

2025-2026

YEAR 9

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

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

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

Yours sincerely,

Mrs S Carr  
Assistant Headteacher

## Tutorial Time

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

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 9	Woodrush Weekly	Character Development		Citizenship	Assembly

**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>Identity</b></p> <p>Observation drawings of shoes to recall drawing skills of line, tone, shape and texture.</p> <p>3D shoes experimenting with different media</p>	<p><b>Identity</b></p> <p>Daniel Eatock Thumbprints to explore typography and conceptual art based on our identity.</p> <p>Peter Blake 'It's all about me!' Pop Art inspired album cover combining, collage, text and graphics.</p>	<p><b>Identity</b></p> <p>Peter Blake 'It's all about me!' continuation of personal outcome</p> <p>Photography looking at the work of Aldo Tolino</p> <p>Recall Portraits feature studies</p>
Computing	<p><b>Technology Ethics and threats</b></p> <p>Environmental, Social, Legislative, Protecting personal Data</p>	<p><b>Python</b></p> <p>Variables Selection Iteration. Lists, creating Story</p>	<p><b>AI and Technology</b></p> <p>What is AI, How computers learn from data, Decision Trees Image Manipulation</p>
Drama	<p>Introducing Practitioners - Looking at different styles of theatre and using different techniques</p>	<p>Introduction to devising - using a variety of stimuli to create performances</p>	<p>Introducing Exam Text – plot, characters and themes of Blood Brothers</p>
English	<p><b>Prejudice and Inequality:</b></p> <p>Noughts and Crosses by Malorie Blackman</p> <p>Contextual non-fiction reading to develop understanding of the impact of context. Focus on the use of imagery by writers in our own writing. Persuasive writing. Creative writing on a linked theme.</p> <p>Analytical reading of Noughts and Crosses considering how the theme of inequality and prejudice is developed.</p>	<p><b>Prejudice and Inequality:</b></p> <p>Noughts and Crosses by Malorie Blackman</p> <p>Focus on the impact or effect of the author's choices on the reader.</p> <p>Continue reading Noughts and Crosses read analytically, and write persuasive pieces about the themes.</p>	<p><b>War Writing: Modern Play</b></p> <p>Journey's End by R.C. Sheriff</p> <p>Learn the context of WW1 and Trench Warfare. Study</p> <p>Walter Tull as an example of non-fiction autobiography. Analyse linked poetry on the theme of patriotism and heroism: Jesse Pope's Who's for the Game? and Owen's Dulce Et Decorum Est. Analyse stagecraft, absurdism and dramatic irony in Journey's End.</p>
Geography	<p><b>World population</b></p> <p>World population change Population pyramids Managing population Migration and Ethnicity in the UK</p> <p>Short answer questions test</p> <p>End of topic assessment</p>	<p><b>Restless planet</b></p> <p>Structure of the Earth History of plate tectonics Plate boundaries Earthquakes</p> <p>Knowledge quizzes</p> <p>Whole class feedback</p>	<p><b>Restless Planet</b></p> <p>Earthquake examples Volcanoes and super-volcanoes Tsunamis Living in hazardous areas Managing hazards</p> <p>End of topic test Knowledge quizzes</p>
History	<p><b>How did events after World War I lead to World War II, and what were the consequences?</b></p>	<p><b>What were the most significant moments in the Second World War, and what impact did the conflict have on Birmingham?</b></p>	<p><b>How similar were the experiences of the Holocaust to other genocides in the 20th Century?</b></p>
Mandarin	<p><b>Shopping</b></p> <p>Buying fruit &amp; vegetables Buying clothes Using the present continuous tense Online shopping Shopping in China</p>	<p><b>Travel in China</b></p> <p>Sightseeing in Beijing A tour of Xi'an Shopping in Shanghai Spring festival in Guangzhou Chinese festivals</p>	<p><b>Chinese New Year</b></p> <p>Chinese New Year Celebrations</p> <p><b>My Life</b></p> <p>Introducing people Family members' hobbies Pets</p>
Maths	<p>Written methods of calculation Manipulating algebra</p>	<p>Indices Surds Rearranging formula Ratio Sequences</p>	<p>Area and perimeter Angles Percentages</p>

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

Subject	Autumn 1	Autumn 2	Spring 1
Music	<b>EDM</b> History and context of electronic dance music. Performing electronic dance music. Recapping key music theory.	<b>EDM</b> Using loops to create a track in sound trap. Recording the chords, drum beat, bass line, riff and melody for an EDM track	<b>Rock music</b> History and context of rock music. Performing rock music. Recapping key music theory.
Design Technology (subjects taught on rotation) All assessed via End of Unit Assessment	Subjects will rotate- please see topics	<b>FOOD</b> Theory Health & Safety. Temperature & pest control Eggs – function, structure and uses. Heat transfer  Practical Work Egg based dishes focusing on function. Advanced knife skills	<b>TEXTILES</b> Cultural phone case – cultural research, designing, tie-dye, appliqué, functional product
Faith and Ethics	<b>Religion: Poverty and wealth</b> Religious views of wealth and the causes of hunger, poverty and disease. Concern for others – Buddhist, Christian, Islamic, Hindu, Jewish and Sikh views		<b>Religion: Poverty and wealth</b> The uses of money – Buddhist, Christian, Islamic, Hindu, Jewish and Sikh views Moral and immoral occupations – Buddhist, Christian, Islamic, Hindu, Jewish and Sikh views
PSHE (Scenario based assessment)	<b>Relationships and sex education</b> Behaviours in unhealthy relationships Exploitation and abuse in relationships Explicit material and the law Different types of relationships and healthy behaviours	<b>Health and wellbeing</b> Reproductive anatomy and methods of contraception Different forms of STIs and treatments Mental health and social media use Substance abuse and impact	<b>Living in the wider world</b> County lines and grooming Managing situations with drugs
Science (topics to be taught on rotation)	KS3 Units B5 – Field study Ecology, sampling, investigative skills  C5 - Materials The rock cycle, extracting metals, polymers, materials, recycling  P5 – Space Structure of the universe, orbits, phases of the moon	KS4 Units B1 – Cell Level Systems Cells and microscopes, enzymes  C1 – Particles Particle model, atomic structure  P1 – Matter Particle model, atomic structure	B1 – Cell Level Systems Respiration, photosynthesis  C1 – Particles Purity and separation techniques  P2 – Forces Forces and motion
Spanish	<b>This is us</b> Things you and others like Organising your week Cinema invite Recent birthday celebrations	<b>World of Work</b> Jobs in the workplace Future jobs Yesterday at work A typical day in work	<b>Keeping fit</b> Diet Active Lifestyle Time Daily routine Getting fit Aches and pains

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

Subject	Spring 2	Summer 1	Summer 2
Art	<b>Identity</b>  Press Printing 'My Home'  Tom Phillips - 'My Likes'  Teescha Moore 'Me'	Identity  Teescha Moore 'Me'	Identity  Cross Curricular film advertisement with drama department. Photography and Photoshop.
Computing	<b>Data Project</b>  Use of Data in spreadsheets Combining multiple strands together		<b>IDEA Badges</b>  Students to complete Bronze or Silver Certificates. Cover any misconceptions from previous learning.
Drama	Component 1 - Blood Brothers	Introducing Scripts & Styles – looking at how different playwrights create professional plays and how we take on characters	Mock Component 3 – Texts in Practice
English	<b>War Writing: Modern Play</b>  Journey's End by R.C. Sheriff  Complete study of Journey's End analyse symbolism, characterisation, absurdism and dramatic irony in Journey's End.  Study 3 GCSE poems from the Power and Conflict cluster: Exposure, Bayonet Charge, and Remains.  1 week of linked film study on a war film.	<b>Navigating the Unseen:</b>  Unseen Poetry and analysis of story structures with linked creative writing. Read a range of poetry and analyse using VISIT, consider the role of extended metaphors and poetic techniques.	<b>Navigating the Unseen:</b>  Unseen narrative and analysis of story structures with linked creative writing. Read a range of prose and analyse using IMPACT, consider the role of extended metaphors and structure.  Linked creative writing using the structures they have analysed.
Geography	Globalisation Work in the UK Globalisation of fashion Locating a new clothing factory topic  Decision making exercise Knowledge recall quizzes	Globalisation Globalisation of trade, technology and migration  End of topic assessment Knowledge recall quizzes	The Living World  Ecosystems Nutrient cycles Rainforest characteristics and management
History	<b>How did the Cold War shape our world?</b>	<b>How much has changed and how much has stayed the same in the fight for Civil Rights in the USA since 1860?</b>	<b>How much has changed and how much has stayed the same in the fight for Civil Rights in the USA since 1860?</b>
Mandarin	<b>My life continued</b>  Daily Routine You and your friends Personalities Appearance Activities with friends	<b>Sports and Activities</b>  Extra-curricular activities Leisure activities. Frequency Time duration	<b>School and Education</b>  School subjects My school day  Preparation MEP hurdle tests Intensive Study Exploring Chinese Culture
Maths	Solving equations Fractions	Averages Volume Straight line graphs	Right angled trigonometry Probability

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



Subject	Spring 2	Summer 1	Summer 2
Music	<b>Rock music</b> Creating a rock song in Soundtrap.	<b>Reggae music</b> History and context of Reggae music. Performing reggae music. Recapping key music theory.	<b>Reggae music</b> Creating a Reggae track on Soundtrap.
Design Technology (subjects taught on rotation) All assessed via End of Unit Assessment	<b>GRAPHICS</b> Lamp Project Poster Design Powerpoint Skills Analysing existing products App Design and User interface Creating Drafts Digital Prototypes Graphic Layout skills Typography	<b>PRODUCT DESIGN</b> <b>USB lamp project</b> Measuring and marking out materials and wood joints Cutting and shaping materials (wood) Assembling and joining materials (Wood) Use of jigs and templates practice Quality assurance/Quality Control in manufacture Evaluating Practical work (English) Material Theory Woods (Science crosslinks)	
Faith and Ethics	<b>Religion: Peace and Justice</b> Attitudes to war – Buddhist, Christian, Islamic, Hindu, Jewish and Sikh views Violence and pacifism - Buddhist, Christian and Islamic views	<b>Religion: Peace and Justice</b> Violence and pacifism - Hindu, Jewish and Sikh views Crime and punishment – Buddhist, Christian, Islamic, Hindu, Jewish and Sikh views	
PSHE (Scenario based assessment)	<b>Relationships and sex education</b> Features of domestic abuse Skills for successful relationships and ending unhealthy relationships Sexual readiness	<b>Health and wellbeing</b> Coping with loss and bereavement Supporting our health When our health goes wrong	<b>Living in the wider world</b> Debt and how to avoid it Responsible and ethical consumerism
Science (topics to be taught on rotation)	B2 – Scaling up Mitosis and cell differentiation  C2 – Bonding Periodic table, Ionic bonding  P6 - Global challenges Physics on the move	B2 – Scaling up Transport systems  C2 –Bonding Covalent bonding  P6 – Global challenges Generating electricity	C2- Bonding Stucture and allotropes P6 – Global challenges Electricity in the home
Spanish	<b>Youth in Action</b> Children of the world Rights Journeys to school	<b>Youth in Action (2)</b> A green school A better world Your town past and present	<b>An adventure</b> Booking a room Complaints Buying souvenirs In the pharmacy Directions Favourite day



# 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
<b>Topics</b>	<b>IDENTITY</b>  Observation drawings  3D shoes  Found Object  Shoe Installation  <b>CONTEXTUAL STUDIES FORTNIGHTLY HWK</b>	<b>IDENTITY</b>  Daniel Eatock Thumbprints  Peter Blake ‘It’s all about me!’  <b>CONTEXTUAL STUDIES FORTNIGHTLY HWK</b>	<b>IDENTITY</b>  Peter Blake ‘It’s all about me!’  Photography – Aldo Tolino Recall Portraits  <b>CONTEXTUAL STUDIES FORTNIGHTLY HWK</b>	<b>IDENTITY</b>  Press Printing ‘My Home’  Tom Phillips - ‘My Likes’  Teescha Moore ‘Me’  <b>CONTEXTUAL STUDIES FORTNIGHTLY HWK</b>	<b>IDENTITY</b>  Teesha Moore ‘Me, Myself & Eye’  <b>CONTEXTUAL STUDIES WEEKLY STARTER &amp; HWK</b>  <b>CONTEXTUAL STUDIES FORTNIGHTLY HWK</b>	<b>IDENTITY</b>  Cross Curricular film advertisement with drama department. Photography and Photoshop.  <b>CONTEXTUAL STUDIES FORTNIGHTLY HWK</b>
<b>Assessments</b>	AO3 – Recording observations focus on drawing skills, line, tone, shape and texture. AO3- Experimenting with media, techniques and processes to create 3D forms.	AO1 and AO4 – Develop ideas through researching the work of artists and developing a personal outcome.  TERMLY CHECKPOINT OF HISTORICAL CONTEXT	AO2 and AO3– Recording observations and Experimenting with techniques and processes.  SYNOPTIC GRADE BASED ON BOOK WORK OF ALL ASSESSMENT OBJECTIVES	AO1 and AO4 – Develop ideas through researching the work of artists and developing a personal outcome.  TERMLY CHECKPOINT OF HISTORICAL CONTEXT	AO2 and AO4 – Experimenting with a range of media and techniques to develop a personal outcome.	AO1 and AO4 – Develop ideas through researching the work of artists and developing a personal outcome.  SYNOPTIC GRADE BASED ON BOOK WORK OF ALL ASSESSMENT OBJECTIVES

Building on prior learning	Year 9 Art & Design is a skill building year that introduces the students to a range of media, techniques and processes as well as building on their observational drawing skills practised in year 7 and 8.
Enrichment within the Curriculum	Artist/Photographer workshops are held as part of the curriculum in the Summer term to help demonstrate Art in practise beyond the classroom and allow for mastery in a specific area of Art & Design.
Extracurricular opportunities	Students are welcome to attend Art Club on a Wednesday after school. Art students are encouraged to seek out opportunities to look at Art in the wider context by visiting galleries, exhibitions and being aware of the world around them.
Positive impacting on personal development (SMSC)	Within the Art curriculum, students will look at Artists, Designers and Cultures that could inspire their work further, which gives them context of Art History movements and their impact on the world. Art boosts the emotional intelligence of people who experience it, giving them experiences of empathy and exposing them to new worldviews and ideas. Students learn how Art relates to different careers and the importance of the creative industries to the economy. Students develop resilience in their practice through sustained working on one piece as well as independence in their creative thinking to provide personal responses and outcomes.
Preparing for the next stage of education	In year 9 students will create a portfolio of experimentation with a huge range of media, techniques and processes. This portfolio gives them practise of every assessment objective in preparation for GCSE. There are also 2 units which introduce photography to allow students to experiment with this skill before GCSE pathways are chosen.

### Ways to support your child’s learning

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



# 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	<b>Computer Threats &amp; Ethics</b>	<b>Python</b>	<b>AI and Digital Media</b>	<b>Data Project</b>		<b>Idea Badge &amp; Misconceptions</b>
Assessments	Knowledge Assessment	<b>Summative Assessment</b>	Knowledge Assessment	Keywords Assessment Summative Assessment	Knowledge Assessment	

Building on prior learning	In year 9 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 Python but this time in more depth, to completing a data project which brings together numerous aspects of the course.
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 where they can create their own small game.
Extracurricular opportunities	In year 9 students will have the opportunity to take part in micro bit activities after school, where you can see the results of your own code in action.
Positive impacting on personal development (SMSC)	Computing in year 9 is a truly vocational subject where students get to try a range of different career options; Computer Programmer, and Vector Graphic Designer.
Preparing for the next stage of education	Many of our year 9s will eventually opt to carry on studying Computer Science and our year 9 curriculum gives all students a secure grounding in this discipline; Computer Threats, Algorithms, Python 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
- 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.
- Complete the IDEA badges you want to at home and add achievements to your CV



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

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

### Ways to support your child's learning

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



## Faith and Ethics

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

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

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

## Food and Nutrition

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

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

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

Building on prior learning	Year 9 builds on the knowledge and understanding developed in KS3. Pupils will advance their practical skills and theory work looks at the GCSE content in greater detail.
Enrichment within the Curriculum	To enrich pupils experience of the subject all pupils will have the opportunity to experience visits from guest speakers in the food industry. Pupils will have the opportunity to participate in workshops with catering staff within the school.
Extracurricular opportunities	Pupils will have the opportunity to participate in clubs offered by food. These will be offered for both theory and practical work aspects of the subject area.
Positive impacting on personal development (SMSC)	Food opens up a wide range of opportunities to trial and test a range of ingredients and methods. Pupils are encouraged to work together to complete their projects, to share resources and ingredients. Pupils are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious design is a cornerstone for us across the department at Woodrush.
Preparing for the next stage of education	Studying Food and Nutrition is a great introduction to the world of catering and technical studies in Nutrition. There are endless opportunities for students studying food Post 16. Many students who study Food and Nutrition at GCSE apply for Post 16 courses including Food Science, Nutritional Studies, Catering.

### Ways to support your child's learning

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



# Geography

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>World population</b>  World population change Population pyramids Managing population Migration and Ethnicity in the UK	<b>Restless Planet</b>  Structure of the Earth History of plate tectonics Plate boundaries Earthquakes	<b>Restless Planet</b>  Earthquake examples Volcanoes and super-volcanoes Tsunamis Living in hazardous areas Managing hazards	<b>Globalisation</b>  Work in the UK Globalisation of fashion Locating a new clothing factory topic	<b>Globalisation</b>  Globalisation of trade, technology and migration	<b>The Living World</b>  Ecosystems Nutrient cycles Rainforest characteristics and management
Assessments	Short answer questions test  End of topic assessment	Knowledge recall quizzes  Whole class feedback	End of topic assessment  Knowledge recall quizzes	Decision making exercise  Knowledge recall quizzes  Whole class feedback	End of topic assessment  Knowledge recall quizzes	End of year exam.  Knowledge recall quizzes

Building on prior learning	The year 9 curriculum is designed to be broad and varied to link in as much as possible with any prior learning. Students will further develop locational knowledge taught at KS2 at local, national and global scales before developing graph creation and analysis skills taught in Years 7 and 8. An understanding of global economic inequality in Year 8 feeds into the impacts of Globalisation and world population. All content will be taught in conjunctions with the development of map skills, graphical analysis, decision making enquiry, evaluative and debating skills which incorporate include cross curricular links with Science, English and History.
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 of biodiversity outside during the “Living World GCSE taster topic”.
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)	Through the studies of people and place, students are able to respect the faiths, feelings and values of other countries and cultures. Students will be able to share opinions and reflect on sensitive and contentious issues such as deforestation, global climate change, drought, famine and global trade. Students will be encouraged to make difficult moral decisions based on a range of themes, they will understand the consequences of human actions on the world around them but also the importance of living in a fair world for all.
Preparing for the next stage of education	In year 9 we introduce GCSE style assessment questions, vocabulary and command words. We further mathematical, statistical and cartographical skills learnt at KS3 in line with AQA specification requirements. We also develop independence, cultural capital and oracy skills by allowing students to create presentations and form debates around a range of current world issues. We also use Geographical enquiry-based learning in the Living World topic in order to develop student confidence in conducting field studies in Year 10 and at A level.

### Ways to support your child’s learning

- Visit Gapminder.org and worldometer.com to study and view documentaries and data on population change.
- Learn where particular countries are on maps through Google images or by using an Atlas.
- Engage with current news and have conversations about current world issues.
- All students will have access to a Teams page where teachers will post revision material and PowerPoint’s.
- At the end of Year 9, parents are encouraged to purchase a CGP Revision Guide for their child if studying GCSE.



# 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 21st century skills such as Vector Drawing, web design, photo manipulation and digital painting. Students will refine ideas to produce professional looking outcomes on a range of different mediums.”*

	1	2	3	4	5	6
Topics	Powerpoint Skills Baseline Music Poster Design Who is Paula Scher?	Researching existing products.  What makes a good App  Identifying specification points.	Moodboards and Typography  How to develop typography	Logo Development  How to make a successful logo	Draft Ideas and Wireframes  How to communicate ideas effectively and annotate.	App Design prototype.  Students must create a digital prototype of their App Design.
Assessments	Digital Music Poster					App design

Building on prior learning	Students will develop their designing skills so that they can communicate creative ideas effectively. Skills will be more advanced than ones they learned in year 7 and 8. Students will enjoy the challenge of developing their skills even further and learning some new skills and techniques.
Enrichment within the Curriculum	We provide a wide range of skills that students can learn, practice and develop. The skills and knowledge learned in Graphics will hopefully provide an excellent foundation for the way that students present their work going forward in all subjects.
Extracurricular opportunities	Students are encouraged to practice their new skills at home and any exemplar work that is brought in will be photocopied and included in student’s A3 folders. There is a vast collection of youtube video tutorials that can further enhance student’s Graphic skills.
Positive impacting on personal development (SMSC)	Student will be learning how to communicate ideas. When students are asked to be creative and make products/images that need to have an impact they will consider moral and ethical ways in which images can be used in advertising.
Preparing for the next stage of education	Year 9 Graphics will provide a solid foundation level of skills for students to build on as they move up through the Graphics GCSE. It will increase students confidence in their own abilities of designing and communicating ideas.

### Ways to support your child’s learning

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

## History

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

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	How did events after World War I lead to World War II, and what were the consequences?	What were the most significant moments in the Second World War, and what impact did the conflict have on Birmingham?	How similar were the experiences of the Holocaust to other genocides in the 20th Century?	How did the Cold War shape our world?	How much has changed and how much has stayed the same in the fight for Civil Rights in the USA since 1860?	How much has changed and how much has stayed the same in the fight for Civil Rights in the USA since 1860?
Assessments	Knowledge check and Whole Class Feedback tasks	Knowledge check and Whole Class Feedback tasks	Synoptic Assessment	Knowledge check and Whole Class Feedback tasks	Knowledge check and Whole Class Feedback tasks	Summative End of Year exam.

Building on prior learning	The content of this year will continue chronologically from their studies in year 7 and 8. Pupils will continue to develop their knowledge and understanding and will place these in their context using second order concepts such as change and continuity, significance, and cause and consequence. Pupils will also develop their source analysis, focusing on what makes a source useful and why sources may differ.
Enrichment within the Curriculum	Students will be encouraged to attend a trip to RAF Cosford for exhibits on WWI and Cold War.
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 spiritual, moral, social and cultural development through learning about topics such as the Holocaust, Cold War, Civil Rights and Migration; all of the topics they study this year will help your child understand the world in which they live better.
Preparing for the next stage of education	The History curriculum in KS3 is designed to foster a lifelong love of History in your child. It has also been tailored to prepare students for the demands of KS4 both with regards to content and skills. The focus on the Civil Rights Movements, links into the Making of America topic in KS4, the topic of World War II and Holocaust links to the KS4 topic of Living Under Nazi Rule. The historical skills pupils study will develop and prepare them for GCSE History.
Ways to support your child’s learning	
<ul style="list-style-type: none"> <li>• Purchase the revision guides available through school.</li> <li>• Watch a range of historical documentaries and dramas to help students to contextualise and consolidate their historical knowledge.</li> <li>• 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.</li> </ul>	



# Mandarin

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

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

Building on prior learning	Students will have covered basic grammar in Key Stage Three, including how to conjugate verbs in the present tense and adjectival agreement. Students will have learned about describing others and giving personal information. Students will have learned about school and hobbies in year 7 and food and drink in year 8. These foundations will be built on in year 9.
Enrichment within the Curriculum	Visit to a museum to experience Asian/Chinese cultural events Visit to a Chinese restaurant Learning about cultural events such as Chinese festivals throughout the year
Extracurricular opportunities	Students will be given the opportunity to become Woodrush Language Leaders. Language Leaders will be ambassadors to the department and will help with events such as the Year 6 Languages festival in the summer term.
Positive impacting on personal development (SMSC)	Students will explore beliefs and experiences whilst learning about Chinese traditions and cultural events. Students will be given the opportunity to appreciate cultural differences and will celebrate diversity. Students will use a range of social skills and will participate in discussions and speaking activities throughout the year, where they will be expected to respect others and volunteer ideas.
Preparing for the next stage of education	In year 9 students are given the opportunity to practise GCSE exam style questions across a range of topics and they will develop their reading, listening, speaking and writing skills (all of which are examined at the end of year 11).

## Ways to support your child’s learning

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



# Maths

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

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

Building on prior learning	Pupils will be building upon and furthering their understanding of the topics studied in year 7 and 8. Pupils will need the skills from year 7 and 8 to be able to understand the necessary concepts in year 9. All prior knowledge will be assessed.
Enrichment within the Curriculum	Within year 9 pupils will have various enrichment opportunities open to them. We currently have links with the University of Birmingham to support and inspire pupils interested in STEM careers. In addition to this we hope to invite some local companies in so students can see the purpose of maths!
Extracurricular opportunities	Pupils are encouraged to participate in the various house competitions that the Mathematics department run throughout the year.
Positive impacting on personal development (SMSC)	Mathematics is important in everyday life and it is something we use all the time, often subconsciously: many jobs require being able to use and apply concepts and most subjects will use ideas encountered in Maths. In Maths we focus on the development of critical thinking skills which enable students to analyse, evaluate and reflect upon their solutions. We also work to develop a positive mind-set which is essential when learning to cope with new mathematical methods and/or difficult problems in order to develop perseverance in our students.
Preparing for the next stage of education	Year 9 marks the start of the mathematics GCSE course. The key stage three course will have put pupils in a strong position going into year 9, covering several elements of the GCSE course already and providing the building blocks of many more. It is important that pupils continually practice all their skills gained in year 7 and year 8 in order to prepare themselves effectively for GCSE maths. It is so important that students are aware of how important year 9 is as the start to their GCSE’s.

## Ways to support your child’s learning

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

## Music

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

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

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

### Ways to support your child's learning

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

## Product Design

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

	1	2	3	4	5	6
Topics	<b>Introduction to the Night Light Project</b>  What are we going to be making and why?	Detailed analysis of existing products and how these will help us to design and make our products	<b>Workshop 2 practices</b> <b>Quality Control</b>  <b>Health and Safety</b>  <b>Efficient use of Materials</b>	<b>Workshop Practices 2</b>  <b>Quality Control</b>  <b>Health and Safety</b>  <b>Efficient use of materials</b>	<b>Finishing and Quality of Finish</b>  How to ensure a good quality finish  What is Quality Assurance (QA) and Quality Control (QC)?	<b>Evaluating Products</b>  How to evaluate the effectiveness of products and their suitability?
Assessments	<b>Classwork assessment of progress</b>	<b>Practical and in class theory Assessment (based on material area)</b>	<b>Following all Quality procedures and quality of practical work a</b>	<b>Mid-Term Assessment</b>	<b>Quality of finish of practical piece</b>	<b>Quality of written and oracy during class lessons</b>

Building on prior learning	Year 9 will build upon and re-enforce the learning that took place in Key Stage 3 (Years 7 and 8 ). The curriculum set out will enhance the current knowledge and seek to add further knowledge and develop a higher level skills set in using materials.
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	Break and lunch-time opportunities to use the Department (with supervision)
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!

## 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> Behaviours in unhealthy relationships Exploitation and abuse in relationships Explicit material and the law Different types of relationships and healthy behaviours	<b>Health and wellbeing</b> Reproductive anatomy and methods of contraception Different forms of STIs and treatments Mental health and social media use Substance abuse and impact	<b>Living in the wider world</b> County lines and grooming Managing situations with drugs	<b>Relationships and sex education</b> Features of domestic abuse Skills for successful relationships and ending unhealthy relationships Sexual readiness	<b>Health and wellbeing</b> Coping with loss and bereavement Supporting our health When our health goes wrong	<b>Living in the wider world</b> Debt and how to avoid it Responsible and ethical consumerism
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 8, 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> Bullying and banter, gender stereotypes, pornographic material, peer pressure and online behaviours, family life and contributions, conflict at home, different forms of abuse in relationships <b>Health and Wellbeing:</b> Products to help us through puberty, signs of poor mental health, young people and vaping, consent in scenarios, conception and contraception <b>Living in the Wider World:</b> Knife crime, tax and national insurance, prejudice and discrimination, female genital mutilation and forced marriage, risks to spending time online, different forms of gambling
Enrichment within the Curriculum	Students will experience guest speakers in several topics such as careers, activists, police and representatives from charities just to name a few. PSHE acts as a vehicle to identify students’ qualities and abilities so they can access and succeed in a wide range of the whole school curriculum.
Extracurricular opportunities	Wellbeing Club will be a weekly offering for students to explore healthy coping mechanisms when they are faced with stress, worry or anxiety. Students will have the opportunity to join the Wellbeing Forum to steer mental, social and physical health at Woodrush. Students will be encouraged to take part in extra-curricular clubs to encourage mindfulness, creativity and celebrating identity.
Positive impacting on personal development (SMSC)	PSHE has a significant impact on the spiritual, moral, social and cultural (SMSC) development in students and here’s how: <b>Social development:</b>



	<p>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.</p> <p><b>Moral development:</b></p> <p>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.</p> <p><b>Spiritual development:</b></p> <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>
<p>Preparing for the next stage of education</p>	<p>The topics covered in Year 9 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 developed 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>KS3 Units</b>  <b>B5 – Field study</b> Ecology, sampling, investigative skills <b>C5 - Materials</b> The rock cycle, extracting metals, polymers, materials, recycling <b>P5 – Space</b> Structure of the universe, orbits, phases of the moon	<b>KS3 Units</b>  <b>B5 – Field study</b> Ecology, sampling, investigative skills <b>C5 - Materials</b> The rock cycle, extracting metals, polymers, materials, recycling <b>P5 – Space</b> Structure of the universe, orbits, phases of the moon	<b>B1</b> – Cells, microscopes, photosynthesis and respiration <b>C1</b> - States of Matter, Atomic Structure, Ions and Isotopes, Separation Techniques <b>P1</b> – Atomic structure, History of the Atom, Specific heat capacity and Latent heat, pressure	<b>B1</b> – Cells, microscopes, photosynthesis and respiration <b>C1</b> - States of Matter, Atomic Structure, Ions and Isotopes, Separation Techniques <b>P1</b> – Atomic structure, History of the Atom, Specific heat capacity and Latent heat, pressure	<b>B2</b> – animal and plant transport systems <b>C2</b> – Periodic Table, Electron Shells, bonding and structure <b>P2</b> – Forces, Speed and acceleration, Gravitational potential energy, Kinetic Potential Energy, Hooke’s Law	<b>B2</b> – animal and plant transport systems <b>C2</b> – Periodic Table, Electron Shells, bonding and structure <b>P2</b> – Forces, Speed and acceleration, Gravitational potential energy, Kinetic Potential Energy, Hooke’s Law
Assessments	KS3 Mini assessments	KS3 Mini assessments	B1,C1, P1 Checkpoints  Synoptic assessments	B1, C1, P1 Checkpoints and End of Topic Tests	B2, C2, P2 Checkpoints	B2, C2, P6 End of Topic Tests  Synoptic assessments

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

### Ways to support your child’s learning

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



# Spanish

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

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

Building on prior learning	Students will have covered basic grammar in Key Stage Three, including how to conjugate verbs in the present tense and adjectival agreement. Students will have learned about describing others and giving personal information. Students will have learned about food and drink in year 7 and types of media in year 8. These foundations will be built on in year 9.
Enrichment within the Curriculum	-Food tasting during Health topic -Visit to a Spanish restaurant -Learning about cultural events such as Spanish festivals throughout the year
Extracurricular opportunities	Students will be given the opportunity to become Woodrush Language Leaders. Language Leaders will be ambassadors to the department and will help with events such as the Year 6 Languages festival in the summer term.
Positive impacting on personal development (SMSC)	Students will explore beliefs and experiences whilst learning about Spanish traditions and cultural events. Students will be given the opportunity to appreciate cultural differences and will celebrate diversity. Students will use a range of social skills and will participate in discussions and speaking activities throughout the year, where they will be expected to respect others and volunteer ideas.
Preparing for the next stage of education	In year 9 students are given the opportunity to practise GCSE exam style questions across a range of topics and they will develop their reading, listening, speaking and writing skills (all of which are examined at the end of year 11).

## Ways to support your child’s learning

- Encourage your child to take an interest in events / news from the Spanish speaking world.
- Encourage the use of **Memrise** – an app/website for learning vocabulary (students have a login) [www.memrise.com](http://www.memrise.com)
- Encourage the use of their CGP revision guides at home.
- Encourage the use of their vocabulary books from year 7 and 8.
- Look out for Spanish films or TV programmes. Remember to put on the English subtitles to help.
- Buy Spanish magazines, newspapers or films if you happen to go to Spain on holiday.
- Watch familiar cartoons in Spanish on YouTube.
- Listen to popular music from Spain on ‘YouTube’.
- Ask your child to teach you to say something new in Spanish every day.
- Visit local Tapas restaurants to enrich your child’s cultural knowledge.
- Test your child’s vocabulary knowledge at home at the end of a sub-topic.
- Create flashcards and matching or pairs-style activities, using the words from the Vocabulary Book.
- Use the method of ‘look, cover, write, check’ to improve spellings.
- If your child has a speaking assessment coming up, listen to them practise to help build their confidence.

## Textiles

*“The Textiles curriculum 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
<b>Topics</b>	<b>Introduction - Idols</b> Pupils will learn about the project and the artist they will be focussing on.	<b>Artist Research</b> Pupils will research into the artist Loui Jover and create an artist research page.	<b>Designing</b> Pupils will use their research into the artist Loui Jover and create an annotated creative design.	<b>Making</b> Pupils chose idol to be distorted in the style of Loui Jover and modge podge used to transfer image onto fabric.	<b>Making (x4 lessons)</b> Techniques – embroidery, applique, CAD/CAM embroidery machine. Fabric markers used to add design to fabric.	<b>Evaluations</b> Pupils will analyse and evaluate their work identifying strengths and weaknesses
<b>Assessments</b>	Baseline assessment	Set against success criteria			Assessment of the final practical piece	Assessment of written evaluations

Building on prior learning	In year 9 we will be revisiting key skills (research, designing, making including embroidery and applique) alongside analysis of key characteristics of artist work using formal elements, line, tone, shape and colour to inspire designing and 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 form a range of accessible shops, supermarkets and online to help further their skills.
- Pupils are encouraged to enjoy Design and Technology – Have fun with design – make mistakes and learn from them!



## 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

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

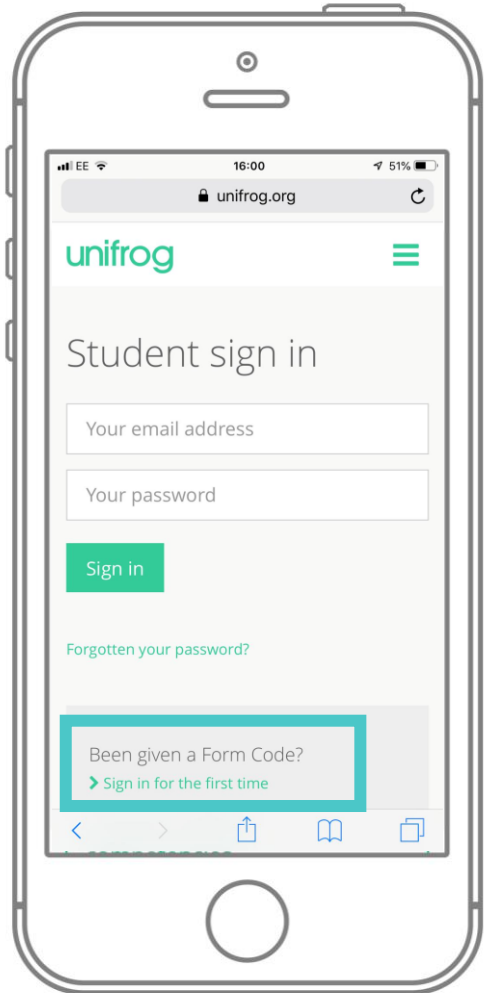
## Year 11

- 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.

