

**Woodrush High School**

# **Curriculum Booklet**

## **Year 11**

**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 10 students and includes important information about how each subject fits into the wider programme of study for your child during their time at Woodrush.

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

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

Yours sincerely,

Mrs S Carr  
Assistant Headteacher

## Tutorial Time

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

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 11	Assembly	Maths/English interventions/Study skills	Character Q & A	Study skills/Mentoring	Study skills/Mentoring/Revision

## Homework

In Year 11 students are set homework which is specific to each subject. Each homework will be focused on checking understanding, supporting retention of knowledge or developing skills. Each homework will last for approximately 40 minutes and students will normally be given one week to complete it to allow them to manage their time around extra-curricular commitments.

*Year 11 students will also be expected to add in 30 minutes of revision for their end of year exams each night.*



		English Lit and Lang	MATHS	Science (on rotation)	Geography	History
Autumn 1	Topics	Macbeth English Language Papers 1 & 2	<b>Algebra</b> Manipulation of expressions Sequences <b>Geometry</b> Pythagoras and Trigonometry <b>Number</b> Decimals	B6 Global Challenges C5 Rates of Reaction and equilibria P1 – Matter	<b>Fieldwork write up</b> Solihull- impact of economic change booklet.  River study booklet	<b>The Making of America:</b> The growth of the USA up to 1838; the expansion of the west up to 1860; the causes, events and consequences of the American Civil War.
	Assessments	Macbeth, English Language Paper 1	Unit tests at the end of each unit	C5 assessment P5 assessment	Unseen fieldwork practice test Seen fieldwork practice examination. Knowledge recall quizzes	Knowledge checks and whole class feedback
Autumn 2	Topics	Macbeth English Language Papers 1 & 2	<b>Number</b> Proportion  <b>Algebra</b> Solving Equations  <b>Geometry</b> Shape and enlargements	B6 – Global Challenges C6 – Global Challenges P6 – Global Challenges	<b>Challenge of Natural Hazards</b>  Plate tectonics Earthquake case studies- Haiti/ Italy Formation of volcanoes.	<b>Making of America:</b> Settlement on the Plains and conflict with the Native Americans; the impact of change on different groups between 1877-1900.
	Assessments	Macbeth assessment  English Language Paper 2 Question 4 assessment	Unit tests at the end of each unit  Mixed assessment exam based	B6 assessment C6 assessment P6 assessment	Mid topic test Practice questions- previous topics  Knowledge recall quizzes	Making of America Assessment
Spring 1	Topics	English Language Paper 1 revision  English Literature Paper 1 revision: A Christmas Carol and Macbeth revision	<b>Algebra</b> Graphs  <b>Geometry</b> Area including circles  <b>Statistics</b> Probability	Biology, Chemistry and Physics Unit 4-6 Revision	<b>Challenge of Natural Hazards</b>  Tropical storms and Extreme Weather Managing hazards Climate Change: Causes impacts and management	<b>Kenilworth Castle</b>  Revision
	Assessments	Whole School Mock exams on Paper 1 English Language and Paper 1 Literature:  Macbeth and A Christmas Carol snapshots	Unit tests at the end of each unit	Mock Test	February- Whole school mock examinations  Knowledge recall quizzes	Mock Exams
Spring 2	Topics	Power and Conflict poetry revision An Inspector Calls revision Unseen Poetry revision	<b>Algebra</b> Inequalities  Functions  <b>Statistics</b> Venn Diagrams  Data	Biology, Chemistry and Physics Unit 1-3 Revision	<b>Preparation for Paper 3</b>  Unseen fieldwork and map skills  Pre release AQA examination booklet: TBC	<b>Revision</b>
	Assessments	Snapshot on Power and Conflict Poetry  Snapshot on An Inspector Calls  Paper 2 English Literature Mock An Inspector Calls, Conflict Poetry, Unseen Poetry	Unit tests at the end of each unit  Mixed assessment exam based	Mock Test	Practice paper 3 – Practice past examination papers  Knowledge recall quizzes	Kenilworth Assessment
Summer 1	Topics	General revision	Revision based on class weaknesses	Revision	Revision	Revision
	Assessments	Past papers.	Past Papers	Past Papers	A variety of practice questions across all topics.	A variety of practise questions from across all topics

Sociology	Health	DT Product Design	Graphics	Textiles	Food and Nutrition
<b>Social Stratification</b> Definitions of, and inequalities between, genders, social classes and ethnicities. Explanations and experience of Poverty.	Unit R032: Principles of care in health and social care settings Topic Area 3: Effective communication in health and social care settings	Achieving good grades at GCSE  Investigating the Problem (Primary and Secondary Research)  Materials and their working properties	Development of Final Outcome Proposals	Making Final Product	Introduction to Non Examined Assessment 1 Brief (NEA 1)
Short answer and essay style exam questions. End of topic tests.	Knowledge checks Case studies Exam Questions	Coursework checkpoint 1.0  Mid-Term Theory Assessment Autumn 1.0	Verbal Feedback	Ongoing assessment as pupils make their final product	NEA 1 - Research and planning
<b>Social Stratification</b> Explanations of power, including Feminist views and types of political power.  <b>Crime and Deviance</b> Definitions of deviance, social order and social control. Measuring crime & deviance	Unit R032: Principles of care in health and social care settings Topic Area 4: Protecting service users and service providers in health and social care settings	Coursework Focus  Environmental social and economic  New and emerging technologies  Understanding advanced mechanical systems	AO4: Final Outcome	Making Final product and evaluating	NEA1 completion Introduction to NEA2
Short answer and essay style exam questions. End of topic tests.	Knowledge checks Case studies Exam Questions	Coursework checkpoint 2.0  Mid-Term Theory Assessment Autumn 2.0	10 Hour Final Outcome	Final assessment of their portfolio's	NEA 1 – experiments and evaluations NEA 2 – Research and planning
<b>Crime and Deviance</b> Explanations of crime and deviance (Marxist, Functionalist, Feminist and Interactionalist).	Unit R032: Principles of care in health and social care settings Revision	Coursework Focus Prototyping of ideas  <u>Prototyping</u>  In-depth Wood and manufactured boards revision	Exam Release: Choose an Exam Topic and begin creating your exam portfolio	Begin Exam work – research, drawing from observation and design work	NEA 2
Short answer and essay style exam questions. End of topic tests. Mock Examination	Knowledge checks Case studies Exam Questions	Coursework checkpoint 3.0  Mid-Term Theory Assessment Spring 1.0	Verbal Feedback	Tracking used to ensure pupils are on track	NEA 2 – Practical Assessments
<b>Crime and Deviance</b> Factors affecting criminal behaviour – age, gender and ethnicity. Debates on crime.	Finalising coursework and preparing for R032 examination	Coursework Focus  In-depth Metals/Polymers revision	Exam Development – Develop ideas for your final outcome	Design work, Technique exploration and begin making	NEA 2 Completion
Short answer and essay style exam questions. End of topic tests.	Knowledge checks Case studies Exam Questions	Coursework checkpoint 4.0  Mid-Term Theory Assessment Spring 1.0	Verbal Feedback	Tracking used to ensure pupils are on track	NEA 2 – Evaluations
	<b>Revision</b>	Coursework Run-in and completion  Revision of Theory aspect of course including; -Research Techniques -Materials and Properties -Environmental Issues -Natural and manufactured timber	<u>Exam – 10 Hour-Final Outcome Exam</u>	Making final product and evaluating	Revision of theory knowledge
Short answer and essay style exam questions. End of topic tests.	Knowledge checks Case studies Exam Questions	Coursework checkpoint 5.0	Moderated Exam Portfolio and Final Outcome	Tracking used to ensure pupils are on track and final assessment of work	Practice Exam questions



		ART	PHOTOGRAPHY	DRAMA	MUSIC	Business Studies
Autumn 1	Topics	<p><b>'Continued from Yr10 - independent project'</b></p> <p>Finalising ideas to inform a personal response</p> <p>Mock exam</p>	<p><b>Genres - 'ABSTRACT'</b></p> <p>Research Sharon Johnston and Vilde Rolfsen.</p> <p>Photoshoots inspired by Johnston and Rolfsen</p>	<p><b>Component 1 Written Exam</b></p> <p>Students will revisit the exam as a whole and look at the key components of the set text and live theatre review</p>	<p><b>Film Music Consolidation &amp; Exam Technique:</b></p> <p><u>Area of Study 3</u> – Simple &amp; Compound Time Signatures, Melodic Features, Cadences, intervals, melodic features, textures, essay writing &amp; Listening tasks</p> <p><b>Composing to a Brief:</b> Exploring Ideas for NEA</p>	<p>Theme 1.1 Enterprise and Entrepreneurship Revision</p> <p>Theme 1.2 Revision Spotting Business Opportunities</p> <p>1.3 Revision Putting a Business idea into Practice</p>
	Assessments	<p><i>Assessment of Design Ideas for Final Outcome</i></p>	<p><i>ITSO SJ and VR</i></p>	<p>Written assessments/mock exam</p>	<p>Listening Assessments</p> <p>Solo Performance Recording and Assessment</p>	<p>12- &amp; 9-mark questions</p>
Autumn 2	Topics	<p><b>MOCK EXAM PREP</b></p> <p>Final idea refinement</p> <p>Final idea mock up</p> <p>Mock exam</p>	<p><b>Combined Genres - MOCK EXAM</b></p> <p>(6 WEEKS PREP – 5 HOUR SUSTAINED OUTCOME)</p> <p>Students combine their favourite two genres and create a personal and meaningful outcomes using what they have investigated to date in photography genres</p>	<p><b>Component 1 Written Exam</b></p> <p>Students will revisit the exam as a whole and look at the key components of the set text and live theatre review</p>	<p><b>Popular Music Consolidation &amp; Exam Technique:</b></p> <p>Riffs, types of chord, text setting, melodic features</p> <p>Fusion &amp; Bhangra</p> <p>Toto <i>Africa</i> Listening and Analysis</p> <p><b>Composing to a Brief:</b> Starting Composition</p>	<p>Theme 1.4 Revision Making the business effective</p> <p>Theme 1.5 Revision Understanding external influences on business</p> <p>Exam Technique</p>
	Assessments	<p><i>Personal Investigation whole unit and MOCK EXAM</i></p>	<p><i>GENRES – whole unit and 5 hour Mock exam</i></p>	<p>Written assessments/ mock exam</p>	<p>Written assessments/mock exam</p>	<p>Mock paper on Theme 1 55 marks</p>
Spring 1	Topics	<p><b>GCSE EXAM PAPER GIVEN – Exam Unit 40%</b></p> <p><b>Start</b> prep time</p> <p>Moodboard/artists</p> <p>Observational drawings</p>	<p><b>GCSE EXAM PAPER GIVEN – Exam Unit 40%</b></p> <p><b>START PREP TIME</b></p> <p>Moodboard/ Photographers/ Initial Photos</p>	<p><b>Component 3 Scripted Exam</b></p> <p>Students will begin rehearsing for their scripted exam</p>	<p><b>Forms &amp; Devices Consolidation &amp; Exam Technique:</b></p> <p>Baroque, Classical and Romantic Music</p> <p>Musical Structures: Binary, Ternary, Minuet &amp; Trio, Rondo, Variations &amp; Strophic Forms</p> <p>Bach <i>Badinerie</i></p> <p>Listening and Analysis</p> <p><b>Composing to a Brief:</b> Composition</p>	<p>Theme 2.1 Revision Growing the Business</p> <p>Theme 2.2 Revision Making marketing decisions</p>
	Assessments	<p><i>Whole Unit to date</i></p>	<p><i>Whole unit to date</i></p>	<p>Ongoing rehearsals</p>	<p>Listening Assessments</p> <p>Ensemble Performance Recording and Assessment</p>	<p>Unit 1 and Unit 2.1 &amp; 2.2 small mark question paper</p>
Spring 2	Topics	<p><b>GCSE EXAM – Exam Unit 40%</b></p> <p>ITSO/ REFINEMENTS/DESIGN IDEAS</p>	<p><b>GCSE EXAM – Exam Unit 40%</b></p> <p>ITSO/ REFINEMENTS/DESIGN IDEAS</p>	<p><b>Component 3 Scripted</b></p> <p>Students will perform their final exam to a visiting examiner</p>	<p><b>Music for Ensemble Consolidation &amp; Exam Technique:</b></p> <p>Jazz &amp; Blues, Musical Theatre &amp; Chamber Music</p> <p>Focusing on Texture &amp; Sonority</p> <p><b>Composing to a Brief:</b> Composition</p>	<p>Theme 2.3 Revision Making operational decisions</p> <p>Theme 2.4 Revision Making financial decisions</p> <p>Theme 2.5 Revision Making human resource decisions</p>
	Assessments	<p><i>Whole unit to date</i></p>	<p><i>Whole unit to date</i></p>	<p>Final performance exam to examiner (grades not released until August)</p>	<p>Ensemble Performance Recording and Assessment</p> <p>Final Listening Mock Assessment</p>	<p>End of Unit Mock – Theme 2</p>
Summer 1	Topics	<p>EXAM – 10 hour</p>	<p>EXAM - 10Hour</p>	<p><b>Component 1 Written Exam</b></p> <p>Final revision and mock exam sessions</p>	<p><b>Exam technique and revision</b></p>	<p>Exam technique and revision</p>
	Assessments			<p>Mock Exams</p>	<p>Practice listening tests and papers</p> <p>Submission of Final Composition</p>	<p>Practice Papers</p>



Computer Science	ICT BTEC	GCSE PE	Film Studies	Spanish
Storage	Pack A Modern Technology - Topic 1 – Communication Technology Topic 2 Cloud Storage Topic 3 – Using Cloud Technology Topic 4 – Modern team working Topic 5 – Inclusivity and accessibility Topic 6 – Impacts on modern technology	<b>Coursework</b>  Analysis and Evaluation	US Independent Film – The Hurt Locker Focus on key elements, context and critical writing.  NEA Second draft	<b>Work</b> Jobs and opinions Part-time jobs Post-16 education Future career choices Work experience
Short answer questions and 6 and 9 mark questions	End of Topic Assessment	ANALYSIS AND EVALUATION OF PERFORMANCE  Practical performance Spread Sheet Finalised	Exam-style section on applying critical writing to the film and on Y9/10 content	Writing assessment
Memory	Pack B Cyber Security - Topic 1 – System attacks and external threats Topic 2 – Internal threats and impacts of breaches Topic 3 - User restrictions and finding weaknesses Topic 4 - Data level protection Topic 5 - Policy, backups and data recovery	<b>Movement analysis</b>  Lever systems, examples of their use in activity and the mechanical advantage they provide in movement.  Planes and axes of movement.	US Independent Film – The Hurt Locker Focus on key elements, context and critical writing.  NEA second draft	<b>Holidays</b> Holiday preferences Past holidays Holiday activities Accommodation Disastrous holidays Ideal holidays
Olidays fjs	End of Unit Assessment	FAST 5 Quick Quiz End of Unit Test	Exam-style section on applying critical writing to the film and on Y9/10 content NEA second draft	Writing assessment
Systems Architecture + Procedures	Pack C Implications of digital systems - Topic 1 - Shared data Topic 2 - Environmental issues Topic 3 - Equal access Topic 4 - Use policies Topic 5 - Data protection Topic 6 - Criminal use	<b>Use of data</b>  Demonstrate an understanding of how data are collected – both qualitative and quantitative.  Present data (including tables and graphs). Analyse and evaluate data.	Non-English Language Film – Tsotsi Focus on key elements, genre conventions and context	<b>The environment</b> Worries about the environment Problems in my area How you help the environment Saving the planet in the future Volunteering
Short answer questions and 6 and 9 mark questions	End of Unit Assessment	FAST 5 Quick Quiz End of Unit Test	Exam-style section on Tsotsi and on Y9/10 content	Reading and translation
Wired and wireless networks	Pack D Planning and communication - Topic 1 Data flow diagrams Topic 2 Flowcharts Topic 3 System diagrams Topic 4 Tables	<b>Revision &amp; Exam Preparation</b>  Applied anatomy and physiology Movement analysis Physical training Use of data Sports psychology Socio-cultural influences Health, fitness and wellbeing	Non-English Language Film – Tsotsi Focus on key elements, genre conventions and context	<b>Grammar and topic revision</b> Family and relationships Where I live Healthy Living
Short answer questions and 6 and 9 mark questions	End of Unit Assessment	FAST 5 Quick Quiz End of Unit Tests	Exam-style section on Tsotsi and on Y9/10 content	Speaking assessments
Network topologies, protocols and layers	Exam technique and revision	<b>Revision &amp; Exam Preparation</b>	Exam Skills consolidation	<b>Topic Revision</b> Free time activities Technology Holidays School Work



# Subject Guidance



## Art

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

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

Building on prior learning	Students will have developed their skills for all 4 Assessment Objectives through both coursework units, in Year 9 and Year 10. Their understanding of these will be reinforced throughout the exam prep time process, in Year 11. Knowledge and application of contextual research will impact their own idea development and their experimentation will integrate into their own chosen starting point. Students will start the year by completing the final outcome of their year 10 coursework unit.
Enrichment within the Curriculum	Students will have the opportunity to take part in developing props and set design for the school production. They will also research artists, craftspeople, photographers and designers from a range of cultural and contextual backgrounds as part of their exam prep.
Extracurricular opportunities	Students will visit the TATE Gallery in London for artist exhibitions to enrich, inspire and encourage wider contextual understanding by experiencing art within a gallery setting.
Positive impacting on personal development (SMSC)	In year 11, students will research artists that explore emotional and cultural issues. They will be encouraged to explore their own thoughts and feelings and to express these to create personal and meaningful outcomes.
Preparing for the next stage of education	Year 11 challenges students to develop their projects independently. They reflect on their learning over the previous 2 years and this enables them to become more self-sufficient on their next stage of education.
<b>Ways to support your child’s learning</b>	
<ul style="list-style-type: none"> <li>• Visit galleries and exhibitions where students can experience a wider range of art styles to help inspire their own work.</li> <li>• Watch ‘Grayson’s Art Club’ to gain a greater appreciation of the wider impact of art.</li> <li>• Encourage students to read the ‘Arts and Entertainment’ sections to keep up to date on BBC news.</li> <li>• Remind students to be working on their Coursework and Exam prep on their weekly structured homework slot.</li> <li>• Encourage students to experiment with a greater range of techniques by researching for themselves.</li> </ul>	

## Business Studies

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	Theme 1.1 Enterprise and Entrepreneurship Revision Theme 1.2 Revision Spotting Business Opportunities 1.3 Revision Putting a Business idea into Practice	Theme 1.4 Revision Making the business effective Theme 1.5 Revision Understanding external influences on business Exam Technique	Theme 2.1 Revision Growing the Business Theme 2.2 Revision Making marketing decisions	Theme 2.3 Revision Making operational decisions Theme 2.4 Revision Making financial decisions Theme 2.5 Revision Making human resource decisions	Exam technique and revision
Assessments	12- & 9-mark questions	Mock paper on Theme 1 55 marks	Unit 1 and Unit 2.1 & 2.2 small mark question paper	End of Unit Mock – Theme 2	Practice Papers

Building on prior learning	Students will have developed all knowledge required for the final year of the course in years 9 and 10, this final year is all about consolidating knowledge and using their prior knowledge and applying it to exam style questions
Enrichment within the Curriculum	Students can watch Dragons Den and the Apprentice to see how the terms that we use in lesson are applied to real businesses. We will be getting external business owners to discuss how to run a business in the modern world.
Extracurricular opportunities	Students are actively encouraged to develop summer businesses that allow them to start earning and it allows them to start on the journey of becoming an entrepreneur
Positive impacting on personal development (SMSC)	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, understanding the minimum wage and costs associated to day-to-day life.
Preparing for the next stage of education	Students learn a number of skill sets in GCSE that will allow them to progress to further education effectively, such as application of knowledge, analysis of information and knowledge, evaluation of key text.

### Ways to support your child's learning

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

## Computer Science

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	Storage	Memory	Systems Architecture + Procedures	Wired and wireless networks	Network topologies, protocols and layers
Assessments	Short answer questions and 6 and 9 mark questions	End of Topic Assessment	Short answer questions and 6 and 9 mark questions	Short answer questions and 6 and 9 mark questions	Short answer questions and 6 and 9 mark questions

Building on prior learning	Year 11 will be a year of building on all knowledge gained throughout year 9 and 10 Computer Science, they will have fundamental problem-solving skills, computational thinking, the ability to write complex pseudocode and algorithms.
Enrichment within the Curriculum	Within year 11 students are required to complete a programming challenge, where they will spend 20 hours of learning time developing a functioning app using python programming. The apps developed in previous years enabled a user to pick a song from a list of artists, it will tell you the artists name, song title and the duration of the song.
Extracurricular opportunities	Students are able to freely download python programming and other text-based computer programs e.g. C++ or Java Script. They can then develop more complex applications and programs to give them a wider understanding of how to develop apps in the future.
Positive impacting on personal development (SMSC)	Throughout the 3 years of the course students will develop confidence in their understanding of how computers work, allowing for them to purchase technology in the future knowing exactly what the specification of the product they are purchasing. In addition, students will develop complex problem-solving skills, with the use of the programming challenges and having to break problems down into smaller more manageable chunks.
Preparing for the next stage of education	Students will be able to move onto further education with the ability to think for themselves and solve problems confidently. Students will also be able to break down issues that they may have efficiently, knowing the path that they need to follow to effectively solve complex issues. They will also have a full and comprehensive knowledge of the inner workings of a computer system.

### Ways to support your child's learning

- Ensure that your child has access to a computer, whether that be a stand-alone PC or a laptop
- Allow them to download Python Programming for free to allow them to practice their programming skills
- Encourage students to code at home using sites such as 'CodeAcademy'.
- Signing up for and using Seneca
- Using Micro bits or Raspberry-pies
- Allow them access to other computer systems in the house and allow them to try and fix any issues you may be having with them
- Allow them to solve problems for themselves
- Purchase complex mathematical problem-solving books/complex puzzles



## Dance

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	Mock of C3 –Responding to a brief.  Students are given a past paper and have to create a performance based on the guidelines.	Students will continue with their mock in C3 and have to write up their logs of their work as well as producing a final piece.	C3 – paper released  Students will have to create a performance piece based on the specification that is set by the exam board.	Students will continue with their performance.	
Assessments	Mock Written exams in planning and Log book  Performance	Final performance Written evaluation	Written exams in planning and log book  Performance.	Final performance  Written evaluation  Course finished	

Building on prior learning	Students have completed components 1 and 2 during year 10, this allows more time for component 3 during year 11.
Enrichment within the Curriculum	There will be the opportunity to work with a professional dancer to help with a piece of choreography for their work. There will be a theatre trip to see 'The Nutcracker' at the theatre.
Extracurricular opportunities	There will be the opportunity to have an enrichment class in year 11 for students to rehearse their final pieces after school.
Positive impacting on personal development (SMSC)	Within the Dance curriculum, students will look at choreographers and different dance styles to encourage and inspire them to be more creative with their work for C3. Students will experience different styles of choreography to create their own individual style. They will use their knowledge to create group and solo dances to create their own performance piece.
Preparing for the next stage of education	Studying the subject at post 16. It enables students to develop skills and their confidence for presenting to be used in other subjects and their future roles.

### Ways to support your child's learning

- Watch professional dance pieces and discuss likes, dislikes and get them to explain why?
- Go to the theatre and watch a musical or a ballet live
- Research professional dance companies
- Provide the opportunity to join a dance class
- Encourage KS4 Dance enrichment.
- Watch performances at home and provide feedback strengths, weaknesses and areas to improve.

## Drama

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

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

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

### Ways to support your child's learning

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



# English Language and English Literature

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	<p><b>Macbeth and English Language Paper 1</b></p> <p>Analyse the themes of hubris, hierarchy and fate in Shakespeare’s Macbeth. Consider the context of Jacobean England and witchcraft for James I.</p> <p>Complete thematically linked study of fiction for Paper 1 Language and creative writing</p>	<p><b>Macbeth and English Language Paper 2</b></p> <p>Consider the play as a tragedy. Look at the ending and Act 2 considering the consequences of Macbeth’s actions. Consider the fate of Lady Macbeth. Complete study of paper 2 language.</p>	<p><b>Carousel Revision:</b> all topics Literature and Language.</p> <p>Planned revision lessons on each topic.</p>	<p><b>Carousel Revision:</b> all topics. Literature and Language. Planned revision lessons on each topic</p>	<p>Tailored revision based on mock exam results</p>
Assessments	<p>Language Paper 1 Q1-5</p> <p><b>Revise:</b> paper timings and creative writing techniques.</p>	<p>Literature essay on a theme from Macbeth.</p> <p><b>Revise:</b> Macbeth context, themes and quotes.</p>	<p>Mock Exams – All Papers</p> <p>Literature:</p> <p>P&amp;C Poetry, Unseen Poetry, Christmas Carol, An Inspector Calls, Macbeth.</p> <p>Language: Paper 1 narrative reading and writing.</p> <p>Paper 2: non-fiction reading and persuasive writing.</p>	<p>Re-assess weakest areas in Lit and Lang for each class.</p> <p>Tailored to class needs.</p>	<p>GCSE Exams.</p>

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

### Ways to support your child’s learning

- Encourage your child to read widely both fiction and non-fiction. It would be fantastic if you could model this.
- Read the newspaper online or on paper and encourage your child to engage with this.
- Discuss books and articles with your child after reading them. Ask them to use their English terminology to explain directorial choices and their effects.
- Encourage your child to write. Creative writing is greatly beneficial as is writing about “real issues”.
- Encourage your child to be constantly revising content from Year 9 and Year 10, as well as new Year 11 content. This will help them retain their knowledge. This can be done through homework, researching, creative posters or flashcards, etc.



# Film Studies

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

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

Building on prior learning	Students will continue to use the new terminology for Mise-en-scene, Cinematography, Lighting, Editing and Sound learned in Year 9 and 10. They will apply these, as well as their knowledge of genre and narrative to a series of new films. They will continue to revise the content covered in Year 9 and 10, with some concepts being relevant to their new ones.
Enrichment within the Curriculum	Topics allow students to appreciate films within their contexts, and they are exposed to films and concepts that they might not ordinarily come across.
Extracurricular opportunities	Film recommendations are a part and parcel of Film Studies, as well as opportunities to experiment with the practical side of filmmaking. The NEA allows students to be creative and come up with their own film ideas.
Positive impacting on personal development (SMSC)	Several topics, such as Tsotsi give students the opportunity to explore historical and social issues – things like racism, stereotyping and prejudice. We also explore films from other cultures and learn to appreciate them in the context of the time and place they were made.
Preparing for the next stage of education	Students learn several skill sets that become vital in GCSEs, in particular descriptive, analytical, creative and evaluative skills.

### Ways to support your child’s learning

- Encourage your child to watch Films that they would not normally watch – from different countries or time periods, or films within the genre that they are currently studying.
- Watch documentaries or programmes about the making of films, or about the countries/time periods our films are from.
- Encourage your child to make use of YouTube, and the wealth of analysis and film form videos that are available there.
- Discuss films with your child after watching them. Ask them to use their new Film Studies vocabulary to explain directorial choices and their effects.
- Encourage your child to be constantly revising content from Year 9 and Year 10, as well as new Year 11 content. This will help them retain their knowledge. This can be done through homework, reading their work books, researching, creative posters or flashcards, etc.

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

Building on prior learning	In year 11 all of the knowledge and skills learnt and master in years 9 & 10 are applied to the Non-Examined Assessment work. Pupils will use all they have learnt to complete assessment tasks.
Enrichment within the Curriculum	To enrich pupils experience of the subject all pupils will have the opportunity to experience visits from guest speakers in the food. Pupils will have the opportunity to participate in workshops with catering staff within the school.
Extracurricular opportunities	Pupils will have the opportunity to participate in clubs offered by food. These will be offered for both theory and practical work aspects of the subject area.
Positive impacting on personal development (SMSC)	Food opens up a wide range of opportunities to trial and test a range of ingredients and methods. Pupils are encouraged to work together to complete their projects, to share resources and ingredients. Pupils are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious design is a cornerstone for us across the department at Woodrush.
Preparing for the next stage of education	Studying Food and Nutrition is a great introduction to the world of catering and technical studies in Nutrition. There are endless opportunities for students studying food Post 16. Many students who study Food and Nutrition at GCSE apply for Post 16 courses including Food Science, Nutritional Studies, Catering

### Ways to support your child’s learning

- Look out for any design and creative competitions on TV shows, (MasterChef, Great British Bake-off) radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating! Programs like ‘Ready Steady Cook’, ‘The Great British Bake off’ introduce pupils to new ingredients and methods.
- Pupils are encouraged to read books, magazines and articles about creating food dishes.
- When completing homework tasks ‘go the extra mile’ and thoroughly research the topic areas, practice making food dishes.





# Geography

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

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	<b>Fieldwork write up</b>  Solihull- impact of economic change booklet.  River study booklet	<b>Challenge of Natural Hazards</b>  Plate tectonics Earthquake case studies- Haiti/ Italy Formation of volcanoes.	<b>Challenge of Natural Hazards</b>  Tropical storms and Extreme Weather Managing hazards Climate Change: Causes impacts and management	<b>Preparation for Paper 3</b>  Unseen fieldwork and map skills  Pre release AQA examination booklet: TBC	<b>Revision</b>
Assessments	Unseen fieldwork practice test  Seen fieldwork practice examination.  Knowledge recall quizzes	Mid topic test Practice questions- previous topics  Knowledge recall quizzes	February- Whole school mock examinations  Knowledge recall quizzes	Practice paper 3 – Practice past examination papers  Knowledge recall quizzes	GCSE Examination season

Building on prior learning	Students study Weather and Climate and Earthquakes and Volcanoes in Year 8, Globalisation and global issues in Year 9. Students will build upon this knowledge through Year 11. Students continue to develop graphical, photo and map analysis skills throughout the Year in preparation for examinations.
Enrichment within the Curriculum	A level/ sixth form college taster days.
Extracurricular opportunities	By being part of the student council or by being a humanities ambassador, students can make a positive impact within our school community. Examples could include, recycling projects, house competitions or helping organise Year 6 Geography open evenings.
Positive impacting on personal development (SMSC)	Through the studies of people and place, students are able to respect the faiths, feelings and values of other countries and cultures. Students will be able to share opinions and reflect on sensitive and contentious issues such as deforestation, global climate change, drought, famine and global food and energy supply. Students will be encouraged to make difficult moral decisions based on a range of themes, they will understand the consequences of human actions on the world around them but also the importance of living in a fair world for all.
Preparing for the next stage of education	In Year 11 we aim to perfect student responses GCSE style assessment questions. Students will further their ability to answer mathematical, statistical and cartographical skills in line with AQA specification requirements. We also further develop independence, confidence and oracy skills by creating research-based homework projects and assessing through verbal presentations. These skills are valuable skills required at KS5 in a range of subject areas. To support development into KS5 we offer A level taster sessions.

### Ways to support your child’s learning

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

## Graphics

*“The intent of the Graphics curriculum is to engage students in a wide range of Graphic communication skills. Students will learn how to be resilient, self-critical, analytical and creative throughout this course. Students will develop traditional skills such as sketching, shading, technical drawing and painting but will also learn a vast range 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.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	Development of Final Outcome Proposals	AO4: Final Outcome	Exam Release: Choose an exam topic and begin creating EXAM portfolio	Exam Development – Develop Ideas for your Exam final outcome	Exam – 10 Hour – Final outcome Exam
Assessments	Verbal Feedback	10 Hour final outcome	Verbal Feedback	Verbal Feedback	Moderated Exam Portfolio and Final Outcome.

Building on prior learning	In year 11, students will have a vast range of skills which they can showcase throughout their NEA Portfolio. They will create a rigorous final outcome for their Projects, which they have developed throughout year 10.
Enrichment within the Curriculum	Students are always encouraged to do extra Graphics outside of school. Graphics Club is on every Wednesday and there, students can get more support with their Graphics Portfolios and can spend more time on their coursework.
Extracurricular opportunities	Throughout the non-examined assessment, the students must work independently on their chosen focus. They must create a wide range of creative ideas.
Positive impacting on personal development (SMSC)	Students must make a personal choice for their Non-Examined Assessment topic theme. It is advised that students choose a focus of something they are passionate about or interested in. Students will have opportunity to explore Graphics across different cultures and will explore the moral and social choices that Designers often have to make.
Preparing for the next stage of education	Due to the wide range of skills that we learn in Graphics, students will be well equipped to go on and study a range of Design courses after GCSE.
Ways to support your child’s learning	
<ul style="list-style-type: none"> <li>• Take an Interest in their Graphics Portfolio.</li> <li>• Encourage your child to bring their folder’s home so that they can work on their design work.</li> <li>• Ensure they always arrive with the correct equipment for their lessons.</li> <li>• Point out Graphic Design that they see every day such as advertisements and labels.</li> </ul>	

## Health and Social Care

*“About 3 million people in the UK work in health and social care, which is equivalent to 1 in every 10 people. Demand for both health and social care is likely to continue to rise due to the aging population. As a result, demand for people to work in this sector and fill vital jobs will continue to increase. Our rationale is to create a knowledge and skills rich KS4 curriculum which enables students to thrive and progress to KS5 and beyond. This course will help students to develop key transferable skills and knowledge such as self-evaluation and research skills.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	R021 LO1  Understand how to support individuals to maintain their rights e.g the rights of individuals why it is important to maintain the rights of individuals and how can care workers support the rights of individuals	R021 Lo2  Understand the importance of the values of care and how they are applied e.g. how and where the values are applied	R021 Lo3  Understand how legislation impacts on care settings e.g. an overview of the key acts of legislation and their impacts.	R021 LO4  Understand how personal hygiene, safety and security measures protect individuals	Final Revision
	Knowledge checks  Case studies  Exam Questions	Knowledge checks  Case studies  Exam Questions	Knowledge checks  Case studies  Exam Questions	Knowledge checks  Case studies  Exam Questions	Knowledge checks  Case studies  Exam Questions

Building on prior learning	Year 10 learning effectively builds on the Year 9 Programme of Study. Skills developed while working on year 9 coursework will be built upon to ensure complete coursework units that are reflective of student’s best ability.
Enrichment within the Curriculum	Opportunities to attend in-house talks with specialists who work within the Health and Social Care sector. Students are also able to access guest speakers which have included parents of children with varying medical needs and service users themselves. This helps to deepen their understanding of the medical conditions but also consider the greater emotional effects of some conditions.  Opportunity to learn basic first aid skills
Extracurricular opportunities	Students will have the opportunity to get involved in community activities with groups such as ‘The Dementia Café’ to gain greater insight into areas of social care.
Positive impacting on personal development (SMSC)	Health & Social Care involves students being encouraged to consider the values, attitudes and roles of people that occur in different societies and cultures. They will learn to respect and understand the differences in human needs that occur in these cultures and societies. Health & Social Care involves students discussing values, attitudes and beliefs relating to a range of ethical and social issues. Students develop an understanding of concepts related to equality, diversity and rights in health and social care and are able to gain knowledge of discriminatory practice and means of combatting this.
Preparing for the next stage of education	Health and Social Care prepares students for a wide range of future education and employment. Post-16, students are able to study for a variety of qualifications in the health and social care sector. These might include healthcare, early years education, special educational needs provision and social care.

### Ways to support your child’s learning

- A revision guide is available for the examination unit (R021). My Revision Notes: Cambridge National Level 1/2 Health and Social Care by Judith Adams
- Watch a range of documentaries and dramas to help students to contextualise. Some examples of these are 24 hours in A&E, Ambulance, The Secret Life of 5 Year Olds, One Born Every Minute, Confessions of a Junior Doctor, Born to be different.
- Discuss current Health and Social Care issues in particular, the impact of Covid-19 on the NHS and Social Care sector.

# History

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

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	<b>The Making of America:</b> The growth of the USA up to 1838; the expansion of the west up to 1860; the causes, events and consequences of the American Civil War.	<b>Making of America:</b> Settlement on the Plains and conflict with the Native Americans; the impact of change on different groups between 1877-1900.	<b>Kenilworth Castle</b>	<b>Revision</b>	<b>Revision</b>
Assessments	Knowledge checks and whole class feedback	Making of America Assessment	Mock Exams	Kenilworth Assessment	A variety of practise exam questions from across the units.

Building on prior learning	Pupils studied King John and slavery in KS3 so have a background knowledge which will prove useful in their study of Kenilworth Castle and the Making of America. In addition, pupils will have the ability to recap learning from prior topics in the final half term.
Enrichment within the Curriculum	Pupils will have the ability to visit Kenilworth Castle which will enrich their study of the site, helping them to understand the lie of the land and key features of the castle.
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)	Students in History will be given the opportunity to form and debate opinions around a range of difficult moral issues. They will also explore the treatment of African Americans and Native Americans in the growth of the USA between 1789 and 1900.
Preparing for the next stage of education	Pupils will develop their understanding of Second Order Concepts including: cause and consequence, change and continuity, typicality, diversity and significance. Historians will develop their ability to construct a strong argument, supported by evidence. They will also need to develop their source and interpretation analysis and evaluation skills too. All of this will prepare students for History in Further and Higher Education, while the skills they develop will be valuable in a range of other courses and professions too.

## Ways to support your child’s learning

- Purchase the revision guides available through school. Remind them to not only cover what they’re currently doing in class, but also what they’ve studied in year 9 and 10.
- Watch a range of historical documentaries and dramas to help students to contextualise and consolidate their historical knowledge.
- Visit as many historical sites as possible i.e. Coughton Court and the Birmingham Museum and Art Gallery.
- Encourage your child to speak to older family members about their experiences- our older relatives are often some of the most valuable and powerful witnesses to the past that we have.

## BTEC IT

*“All industries will require students to be computer literate. The tools that our course gives our students will ensure they have the essential skills within ICT to be able to apply their knowledge to any future prospects. Students will gain an eye for design and creation as well as a logical mind which allows them to solve problems and create solutions in the future.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	Pack A Modern Technology - Topic 1 – Communication Technology Topic 2 Cloud Storage Topic 3 – Using Cloud Technology Topic 4 – Modern team working Topic 5 – Inclusivity and accessibility Topic 6 – Impacts on modern technology	Pack B Cyber Security - Topic 1 – System attacks and external threats Topic 2 – Internal threats and impacts of breaches Topic 3 - User restrictions and finding weaknesses Topic 4 - Data level protection Topic 5 - Policy, backups and data recovery	Pack C Implications of digital systems - Topic 1 - Shared data Topic 2 - Environmental issues Topic 3 - Equal access Topic 4 - Use policies Topic 5 - Data protection Topic 6 - Criminal use	Pack D Planning and communication - Topic 1 Data flow diagrams Topic 2 Flowcharts Topic 3 System diagrams Topic 4 Tables	Exam technique and revision
Assessments	End of Topic Assessment	End of Topic Assessment	End of Topic Assessment	End of Unit Assessment	Practice Papers

Building on prior learning	Students will be taking their knowledge from the previous two component, What is a User Interface and Creating a dashboard. They will use their knowledge from these topics and apply them to exam style questions.
Enrichment within the Curriculum	With the use of Spreadsheet students will have the ability to use Excel for their own finances, setting budgets and evaluating their personal finances in the future using Spreadsheet skills developed in Year 10.
Extracurricular opportunities	By being part of the student council or by being a Business and Computer ambassador, students can make a positive impact within our school community at open evenings and options evening.
Positive impacting on personal development (SMSC)	They will also be confident that they can safely use computer systems and be able to effectively problem solve. Students will have the ability to confidently and professionally use computer software to an industry standard
Preparing for the next stage of education	Students can use the skills developed and transfer them to their own businesses. Students could also integrate themselves effortlessly into any ICT based business. Furthermore, students can move onto the next phase of education knowing they have skills that allow them to present information correctly in a format appropriate to the task at hand.

### Ways to support your child’s learning

- Ensure that they have access to a computer/laptop to ensure that they can complete coursework and homework effectively.
- Visit places where a love of computing might be fostered e.g. Bletchley park, science museums
- Encourage students to learn about innovation
- Allow students to watch the Gadget show to foster an interest in new technology
- Encourage students to engage in information about the UK economy and world economy.
- Engage with current news surrounding around new technologies from technology websites



# Maths

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	<b>Algebra</b> Manipulation of expressions Sequences <b>Geometry</b> Pythagoras and Trigonometry  <b>Number</b> Decimals	<b>Number</b> Proportion  <b>Algebra</b> Solving Equations  <b>Geometry</b> Shape and enlargements	<b>Algebra</b> Graphs  <b>Geometry</b> Area including circles  <b>Statistics</b> Probability	<b>Algebra</b> Inequalities  Functions  <b>Statistics</b> Venn Diagrams  Data	Revision based on class weaknesses
Assessments	Unit tests at the end of each unit	Unit tests at the end of each unit Mixed assessment exam based	Unit tests at the end of each unit	Unit tests at the end of each unit Mixed assessment exam based	Past Papers

Building on prior learning	Pupils will be building upon and furthering their understanding of the topics studied in Ks4.  All prior knowledge will be assessed.
Enrichment within the Curriculum	Within year 11 pupils will have various enrichment opportunities open to them. We currently have links with the University of Birmingham to support and inspire pupils interested in STEM careers. In addition to this we hope to invite some speakers in, as well as organising university visits, so students can see the value of maths in their future lives!
Extracurricular opportunities	Pupils are encouraged to participate in the various house competitions that the Mathematics department run throughout the year.
Positive impacting on personal development (SMSC)	Mathematics is important in everyday life and it is something we use all the time, often subconsciously: many jobs require being able to use and apply concepts and most subjects will use ideas encountered in Maths. In Maths we focus on the development of critical thinking skills which enable students to analyse, evaluate and reflect upon their solutions. We also work to develop a positive mind-set which is essential when learning to cope with new mathematical methods and/or difficult problems in order to develop perseverance in our students.
Preparing for the next stage of education	Year 11 marks the second year of the mathematics GCSE course. The Key Stage 3 course, and first year of Key Stage 4 will have put pupils in a strong position going into year 11, covering several elements of the GCSE course already and providing the building blocks of many more. It is important that pupils continually practice all their skills gained in previous years in order to prepare themselves effectively for GCSE maths.

### Ways to support your child’s learning

- Websites: Hegarty Maths, 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
- Ensure that your child is completing all of their Hegarty Maths homework!



# Music

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	<b>Film Music Consolidation &amp; Exam Technique:</b> Area of Study 3 – Simple & Compound Time Signatures, Melodic Features, Cadences, intervals, melodic features, textures, essay writing & Listening tasks  <b>Composing to a Brief:</b> Exploring Ideas for NEA	<b>Popular Music Consolidation &amp; Exam Technique:</b> Riffs, types of chord, text setting, melodic features Fusion & Bhangra Toto <i>Africa</i> Listening and Analysis  <b>Composing to a Brief:</b> Starting Composition for NEA	<b>Forms &amp; Devices Consolidation &amp; Exam Technique:</b> Baroque, Classical and Romantic Music Musical Structures: Binary, Ternary, Minuet & Trio, Rondo, Variations & Strophic Forms Bach <i>Badinerie</i> Listening and Analysis  <b>Composing to a Brief:</b> Composition (NEA)	<b>Music for Ensemble Consolidation &amp; Exam Technique:</b> Jazz & Blues, Musical Theatre & Chamber Music Focusing on Texture & Sonority  <b>Composing to a Brief:</b> Composition (NEA)	<b>Exam technique and revision</b>
Assessments	Listening Assessments  Solo Performance Recording and Assessment	Written assessments/mock exam	Listening Assessments  Ensemble Performance Recording and Assessment	Ensemble Performance Recording and Assessment  Final Listening Mock Assessment	Practice listening tests and papers  Submission of Final Composition to a Brief NEA

Building on prior learning	In Year 11 Music, the students consolidate their prior learning from the previous 2 years including performance, composition, listening and appraising and developing their skills in all areas of study. Students will continue to develop higher skills established in their music lessons and finalise their Non Examined Assessment (NEA) performances. Students will complete their NEA Compositions.
Enrichment within the Curriculum	Students will have individual/joint instrumental lessons on their chosen instrument in order to greater establish performance skills as a part of their course. They are also encouraged to partake in extra-curricular ensembles and performances within and outside of school
Extracurricular opportunities	As well as partaking in extra-curricular ensembles within school, students are encouraged to listen to a variety of music at home in order to widen their listening and build upon their appraising skills, as well as attend concerts where possible in order to gain a greater understanding of music in a live context, as well as an appreciation of working as a musician
Positive impacting on personal development (SMSC)	Over the GCSE Music course, students will study 4 different areas of music: Musical Forms & Devices, Music for Ensemble, Popular Music and Film Music, through these areas of study students will learn about music from a variety of different backgrounds and cultures. Students will learn about the great composers and popular music artists and their impact on wider society. They will learn to develop resilience, teamwork and confidence by learning an instrument, and will develop creativity in composing their own music using technology. It is intended that students will develop independence through autonomous learning in music and are encouraged to learn to take responsibility for their own progress and outcomes.
Preparing for the next stage of education	Year 11 is a year consolidating and further developing the necessary skills needed to tackle the more demanding performance, composition and analysis units in year 11. Students will complete their NEA Performances on their chosen instrument and complete their second Composition set to a brief. Students will then have all the necessary skills to undertake a Music course at KS5 level.

## Ways to support your child’s learning

- Encourage use of music theory practice websites such as [musictheory.net](http://musictheory.net) and [BBC Bitesize](http://BBC Bitesize). [BBC Sounds](http://BBC Sounds) also has a wealth of free podcasts, live concert recordings, documentaries and recordings of music which will widen students’ listening invaluablely.
- Download apps such as ‘Theory Lessons’ and ‘Tenuto’ (a one-off cost of approximately £3)
- Attend concerts where possible – there are often many free concerts around and heavy discounts are often applied for students. Birmingham as a city is particularly rich in performance opportunities.
- Monitor instrumental practice sessions – at least 20 minutes a day is recommended to ensure good progress.

## Photography

*“In the (Art & Design) Photography curriculum, students are encouraged to explore and respond to the work of other photographers within the various Genres of photography, including Portraiture, Still Life and Architecture, using both digital and physical manipulation.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	<b>Genres -‘ABSTRACT’</b> Research sharon johnston and wilde rolfsen. (ao1)  Photoshoots inspired by johnston and rolfsen (ao3)	<b>Combined Genres - MOCK EXAM</b> (6 WEEKS PREP – 5 HOUR SUSTAINED OUTCOME) (AO4) Students combine their favourite two genres and create a personal and meaningful outcomes using what they have investigated to date in photography genres	<b>GCSE EXAM PAPER GIVEN – Exam Unit 40%START</b> PREP TIME Moodboard/ Photographers/ Initial Photos	<b>GCSE EXAM – Exam Unit 40%ITSO/ REFINEMENTS/DESIGN IDEAS</b>	EXAM - 10Hour
Assessments	ITSO SJ and VR	GENRES – whole unit and 5 hour Mock exam	Whole unit to date	Whole unit to date	

Building on prior learning	Students will have developed their skills for all 4 Assessment Objectives through both coursework units, in Year 9 and Year 10. Their understanding of these will be reinforced throughout the exam prep time process, in Year 11. Knowledge and application of contextual research will impact their own idea development and their experimentation will integrate into their own chosen starting point. Students will start the year by completing the final outcome of their year 10 coursework unit on STILL LIFE.
Enrichment within the Curriculum	Students will have the opportunity to take part in developing props and set design ideas for the school production. They will also research photographers and designers from a range of cultural and contextual backgrounds as part of their exam prep to gain a greater understanding of different Photographers styles and practice.
Extracurricular opportunities	Students will have the opportunity to attend coursework catch-up and an extra-curricular club that develops ideas based on a vocational brief
Positive impacting on personal development (SMSC)	Use imagination and creativity to explore ideas and feelings in works of Art and express themselves through their own art and design activities. Appreciate the achievements of other photographers, artists and designers both contemporary and from the past. Talk about how photographers represent moral issues through their work. Collaborate to create pieces of work, respect each other’s ideas and opinions when talking about photographs, including the work of others in the class, recognise the need to consider the views of others. Develop collaborative, cooperative and teamwork skills. Reflect on the ways in which cultures are represented in photography, understanding the ideas behind photography, art, craft and design in different cultural contexts
Preparing for the next stage of education	Year 11 challenges students to develop their projects independently. They reflect on their learning over the previous 2 years and this enables them to become more self-sufficient on their next stage of education.

### Ways to support your child’s learning

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



## GCSE Product Design

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	Achieving good grades at GCSE  Investigating the Problem (Primary and Secondary Research)  Materials and their working properties	Coursework Focus  Environmental social and economic  New and emerging technologies  Understanding advanced mechanical systems	Coursework Focus Prototyping of ideas  <u>Prototyping</u>  In-depth Wood and manufactured boards revision	Coursework Focus  In-depth Metals/Polymers revision	Coursework Run-in and completion  Revision of Theory aspect of course including; -Research Techniques -Materials and Properties -Environmental Issues -Natural and manufactured timber
Assessments	Coursework checkpoint 1.0  Mid-Term Theory Assessment Autumn 1.0	Coursework checkpoint 2.0  Mid-Term Theory Assessment Autumn 2.0	Coursework checkpoint 3.0  Mid-Term Theory Assessment Spring 1.0	Coursework checkpoint 4.0  Mid-Term Theory Assessment Spring 1.0	Coursework checkpoint 5.0

Building on prior learning	<p><b>Core Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Design and Technology and our world <ul style="list-style-type: none"> <li>Environmental issues</li> </ul> </li> <li>Mechanical components and devices</li> <li>Materials (Metals/Polymers/SMART and New Materials)</li> </ul> <p><b>In-depth Knowledge Building</b></p> <ul style="list-style-type: none"> <li>Natural and manufactured timber, Metals and Alloys, Polymers and SMART and New Materials</li> </ul>
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>Coursework Club – Achieving The Best Possible Grade</li> <li>Jewellery Club – Making decorative and exciting pieces of Jewellery in the Design and Technology Department.</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 keep sketch books, take photographs and collect examples of innovative and creative designs.
- Look out for any design and creative competitions on TV (shows on CBBC/Terrestrial channels), radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating! Programs like ‘How it works?’, ‘The Gadget Show’ introduce pupils to a range of innovative products.
- Students are encouraged to read books, magazines and articles about design and innovative products on-line.
- When completing homework tasks ‘go the extra mile’ and thoroughly research the topic areas, practice making models in 3D from resources found at home including card and Lego.
- Students are encouraged to enjoy Design and Technology – Have fun with design – make mistakes and learn from them!
- Exam board reference. GCSE - Design and Technology (9-1) - Eduqas

## GCSE Physical Education

*“GCSE Physical Education will open your eyes to the amazing world of sports performance. Not only will you have the chance to perform and be assessed in three different sports through the non-exam assessment component, but you will also develop wide ranging knowledge into the how and why of Physical activity and sport”.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	<b>Coursework</b> Analysis and Evaluation	<b>Movement analysis</b> Lever systems, examples of their use in activity and the mechanical advantage they provide in movement.  Planes and axes of movement.	<b>Use of data</b> Demonstrate an understanding of how data are collected – both qualitative and quantitative. Present data (including tables and graphs). Analyse and evaluate data.	<b>Revision &amp; Exam Preparation</b> Anatomy and physiology Movement analysis Physical training Use of data Sports psychology Socio-cultural influences Health, fitness and wellbeing	<b>Revision &amp; Exam Preparation</b>
Assess-ments	*ANALYSIS AND EVALUATION OF PERFORMANCE* Practical performance	End of Unit Test	End of Unit Test	End of Unit Tests	Exam Moderation

Building on prior learning	<p>Movement analysis:</p> <ul style="list-style-type: none"> <li>The structure and functions of the musculoskeletal system (Y9)</li> <li>Analysis of Performance (Y9) and Evaluation of Performance (Y10)</li> </ul> <p>Use of data:</p> <ul style="list-style-type: none"> <li>Applied anatomy and physiology data (y10), Physical training data (Y9)</li> </ul> <p>Coursework</p> <ul style="list-style-type: none"> <li>Analysis (Y9) and evaluation (Y10) of performance to bring about improvement in one activity.</li> </ul> <p>Revision &amp; exam preparation</p> <p>Paper 1: The human body and movement in physical activity and sport</p> <ul style="list-style-type: none"> <li>Applied anatomy and physiology (Y9&amp;10), Movement analysis (Y9&amp;Y10) <ul style="list-style-type: none"> <li>Physical training (Y9&amp;Y10), Use of data (Y9&amp;Y10)</li> </ul> </li> </ul> <p>Paper 2: Socio-cultural influences and well-being in physical activity and sport</p> <ul style="list-style-type: none"> <li>Sports psychology (Y9&amp;10), Socio-cultural influences (Y9&amp;10)</li> <li>Health, fitness and well-being (Y9&amp;10), Use of data (Y9&amp;Y10)</li> </ul>
Enrichment within the Curriculum	<p>Preparation and tasting of a self-made sports specific meal.</p> <p>Inter-house sports events.</p> <p>Rewards trips for Attitude 2 Learning, Progress and Attainment.</p>
Extracurricular opportunities	<p>Students are assessed in three different activities in the role of player/performer only. One of these assessments must be in a team activity; one must be in an individual activity, with the third assessment being in either a team or individual activity. Throughout the year the following extra-curricular opportunities will be available for students to attend.</p> <p>Individual activities: Athletics, Dance, Gymnastics, Tennis, Trampoline.</p> <p>Team activities: Association football, Badminton, Basketball, Cricket, Dance, Hockey, Netball, Rugby Union, Tennis.</p>
Positive impacting on personal development (SMSC)	<p>Examples:</p> <p>Spiritual, Moral, Social &amp; Cultural: Physical training, Sports psychology &amp; Socio-cultural influences (Y9&amp;10)</p>
Preparing for the next stage of education	<p>Exam Assessment:</p> <ul style="list-style-type: none"> <li>Paper 1: The human body and movement in physical activity and sport.</li> <li>Paper 2: Socio-cultural influences and well-being in physical activity and sport</li> </ul> <p>Non-exam assessment: Practical performance in physical activity and sport</p> <ul style="list-style-type: none"> <li>Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).</li> <li>Analysis and evaluation of performance to bring about improvement in one activity.</li> </ul> <p>Prepares students for AS &amp; A Level, further education courses and careers in sport, exercise and physical activity.</p>

### Ways to support your child's learning

#### Theory (60%):

##### Recommended Resources:

- AQA Approved textbook: AQA GCSE (9-1) PE, Ross Howitt and Mike Murray ,Hodder Education, ISBN-13: 9781471859526
- The AQA GCSE PE website: <https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>
- The AQA GCSE PE Specification: <file:///O:/PE/2019-20/GCSE%20PE/GCSE%20PE%20Key%20Materials/AQA-8582-SP-2016.PDF>
- GCSE PE Subject Specific Vocabulary: <https://filestore.aqa.org.uk/resources/pe/AQA-8582-VOCAB.PDF>
- AQA GCSE PE bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zp49cwx>

#### Practical (40%):

##### Recording practical performance:

- Although, it is not mandatory to record all student activities, however if students would be unable to replicate their activity at live moderation it may be beneficial to submit recorded evidence e.g. if the student is performing at a higher level outside of school.

- Guidelines: <file:///O:/PE/2019-20/GCSE%20PE/GCSE%20PE%20Key%20Materials/AQA-8582-TG-NEA.PDF>

## Science

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	B6 Global challenges C5 Rates of Reaction P1 – Matter	B6 – Global Challenges C6 – Global Challenges P6 – Global Challenges	Biology, Chemistry and Physics Unit 4-6 Revision	Biology, Chemistry and Physics Unit 1-3 Revision	Past papers
Assessments	C5 assessment P5 assessment	B6 assessment C6 assessment P6 assessment	Mock exam (units 4-6)	Mock exam (units 1-3)	Past papers

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

### Ways to support your child’s learning

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



# Sociology

*“The specification driven intention of GCSE Sociology is that students will develop an ability to understand, apply, analyse, evaluate and discuss sociological terms, concepts, research studies and explanations/approaches of societal behaviour. Students will apply knowledge and understanding of material covered to real-life behaviours and learn to critically analyse the credibility of theories and studies examined. We will provide opportunities for an enriched understanding and appreciation of the subject by starting to integrate key issues and debates surrounding societal behaviour; this should lead to a respect for all through deeper compassion and empathy for the diverse behaviours displayed by others in society and different cultures.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	<b>Social Stratification</b> Definitions of, and inequalities between, genders, social classes and ethnicities. Explanations and experience of Poverty.	<b>Social Stratification</b> Explanations of power, including Feminist views and types of political power.  <b>Crime and Deviance</b> Definitions of deviance, social order and social control. Measuring crime & deviance	<b>Crime and Deviance</b> Explanations of crime and deviance (Marxist, Functionalist, Feminist and Interactionalist).	<b>Crime and Deviance</b> Factors affecting criminal behaviour – age, gender and ethnicity. Debates on crime.	<b>Whole Curriculum Revision for GCSE exams</b>
Assessments	Short answer and essay style exam questions. End of topic tests.	Short answer and essay style exam questions. End of topic tests.	Short answer and essay style exam questions. End of topic tests.	Short answer and essay style exam questions. End of topic tests.	Short answer and essay style exam questions.

Building on prior learning	<p>Students will have learnt about the core sociological perspectives during Year 9 and Year 10. Their understanding of these will be reinforced throughout the topics covered in Year 11.</p> <p>Knowledge and application of Research Methods will also be developed as these are integrated into several aspects taught across the year.</p> <p>Students will start the year by completing their study of the Social Stratification unit.</p>
Enrichment within the Curriculum	<p>Several aspects of the Crime &amp; Deviance and Social Stratification units develop awareness of social issues and ethics that will have been studied in Faith and Ethics during KS3 and Year 9.</p> <p>Specific elements of the Education unit also overlap with content taught in other subjects, such as social policy (history) and various socio-economic challenges (geography).</p> <p>There is also a consistent focus on research methods which at points, intersects with scientific procedures taught in Science subjects.</p>
Extracurricular opportunities	<p>Students will hopefully have the opportunity to visit the National Justice Museum in Nottingham, which will aim to enrich their learning of Crime &amp; Deviance.</p> <p>Parents/guardians are encouraged to expand their child’s learning by taking pupils to places of socio-cultural interest, such as museums, exhibitions. It is also useful to encourage your child to watch the broadcast news regularly and keep abreast of current affairs by reading reputable media sources.</p> <p>When opportunities arise, current affairs will be discussed and studied in the classroom, especially if these relate to aspects of study.</p>
Positive impacting on personal development (SMSC)	<p>All topics develop mindfulness of socio-economic differences between various groups in society. These are taught sensitively and pupils are encouraged to discuss aspects of these, thereby improving their social awareness and empathy. As culture is a core concept, students’ appreciation of societal diversity will improve.</p>
Preparing for the next stage of education	<p>Students in sociology develop their discursive, analytical and evaluative skills, both oral and literal. They are able to build and support arguments, integrating theoretical and anecdotal evidence. Essay writing skills are improved throughout the qualification, as are skills regarding research and conducting practical experiments. All of these are hugely beneficial for further study in higher education at A-Levels and university.</p>

### Ways to support your child’s learning

- Purchase the revision guides available through school. Pupils should use these regularly to consolidate and broaden their understanding of lesson content. These also contain practice exam questions, with answers provided at the back.
- Watch the news and appropriate social documentaries to help students to contextualise and consolidate their sociological knowledge.
- Visit places of socio-cultural interest, such as museums, exhibitions.
- Encourage your child to discuss their learning – pupils ‘teaching’ their parents the content and theory that they have learnt in class is a fantastic way of consolidating knowledge and clarifying understanding.
- Try to ask your child posing questions about current affairs in the news. Ask them, ‘Why, how come, what if, how does this link to...’ style questions. These will really help to build your child’s conceptual understanding of the current world we live in and the issues that face people.



# Spanish

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	<b>Work</b> Jobs and opinions Part-time jobs and chores Post-16 education Future career choices Work experience	<b>Holidays</b> Holiday preferences Past holidays Holiday activities Accommodation Disastrous holidays Ideal holidays	<b>The environment</b> Worries about the environmet Problems in my area HOw you help the environment Saving the planet in the future Volunteering	<b>Grammar and topic revision</b> Family and relationships Where I live Healthy Living Free time activities	<b>Topic Revision</b> Technology Holidays School Work
Assessments	Listening and Writing	Writing	Reading and translation	Speaking assessments	GCSE Exams

Building on prior learning	Students will have learned some vocabulary for describing their area in KS3 and year 9. They will have learned about some Spanish cultures and traditions in previous years, particularly festivals. Students will have covered most key grammar concepts in years 9 and 10, including how to conjugate verbs in three tenses and adjective agreement.
Enrichment within the Curriculum	Learning about cultural events such as festivals celebrated in Spanish-speaking countries. Exposure to authentic materials from Spanish-speaking countries, including popular music, films and short videos.
Extracurricular opportunities	Students will be given the opportunity to become Woodrush Language Leaders. Language Leaders will be ambassadors to the department and will help with events such as the Year 6 taster lessons. Students will have the opportunity to learn about studying Spanish post 16.
Positive impacting on personal development (SMSC)	Students will explore beliefs and experiences whilst learning about Spanish traditions and cultural events. Students will be given the opportunity to appreciate cultural differences and will celebrate diversity. Students will use a range of social skills and will participate in discussions and speaking activities throughout the year, where they will be expected to respect others and volunteer ideas.
Preparing for the next stage of education	Students are exposed to longer texts and listening passages in year 11, which helps prepare them for A-Level Spanish. We encourage students to read the news in Spanish and watch TV programmes / films in the target language. This would help students prepare for the text and film which is examined at the end of year 13.

## Ways to support your child’s learning

- Encourage your child to take an interest in events / news from the Spanish speaking world.
- Encourage the use of **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 9 and 10.
- Look out for Spanish films or TV programmes. Remember to put on the English subtitles to help.
- Buy Spanish magazines, newspapers or films if you happen to go to Spain on holiday.
- Watch familiar cartoons or popular music in Spanish on YouTube.
- Ask your child to teach you to say something new in Spanish every day.
- Visit local Tapas restaurants to enrich your child’s cultural knowledge.
- Test your child’s vocabulary knowledge at home at the end of a sub-topic.
- Create flashcards and matching or pairs-style activities, using the words from the Vocabulary Book.
- Use the method of ‘look, cover, write, check’ to improve spellings.
- If your child has a speaking assessment coming up, listen to them practise to help build their confidence.



## Sport BTEC

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	<b>Unit 1 – Exam Unit – Fitness in Sport</b> Fitness Testing Components of Fitness Heart rate and monitoring exercise	<b>Unit 1 – Exam Unit – Fitness in Sport</b> Fitness Testing Components of Fitness Heart rate and monitoring exercise	<b>Unit 1 – Exam Unit – Fitness in Sport</b> Fitness Testing Components of Fitness Heart rate and monitoring exercise	<b>Unit 1 – Exam Unit – Fitness in Sport</b> Fitness Testing Components of Fitness Heart rate and monitoring exercise	Exam attempts and resits
Assessments	Revision in lesson tasks Homework revision tasks In class assessments – Mock/Preparation exams	Revision in lesson tasks Homework revision tasks In class assessments – Mock/Preparation exams	Revision in lesson tasks Homework revision tasks In class assessments – Mock/Preparation exams	Revision in lesson tasks Homework revision tasks In class assessments – Mock/Preparation exams	N/A

Building on prior learning	<ul style="list-style-type: none"> <li>Students will have a prior knowledge of Components of Fitness from both KS3 core lessons and also Unit 5 BTEC Sport</li> <li>Students will have a good solid base knowledge of sporting examples to use in exam content</li> <li>Students will have a good prior knowledge of some Fitness tests – For example the bleep test.</li> </ul>
Enrichment within the Curriculum	<ul style="list-style-type: none"> <li>Inter-house sports events.</li> <li>Rewards trips for Attitude 2 Learning, Progress and Attainment.</li> <li>Opportunity to use the HUB facilities.</li> </ul>
Extracurricular opportunities	<ul style="list-style-type: none"> <li>BTEC Course catch up sessions available.</li> <li>After school practical sessions</li> </ul>
Positive impacting on personal development (SMSC)	<p><u>Examples:</u></p> <p>Spiritual: Training programmes supporting health benefits of sport both physically and mentally.</p> <p>Moral: Understanding rules of sports, understanding roles of officials,</p> <p>Social: Obeying rules of sports, participating in team activities, opportunities to take on official roles.</p> <p>Cultural: Participating in sport they haven't experienced before.</p>
Preparing for the next stage of education	<ul style="list-style-type: none"> <li>Continuing coursework and assignment preparation.</li> <li>Practical assessment preparation for formal assessment day.</li> <li>Exam practice and skills</li> </ul>

### Ways to support your child's learning

**Theory:**

- Support pupils attending BTEC coursework catch up sessions. Exam content
- Support pupils with any homework set.

**Practical:**

- Support pupils with attending extra-curricular badminton club if necessary .



# Textiles

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	<b>Making Final Product</b>	<b>Making Final product and evaluating</b>	<b>Begin Exam work – research, drawing from observation and design work</b>	<b>Design work, Technique exploration and begin making</b>	<b>Making final product and evaluating</b>
Assessments	Ongoing assessment as pupils make their final product	Final assessment of their portfolio’s	Tracking used to ensure pupils are on track	Tracking used to ensure pupils are on track	Tracking used to ensure pupils are on track and final assessment of work

Building on prior learning	The final portfolio brings together all of the skills that they have learnt and developed throughout their experience in Textiles, to choose their own theme and develop their work to create a final design of a product they would like to make. Pupils will also complete their exam portfolio set externally by the exam board.
Enrichment within the Curriculum	We provide a wide range of skills that students can learn, practice and develop. The skills and knowledge learned in Textiles will hopefully provide an excellent foundation for the way that students present their work going forward in all subjects.
Extracurricular opportunities	Pupils will have the opportunity to participate in 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. Pupils are encouraged to work together to complete their projects, to share resources. 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 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

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