn more effectively? How might your skills be useful in different careers?
January	Mental and Emotional Wellbeing <ul style="list-style-type: none"> What do we mean when we talk about mental health? What are the signs that someone is struggling? Where can you get help and support?
	British Values: The role of the Police and Courts <ul style="list-style-type: none"> What is the role of the police and PCSOs in society? What is the court system in the UK? How do courts work?
February	Sensible Shopping and Consumer Rights <ul style="list-style-type: none"> Are shop 'deals' always as good as they seem? How can you ensure value for money? What are your rights when you make a purchase?
	Making a Difference: Global Charity and Fairtrade (including a £1 charity challenge) <ul style="list-style-type: none"> What is Fairtrade and why is it important? What does our chosen charity do? (£1 charity enterprise challenge)
March	Skills for Life <ul style="list-style-type: none"> Personal likes, dislikes, skills and qualities Aspirational goal setting; Reflecting on Year 7 success
	Peer Pressure <ul style="list-style-type: none"> Maintaining positive relationships, detecting and resisting negative peer influences Taking responsibility and role-modelling
May	Healthy Eating (following balanced diet in both Food and Science) <ul style="list-style-type: none"> Understanding nutrition. The impact of excessive dieting and unhealthy eating Maintaining a balanced diet. What healthy alternatives can improve our diets?
	Healthy Lifestyles <ul style="list-style-type: none"> Importance of Sleep Phones and Computing: Screen time, gaming and addictions Personal hygiene, oral hygiene, knowing your body (self-checks)
June	Caring for the local environment <ul style="list-style-type: none"> How are humans negatively affecting the local environment? What are the consequences of this? How can we make a difference for sustainability locally?
	Olympics 2020 <ul style="list-style-type: none"> The role of sport in uniting nations and the positive value of sport on individuals and communities The virtues and vices of sport

Year 7 also take part in an ASPIRE Team-building day which is timetabled for the beginning of the school year to help develop confidence, give opportunities for collaboration, leadership as well as building friendships. In addition, ASPIRE Days occur during the year and are used to explore current issues, high profile events and British Values.

As with all other aspects of our curriculum our ASPIRE programme is progressive throughout the years allowing students to develop their understandings of important topics at an age appropriate level.

	Careers and Enterprise
	Health and Wellbeing Education
	British Values & Citizenship Education
	Sex and Relationship Education
	Economic Wellbeing