

2025-2026

YEAR 8

# CURRICULUM BOOKLET



WOODRUSH HIGH SCHOOL



Dear Parents/Carers

This booklet is a guide to the curriculum your child will study during this year. It gives an overview of all the content covered for each of the subjects that they study as well as the assessments that will take place. In addition to this it includes detailed information for each of the subjects studied by Year 8 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 8	Woodrush Weekly	Assembly		Citizenship	Character Development

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

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

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

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

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

Subject	Autumn 1	Autumn 2	Spring 1
Art	<p><b>Portraits</b> Baseline assessment facial proportions Facial features study page</p> <p>Baseline assessment</p>	<p><b>Portraits</b> Artist Research -Luke Dixon Digital edits Pen and line Outcome</p> <p>Portrait outcome in the style of Luke Dixon</p>	<p><b>SUPERHEROES VS SUPERVILLAINS</b> Group piece large scale grid drawing and oil pastel/paint superhero inspired by Sandra Chevrier</p> <p>Portrait outcome in the style of Chevrier using mixed media.</p>
Computing	<p>Online safety Cyberbullying, Online Classification Censorship &amp; fake news Data protection Protection and 2FA</p>	<p>Networks The internet, Network Hardware, Wired and Wireless, Topologies Client server and Internet Services</p>	<p>Python Algorithms, Input &amp; Output Data types, Selection&lt; Iteration</p>
Drama	<p><b>Creating a Character -</b> Ernie's Incredible Illucinations How do we create a variety of different characters?</p> <p>Performance assessment of extract from script</p>	<p><b>Theatrical Devices, Ernie's Incredible Illucinations</b> How do we make our scenes interesting?</p> <p>Devised performance and written evaluation</p>	<p><b>Lord of the Flies</b> Introduction to playwrights and looking at plot, character, themes, etc.</p> <p>Performance of extract</p>
English	<p><b>Gothic</b> Descriptive and narrative writing. Non-fiction reading and writing. Study of the poem, <i>The Raven</i>.</p> <p>Creative Writing</p>	<p><b>Gothic</b> Continue study of short stories. Gothic Writing: <i>The Woman in Black</i> by Susan Hill, setting and characterization.</p> <p>Reading Task</p>	<p><b>Poverty and Division</b> Orwell's <i>Animal Farm</i>. Non-fiction reading and writing.</p> <p>Extract based reading assessment on power and conflict.</p>
Geography	<p><b>UK landscapes</b></p> <p><b>River systems and landforms</b> <b>Flooding</b> <b>Coastal systems and landforms</b> <b>management</b></p>	<p><b>UK landscapes</b></p> <p>Glacial systems and landscapes</p> <p>OS map practice</p>	<p><b>Africa and development</b></p> <p>Mapping development indicators</p> <p>Malawi and Nigeria case studies Gender equality in Africa</p>
History	<p><b>How did the English Civil War and its aftermath change England?</b></p>	<p><b>How far did the French Revolution change France?</b></p>	<p><b>How did the transatlantic slave trade affect people's lives, and how was it eventually stopped?</b></p>
Mandarin	<p><b>Food and Drink</b> Food and Drink items Express opinions and justify with reasons Meal Plan Order a meal in a restaurant Food in China (explore Chinese culture)</p> <p>Listening, Reading and 60-80- character Writing assessment</p>	<p><b>Holidays</b> Weather Countries, nationalities and languages Place names Transport How do Chinese young people spend their holidays (explore Chinese culture)</p> <p>Speaking assessment</p>	<p><b>All about me</b> Use past-tense marker to talk about where you went on holidays Writing Project: post-card writing Describe people's appearance Talk about where I live</p> <p>Listening, Reading and Translation assessment</p>
Maths	<p><b>Percentages</b> Money Indices Equations</p> <p><b>End of topic Exit Tickets</b></p>	<p>Equations Sequences Ratio</p> <p><b>End of topic Exit Tickets and Unit test</b></p>	<p><b>Rounding</b> Coordinates Area Circles</p> <p><b>End of topic Exit Tickets</b></p>



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

Subject	Autumn 1	Autumn 2	Spring 1
Music	<p><b>20th Century Popular Music: Blues, Jazz &amp; Beyond</b> History and context Keyboards, 12 bar blues</p> <p>Listening Test Improvised Performance assessment</p>	<p><b>20th Century Popular Music: Blues, Jazz &amp; Beyond</b> History of Popular Music: Rock n Roll, Soul, Funk, Rock &amp; Metal, Pop Music</p> <p>Performance assessment Listening Test</p>	<p><b>Music in the Media</b> Computer Game Music Music for Adverts</p> <p>Listening Test Keyboard Composition performance</p>
Design Technology (subjects taught on rotation) All assessed via End of Unit Assessment	<p><b>FOOD</b> Healthy Eating guidelines. Sustainability &amp; factors that influence food choices</p> <p>Practical assessment of fajitas. Theory assessment on Healthy Eating guidelines.</p> <p><b>GRAPHICS Architecture</b> Architectural sketching 2D drawings 2 point perspective</p>	<p><b>GRAPHICS2</b> Point Perspective Clocktower Drawing <b>Research Skills</b> Looking at different countries and cultures. Artist research.</p> <p><b>Refining Ideas</b> Typography Analysing different Graphic approaches</p> <p><b>Mood Boards</b> Sketching and drafting ideas .</p>	<p><b>PRODUCT DESIGN</b> <b>Safety</b> Contextual Challenge Drawing in 3D (advanced)</p> <p><b>Culture</b> Generating ideas Orthographic and advanced 3D drawings CAD drawings</p> <p><b>Meeting Stakeholders Requirements</b> Writing briefs Initial ideas and modelling of ideas</p>
Faith and Ethics	<b>Islam</b>		<b>Islam</b>
PE (assessed via a skills test)	<p><b>Boys</b> – Badminton/ Football <b>Girls</b> – Netball/ Gymnastics</p>	<p><b>Boys</b> – Gymnastics/ Rugby <b>Girls</b> – Badminton/ Hockey</p>	<p><b>Boys</b> – Badminton/ Handball/ Football <b>Girls</b> - Basketball/ Dance</p>
PSHE (Scenario based assessment)	<p><b>Relationships and sex education</b> Bullying and banter Gender stereotypes Pornographic material Peer pressure</p>	<p><b>Health and wellbeing</b> Surviving puberty Signs of poor mental health Young people and vaping Knife crime</p>	<p><b>Living in the wider world</b> Knife crime Tax and national insurance Prejudice and discrimination</p>
Science (topics to be taught on rotation)	<p><b>B3 – Respiration and Photosynthesis</b> Aerobic respiration, anaerobic respiration and photosynthesis.</p> <p>B3 end of unit test</p>	<p><b>C3 – Reactions</b> Names and equations, Oxidation reactions, types of chemical reaction.</p> <p>C3 end of unit test</p>	<p><b>P3 - Waves</b> Types of wave, light, sound, how we hear and how we see.</p> <p>P3 end of unit test</p>
Spanish	<p><b>Where I Live</b> Places in town Opinions on town Activities in the town Near future tense Weekend plans</p> <p>Listening and writing assessment</p>	<p><b>Holidays</b> A past holiday Travel Preterite tense Holiday activities Opinions of holiday</p> <p>Speaking and reading assessment</p>	<p><b>Media</b> Mobiles phone use Opinion on music genres Compare TV programmes Recent trip to the cinema Last weekend</p> <p>Listening and writing assessment</p>

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

Subject	Spring 2	Summer 1	Summer 2
Art	<b>SUPERHEROES VS SUPERVILLAINS</b> Comic artist workshop outcome based on workshop session  Artist workshop outcome	<b>TYPOGRAPHY</b> Intro to type faces onomatopoeia – card constructions – Inspired by Lichtenstein 3D superhero letter  3D outcome	<b>COMBINED FINAL OUTCOME</b> Sustained final outcome, a personal response inspired by Kate Moross  Final Outcome sustained piece mixed media.
Computing	Complete Python and start HTML Creating a Basic Website formatting, sizes and align Colour, images & hyperlinks Tables & CSS		Artificial Intelligence How computers learn from data Decision Trees Image manipulation by AI Changing Images manually
Drama	<b>Desert Island</b> Introduction to stimuli when creating theatre  Devised performance and written evaluation	<b>Melodrama</b> Introducing styles of theatre, looking at stereotypes and creating comedy  Written script and performance assessment	<b>Superheroes</b> Antagonist and protagonist, genre, looking at acting for film as well as stage.  End of term performance Written evaluation
English	<b>Corruption and Power: Animal Farm</b> Students will look at the impact of power and corruption through analysing the roles of different characters in <i>Animal Farm</i> .  Extract based reading assessment on power and conflict.	<b>The Literature of Love: Shakespeare's Romeo and Juliet</b> Students study the idea of tragedy and look at the concept of civil unrest.	<b>The Literature of Love: Romeo and Juliet</b> Love poetry through the ages. Students continue their study of <i>Romeo and Juliet</i> considering how the characters develop over the course of the play.
Geography	<b>The Geography of food</b>  Uneven food  Where does food come from  How can food be sustainable	<b>Global issues</b>  Global warming Causes, impacts, management and mitigation	<b>Global issues</b>  Wildfires Sea level rise Plastic Oceans
History	<b>How did the Industrial Revolution transform society and working life in England?</b>	<b>How did British rule impact different parts of its empire?</b>	<b>How did ordinary people get their rights?</b>
Mandarin	<b>All about me continued</b> Describe their rooms Colours and clothes Daily routine Daily life and clothes (explore Chinese culture)  Speaking assessment	<b>Where do you live</b> Places in town Four directions To tell weekend plans by using future tense markers  Listening, Reading and 60-80-character Writing assessment	<b>Where do you live continued</b> Describe your house Jobs and occupations How people live (explore Chinese culture)  Preparation for the end of year MEP hurdle tests MEP Hurdle Tests – Speaking and Writing – teacher-assessed exams. Listening and Reading – GoChinese externally marked exams.
Maths	Standard form Venn diagrams 3D Shapes Surface area and volume  End of topic Exit Tickets and Unit test	Linear graphs Transformations Angles Stats diagrams  End of topic Exit Tickets	Inequalities Brackets Algebraic fractions Recurring decimals  End of topic Exit Tickets and Unit test

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

Subject	Spring 2	Summer 1	Summer 2
Music	<b>Music in the Media</b> Ukuleles: Chords recap and learning tab. Computer Game Themes  Ukulele assessment Listening Test	<b>Music For Film</b> Superheroes vs Villains, Leitmotifs , & Fanfares, , Composing a leitmotif for a character  Listening Test Performance & Composition assessment	<b>Music For Film</b> John Williams, Danny Elfman, Wendy Carlos, Hans Zimmer Pirates of the Caribbean Creating a Pirate Leitmotif  End of term composition & performance Listening Test
Design Technology (subjects taught on rotation) All assessed via End of Unit Assessment	<b>PRODUCT DESIGN</b> <b>FOOD TECHNOLOGY</b>  <b>Sustainability</b> Developing design ideas Materials properties (Physical and mechanical)  <b>Evaluating</b> Making of products Isometric sketching CAD designing (2D Design)  <b>Technological Developments</b> Writing evaluations Marketing and Branding of products		<b>TEXTILES</b> <b>GRAPHIC DESIGN</b>  <b>Making of products</b> Developing their ideas Producing prototypes from a range of materials  <b>Making of the product</b> Developing a knowledge and understanding of material properties  <b>Environmental issues and practical's</b> Pupils learning about the sustainable development of products  <b>Writing evaluations</b> Marketing and Branding of products Producing final proposals and pitches – Communicating to others
Faith and Ethics	<b>Buddhism</b>		<b>Buddhism</b>
PE (assessed via a skills test)	<b>Boys</b> – Fitness/ Hockey <b>Girls</b> - Badminton/ Football	<b>Boys</b> – Athletics/ Softball/ Cricket <b>Girls</b> - Athletics/ Rounders/ Tennis	<b>Boys</b> – Athletics/ Softball/ Cricket <b>Girls</b> - Athletics/ Rounders/ Tennis
PSHE (Scenario based assessment)	<b>Relationships and sex education</b> Family life and contributions Conflict at home Different forms of abuse	<b>Health and wellbeing</b> Consent in scenarios Conception and contraception	<b>Living in the wider world</b> Female genital mutilation and forced marriage Risks online Gambling
Science	<b>C4 – Environmental Chemistry</b> Renewable and non-renewable energy, the atmosphere and global warming.  C4 end of unit test	<b>P4 – Electricity</b> Static, electrical circuits, magnetism and electromagnetism  P4 end of unit test	<b>B4 – Ecology</b> Food chains and webs, interdependence and competition, sampling, natural selection and human impact on the environment.  B4 end of unit test End of year assessment
Spanish	<b>Let's Eat!</b> Food and drink Opinions on food Mealtimes Order a meal in a restaurant  Reading assessment	<b>Arranging to go out</b> Invitations Excuses Getting ready to go out Clothes  Speaking assessment	<b>Operation summer</b> Holiday homes Holiday activities Directions Summer camps  End of Year assessment



# Subject Guidance

## Art

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Portraits</b> Baseline assessment facial proportions Facial features study page	<b>Portraits</b> Artist Research -Luke Dixon Digital edits Pen and line Outcome	<b>SUPERHEROES VS                      SUPERVILLAINS</b> Group piece large scale grid drawing and oil pastel/paint superhero inspired by Sandra Chevrier	<b>SUPERHEROES VS                      SUPERVILLAINS</b> Comic artist workshop outcome based on workshop session	<b>TYPOGRAPHY</b> Introduction to typefaces onomatopoeia – card constructions – Inspired by Lichtenstein 3D superhero letter	<b>COMBINED FINAL                      OUTCOME</b> Sustained final outcome, a personal response inspired by Kate Moross, using all skills learnt
Assessments	Baseline assessment	Portrait outcome in the style of Luke Dixon	Portrait outcome in the style of Chevrier using mixed media.	Artist workshop outcome	3D outcome	Final Outcome sustained piece mixed media.

Building on prior learning	In year 8 we will be re visiting the visual elements that are key to the basic drawing skills (Line, Tone, Shape and Colour). Alongside this we encourage experimentation by allowing students to explore variety of experimental techniques and media, such as painting, 3D, printmaking, and collage. Students will use organic structures to explore these areas and will do a mixture of individual and group work
Enrichment within the Curriculum	We provide a broad and rich curriculum which will build towards an end of term project incorporating all years and all creative arts subjects to allow students to exhibit in a final summer festival.
Extracurricular opportunities	Students will have the chance to take part in extra-curricular clubs such as KS3 XL Art club. Every year we have the opportunity for students to get involved with whole school Arts activities, either a full school musical which takes place once every 2 years, where they can help produce the set and props, and an Arts festival in the summer term where they will exhibit work.
Positive impacting on personal development (SMSC)	Students learn how to have a creative and explorative mind. They gain independence of thought and perseverance when experiments don't quite work and they will grow in confidence when they do. Students also work collaboratively in group Art pieces and through schemes of work we look at how to respect each other's work and develop evaluation skills.
Preparing for the next stage of education	Students can go on to study Art or Photography at GCSE and Key Stage 5 level. Art in general promotes team work skills, creativity, and independence of thought, problem solving and builds self-confidence. Students have a real sense of pride when they see their work exhibited.

### Ways to support your child's learning

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

## Computing

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Online Safety	Networks	Python	HTML		Artificial Intelligence
Assessments	Knowledge Assessment	Keywords Assessment Summative Assessment	Knowledge Assessment	Keywords Assessment Summative Assessment	Knowledge Assessment	

Building on prior learning	In year 8 students will build on topics they have previously covered as well as being introduced to new and exciting things that they haven't yet encountered. For example, students will look again at algorithms but then apply this to programming in Python and designing webpages in HTML.
Enrichment within the Curriculum	Students will have the opportunity to look at several career-based topics which will hopefully enthuse them to carry on with further study of the subject. For example, students will have the opportunity to learn to program in Python, create webpages in HTML.
Extracurricular opportunities	In year 8 students will hopefully have the opportunity to go to the new technologies show. This will allow them to see the future of technology and therefore hopefully enthuse them to play a part in creating it.
Positive impacting on personal development (SMSC)	Computing in year 8 is a truly vocational subject where students get to try a range of different career options; Computer Programmer, Web Designer and Network administrator and Vector Graphic Designer.
Preparing for the next stage of education	Many of our year 8s will eventually opt to carry on studying Computer Science and our year 8 curriculum gives all students a secure grounding in this discipline; Algorithms, Python and Networking are all topics that students encounter again at GCSE.

### Ways to support your child's learning

- Encourage your child to watch technology-based TV shows such as the gadget show
- Encourage your child to read new technology blogs and sites such as 'The Verve' or the 'BBC Technology pages'
- Trips to famous places associated with technology to the evolution of technology such as Bletchley Park
- BBC Bitesize Computer Science pages
- Download some of the free applications such as python and allow them practice coding
- Log on to 'Code Academy' with your child and learn how to code for free whilst picking up some industry recognised qualifications.

## English

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Gothic Writing: Genre and Context</b> Understand the context of Gothic writing by reading Edgar Allan Poe’s poem <i>The Raven</i> and his story <i>The Tell-tale Heart</i> . Engage with non-fiction articles on Victorian London and Gothic themes	<b>Gothic Writing: <i>The Woman in Black</i> by Susan Hill, setting and characterization.</b> Continue studying TTH. Study of a Sherlock Holmes story. Students will focus on developing their own creative writing using Gothic setting, foreshadowing, and characterization to create a tense atmosphere.	<b>Poverty and Division: <i>Animal Farm</i> by George Orwell</b> Consider the impact of poverty and societal division through analysing the allegory in <i>Animal Farm</i> . Analytical and persuasive writing using rhetorical devices.	<b>Corruption and Power: <i>Animal Farm</i></b> Students will look at the impact of power and corruption through analysing the roles of different characters in <i>Animal Farm</i> . Analytical, persuasive and creative writing.	<b>The Literature of Love: Shakespeare’s <i>Romeo and Juliet</i></b> Students study the idea of tragedy and look at the concept of civil unrest.	<b>The Literature of Love: <i>Romeo and Juliet</i></b> Love poetry through the ages. Students continue their study of <i>Romeo and Juliet</i> considering how the characters develop over the course of the play.
Assessments	Analytical Reading: Gothic tropes and foreshadowing. <b>Revise:</b> Gothic Knowledge Organiser, typical features of Gothic writing.	Creative writing: Gothic stories <b>Revise:</b> sentence types, and core vocabulary on knowledge organiser.	Persuasive writing (rhetoric): impact of poverty. <b>Revise:</b> Rhetorical methods (HOOK structure). Synoptic assessment.	Analytical reading: theme of corruption in <i>Animal Farm</i> . <b>Revise:</b> <i>Animal Farm</i> quotes and characters.	EOY Exam: synoptic Core knowledge, <i>Romeo and Juliet</i> analytical reading and creative writing. <b>Revise:</b> <i>Romeo and Juliet</i> Knowledge Organiser.	EOY Exam: synoptic Core knowledge, <i>Romeo and Juliet</i> analytical reading and creative writing. <b>Revise:</b> <i>Romeo and Juliet</i> Knowledge Organiser.

Building on prior learning	Students will continue to build upon the skills they worked on in year 7. This includes: writing for a range of tasks and audiences; literacy skills; reading a variety of literary texts including poetry, Shakespeare, world literature and prose; speaking and listening; essay and skills. Students will also have opportunities to learn how to revise and build upon prior learning, skills which will become increasingly important as they progress with their studies.
Enrichment within the Curriculum	Each fortnight, students will have a half hour classroom reading session where they can select and read books and take progress quizzes as part of the Accelerated Reader programme. By boosting students’ reading levels, and enjoyment of reading, this will support their comprehension and understanding across all areas of the school curriculum. In conjunction with the library, students will also get the chance to attend author visits and celebrate World Book Day. We also provide opportunities to watch drama performances, either through trips to the theatre or by inviting theatre groups into school.
Extracurricular opportunities	Students will be invited to take part in creative writing house competitions. Aspiring journalists can also write articles for the Woodrush Star each term. There are also extra-curricular activities run by the library, including book club and the opportunity to become a student librarian.
Positive impacting on personal development (SMSC)	The nature of both English Language and English Literature affords a wide range of opportunities to explore a range of issues from the world around us. In year 8, this includes the study of important social and historical events and reading texts from a range of cultures and perspectives. Reading a variety of texts also helps students to develop empathy. The skills of comprehension and evaluation, as well as the ability to develop critical responses to texts also support students in organising and sustaining thought – skills which are valuable across the whole curriculum as well as in daily life.
Preparing for the next stage of education	Whilst the focus of year 8 is to inspire a love of English and to expose students to a rich range of texts and topics, all of the skills which will be developed are directly related to the skills that will be required at GCSE level. There are also opportunities for students to get a taste of what is studied in GCSE Film Studies, a course which many students opt for when they select their option subjects at the end of year 8.

### Ways to support your child’s learning

- Help your child to study their spellings. This could include making sure their wordlists are visible at home or taking it in turns to test each other.
- Get involved with any research homework your child has been set. This could include looking online or a visit to the library.
- If your child has a speaking and listening presentation coming up, encourage them to practise so they can build their confidence.
- Trips to the theatre can be a great experience. Look out for discount tickets at the RSC or consider smaller productions at local theatres.
- Look out for any writing competitions on TV, radio, or in the newspaper – these can be a fantastic way to get excited about writing.

## Faith and Ethics

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Islam	Islam	Islam	Buddhism	Buddhism	Buddhism
Assessments	Frequent GCSE style marked questions and an end of topic test		Frequent GCSE style marked questions and an end of topic test		Frequent GCSE style marked questions and an end of topic test	

Building on prior learning	Students will develop their understanding of the core religions, building upon the content learnt in primary education. Beyond this, pupils will also investigate wider world issues and how society is affected by events or individuals. Woodrush adopts a thematic approach to the teaching of Faith and Ethics, encouraging pupils to compare and contrast religious and non-religious opinion across a range of themes.
Enrichment within the Curriculum	Several topics in Year 8 include opportunities to express learning through a range of art forms.
Extracurricular opportunities	Students will have the opportunity to become involved in groups such as the Student Council, Prefects and Eco team when they learn about Human Rights in Term 1.
Positive impacting on personal development (SMSC)	Students have the opportunity to learn from their experiences, interpret spirituality and discuss & reflect on ultimate questions. Students learn about shared and differing moral values, while debating moral dilemmas about right and wrong, good and bad etc. Students are given the opportunity to understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
Preparing for the next stage of education	Students learn several skills sets that become vital in GCSEs, in particular descriptive, analytical and evaluative skills.

### Ways to support your child's learning

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

## 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.”*

	1	2	3	4	5	6
Topics	Nutrition 1 Macro nutrients Balanced meals	Nutrition 2 Micronutrients and deficiencies	Factors affecting food choice 1 Identifying factors that influence food choice	Factors affecting food choice 2 Identifying how to adapt recipes for specific needs	Heat transfer Methods of heat transfer Conduction Convection Radiation	Food science Gelatinisation and viscosity
Assessments	Nutrient project worksheets Vegetable Biryani	Nutrient project worksheets Stir fry	Creation of Information booklet Cereal bars	Mindmap and poster Mince dish		Gelatinisation and viscosity Pasta bake

Building on prior learning	Pupils build on the Year 7 work developing pupils understanding of factors influencing food choices and healthy eating. Pupils will be learning how to adapt recipes for specific needs. Pupils scientific knowledge will be enhanced looking at viscosity and gelatinisation Pupils will be studying the effects of heat transfer on foods.
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 (from <b>Aspens</b> and <b>Birmingham City University</b> ). Pupils will have the opportunity to participate in the workshops with catering staff within the school.
Extracurricular opportunities	Pupils will have the opportunity to participate in clubs in Design and Technology. These clubs and opportunities run throughout the year starting in October, including a specialised baking club.
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 are 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 on CBBC/Terrestrial channels), radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating! Programs like ‘Ready Steady Cook’, ‘The Great British Bake off’ introduce pupils to new ingredients and methods.
- Pupils are encouraged to read books, magazines and articles about creating food dishes.
- When completing homework tasks ‘go the extra mile’ and thoroughly research the topic areas, practice making food dishes.

# Geography

*“Geography at Woodrush is developed through a topical contextualised approach to Human and Physical themes whilst using a spiralling approach to develop core skills over time. At Woodrush, students will develop a sense of wonder about the world around them whilst developing and embedding core Geographical skills within each topic. Investigative and inquisitive personalities are developed through enquiry and evaluative based learning within fieldwork studies and decision-making exercises. Geography will also enable students to develop the cultural capital and emotional literacy required for the world of work through group presentation, teamworking challenges, decision making exercises and discussion and debate of sensitive yet current world issues.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>UK landscapes</b>  <b>River systems and landforms</b> <b>Flooding</b> <b>Coastal systems and landforms management</b>	<b>UK landscapes</b>  Glacial systems and landscapes  OS map practice	<b>Africa and development</b>  Mapping development indicators  Malawi and Nigeria case studies Gender equality in Africa	<b>The Geography of food</b>  Uneven food  Where does food come from  How can food be sustainable	<b>Global issues</b>  Global warming Causes, impacts, management and mitigation	<b>Global issues</b>  Wildfires Sea level rise Plastic Oceans
Assessments	Knowledge recall quizzes	End of topic test  Map analysis assessment	Magazine report on the Millennium Development Goals. Knowledge recall quizzes	End of topic test  Knowledge recall quizzes.	Mid topic skills test  Knowledge recall quizzes	End of year exam

Building on prior learning	The year 8 curriculum is designed to be broad and varied to link in as much as possible with any prior learning. Students will further develop locational knowledge taught at KS2 at local, national and global scales. Students will build on knowledge of Africa in KS2 to develop detailed knowledge of development in contrasting Nigeria and Malawi, Students will develop complex arguments surrounding global economic inequality and the impact of natural hazards on vulnerable populations. All content will be taught in conjunctions with the development of map skills, graphical analysis, decision making enquiry, evaluative and debating skills which incorporate include cross curricular links with Science, English and Mathematics.
Enrichment within the Curriculum	There will be a house event linked with global development and the supply of clean water where children will be able to design a water purification unit. Students will be able to conduct fieldwork experiments outside and an optional humanities trip to Weymouth to see various world heritage coastal sites. Severn Trent water representatives will be explaining the importance of clean water during a visit to the school.
Extracurricular opportunities	Pupils will be able to take part in our global green awareness week next summer where they will conduct surveys of how well teachers and students recycle and look after our environment. There will also be an opportunity to design a new recycling product as part of World Environment day and plastic free July.
Positive impacting on personal development (SMSC)	Geography is a subject that allows students to study the world around them in order to gain insight into the future world they will live in as adults. Students will learn what it means to be British by looking at core values of mutual tolerance, acceptance, democracy and the rule of law. When studying the rest of the world, students will be able to develop an understanding of the difficulties people encounter and demonstrate the ability to empathise with them.
Preparing for the next stage of education	We tailor our Geography curriculum to enable students to make a smooth transition into Year 9 and beyond. The "Our developing world" topic will introduce students to topics such as the rise of China where they will understand how economic our world is changing so rapidly in preparation for Globalisation in Year 9. They will develop the ability to debate and evaluate whilst writing the extended prose answers required as a skill as GCSE. "Violent planet" is a similar to our post popular GCSE topic of "Natural hazards" though the places studied will be different in location and scale of study.

## Ways to support your child's learning

- Visit the Lapworth museum at Birmingham University to see fossils of extinct animals and learn about the rocks that shape our Earth
- Visit websites such as Oxfam and Save the children to find out about the work that charities do around the world.
- If possible, arrange visits to the UK coastline and point out the various features of the coastline.
- Watch weather forecasts and familiarise yourself with the key terminology that meteorologists use.
- Read your students' planner to find out what homework they are doing. Help them use search engines to research geographical topics.
- Watch TV documentaries such as Blue Planet and Planet Earth to encourage students to engage with our natural world.
- Find out about flooding in Carlisle, Birmingham and Cornwall. Think about what our government could do to prevent these problems in the future.
- Visit places such as Twycross Zoo, Dudley Zoo, West Midlands Safari park to learn about where animals come from and how they adapt to their environments.

## Graphics

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

	1	2	3	4	5	6
Topics	<b>2 Point Perspective</b> Construction lines, perspective, use of a vanishing point, guidelines, shading, 3D presentation, basic shapes	<b>Architectural Sketching</b> Utilising 3D techniques to create designs.	<b>Research Skills</b> Using mindmaps and secondary sources such as the internet to explore the context.	<b>Refining Ideas</b> Looking at refining and developing ideas to create interesting and creative outcomes.	<b>Illustration</b> Students will look to create digital posters for their chosen country.	<b>CAD design</b> Students will use a program called Inkscape to create a CAD version of their posters
Assessments	Clocktower Assessment Students will be assessed on accuracy, effort and presentation.				Poster	Poster Inkscape digital outcome

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

### Ways to support your child's learning

Many students really enjoy drawing and designing. The best way for student to become expert Graphic Designers is to practice their skills at home.

This can be from observational drawing, watching tutorials online or even using a range of different design apps on pcs and tablets. By doing this they will constantly improve their range of skills.

## History

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

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	How did the English Civil War and its aftermath change England?	How far did the French Revolution change France?	How did the transatlantic slave trade affect people's lives, and how was it eventually stopped?	How did the Industrial Revolution transform society and working life in England?	How did British rule impact different parts of its empire?	How did ordinary people get their rights?
Assessments	Knowledge checks and whole class feedback tasks.	Knowledge checks and whole class feedback tasks.	Synoptic Assessment	Knowledge checks and whole class feedback tasks.	Knowledge checks and whole class feedback tasks.	End of year assessment-cumulative based on whole years learning

Building on prior learning	The content of this year will continue chronologically from their studies in year 7. Pupils will continue to develop their knowledge and understanding and will place these in their context using second order concepts such as change and continuity, significance, and cause and consequence. Pupils will also develop their source analysis, focusing on what makes a source useful and why sources may differ.
Enrichment within the Curriculum	Pupils will be offered a Humanities residential trip to Weymouth in Year 8 which will combine visits to sites relevant to their Geography curriculum <b>and</b> History curriculum such as Bovington Tank Museum.
Extracurricular opportunities	Pupils will be encouraged to participate in a house event to commemorate Black History Month.
Positive impacting on personal development (SMSC)	History is a significant subject in a child's personal development. It teaches them skills such as empathy, as well as offering plenty of opportunity for SMSC through learning about topics such as slavery, colonialism, power and monarchy.
Preparing for the next stage of education	The History curriculum in KS3 is designed to foster a lifelong love of History in your child. It has also been tailored to prepare students for the demands of KS4 both with regards to content and skills. The focus on the Trans-Atlantic slave trade links in to the Making of America module in year 11, while the focus on the Industrial Revolution will also stand pupils in good stead for the People's Health module at GCSE too. The historical skills pupils study will develop and prepare them for GCSE History.

### Ways to support your child's learning

- Read with them- either using books at home, or alternatively through the school or your local library.
- Keep an eye out for historical documentaries or movies on TV.
- Tell them about your family history! You may have stories to do with what they're studying; Even if the stories don't match the topics- still share! Once these tales are gone, they're gone!
- Have a look at local historical sites with them- many of them are free and have incredible back stories.
- Introduce them to useful historical websites such as [www.spartacus-educational.com](http://www.spartacus-educational.com)
- Ask them about what they're studying in class.

## Mandarin

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Food and Drink</b> Food and Drink items Express opinions and justify with reasons Meal Plan Order a meal in a restaurant Food in China (explore Chinese culture)	<b>Holidays</b> Weather Countries, nationalities and languages Place names Transport How do Chinese young people spend their holidays (explore Chinese culture)	<b>All about me</b> Use past-tense marker to talk about where you went on holidays Writing Project: post-card writing Describe people’s appearance Talk about where I live	<b>All about me continued</b> Describe their rooms Colours and clothes Daily routine Daily life and clothes (explore Chinese culture)	<b>Where do you live</b> Places in town Four directions To tell weekend plans by using future tense markers	<b>Where do you live continued</b> Describe your house Jobs and occupations How people live (explore Chinese culture)  <b>Preparation for the end of year MEP hurdle tests</b>
Assessments	Listening, Reading and 60-80-character Writing assessment	Speaking assessment	Listening, Reading and Translation assessment	Speaking assessment	Listening, Reading and 60-80-character Writing assessment	MEP Hurdle Tests – Speaking and Writing – teacher-assessed exams. Listening and Reading – GoChinese externally marked exams.

Building on prior learning	During year 8, pupils will continue to build on the foundations for language learning. They will develop their character and Pinyin pronunciation knowledge as well as their knowledge of rigid sentence structure in Mandarin. This year, we will be introducing past and future tense markers in Mandarin.
Enrichment within the Curriculum	Chinese New Year Celebration activities Cultural lessons: At the end of each topic, there is a session for students to explore the Chinese culture Chinese festivals and modern China. Students have exposure to authentic materials from China, including popular music and short videos.
Extracurricular opportunities	Students have to opportunity to participate in after school extracurricular activities, such as Kung-Fu practising, calligraphy, dumpling-making and tasting etc.
Positive impacting on personal development (SMSC)	Students are encouraged to experiment with language and proactively use Mandarin in class. 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. Mandarin lessons aim to develop students’ cultural awareness by exploring the Mandarin language and giving the students the opportunity to appreciate and understand world diversity.
Preparing for the next stage of education	Vocabulary and grammar covered across years 7 and 8 are the foundation for GCSE Mandarin. The four skills of language learning, which are developed throughout KS3, play an integral part of the GCSE course.

### Ways to support your child’s learning

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

## Maths

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Percentages Money Indices Equations	Equations Sequences Ratio	Rounding Coordinates Area Circles	Standard form Venn diagrams 3D Shapes Surface area and volume	Linear graphs Transformations Angles Stats diagrams	Inequalities Brackets Algebraic fractions Recurring decimals
Assessments	End of topic Exit Tickets	End of topic Exit Tickets  Unit test	End of topic Exit Tickets	End of topic Exit Tickets  Unit test	End of topic Exit Tickets	End of topic Exit Tickets  End of Year Assessment

Building on prior learning	Pupils will be building upon and furthering their understanding of the topics studied in year 7. The majority of topics studied in year 8 will be an extension of previously met topics. Pupils will need the skills from year 7 to be able to understand the necessary concepts in year 8.
Enrichment within the Curriculum	Within year 8 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 also run several maths competitions through the UKMT.
Extracurricular opportunities	Pupils are encouraged to participate in the various house competitions that the Mathematics department run throughout the year. This year students can also get involved in a STEM club, which will involve collaboration between science, mathematics and technology.
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	The key stage three course will have put pupils in a strong position going into year 9, covering several elements of the GCSE course already and providing the building blocks of many more. It is important that pupils continually practice all their skills gained in year 7 and year 8 in order to prepare themselves effectively for GCSE maths.

### Ways to support your child's learning

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

## Music

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>20<sup>th</sup> Century Popular Music: Blues, Jazz &amp; Beyond</b> History and context of Blues & Jazz Music Keyboards, 12 bar blues Walking bass line Improvised melody	<b>20<sup>th</sup> Century Popular Music: Blues, Jazz &amp; Beyond</b> History of Popular Music: Rock n Roll Soul Funk Rock & Metal Pop Music	<b>Music in the Media</b> Computer Game Music Music for Adverts	<b>Music in the Media</b> Ukuleles: Chords recap and learning tab. Computer Game Themes	<b>Music For Film</b> Superheroes vs Villains Leitmotifs & Fanfares Performing Leitmotifs on the keyboards Composing a leitmotif for a character	<b>Music For Film</b> John Williams, Danny Elfman, Wendy Carlos, Hans Zimmer Pirates of the Caribbean Composing in the style of Hans Zimmer: Creating a Pirate Leitmotif
Assessments	Listening Test Improvised Performance assessment & In the Mood	Performance assessment Listening Test	Listening Test Keyboard Composition performance	Ukulele assessment Listening Test	Listening Test Performance & Composition assessment	End of term composition & performance Listening Test

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

### Ways to support your child's learning

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

## Product Design

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

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5/6/7	Summer 2
Topics	<b>1.Introduction to the project and client study</b>	<b>Generating ideas</b> Drawing and advanced 3D drawings Orthographic drawing  Rendering of objects	Workshop Practice  Recap of Health and Safety rules  Marking out and making 1	Workshop practice  Manufacturing our products	Workshop Practice  Completing our products  QC final check of products	<b>Writing evaluations</b> Marketing and Branding of products Written and verbal communication of ideas – formulating and producing evaluations Producing final proposals and pitches
Assessment	Baseline assessment In-class	-Accuracy when drawing in 2D and 3D -Two point perspective drawing	In-class assessment of progress	In-class assessment of progress	Mark given based on the outcome of the products	Assessment of written evaluations

Building on prior learning	Pupils build on the Year 7 work, developing key skills in drawing (3D drawing skills), modelling of ideas and producing functional products. Pupils will have the opportunity to develop their knowledge, understanding and ability to manipulate a range of materials including metals and alloys. We understand the importance of marketing and pupils are taught how to successfully protect their ‘intellectual property’ and market their products ‘Dragons Den’ style.
Enrichment within the Curriculum	Break and lunch-time opportunities for pupils to work on their projects
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 Manufacturing. There are endless opportunities for designers including the world of architecture, engineering, designing. Many students who study Design and Technology apply for Post 16 courses including Product Design, Textiles Technology which help them take up positions in companies around the world.

### Ways to support your child’s learning

- Pupils are encouraged to continue their studies outside of the classroom. Trips to interactive museums (e.g. THINK Tank, National Transport Museum in Gaydon) and look out for events such as The Big Bang fair
- 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! Programs like ‘How it works?’, ‘The Gadget Show’ introduce pupils to a range of innovative products.
- 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 models in 3D from resources found at home including card and Lego.

## PSHE

*“The intent of our PSHE programme is to deliver a curriculum which is accessible to all and ensures that each of our students will understand more about how to forge and maintain healthy, relationships and contribute successfully within their community and society at large. Our objective is to support students’ spiritual, moral, cultural, mental and physical development; prepare and equip them for the opportunities, responsibilities and experiences of life. We want to provide all students with a knowledge of their world on a local, national and global scale and give them the confidence and social and communication skills necessary to tackle many of the moral, social and cultural issues that they face; so that they can make informed, healthier and safer choices.*

*Our students will learn about rights and responsibilities and how to be a respectful member of a diverse and multicultural society, embodying British values. In preparation for working life, our careers education and financial capability elements intend to nurture, broaden and raise their aspirations. Equality, diversity and inclusion is at the forefront of what we offer to ensure all our students feel valued and empowered and achieve the best they can.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Relationships and sex education</b> Bullying and banter Gender stereotypes Pornographic material Peer pressure	<b>Health and wellbeing</b> Surviving puberty Signs of poor mental health Young people and vaping Knife crime	<b>Living in the wider world</b> Knife crime Tax and national insurance Prejudice and discrimination	<b>Relationships and sex education</b> Family life and contributions Conflict at home Different forms of abuse	<b>Health and wellbeing</b> Consent in scenarios Conception and contraception	<b>Living in the wider world</b> Female genital mutilation and forced marriage Risks online Gambling
Assessments	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms	End of year quiz

Building on prior learning	In Year 7, PSHE focuses on equipping students with the knowledge and skills to navigate life confidently and healthily. Here are the key areas covered: <b>Relationships:</b> signs of healthy and unhealthy relationships, behaviours online, identity and heritage, rights and responsibilities, features of consent <b>Health and Wellbeing:</b> Puberty in boys and girls, hygiene and self-care, the effects of alcohol, healthy eating, screen time and wellbeing <b>Living in the Wider World:</b> Risk and personal safety, first aid, saving and budgeting, disability awareness, charities and their purposes
Enrichment within the Curriculum	Students will experience guest speakers in a number of topics such as careers, activists, police and representatives from charities just to name a few. PSHE acts as a vehicle to identify students’ qualities and abilities so they can access and succeed in a wide range of the whole school curriculum.
Extracurricular opportunities	Wellbeing Club will be a weekly offering for students to explore healthy coping mechanisms when they are faced with stress, worry or anxiety. Students will have the opportunity to join the Wellbeing Forum to steer mental, social and physical health at Woodrush. Students will be encouraged to take part in extra-curricular clubs to encourage mindfulness, creativity and celebrating identity.
Positive impacting on personal development (SMSC)	PSHE has a significant impact on the spiritual, moral, social and cultural (SMSC) development in students and here’s how: <b>Social development:</b> Positive relationships through teaching communication skills, empathy, conflict resolution. Social responsibility through citizenship and online safety. Understanding diversity through promoting understanding and respect for different cultures, beliefs and backgrounds. <b>Moral development:</b> Decision making through critical thinking skills to make informed choices. Values and ethics through concepts of fairness, honesty and respect. Building resilience through coping mechanisms for dealing with challenges and disappointments. <b>Spiritual development:</b>



	<p>Self-awareness through helping students explore their feelings, values and beliefs. Working out the meaning of concepts through thinking about the bigger questions about life and society.</p> <p><b>Cultural development:</b></p> <p>Appreciation for diversity through celebrating different cultures and traditions. British Values being embedded through knowledge on democracy, respect, acceptance, rule of law and individual liberties. Global citizenship through broadening students' perspectives and encouraging them to think about their place in the world.</p>
Preparing for the next stage of education	<p>The topics covered in Year 8 are essential to build a strong foundation in understanding the content in the following year as students navigate their way through their formative years. Students will require the maturity, critical thinking skills and emotional intelligence nurtured at this stage.</p>

### Ways to support your child's learning

- Create a safe space by encouraging open communication where your child feels comfortable talking about PSHE topics.
- Keep an eye out for PSHE information regarding content and lessons coming up so you can have age-appropriate conversations about them.
- Ask open ended questions to prompt students to express themselves for example, "What do you think makes a good friend?"
- Have family / household discussions by exploring real life scenarios relating to PSHE topics.
- Read books together that contain PSHE themes such as friendship, bullying or dealing with emotions. Mrs Robertson in the library is happy to recommend books relating to different topics in PSHE.
- Model positive behaviour which shows respect, kindness and responsibility.
- Maintain healthy habits which promote healthy choices such as eating balanced meals, exercising regularly and getting enough sleep.
- Engage in the community through voluntary work or participating in activities that promote social responsibility and citizenship.
- Communicate with Mrs Choudhury, PSHE Coordinator, via email, if you have any questions about PSHE topics or specific concerns about your child's development or to seek further help.

## Science

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>B3 – Respiration and Photosynthesis</b> Aerobic respiration, anaerobic respiration and photosynthesis.	<b>C3 – Reactions</b> Names and equations, Oxidation reactions, types of chemical reaction.	<b>P3 – Waves</b> Types of wave, light, sound, how we hear and how we see.	<b>C4 – Environmental Chemistry</b> Renewable and non-renewable energy, the atmosphere and global warming.	<b>P4 – Electricity</b> Static, electrical circuits, magnetism and electromagnetism	<b>B4 – Ecology</b> Food chains and webs, interdependence and competition, sampling, natural selection and human impact on the environment.
Assessments	Checkpoint Task  B3 end of unit test	Checkpoint Task  C3 end of unit test	Checkpoint Task  P3 end of unit test	Checkpoint Task  C4 end of unit test	Checkpoint Task  P4 end of unit test	Checkpoint Task  B4 end of unit test  End of year assessment

Building on prior learning	Year 8 science students build upon the year 7 understanding of cells, matter, the periodic table, energy and forces and start applying these concepts to wider life.
Enrichment within the Curriculum	National science week activities in lesson and competitions. Making real life links between science in lessons and the outside world.
Extracurricular opportunities	We will be running an awards trip for students in science – details to be confirmed – but it will be reserved for those who show dedication, good progress and exemplary behaviour.
Positive impacting on personal development (SMSC)	Spiritual understanding – science is the study of nature and the curriculum aims to bring about the awe and wonder of the natural world. Social development – working together in groups to investigate science practically and understand how science affects society.
Preparing for the next stage of education	The topics studied in years 7 and 8 are the foundation for GCSE science which prepares students to be able to follow careers in medicine, engineering, health care, sports science, computer science and the world of finance to name but a few of the pathways available to scientists.

Ways to support your child’s learning
<ul style="list-style-type: none"> <li>• Watch science documentaries on TV – such as those by David Attenborough and Brian Cox</li> <li>• 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.</li> <li>• Go to the library and get some popular science books – they cover the most complex ideas in simple understandable ways</li> <li>• Try some googling and doing some “simple experiments at home” – e.g. <a href="http://redtri.com/classic-science-experiments/">http://redtri.com/classic-science-experiments/</a></li> <li>• Watch YouTube channels such as mygcsescience, minutephysics, crashcoursh biology/chemistry/physics</li> </ul>

## Spanish

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Where I Live</b> -Places in the town -Opinions on my town -What you can do in my town -Weekend plans Intensifiers Sequencers Near future tense	<b>Holidays</b> -Past holiday -Preterite tense (AR verbs) -Holiday activities -Preterite tense (ER and IR verbs) -Last day of holiday -Opinions	<b>Media</b> -My mobile -Music -TV -Comparisons -Films -What I did yesterday -Using the present and past tenses	<b>Let’s Eat!</b> -Opinions on food -Mealtimes -Order a meal in a restaurant -Plan a party -Give an account of a party -Adjectival agreement Negatives -Preterite tense -Using the past, present and future tenses	<b>Arranging To Go Out</b> -Invite someone out -Give excuses -Routine to get ready -Clothes ‘Me gustaría’ + infinitive ‘Tengo que’ + infinitive Reflexive verbs Near future tense	<b>Operation summer</b> Holiday homes Holiday activities Directions Summer camps
Assessments	Writing and Listening Assessment	Reading and Speaking Assessment	Listening and Writing Assessment	Reading and Listening Assessment	Speaking Assessment	End of Year Assessment

Building on prior learning	During year 8, pupils will continue to build on the foundations for language learning. They will develop their phonics knowledge as well as their knowledge of gender in Spanish. This year’s focus is verb manipulation and pupils will build on the present tense to look at irregular verbs and different tenses.
Enrichment within the Curriculum	European Day of Languages – activities in lessons and competitions. Learning about the annual Hispanic festivals. Students have exposure to authentic materials from Spanish-speaking countries, including popular music and short videos.
Extracurricular opportunities	Students have to opportunity to participate in Spanish club where activities can include language learning games, arts and crafts, karaoke, watching films, creating cultural displays, food tasting and cooking.
Positive impacting on personal development (SMSC)	Students are encouraged to experiment with language and proactively use Spanish in class. 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. Spanish lessons aim to develop students’ cultural awareness by exploring the Spanish language and giving the students the opportunity to appreciate and understand world diversity.
Preparing for the next stage of education	Vocabulary and grammar covered across years 7 and 8 are the foundation for GCSE Spanish. The four skills of language learning, which are developed throughout KS3, play an integral part of the GCSE course.

### 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 vocabulary books from year 7.
- Look out for Spanish films or TV programmes. Remember to put on the English subtitles to help.
- Buy Spanish magazines, newspapers or films if you happen to go to Spain on holiday.
- Watch familiar cartoons in Spanish on YouTube.
- Listen to popular music from Spain on ‘YouTube’.
- Ask your child to teach you to say something new in Spanish every day.
- Visit local Tapas restaurants to enrich your child’s cultural knowledge.
- Test your child’s vocabulary knowledge at home at the end of a sub-topic.
- Create flashcards and matching or pairs-style activities, using the words from the Vocabulary Book.

## Textiles

*“The Textiles curriculum is designed to provide pupils with the opportunity to demonstrate imagination and creative flair. Pupils will analyse the work of another artist, developing their drawing skills with designing and annotation, making will include different textile techniques and evaluating their own work and work of others. We will work alongside the 4 Assessment Objectives for Ks4 – AO1 Critical Understanding, AO2 Creative Making, AO3 Reflective Recording and AO4 Personal Presentation.”*

	1	2	3	4	5	6
Topics	<b>Introduction - Woven Monster project</b>  Pupils will learn about the project and the artist they will be focussing on.	<b>Artist Research</b>  Pupils will research into the textile artist Sarah Cooke and create an artist research page.	<b>Making</b>  Pupils will use yarn and scrap fabric to create their own woven fabric	<b>Making</b>  Pupils will use yarn and scrap fabric to create their own woven fabric	<b>Making</b>  Pupils will use the technique applique to add the details of eyes and mouth	<b>Evaluations</b>  Pupils will analyse and evaluate their work identifying strengths and weaknesses
Assessments	Baseline assessment	Set against success criteria			Assessment of the final practical piece	Assessment of written evaluations

Building on prior learning	In year 8 we will be revisiting key skills (embroidery and applique) alongside analysis of key characteristics of artist work using formal elements, line, tone, shape and colour to inspire the making process.
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 subjects. We will be on the lookout for any competitions or guest speakers to further enrich the curriculum. An end of year exhibition showcases the pupils work and builds confidence and pride.
Extracurricular opportunities	Pupils will have the opportunity to participate in extracurricular clubs in Textiles. These clubs and opportunities run throughout the year starting in September.
Positive impacting on personal development (SMSC)	Textiles opens a wide range of opportunities to explore a range of issues from the world around us. Pupils are encouraged to work together to complete their projects, to share resources. They gain independence of thought and perseverance when experiments don’t quite work and they will grow in confidence when they do. Pupils are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious design are a cornerstone for us at Woodrush.
Preparing for the next stage of education	Learning key vocabulary of analysis and textile techniques will set the foundation for the next stage of education. The four assessment objectives <i>AO1 Critical Understanding, AO2 Creative Making, AO3 Reflective Recording and AO4 Personal Presentation</i> developed throughout KS3, play an integral part of the GCSE course.

### Ways to support your child’s learning

- Pupils are encouraged to continue their studies outside of the classroom. Trips to interactive museums including the Fashion Museum in Bath (Bath BA1 2QH) and Fashion and Textile Museum in London (London SE1 3XF) and more locally the Midlands Art Centre (Birmingham B12 9QH) would be hugely beneficial. Encourage them to speak about what they see.
- 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.
- Cheap art sets can be bought from a range of accessible shops, supermarkets and online to help further their skills.
- Pupils are encouraged to enjoy Design and Technology – Have fun with design – make mistakes and learn from them!



## What is it?

The purpose of homework at Woodrush is to support learning within the classroom and also to help our pupils develop into independent learners. Homework will be mostly set online and will be in the format of quizzes which students can work their way through.



Quiz

## Years 7 to 9

Homework will primarily be online self marked quizzes, linked to the key knowledge they are learning in the classroom. It will be 45 minutes per week for Maths and English. It will be 30 minutes per fortnight for all other subjects.

# Woodrush Home Learning



## Years 10 and 11

Homework will be set on Seneca or Sparx mostly. Maths, English and Science should take 60 minutes per week. All other options subjects should take 30 minutes per week.



## Sixth Form

For every lesson in school, sixth formers should spend 1 hour of independent learning outside of the classroom, which may be completing exercises, exam questions, reading texts etc. Each subject will set homework regularly also, one hour per week.



## How can you help?

Please encourage your child to complete homework and spend a good amount of time on it. Please use the Parents and Student Arbor app to keep track of what homework your child has been set and when it is due. Have a homework desk set up in your home, where it is a quiet space for them to complete their homework.

# Woodrush Home Learning



Here are some of the website/apps we will be using as a school

## 01. Parent and Student Arbor App

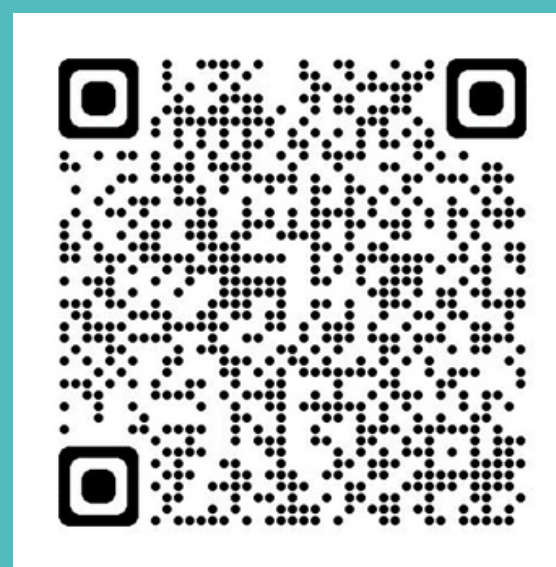
We will send more information about this. Here you are able to see your child's achievement points, consequences, homework and much more.



## 02. Seneca



All students have a login to Seneca and homework will be set on here from a range of different subjects.



How to connect my parent account to my child's account



## 03. Sparx

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

**Sparx Maths**



**Sparx Reader**



## 04. Microsoft Teams

All students have a school login for Microsoft Teams.

On here we may put notices, careers information and each class has their own teams page where teachers can post resources/lessons particularly useful if your child has missed any time.



Microsoft Teams



# Frequently Asked Questions

## HOMEWORK

### **2** WHAT HAPPENS IF MY CHILD DOES NOT DO THEIR HOMEWORK?

Every child has 7 days to complete their homework. If they miss the deadline we set consequences. For Years 7-9 this is a CI for each homework missed. For Years 10 and 11 they will have a homework catch-up ticket and will complete their homework for 1 hour after school.

### **3** HOW WILL MY CHILD BE REWARDED FOR THEIR HOMEWORK?

For each piece of homework completed your child will be given an A1. There will be more rewards such as A2's, post cards, phone calls home for outstanding work.

### **4** WHAT IF MY CHILD IS STRUGGLING WITH HOMEWORK?

Please direct them firstly to their teacher who will be able to help. If this is ongoing please email the school and we will be able to support.

### **1** WHERE CAN I FIND MY CHILD'S LOGIN?

The logins for each programme we use are in your child's planner. If you cannot find this please email the school and we can send the logins to you.



### **5** WHAT IS THE VALUE OF HOMEWORK?

Homework is used to support classwork. It is designed to help all students become independent learners and more importantly form a base of good work ethic which can be built on in future years. At Woodrush we consider homework as a key part to learning and you can really support us!

### **6** WHAT IS MY ROLE, IN HOMEWORK?

Please encourage your child as much as possible. Make sure they are coping with their homework and ensure they are organised. Sit with them. Talk to them about the tasks. If children talk about what they are learning they are more likely to remember it. If they are struggling encourage them to see the teacher in advance to tell them they have struggled and the teacher will help them.



**WOODRUSH  
HIGH SCHOOL**

# Careers at Woodrush

Students will start their careers education by looking at who they are, exploring possibilities and dream jobs, and understanding what a career is.

At Woodrush we use Unifrog, which is an online app where each student will have their own login and will start to build their profile. During their 5-7 years at Woodrush we will encourage them to use Unifrog regularly; to write CV's, search for apprenticeships or sixth forms etc. We also recommend using this app at home.

## **The next 3 pages you will find:**

- 1) Learning journey showing what we do in our careers curriculum
- 2) Route maps showing how you can help at home with what you can access
- 3) Parent login details

# Careers education learning journey (11 - 16)

<b>Y11</b>	Reflect on your employability skills	Explore pros and cons of post-16 pathways	Learn how to choose a post-16 pathway	Research volunteering and paid work	Compare apprenticeships and HE	Discuss: is AI a threat to our jobs?
<b>Y10</b>	Reflect on your career journey	Explore employer profiles	Learn about different career types	Prepare for work experience	Learn about workplace wellbeing	Discuss: in person, hybrid and remote working
<b>Y9</b>	Reflect on your skills	Explore learning pathways after school	Learn how to choose KS4 options	Find out how to take control of your career journey	Learn how to manage your money	Learn about the labour market (LMI)
<b>Y8</b>	Reflect on your interests	Explore CVs	Learn about the workplace	Find out how to create the life you want	Define what success looks like	Learn about careers and the climate
<b>Y7</b>	Reflect on who you are	Explore dream jobs	Learn what we mean by 'career'	Find out what entrepreneurs do	Learn about work-life balance	Learn about careers and the future



**Grow throughout life**  
Grow throughout life by learning and reflecting on yourself, your background, and your strengths.

**Explore possibilities**  
Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.

**Manage career**  
Manage your career actively, make the most of opportunities and learn from setbacks.

**Create opportunities**  
Create opportunities by being proactive and building positive relationships with others.

**Balance life and work**  
Balance your life as a worker and/ or entrepreneur with your wellbeing, other interests and your involvement with your family and community.

**See the big picture**  
See the big picture by paying attention to how the economy, politics and society connect with your own life and career.



**START  
HERE**

## Year 7

- **Interests profile** to identify & understand key interests
- Start to record **Activities**
- **Careers library** introduces employability skills and sectors

## Year 8

- **Careers library** and **Skills tool** link skills used in school with careers
- **Activities** to further develop skills
- **Careers library** builds LMI awareness

## Year 9

- Revisit **Interests** and discover how passions link to pathways
- **Subjects** and **Careers libraries** for informed GCSE choices
- **Skills** for skillset self-awareness and to prepare for mock interviews

## Year 10

- Understand **Personality profile** and preferred **Work environments**
- **CV** and **Writing tools** to draft application materials
- **Placements tool** to complete and reflect on WEX

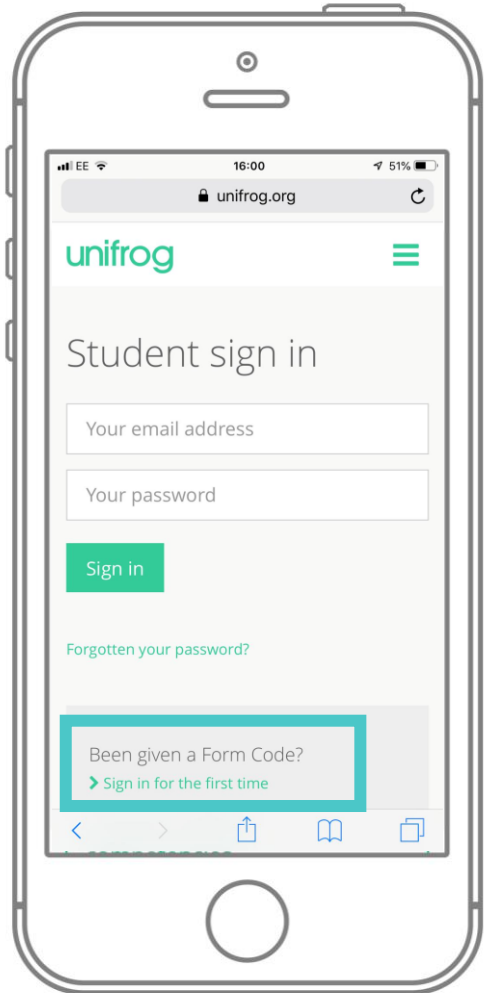
## Year 11

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

## Next Step

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

# Induction day, get signed up!



Scan this QR code or go to

[www.unifrog.org/code](http://www.unifrog.org/code)

You'll be asked for some details and a Sign up Code. This is what you need:

**WORUparent**

After signing up, log into Unifrog using your email address and password via the student sign-in page!



# Woodrush Trips Offer

Here is an overview of the trips we offer in Years 7 to 11. There may be additional ones to supplement the courses we offer.

