

**Woodrush High School**

# **Curriculum Booklet**

## **Year 9**

**2023 - 24**





Dear Parents/Carers

This booklet is a guide to the curriculum your child will study during this year. It gives an overview of all the content covered for each of the subjects that they study as well as the assessments that will take place. In addition to this it includes detailed information for each of the subjects studied by Year 9 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 student 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 9	Woodrush Ready	Character Development	Character Q&A	Assembly	Literacy

**Woodrush Weekly** – Focuses on going through notices and reminders along with celebrations from the previous week.

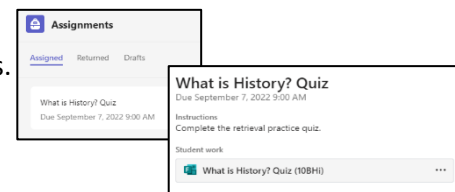
**Assembly** – Our weekly assemblies focus on the core values of the school and modern Britain as well as being an opportunity to celebrate individual achievements of students.

**Literacy** – On alternate weeks student’s complete activities to strengthen their literacy. We value the importance of being able to read with accuracy and enjoying what you read! We therefore encourage ‘Book in every bag,’ where students bring a book to school every day. Spare books are available at our pop-up libraries.

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

## Homework

In year 9 students will have homework in the form of quizzes set on Microsoft Teams.



Students will have homework in every subject, except for PE and PSHE, and will have a week to complete it. A1’s will be given to everyone who completes their homework.

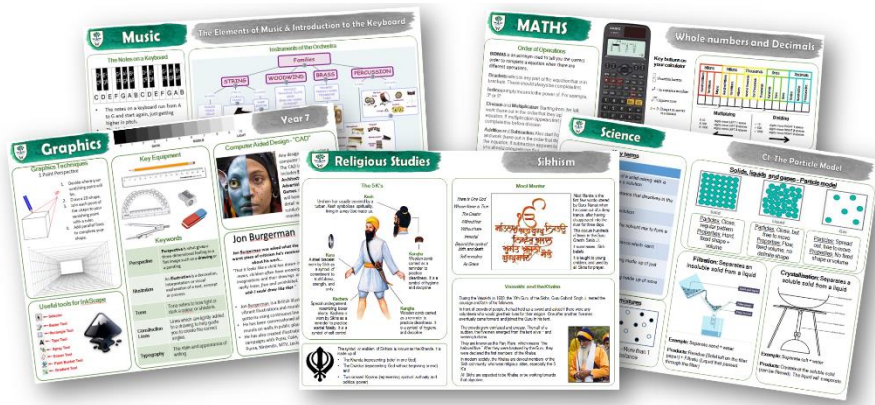
The amount of homework they will receive is in the table below:

Subject	Number of lessons per fortnight	Pieces of homework over two weeks
English	6	2
Maths	6	2
Science	4	2
History	3	1
Geography	3	1
Religious Education	2	1 every 4 weeks
Spanish (or Mandarin)	3	1
Computer Science	2	1
Design and Technology	3	1
Art*	2	1

Homework tasks will be knowledge-based retrieval activities. They will consist of 10-20 questions which assess key knowledge that has been taught; e.g. When was the battle of Hastings? What is an integer? Identify the noun in this sentence.

Feedback for these pieces of homework will then take place in lessons.

Knowledge Organisers will be given to every student in year 8 during the first half term. They contain the most important information students need to know for each of their subjects. Learning these facts will help them succeed in lessons. We also expect all students to read for 20 minutes each evening





## Curriculum Overview for Autumn Term and Spring 1 Part 1

Subject	Autumn 1	Autumn 2	Spring 1
Art	<p><b>Land Art</b></p> <p>Andy Goldsworthy Artwork in Forest School Area.</p> <p>Lanterns for Christmas Concert</p>	<p><b>Sealife</b></p> <p>Observation drawings</p> <p>Trip to Sealife Yellena James circles - Brusho and pen only</p>	<p><b>Sealife</b></p> <p>Plastic Bag Jelly Fish</p> <p>Acetata jelly fish group piece</p> <p>Sgrafitto</p> <p>Modroc vessels</p>
Computing	<b>Computer Science Taster</b>		<b>Business Taster</b>
Drama	Introducing Practitioners - Looking at different styles of theatre and using different techniques	Introduction to devising - using a variety of stimuli to create performances	Introducing Exam Text – plot, characters and themes of Blood Brothers
English	<p><b>Prejudice and Inequality:</b></p> <p>Noughts and Crosses by Malorie Blackman</p> <p>Contextual non-fiction reading to develop understanding of the impact of context. Persuasive writing. Creative writing on a linked theme.</p> <p>Analytical reading of Noughts and Crosses considering how the theme of inequality and prejudice is developed.</p>	<p><b>Prejudice and Inequality:</b></p> <p>Noughts and Crosses by Malorie Blackman</p> <p>Continue reading Noughts and Crosses read analytically, and write persuasive pieces about the themes. Engage with the play script to analyse setting, dialogue and staging in preparation for next term.</p>	<p><b>War Writing: Modern Play</b></p> <p>Journey's End by R.C. Sheriff</p> <p>Learn the context of WW1 and Trench Warfare. Study</p> <p>Walter Tull as an example of non-fiction autobiography. Analyse linked poetry on the theme of patriotism and heroism: Jesse Pope's Who's for the Game? and</p> <p>Owen's Dulce Et Decorum Est. Analyse stagecraft, absurdism and dramatic irony in Journey's End.</p>
Geography	<p><b>World population</b></p> <p>World population change</p> <p>Population pyramids</p> <p>Managing population</p> <p>Migration and Ethnicity in the UK</p> <p>Short answer questions test</p> <p>End of topic assessment</p>	<p><b>Global Issues</b></p> <p>Global warming</p> <p>Causes</p> <p>Local/ national impacts</p> <p>Mitigation and management</p> <p>Knowledge recall quizzes</p>	<p><b>Global Issues</b></p> <p>Wildfires</p> <p>Sea level change, Plastic planet, Managing our waste</p> <p>End of topic assessment</p> <p>Knowledge recall quizzes</p>
History	<p>How did European colonisation change the lives of the Native Americans?</p> <p>Knowledge check and Whole Class Feedback tasks</p>	<p>What was the impact of post-war migration on Britain 1945-1975?</p> <p>Summative Assessment covering content taught so far</p>	<p>What were the consequences of the Russian Revolution?</p> <p>Knowledge check and Whole Class Feedback tasks</p>
Mandarin	<p><b>Shopping</b></p> <p>Buying fruit &amp; vegetables</p> <p>Buying clothes</p> <p>Using the present continuous tense</p> <p>Online shopping</p> <p>Shopping in China</p>	<p><b>Travel in China</b></p> <p>Sightseeing in Beijing</p> <p>A tour of Xi'an</p> <p>Shopping in Shanghai</p> <p>Spring festival in Guangzhou</p> <p>Chinese festivals</p>	<p><b>Chinese New Year</b></p> <p>Chinese New Year Celebrations</p> <p><b>My Life</b></p> <p>Introducing people</p> <p>Family members' hobbies</p> <p>Pets</p>
Maths	<p>Written methods of calculation</p> <p>Manipulating algebra</p>	<p>Indices</p> <p>Surds</p> <p>Rearranging formula</p> <p>Ratio</p> <p>Sequences</p>	<p>Area and perimeter</p> <p>Angles</p> <p>Percentages</p>



## Curriculum Overview for Autumn Term and Spring 1 Part 2

Subject	Autumn 1	Autumn 2	Spring 1
Music	<p><b>EDM</b></p> <p>History and context of electronic dance music.</p> <p>Performing electronic dance music.</p> <p>Recapping key music theory.</p>	<p><b>EDM</b></p> <p>Using loops to create a track in sound trap.</p> <p>Recording the chords, drum beat, bass line, riff and melody for an EDM track</p>	<p><b>Rock music</b></p> <p>History and context of rock music.</p> <p>Performing rock music.</p> <p>Recapping key music theory.</p>
Design Technology (subjects taught on rotation) All assessed via End of Unit Assessment	<p>Subjects will rotate- please see topics</p>	<p><b>FOOD</b></p> <p>Theory</p> <p>Health &amp; Safety. Temperature &amp; pest control</p> <p>Eggs – function, structure and uses.</p> <p>Heat transfer</p> <p>Practical Work</p> <p>Egg based dishes focusing on function.</p> <p>Advanced knife skills</p>	<p><b>TEXTILES</b></p> <p>Cultural phone case – cultural research, designing, tie-dye, appliqué, functional product</p>
Faith and Ethics	<p><b>Religion: Poverty and wealth</b></p> <p>Religious views of wealth and the causes of hunger, poverty and disease.</p> <p>Concern for others – Buddhist, Christian, Islamic, Hindu, Jewish and Sikh views</p>		<p><b>Religion: Poverty and wealth</b></p> <p>The uses of money – Buddhist, Christian, Islamic, Hindu, Jewish and Sikh views</p> <p>Moral and immoral occupations – Buddhist, Christian, Islamic, Hindu, Jewish and Sikh views</p>
PSHE (Scenario based assessment)	<p>Healthy relationships</p> <p>Consent</p> <p>Sexism and gender prejudice</p> <p>Contraception and STIs</p>	<p>Sex and sexual readiness</p> <p>Pornography</p> <p>Domestic abuse and violence</p> <p>The body</p>	<p>Fertility</p> <p>Pregnancy options</p>
Science (topics to be taught on rotation)	<p>KS3 Units</p> <p>B5 – Field study</p> <p>Ecology, sampling, investigative skills</p> <p>C5 - Materials</p> <p>The rock cycle, extracting metals, polymers, materials, recycling</p> <p>P5 – Space</p> <p>Structure of the universe, orbits, phases of the moon</p>	<p>KS4 Units</p> <p>B1 – Cell Level Systems</p> <p>Cells and microscopes, enzymes</p> <p>C1 – Particles</p> <p>Particle model, atomic structure</p> <p>P5 – Energy</p> <p>Energy stores, thermal energy</p>	<p>B1 – Cell Level Systems</p> <p>Respiration, photosynthesis</p> <p>C1 – Particles</p> <p>Purity and separation techniques</p> <p>P5 – Energy</p> <p>Electrical and mechanical energy transfer</p>
Spanish	<p><b>This is us</b></p> <p>Things you and others like</p> <p>Organising your week</p> <p>Cinema invite</p> <p>Recent birthday celebrations</p>	<p><b>World of Work</b></p> <p>Jobs in the workplace</p> <p>Future jobs</p> <p>Yesterday at work</p> <p>A typical day in work</p>	<p><b>Keeping fit</b></p> <p>Diet</p> <p>Active Lifestyle</p> <p>Time</p>

## Curriculum Overview for Spring 2 and Summer Term Part 1

Subject	Spring 2	Summer 1	Summer 2
Art	<b>Shoes</b>  Observation drawings  3D shoes  Found Object  Shoe Installation	<b>Structures</b>  Observational drawing of natural forms  Gaudi Clay Tiles	<b>Our Town</b>  Walking Photo tour of Wythall  Monoprints of photos onto coloured backgrounds
Computing	<b>Business Taster</b>		<b>Btec IT Taster</b>
Drama	Component 1 - Blood Brothers	Introducing Scripts & Styles – looking at how different playwrights create professional plays and how we take on characters	Mock Component 3 – Texts in Practice
English	<b>War Writing: Modern Play</b>  Journey's End by R.C. Sheriff  Complete study of Journey's End analyse symbolism, characterisation, absurdism and dramatic irony in Journey's End.  Study 3 GCSE poems from the Power and Conflict cluster: Exposure, Bayonet Charge, and Remains.  1 week of linked film study on a war film.	<b>Navigating the Unseen:</b>  Unseen Poetry and analysis of story structures with linked creative writing. Read a range of poetry and analyse using VISIT, consider the role of extended metaphors and poetic techniques.  Read a range of stories including 'Burnt Sugar' and analyse for meaning and structure writing creative responses inspired by the stories.	<b>Navigating the Unseen:</b>  Unseen Poetry and analysis of story structures with linked creative writing. Read a range of poetry and analyse using VISIT, consider the role of extended metaphors and poetic techniques.  Read a range of stories with interesting structures and analyse for meaning and structure writing creative responses inspired by the stories.
Geography	Globalisation Work in the UK Globalisation of fashion Locating a new clothing factory topic  Decision making exercise Knowledge recall quizzes	Globalisation Globalisation of trade, technology and migration  End of topic assessment Knowledge recall quizzes	Crime and conflict Mapping crime in our area Why do crimes happen Modern conflict around the world  End of year exam. Knowledge recall quizzes
History	What were the key events of the Cold War?  Summative Assessment covering content taught so far	Which was the most significant moment in the fight for Civil Rights 1956-Present?  Knowledge check Whole Class Feedback tasks	Why do people disagree about History?  Summative End of Year exam.
Mandarin	<b>My life continued</b>  Daily Routine You and your friends Personalities Appearance Activities with friends	<b>Sports and Activities</b>  Extra-curricular activities Leisure activities. Frequency Time duration	<b>School and Education</b>  School subjects My school day  Preparation MEP hurdle tests Intensive Study Exploring Chinese Culture
Maths	Solving equations Fractions	Averages Volume Straight line graphs	Right angled trigonometry Probability



## Curriculum Overview for Spring 2 and Summer Term Part 2

Subject	Spring 2	Summer 1	Summer 2
Music	<p><b>Rock music</b> Creating a rock song in Soundtrap.</p>	<p><b>Reggae music</b> History and context of Reggae music. Performing reggae music. Recapping key music theory.</p>	<p><b>Reggae music</b> Creating a Reggae track on Soundtrap.</p>
Design Technology (subjects taught on rotation) All assessed via End of Unit Assessment	<p><b>GRAPHICS</b> Lamp Project Mind-mapping and Research CAD/CAM Silhouettes, stencils and templates Refining Ideas Electronic Components Circuits Experimenting with colour Product Manufacture</p>		<p><b>PRODUCT DESIGN</b> Wood Joint Pencil Box Measuring and marking out materials and wood joints Cutting and shaping materials (wood) Assembling and joining materials (Wood) Use of jigs and templates practice Quality assurance/Quality Control in manufacture Evaluating Practical work (English) Material Theory Woods (Science crosslinks)</p>
Faith and Ethics	<p><b>Religion: Peace and Justice</b> Attitudes to war – Buddhist, Christian, Islamic, Hindu, Jewish and Sikh views Violence and pacifism - Buddhist, Christian and Islamic views</p>		<p><b>Religion: Peace and Justice</b> Violence and pacifism - Hindu, Jewish and Sikh views Crime and punishment – Buddhist, Christian, Islamic, Hindu, Jewish and Sikh views</p>
PSHE (Scenario based assessment)	<p>Body image and social media Danger of drugs Coping with stress, anxiety and depression</p>	<p>County lines Human rights and international law Avoiding debt</p>	<p>Prejudice and discrimination Criminal justice system Workplace skills</p>
Science (topics to be taught on rotation)	<p>B2 – Scaling up Mitosis and cell differentiation</p> <p>C2 – Bonding Periodic table, Ionic bonding</p> <p>P6 - Global challenges Physics on the move</p>	<p>B2 – Scaling up Transport systems</p> <p>C2 –Bonding Covalent bonding</p> <p>P6 – Global challenges Generating electricity</p>	<p>C2- Bonding Structure and allotropes P6 – Global challenges Electricity in the home</p>
Spanish	<p><b>Keeping fit</b> Daily routine Getting fit Aches and pains</p>	<p><b>Youth in Action</b> Children of the world Rights Journeys to school</p>	<p><b>Youth in Action</b> A green school A better world Your town past and present</p>





# Subject Guidance



# Art

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>THEME ‘IDENTITY’</b> <b>OB PRINTMAKING</b> COLLO, MONO, PRESS, STENCIL, GELLI (LEDERER, MARTIN, RODRIGUEZ, JAMES) <b>‘BRIEF’ OUTCOME</b> <b>CONTEXTUAL STUDIES</b> <b>WEEKLY STARTER &amp; HWK</b>	<b>PRINTMAKING</b> COLLO, MONO, PRESS, STENCIL, GELLI (KAREN LEDERER, DELITA MARTIN, FAVIANNA RODRIGUEZ, YELLENA JAMES) <b>‘BRIEF’ STYLE</b> <b>OUTCOME</b>  <b>CONTEXTUAL STUDIES</b> <b>WEEKLY STARTER &amp; HWK</b>	<b>THEME ‘STRUCTURE’</b> TONAL DRAWINGS LARGE SCALE – INK/CARD (JOHN CHARLES) CHALK AND CHARCOAL (IAN MURPHY)  <b>CONTEXTUAL STUDIES</b> <b>WEEKLY STARTER &amp; HWK</b>	MIXED MEDIA CLOSE UP TONAL DRAWING CLOSE UP COLOURED PENCIL  <b>CONTEXTUAL STUDIES</b> <b>WEEKLY STARTER &amp; HWK</b>	<b>THEME ‘TACTILE’</b> 3D ART - CARD CONSTRUCTION - PATIANNE STEVENSON MIXED MEDIA – JENNIFER COLLIER.  <b>CONTEXTUAL STUDIES</b> <b>WEEKLY STARTER &amp; HWK</b>	A CLAY - KATE MALONE FRUIT VESSELS/PERTER RANDALL PAGE ORGANIC FORMS. FABRIC/TEXTILES – KIRSTY WHITLOCK SEWING INTO FOUND OBJECTS. <b>CONTEXTUAL STUDIES</b> <b>WEEKLY STARTER &amp; HWK</b>
Assessments	Verbal Feedback <i>Portfolio and Contextual Note taking Assessment</i>	Verbal Feedback <i>Portfolio and Contextual Note taking Assessment</i>	Verbal Feedback <i>Portfolio and Contextual Note taking Assessment</i>	Verbal Feedback <i>Portfolio and Contextual Note taking Assessment</i>	Verbal Feedback <i>Portfolio and Contextual Note taking Assessment</i>	<i>Final Sketchbook and Contextual Note taking Assessment – coursework 60%</i>

Building on prior learning	Year 9 Art & Design is a skill building year that introduces the students to a range of media, techniques and processes as well as building on their observational drawing skills practised at KS3.
Enrichment within the Curriculum	Students are given the opportunity at the beginning of the course to visit Kew Gardens in London to take photographs of plants, flowers and structures to use in their project work throughout year 9. This trip also offers them the ability to achieve a large percentage of their grades for AO3 – Recording.
Extracurricular opportunities	Art students are encouraged to seek out opportunities to look at Art in the wider context by visiting galleries, exhibitions and being aware of the world around them.
Positive impacting on personal development (SMSC)	Within the Art curriculum, students will look at Artists, Designers and Cultures that could inspire their work further, which gives them context of Art History movements and their impact on the world. Art boosts the emotional intelligence of people who experience it, giving them experiences of empathy and exposing them to new worldviews and ideas. Students learn how Art relates to different careers and the importance of the creative industries to the economy. Students develop resilience in their practice through sustained working on one piece as well as independence in their creative thinking to provide personal responses and outcomes.
Preparing for the next stage of education	In year 9 students will create a portfolio of experimentation with a huge range of media, techniques and processes. This portfolio gives them marks for their overall GCSE coursework but also serves as a reference tool for the next unit in year 10 and their exam in year 11.

### Ways to support your child’s learning

- Visit Museums and Galleries both locally and nationally to encourage discussion about Artists, Designers or Craftspeople
- Tate (Britain & Modern) V&A, National Gallery, Royal Academy, Yorkshire Sculpture park, Ikon Gallery, BM&AG to name but a few!
- Encourage resilience in drawing from observation in order to improve skills
- Watch programmes on BBC about Art, e.g Portrait or Landscape artist of the Year.
- Provide a space to work that allows students to be creative.



## BACS (Business and Computing/Computer Science)

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Computer Science Concept</b> Algorithms Secondary Storage Networks and Topologies	<b>Computer Science Concept</b> While statement with Selection  <b>Business Concept</b> What is an Entrepreneur Risk and Reward	<b>Business Concept</b> Customer Needs The dynamic nature of business  <b>Btec IT Concept</b> Cloud Computing	<b>BTEC IT Concept</b> Spreadsheets What is project management	<b>BTEC IT Concept</b> Planning UI	ICT Core Skills
Assessments	Verbal Feedback	Verbal Feedback	Verbal Feedback	Verbal Feedback	Verbal Feedback	Verbal Feedback

Building on prior learning	For most of the student's business will be a new academic subject. Some students will have an awareness of certain aspects of Business, Computing Science and ICT, if they have been exposed to TV shows like 'Dragons Den' and 'The Apprentice or have family or friends that own and run businesses. In addition, students have been taught core ICT and Computer Science concepts in their year 7 and year 8 lessons, so this year will be building on that and giving students an insight into what the GCSE's will entail.
Enrichment within the Curriculum	Students will be able to engage in enterprise activities as well as learning how Businesses operate from a variety of different videos. Students will also have the opportunity to visit Cadbury world for a business talk relating to a business topic in year 9. Students will be able to learn how to do basic computer programming and learn how to plan a computer-based project. Students may also have the opportunity to attend Bletchley Park to see the home of British Computer Science
Extracurricular opportunities	Students will have the opportunity to be part of the coding club, this is a time during lunch or after school where students who have a passion for Computer Science can come and learn how to program robotics, there may also be the opportunity to develop engineering skills in connection with the DT department
Positive impacting on personal development (SMSC)	Students will develop presentation skills and confidence in delivering information to a group of people, students will develop the ability to understand business formulas and transfer that into their own financial planning for the future. Students will learn how internal components of a computer work and their impact on the performance of a computer system.
Preparing for the next stage of education	Within the new year 9 scheme of work, we are introducing the latest information for the students to enable them to make informed decisions when picking either Business, Computer Science or Btec IT. This year we will give them foundation knowledge in all three subjects that will follow on the Curriculum for those subjects, this will enable students to start year 10 in their chosen subject with confidence.

### 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.
- 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.



# Drama

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Introducing Practitioners - Looking at different styles of theatre and using different techniques	Introduction to devising - using a variety of stimuli to create performances	Introducing Exam Text – plot, characters and themes of Blood Brothers	Component 1 - Blood Brothers	Introducing Scripts & Styles – looking at how different playwrights create professional plays and how we take on characters	Mock Component 3 – Texts in Practice
Assessments	Verbal feedback from workshops and performances	Mock Component 2 performance and brief written evaluation	Practical performance of extract of script	Written exam answers taken from past exam papers	Ongoing assessment based on rehearsals and peer feedback	Final mock Component 3 scripted performance

Building on prior learning	Year 9 Drama is a skill building year that introduces the students to the three components of their GCSE exam and a range of practitioners, theatre styles and playwrights as well as building on their performance skills practised at KS3.
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 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	In year 9 students will create many performances that mirror the processes for their exams in Year 10 and 11. They will also be able to analyse and evaluate their own and other’s work, allowing them to look at positive judgements and constructive criticism. The skills developed in Drama will be invaluable when thinking about next steps post-16, be it studying Drama and other A-Levels here at Woodrush or going on to study more vocational courses elsewhere.

### Ways to support your child’s learning

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



# English

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p><b>Prejudice and Inequality:</b> <b><i>Noughts and Crosses</i> by Malorie Blackman</b> Analytical reading of <i>Noughts and Crosses</i> considering how the theme of inequality and prejudice is developed. Persuasive writing. Creative writing on a linked theme.</p>	<p><b>Prejudice and Inequality:</b> <b><i>Noughts and Crosses</i> by Malorie Blackman</b> Continue reading <i>Noughts and Crosses</i> read analytically, and write persuasive pieces about the themes. Engage with the play script to analyse setting, dialogue and staging in preparation for next term.</p>	<p><b>War Writing: Modern Play</b> <b><i>Journey's End</i> by R.C. Sheriff</b> Learn the context of WW1 and Trench Warfare. Analyse linked poetry on the theme of patriotism and heroism: Jesse Pope's <i>Who's for the Game?</i> And Owen's <i>Dulce Et Decorum Est</i>. Analyse stagecraft, absurdism and dramatic irony in <i>Journey's End</i>.</p>	<p><b>War Writing: Modern Play</b> <b><i>Journey's End</i> by R.C. Sheriff</b> Complete study of <i>Journey's End</i> analyse symbolism, characterisation, absurdism and dramatic irony in <i>Journey's End</i>. Study 3 GCSE poems from the Power and Conflict cluster: Exposure, Bayonet Charge, and Remains. 1 week of linked film study on a war film.</p>	<p><b>Navigating the Unseen:</b> Unseen Poetry and analysis of story structures with linked creative writing. Read a range of poetry and analyse using VISIT, consider the role of extended metaphors and poetic techniques. Read a range of stories and analyse for meaning and structure writing creative responses inspired by the stories.</p>	<p><b>Navigating the Unseen:</b> Unseen Poetry and analysis of story structures with linked creative writing. Read a range of poetry and analyse using VISIT, consider the role of extended metaphors and poetic techniques.</p>
Assessmen	<p>Analytical reading: analysing language. (How does the author use language?). Creative Writing.</p>	<p>Analytical reading: literature style essay on <i>Noughts and Crosses</i>.</p>	<p>Literature style essay: <i>Journey's end</i>.</p>	<p>Compare two poems studied. Literature.</p>	<p>EOY Exam: synoptic Core knowledge, unseen poetry, creative writing.</p>	<p>EOY Exam: synoptic Core knowledge, unseen poetry, creative writing.</p>

Building on prior learning	Students have already studied a range of fiction and non-fiction texts written for a variety of purposes and audiences and had opportunities to apply conventions of these texts to their own writing. In addition to this they have read a range of literary texts from different eras, contexts, and genres, including prose, poetry, and drama. There will be opportunities in year 9 to further practise and develop these reading and writing skills whilst learning how to respond to focused GCSE style questions.
Enrichment within the Curriculum	Students will be encouraged to read widely and to visit the school library. We will support this by offering reading lists which are suitably challenging.
Extracurricular opportunities	There will be opportunities at points during the GCSE course of study to view theatre performances which may be in school or at the theatre.
Positive impacting on personal development (SMSC)	Throughout our curriculum, we endeavour to expose students to a range of texts from diverse writers and contexts as well as offering opportunities to critically discuss a variety of topical and historical issues.
Preparing for the next stage of education	All units of learning introduce students to question types that they will encounter at GCSE level, however, this is transition year to GCSE study. Three poems from GCSE English are studied in the WW1 focused unit, but other texts studied prepare students for the cultural capital and prior knowledge needed for their GCSE study.

### Ways to support your child's learning

- Support your child with reading a wide range of books and non-fiction texts and talk about what they have been reading
- If possible, visits to the theatre are incredibly enriching, even if not related to a specific text being studied in school
- Watch YouTube videos with your child about the texts they are studying (context; analysis; discussions; lectures; re-creations)
- Discuss what your child is learning in their English lessons – try to relate texts and topics to their/your own experiences and current issues in the media
- Encourage your child to revise key technical terminology (e.g. create a glossary of key terms with them and test them on these once or twice a week)
- Allocate some weekly time (20-30 mins) for your child to write – this could be a descriptive piece, a story, an article/letter/speech etc.

## Faith and Ethics

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Religion: Poverty and wealth</b>	<b>Religion: Poverty and wealth</b>	<b>Religion: Poverty and wealth</b>	<b>Religion: Peace and Justice</b>	<b>Religion: Peace and Justice</b>	<b>Religion: Peace and Justice</b>
Assessments	Frequent GCSE style marked questions and an end of topic test					

Building on prior learning	Students will develop their understanding of the core religions, building upon the content learnt in primary education. Beyond this, pupils will also investigate wider world issues and how society is affected by events or individuals. Woodrush adopts a thematic approach to the teaching of Faith and Ethics, encouraging pupils to compare and contrast religious and non-religious opinion across a range of themes.
Enrichment within the Curriculum	Several topics in Year 9 include opportunities to express learning through a range of art forms.
Extracurricular opportunities	Christian Union regularly meets during lunchtimes. Students will have the opportunity to develop their awareness of controversial ‘real life’ current affairs such as abortion, euthanasia and the death penalty.
Positive impacting on personal development (SMSC)	Students have the opportunity to learn from their experiences, interpret spirituality and discuss & reflect on ultimate questions. Students learn about shared and differing moral values, while debating moral dilemmas about right and wrong, good and bad etc. Students are given the opportunity to understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
Preparing for the next stage of education	Students learn several skills sets that become vital in GCSEs, in particular descriptive, analytical and evaluative skills.
<b>Ways to support your child’s learning</b>	
<ul style="list-style-type: none"> <li>• Encourage your child to read beyond the classroom and find out more about religions or societal attitudes</li> <li>• Discuss current affairs with your child. Explain how actions around the world can impact a variety of different people.</li> <li>• Watch documentaries or programmes that explore differences between individuals.</li> <li>• Visit places of cultural importance, such as places of worship or sites of historical significance.</li> </ul>	



# Food and Nutrition

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

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Food safety Basic Fruits and vegetable preparation and cooking	Healthy eating and methods of cookery Advance fruit and vegetable cookery	Preservation, seasonality and food provenance. Basic meat cookery	Food processing Advanced meat cookery	World foods and cultures World food cookery	World foods and cultures World food cookery continued
Assessments	Ongoing assessments check knowledge and understanding of theory, alongside practical assessments.	Ongoing assessments check knowledge and understanding of theory, alongside practical assessments.	Ongoing assessments check knowledge and understanding of theory, alongside practical assessments.	Ongoing assessments check knowledge and understanding of theory, alongside practical assessments.	Ongoing assessments check knowledge and understanding of theory, alongside practical assessments.	Mock NEA assessment

Building on prior learning	Year 9 builds on the knowledge and understanding developed in KS3. Pupils will advance their practical skills and theory work looks at the GCSE content in greater detail.
Enrichment within the Curriculum	To enrich pupils experience of the subject all pupils will have the opportunity to experience visits from guest speakers in the food industry. Pupils will have the opportunity to participate in workshops with catering staff within the school.
Extracurricular opportunities	Pupils will have the opportunity to participate in clubs offered by food. These will be offered for both theory and practical work aspects of the subject area.
Positive impacting on personal development (SMSC)	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 Bakeoff) 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.

## Geography

*“Geography at Woodrush is developed through a topical contextualised approach to Human and Physical themes whilst using a spiralling approach to develop core skills over time. At Woodrush, students will develop a sense of wonder about the world around them whilst developing and embedding core Geographical skills within each topic.*

*Investigative and inquisitive personalities are developed through enquiry and evaluative based learning within fieldwork studies and decision-making exercises. Geography will also enable students to develop the cultural capital and emotional literacy required for the world of work through group presentation, teamworking challenges, decision making exercises and discussion and debate of sensitive yet current world issues.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	<b>World population</b>  World population change Population pyramids Managing population Migration and Ethnicity in the UK	<b>Global Issues</b>  Global warming Causes Local/ national impacts Mitigation and management	<b>Global Issues</b>  Wildfires Sea level change, Plastic planet, Managing our waste	<b>Globalisation</b>  Work in the UK Globalisation of fashion Locating a new clothing factory topic	<b>Globalisation</b>  Globalisation of trade, technology and migration	<b>Crime and conflict</b>  Mapping crime in our area Why do crimes happen Modern conflict around the world
<b>Assessments</b>	Short answer questions test  End of topic assessment	Knowledge recall quizzes	End of topic assessment  Knowledge recall quizzes	Decision making exercise  Knowledge recall quizzes	End of topic assessment  Knowledge recall quizzes	End of year exam.  Knowledge recall quizzes

Building on prior learning	<p>The year 9 curriculum is designed to be broad and varied to link in as much as possible with any prior learning. Students will further develop locational knowledge taught at KS2 at local, national and global scales before developing graph creation and analysis skills taught in Years 7 and 8. An understanding of global economic inequality in Year 8 feeds into the impacts of Globalisation and world population. All content will be taught in conjunctions with the development of map skills, graphical analysis, decision making enquiry, evaluative and debating skills which incorporate include cross curricular links with Science, English and History.</p>
Enrichment within the Curriculum	<p>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 be able to conduct fieldwork experiments of biodiversity outside during the “Living World GCSE taster topic”.</p>
Extracurricular opportunities	<p>Pupils will be able to take part in our global green awareness week next summer where they will conduct surveys of how well teachers and students recycle and look after our environment. There will also be an opportunity to design a new recycling product as part of World Environment day and plastic free July.</p>
Positive impacting on personal development (SMSC)	<p>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 trade. 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.</p>
Preparing for the next stage of education	<p>In year 9 we introduce GCSE style assessment questions, vocabulary and command words. We further mathematical, statistical and cartographical skills learnt at KS3 in line with AQA specification requirements. We also develop independence, cultural capital and oracy skills by allowing students to create presentations and form debates around a range of current world issues. We also use Geographical enquiry-based learning in the Living World topic in order to develop student confidence in conducting field studies in Year 10 and at A level.</p>
<b>Ways to support your child’s learning</b>	
<ul style="list-style-type: none"> <li>• Visit Gapminder.org and worldometer.com to study and view documentaries and data on population change.</li> <li>• Learn where particular countries are on maps through Google images or by using an Atlas.</li> <li>• Engage with current news and have conversations about current world issues.</li> <li>• All students will have access to a Teams page where teachers will post revision material and PowerPoint’s.</li> <li>• At the end of Year 9, parents are encouraged to purchase a CGP Revision Guide for their child if studying GCSE.</li> </ul>	





## Graphics

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

	1	2	3	4	5	6
Topics	Introduction to project bedroom lamps Creating mindmaps searching for inspirational images	Investigating light and colours Analysing research	First Ideas Coming up with initial designs Sketching skills	Electronics Looking at components/circuits	Practical Making windows for lamps	Practical Completing lamps Evaluating practical outcomes.
Assessments	Mindmaps (about me) Exploring the context	Portfolio	Portfolio	Light circuit for bedroom lamp	Practical	Practical

Building on prior learning	Students will develop their designing skills so that they can communicate creative ideas effectively. Skills will be more advanced than ones they learned In year 7 and 8. Students will enjoy the challenge of developing their skills even further and learning some new skills and techniques.
Enrichment within the Curriculum	We provide a wide range of 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 A3 folders. 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 9 Graphics will provide a solid foundation level of skills for students to build on as they move up through the Graphics GCSE. It will increase students confidence in their own abilities of designing and communicating ideas.
Ways to support your child’s learning	
Many students really enjoy drawing and designing. The best way for student to become expert Graphic Designers is to practice their skills at home. This can be from observational drawing, watching tutorials online or even using a range of different design apps on pcs and tablets. By doing this they will constantly improve their range of skills.	

# History

*“At Woodrush we believe that our students deserve a History curriculum that is reflective of themselves and the world in which they are growing up in. As a result, a broad range of History is covered, including local, national and global from a variety of different time periods and from a number of different perspectives.*

*In addition, Historians will acquire a range of skills which will be valuable for their future. This will include: a strong chronological understanding; using a range of evidence to construct an argument; explaining, analysing and evaluating history through the lens of Second Order Concepts including cause and consequence, change and continuity, significance and typicality; and finally, using historical sources and interpretations not just in terms of their content, but their provenance too (a valuable life skill in this era of fake news). We want pupils to feel engaged and enthused by History at Woodrush, allowing them to develop as open-minded global citizens.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	How did European colonisation change the lives of the Native Americans?	What was the impact of post-war migration on Britain 1945-1975?	What were the consequences of the Russian Revolution?	What were the key events of the Cold War?	Which was the most significant moment in the fight for Civil Rights 1956-Present?	Why do people disagree about History?
Assessments	Knowledge check and Whole Class Feedback tasks	Summative Assessment covering content taught so far	Knowledge check and Whole Class Feedback tasks	Summative Assessment covering content taught so far	Knowledge check and Whole Class Feedback tasks	Summative End of Year exam.

Building on prior learning	The content of this year will continue chronologically from their studies in year 7 and 8. Pupils will continue to develop their knowledge and understanding and will place these in their context using second order concepts such as change and continuity, significance, and cause and consequence. Pupils will also develop their source analysis, focusing on what makes a source useful and why sources may differ.
Enrichment within the Curriculum	Students will be able to attend a trip to RAF Cosford to visit the Cold War exhibit there which will boost their understanding of the topic even further.
Extracurricular opportunities	Pupils will be encouraged to participate in a house event to commemorate Black History Month, tied in with the 75th anniversary of the arrival of the MV Windrush in England, and the subsequent contributions of Black Britons.
Positive impacting on personal development (SMSC)	History is a significant subject in a child’s personal development. It teaches them skills such as empathy, as well as offering plenty of opportunity for spiritual, moral, social and cultural development through learning about topics such as the Cold War, Civil Rights and Migration; all of the topics they study this year will help your child understand the world in which they live better.
Preparing for the next stage of education	The History curriculum in KS3 is designed to foster a lifelong love of History in your child. It has also been tailored to prepare students for the demands of KS4 both with regards to content and skills. The focus on Native Americans, as well as the Civil Rights Movements, links into the Making of America subtopic in year 10. The historical skills pupils study will develop and prepare them for GCSE History.

## Ways to support your child’s learning

- Purchase the revision guides available through school.
- Watch a range of historical documentaries and dramas to help students to contextualise and consolidate their historical knowledge.
- 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.



# Mandarin

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Shopping</b> Buying fruit & vegetables Buying clothes Using the present continuous tense Online shopping Shopping in China	<b>Travel in China</b> Sightseeing in Beijing A tour of Xi’an Shopping in Shanghai Spring festival in Guangzhou Chinese festivals	<b>Chinese New Year</b> Chinese New Year Celebrations  <b>My Life</b> Introducing people Family members’ hobbies Pets	<b>My life continued</b> Daily Routine You and your friends Personalities Appearance Activities with friends	<b>Sports and Activities</b> Extra-curricular activities Leisure activities. Frequency Time duration	<b>School and Education</b> School subjects My school day
Assessments	Writing, Listening and Reading – End of unit test. Speaking – describing a photo and general conversation questions on this topic	Writing, Listening and Reading – End of unit test. Speaking – describing a photo and general conversation questions on this topic.	Writing, Listening and Reading – End of unit test. Speaking – describing a photo and general conversation questions on this topic.	Writing, Listening and Reading – End of unit test. Speaking – describing a photo and general conversation questions on this topic.	MEP Hurdle Tests – Speaking and Writing – teacher-assessed exams. Listening and Reading – GoChinese externally marked exams.	MEP Hurdle Tests – Speaking and Writing – teacher-assessed exams. Listening and Reading – GoChinese externally marked exams.

Building on prior learning	Students will have covered basic grammar in Key Stage Three, including how to conjugate verbs in the present tense and adjectival agreement. Students will have learned about describing others and giving personal information. Students will have learned about school and hobbies in year 7 and food and drink in year 8. These foundations will be built on in year 9.
Enrichment within the Curriculum	Visit to a museum to experience Asian/Chinese cultural events Visit to a Chinese restaurant Learning about cultural events such as Chinese festivals throughout the year
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 Languages festival in the summer term.
Positive impacting on personal development (SMSC)	Students will explore beliefs and experiences whilst learning about Chinese traditions and cultural events. Students will be given the opportunity to appreciate cultural differences and will celebrate diversity. Students will use a range of social skills and will participate in discussions and speaking activities throughout the year, where they will be expected to respect others and volunteer ideas.
Preparing for the next stage of education	In year 9 students are given the opportunity to practise GCSE exam style questions across a range of topics and they will develop their reading, listening, speaking and writing skills (all of which are examined at the end of year 11).

## Ways to support your child’s learning

- Look out for Mandarin films or TV programmes. Remember to put on the English subtitles to help.
- Buy Mandarin magazines, newspapers or films if you happen to go to China on holiday.
- Watch familiar cartoons in Mandarin and listen to popular music from China on YouTube.
- Watch ‘Jinbu 2 book’ videos on ‘YouTube’ to revise.
- Ask your child to teach you to say something new in Mandarin every day.
- Use Memrise, the vocabulary learning website/app: [www.memrise.com](http://www.memrise.com)
- Visit local Chinese restaurants to enrich your child’s cultural knowledge.
- Create flashcards and matching or pairs-style activities, using the words from the Mandarin ‘Panda’ booklets.
- Practise writing of the Chinese characters by using their writing books.
- Practise speaking by using [www.Vocaroo.com](http://www.Vocaroo.com) to record their speaking.
- Encourage your child to use Chinese learning Apps, such as ‘Hello Chinese’, ‘Pleco’ etc.
- If your child has a speaking assessment coming up, listen to them practise to help build their confidence.



# Maths

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Number Skills</b> Roots and powers <b>Algebra</b> Inequalities, rearranging formulae, expanding brackets, solving equations <b>Number skills</b> Fractions and decimals	<b>Algebra</b> Solving linear and quadratic equations <b>Geometry</b> Pythagoras’ Theorem and Trigonometry	<b>Ratio and proportion</b> Proportion <b>Geometry 3D shapes</b> Volume of prisms Surface area Volume of spheres, cones <b>Standard form</b> Converting to and from standard form Calculations in standard form	<b>Number</b> Compound measures <b>Ratio and proportion</b> Finding percentages of amounts Increasing and decreasing by a percentage Reverse percentages Repeated percentage change	<b>Algebra</b> Co-Ordinates and graphs <b>Statistics</b> Representing data	<b>Statistics</b> Histograms and box plots <b>Probability</b> Tables/ Grids/ Theoretical/ Experimental
Assessments	End of topic Exit Tickets	End of topic Exit Tickets Skills and Problem solving assessments	End of topic Exit Tickets	End of topic Exit Tickets Skills and Problem solving assessments	End of topic Exit Tickets	End of topic Exit Tickets Skills and Problem solving assessments

Building on prior learning	Pupils will be building upon and furthering their understanding of the topics studied in year 7 and 8. Pupils will need the skills from year 7 and 8 to be able to understand the necessary concepts in year 9. All prior knowledge will be assessed.
Enrichment within the Curriculum	Within year 9 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 local companies in so students can see the purpose of maths!
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 9 marks the start of the mathematics GCSE course. The key stage three course will have put pupils in a strong position going into year 9, 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 year 7 and year 8 in order to prepare themselves effectively for GCSE maths. It is so important that students are aware of how important year 9 is as the start to their GCSE’s.

### Ways to support your child’s learning

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



# Music

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>EDM</b> History and context of electronic dance music. Performing electronic dance music. Recapping key music theory.	<b>EDM</b> Using loops to create a track in sound trap. Recording the chords, drum beat, bass line, riff and melody for an EDM track	<b>Rock music</b> History and context of rock music. Performing rock music. Recapping key music theory.	<b>Rock music</b> Creating a rock song in soundtrap	<b>Reggae music</b> History and context of Reggae music. Performing reggae music. Recapping key music theory.	<b>Reggae music</b> Creating a Reggae track on soundtrap
Assessments	Theory Assessment Keyboard assessment	Composition Assessment	Theory Assessment Keyboard assessment	Composition Assessment	Theory assessment Keyboard assessment	Composition assessment

Building on prior learning	Students will continue to revise the musical elements (Tempo, Dynamics, Texture, Duration, Pitch and Instruments) and will have to answer more difficult questions using these terms. Students will focus on the keyboards and ukuleles this year working on ukulele melodies to follow on from chords and keyboard parts in multiple sections to build skill on the keyboards.
Enrichment within the Curriculum	We are building our curriculum to ensure students can play and are able to perform on a wide range of instruments. Students can take up instrument lessons outside of lesson time to learn an instrument of their choice. There is also an opportunity for students to take up a classical instrument as part of our string, brass and wind ensembles.
Extracurricular opportunities	Students will have the chance to take part in extra-curricular clubs such as Choir, Musical Theatre Club and band. Every year we have an annual Christmas concert where students get the chance to perform along with a full school musical which takes place once every 2 years and an Arts festival in the summer term. .
Positive impacting on personal development (SMSC)	Students learn to develop perseverance, determination and grow in confidence through our mini performance assessments. Students also work on their group work skills and learn how to lead and be part of a bigger ensemble. Through schemes of work we look at how to respect each other’s work and develop evaluation skills.
Preparing for the next stage of education	Students can go on to study Music at GCSE and Key Stage 5 level, along with taking instrumental grade exams if they opt to have additional instrument lessons. Music in general promotes teamwork skills, creativity, listening skills and builds confidence.

## Ways to support your child’s learning

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

## 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.”*

	1	2	3	4	5	6
Topics	<b>Introduction to wood joining methods</b>  Study of the most efficient and effective wood joining methods	<b>Accuracy of marking out (Wood joints)</b>  Pupils learn how to accurately mark out their materials prior to cutting out and shaping	<b>Workshop practices (Making a practical piece – Wooden Storage box).</b>  Quality Control  Health and Safety  Efficient use of Materials	<b>Materials and Properties 1.0</b>  Woods and Timbers  Sustainability and efficient use of materials	<b>Finishing and Quality of Finish</b>  How to ensure a good quality finish  What is Quality Assurance (QA) and Quality Control (QC)?	<b>Evaluating Products</b>  How to evaluate the effectiveness of products and their suitability?
Assessments	<b>Classwork assessment of progress</b>	<b>Practical and in class theory Assessment (based on material area)</b>	<b>Following all Quality procedures and quality of practical work a</b>	<b>Mid-Term Assessment Materials and their properties (Woods and Timbers)</b>	<b>Quality of finish of practical piece</b>	<b>Quality of written and oracy during class lessons</b>

Building on prior learning	Year 9 will build upon and re-enforce the learning that took place in Key Stage 3 (Years 7 and 8 ). The curriculum set out will enhance the current knowledge and seek to add further knowledge and develop a higher level skills set in using woods and timbers. <b>Core Knowledge and Understanding</b> Design and Technology and our world <b>In-depth Knowledge Building</b> Natural and manufactured timber (Section 2.0)
Enrichment within the Curriculum	Developing cross-curricular links including <b>Science</b> (Physics and Chemistry), <b>Mathematics</b> (Sizes and measurements) and <b>English</b> (Language)
Extracurricular opportunities	<ul style="list-style-type: none"> <li>• <b>Coursework Club</b> – Achieving The Best Possible Grade</li> <li>• <b>Jewellery Club</b> – Creating Exciting Jewellery Pieces</li> </ul>
Positive impacting on personal development (SMSC)	Design and Technology opens up a wide range of opportunities to explore a range of issues from the world around us. Students are encouraged to work together to complete their projects, to share resources. Students are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious design is a cornerstone for us at Woodrush.
Preparing for the next stage of education	Studying Design and Technology is a great introduction to the world of Design and Manufacturing. There are endless opportunities for designers including the world of architecture, engineering, designing. Many students who study Design and Technology apply for Post 16 courses including Product Design, Industrial Design.

### Ways to support your child's learning

- Access to a computer is most beneficial (Lunchtime and after-school clubs will be running to help support with this).
- Students are encouraged to continue their studies outside of the classroom. Trips to interactive museums (e.g THINK Tank, National Transport Museum in Gaydon) and look out for events such as The Big Bang fair (Usually held in March of every year).
- Students are encouraged to keep sketch books, take photographs and collect examples of innovative and creative designs.
- Look out for any design and creative competitions on TV ( shows on CBBC/Terrestrial channels ), radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating! Programs like ‘How it works?’, ‘The Gadget Show’ introduce pupils to a range of innovative products.
- Students are encouraged to read books, magazines and articles about design and innovative products on-line.
- When completing homework tasks ‘go the extra mile’ and thoroughly research the topic areas, practice making models in 3D from resources found at home including card and Lego.
- Students are encouraged to enjoy Design and Technology, have fun with design, make mistakes and learn from them!



# PSHE

*“The PSHE curriculum equips learners to become lights within their world. They are encouraged to live healthy, safe, productive, capable, responsible and balanced lives. Learners are encouraged to shine by being supported in making effective decisions, positive learning, career choices and in achieving economic wellbeing.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Healthy relationships Consent Sexism and gender prejudice Contraception and STIs	Sex and sexual readiness Pornography Domestic abuse and violence The body	Fertility Pregnancy options	Body image and social media Danger of drugs Coping with stress, anxiety and depression	County lines Human rights and international law Avoiding debt	Prejudice and discrimination Criminal justice system Workplace skills
Assessments	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms	End of year quiz

Building on prior learning	Students have had an introduction to contraception, pregnancy and parenting which will be explored further in Year 9. Economic education is delivered to ensure students are confident when thinking about accounts, savings, tax and national insurance. Students will be building on their knowledge of mental and physical health. Multiculturalism and diversity has been explored by learning about Black British culture and celebrating contributions made by Black people around the world.
Enrichment within the Curriculum	Students will experience guest speakers in a number of topics such as careers, activists, representatives from charities just to name a few. The London School of Hygiene and Tropical Medicine have selected us to be a part of their research to provide excellent teaching within the relationships and sex education curriculum. 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	Students will have the opportunity to take part in extra-curricular clubs to encourage mindfulness, creativity and celebrating identity.
Positive impacting on personal development (SMSC)	PSHE education helps pupils to manage the physical and emotional changes at puberty and during their adolescence, introduces them to a wider world and enables them to make an active contribution to their communities.
Preparing for the next stage of education	PSHE teaches the knowledge and skills which will equip students for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

### Ways to support your child’s learning

- Discuss impending topics with your child.
- Allow your child to discuss PSHE topics at home for them to contextualise and explore some of the content.
- Research some of the areas you know are coming up in the PSHE curriculum and anticipate any potentially awkward questions.
- Be honest if you can’t answer questions they may have. Listen to your child and explore this with them.

## Science

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>KS3 Units</b>  <b>B5 – Field study</b> Ecology, sampling, investigative skills <b>C5 - Materials</b> The rock cycle, extracting metals, polymers, materials, recycling <b>P5 – Space</b> Structure of the universe, orbits, phases of the moon	<b>KS3 Units</b>  <b>B5 – Field study</b> Ecology, sampling, investigative skills <b>C5 - Materials</b> The rock cycle, extracting metals, polymers, materials, recycling <b>P5 – Space</b> Structure of the universe, orbits, phases of the moon	B1 – Cells, microscopes, photosynthesis and respiration C1 - States of Matter, Atomic Structure, Ions and Isotopes, Separation Techniques P5 - Energy, efficiency and transfers	B1 – Cells, microscopes, photosynthesis and respiration C1 - States of Matter, Atomic Structure, Ions and Isotopes, Separation Techniques P5 - Energy, efficiency and transfers	B2 – animal and plant transport systems C2 -Periodic Table, Electron Shells, bonding and structure P6 - Everyday speeds and accelerations Stopping distances and reaction times Energy sources National Grid Household electricity	B2 – animal and plant transport systems C2 -Periodic Table, Electron Shells, bonding and structure P6 - Everyday speeds and accelerations Stopping distances and reaction times Energy sources National Grid Household electricity
Assessment	KS3 Mini assessments	KS3 Mini assessments	B1,C1, P5 Checkpoints and End of Topic Test	B1, C1, P5 Checkpoints and End of Topic Test	B2, C2, P6 Checkpoints and End of Topic Test	B2, C2, P6 Checkpoints and End of Topic Test

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

### Ways to support your child’s learning

- Watch science documentaries on TV – such as those by David Attenborough and Brian Cox
- Visit science museums – Thinktank in Birmingham has a huge array of exhibitions and the Lapworth Museum at Birmingham University which is free entry all year round.
- Go to the library and get some popular science books – they cover the most complex ideas in simple understandable ways
- Try some googling and doing some “simple experiments at home” – e.g. <http://redtri.com/classic-science-experiments/>
- Watch youtube channels such as mygcsescience, minutephysics, crashcourse biology/chemistry/physics





# Spanish

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>This is us</b> What you and others like Organising your week Cinema invite Recent birthday celebrations	<b>World of Work</b> Jobs in the workplace Opinion of job Future jobs Yesterday at work A typical day in work	<b>Keeping fit</b> Diet Active lifestyle Telling the time	<b>Keeping fit (2)</b> Daily routine Getting fit Aches and pains	<b>Youth in Action</b> Children of the world Rights of young people Journeys to school	<b>Youth in Action (2)</b> A green school A better world Your town – past and present
Assessments	<b>Reading and writing assessment</b>	<b>Listening and speaking assessment</b>	<b>Listening assessment</b>	<b>Writing assessment</b>	<b>Speaking assessment</b>	<b>End of year assessment</b>

Building on prior learning	Students will have covered basic grammar in Key Stage Three, including how to conjugate verbs in the present tense and adjectival agreement. Students will have learned about describing others and giving personal information. Students will have learned about food and drink in year 7 and types of media in year 8. These foundations will be built on in year 9.
Enrichment within the Curriculum	-Food tasting during Health topic -Visit to a Spanish restaurant -Learning about cultural events such as Spanish festivals throughout the year
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 Languages festival in the summer term.
Positive impacting on personal development (SMSC)	Students will explore beliefs and experiences whilst learning about Spanish traditions and cultural events. Students will be given the opportunity to appreciate cultural differences and will celebrate diversity. Students will use a range of social skills and will participate in discussions and speaking activities throughout the year, where they will be expected to respect others and volunteer ideas.
Preparing for the next stage of education	In year 9 students are given the opportunity to practise GCSE exam style questions across a range of topics and they will develop their reading, listening, speaking and writing skills (all of which are examined at the end of year 11).

## Ways to support your child’s learning

- Encourage your child to take an interest in events / news from the Spanish speaking world.
- Encourage the use of **Memrise** – an app/website for learning vocabulary (students have a login) [www.memrise.com](http://www.memrise.com)
- Encourage the use of their CGP revision guides at home.
- Encourage the use of their vocabulary books from year 7 and 8.
- Look out for Spanish films or TV programmes. Remember to put on the English subtitles to help.
- Buy Spanish magazines, newspapers or films if you happen to go to Spain on holiday.
- Watch familiar cartoons in Spanish on YouTube.
- Listen to popular music from Spain on ‘YouTube’.
- Ask your child to teach you to say something new in Spanish every day.
- 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 Textiles curriculum develops pupil’s skills in 4 areas. These are designing, making, evaluating and Technical knowledge. Pupils will create design ideas by developing their drawings, colouring and shading skills alongside their creative and innovative skills. Making will involve learning Textile technologies such as sewing, embroidery, tie-dye, screen printing and weaving. Pupils will evaluate the work of other artists and designers, by analysing key design features, as well as evaluating their own work and that of their peers. Throughout their project work pupils will develop the technical knowledge of Textiles including fabrics and Fibres.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Screen printing and block printing.</b>  Pupils learn and experiment with these techniques	<b>Embroidery and embellishments</b>  Pupils learn and experiment with these techniques	<b>Felting and weaving.</b>  Pupils learn and experiment with these techniques	<b>Childrens clothing</b>  Mini project where pupils use the skills they have learnt during the year to design and make a child’s item of clothing (dress or shorts)	<b>Tote bag project</b>  This is a full project where pupils research, design and create a tote bag	<b>Tote bag project</b>  This is a full project where pupils research, design and create a tote bag
Assessments	Ongoing assessment of practical work	Ongoing assessment of practical work	Ongoing assessment of practical work	Ongoing assessment of practical work and final product	Ongoing assessment of practical work	Ongoing assessment of practical work and final product

Building on prior learning	Students will develop their designing skills so that they can communicate creative ideas effectively. Skills will be more advanced than ones they learned in year 7 and 8. Students will experiment with screen printing, block printing, Embroidery, felting and weaving. Pupils will then use the techniques they have learnt to create a child’s item of clothing and a tote bag.
Enrichment within the Curriculum	This is the year for up skilling in Textiles, laying the foundations for GCSE. Completing 2 design and make projects working through from research, initial sketches, modelling, sampling, final design and final product. Using drawing from observation as a starting point, introducing influences from textile designers, a wide range of techniques will be learnt, practiced and developed.
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 A3 folders. There is a vast collection of YouTube video tutorials that can further enhance student’s Textile 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 that need to have an impact, they will consider moral and ethical issues.
Preparing for the next stage of education	Year 9 Textiles will provide a solid foundation level of skills for students to build on as they move up through the Art and Design GCSE. It will increase students' confidence in their own abilities of designing and producing.

### 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!