Woodrush High School

Curriculum Booklet

Year 7

2021 - 22

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 7 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 the following core principles which you will see reflected in the subject information.

- **Broad and balanced** so students gain a wide variety of knowledge, understanding and skills
- **Inspires a love of learning** to give students a thirst for knowledge
- **Builds on prior learning** to ensure that learning in all areas is progressive and moves students forward
- **Provides time to embed learning** so there is a deep understanding of the topics taught
- **Meet the needs of all learners** so that all students are pushed to reach their potential
- **Impacts positively on personal development** to equip students to become active citizens in modern Britain
- **Supported by enrichment** to help students to see the relevance of what they are learning to the outside world as well as give them opportunities to extend their learning outside of the curriculum
- **Prepares students for the next steps** whether that be a new key stage, onto college or out into the world of work

As children get older it becomes increasingly difficult for parents 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,

Miss S Taylor
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 7	Assembly	Literacy/Numeracy	Form	ASPIRE	3Cs

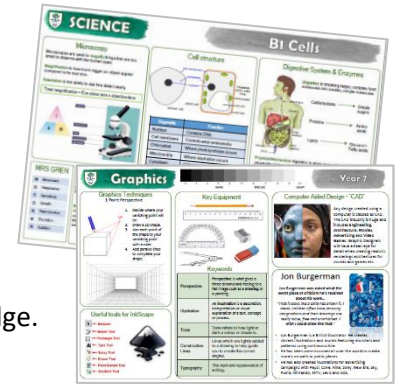
Assembly – Our weekly assemblies focus on the core values of the school and modern Britain as well as being an opportunity to celebrate individual achievements of students.

ASPIRE – Our tutorial time ASPIRE programme gives students the opportunity to discuss relevant local, national and international issues.

Numeracy and Literacy – On alternate weeks students complete activities to strengthen their basic numeracy and literacy.

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

Homework



In year 7 students follow a homework timetable which includes weekly English and Maths work as well as work from their knowledge organiser for all other subjects. Knowledge Organisers are booklets which contains all the key information that they need to learn for each of their subjects for that term. Their homework is to learn the information from this booklet using techniques they are taught as school and staff will regularly quiz students on their learning in lessons. This means that lesson time can be focused on embedding and extend learning rather than delivering basic factual knowledge. We also expect all students to read for 20 minutes each evening.

You can find out more about the techniques students can use to learn the information from their knowledge organiser from the Woodrush Online YouTube channel.

Mon A	Tues A	Wed A	Thurs A	Fri A
Maths	KO - Science	English	KO - Faith and Ethics	KO free choice or attendance at an after-school club this week
KO – History	KO – Music	KO – Spanish or Mandarin	KO - Computer Science	
20 minutes reading	20 minutes reading	20 minutes reading	20 minutes reading	20 minutes reading

Mon B	Tues B	Wed B	Thurs B	Fri B
Maths	KO - Science	English	KO - DT	KO free choice or attendance at an after-school club this week
KO - Geography	KO – Art	KO – Spanish or Mandarin	KO - PE	
20 minutes reading	20 minutes reading	20 minutes reading	20 minutes reading	20 minutes reading

		ART	COMPUTING	GRAPHICS	ENGLISH	FOOD	GEOGRAPHY	HISTORY	**Mandarin**
Autumn 1	Topics	**EDIBLES** Drawing skills Mushroom observations Pepper study	**Digital Literacy and Web Awareness**	**One Point Perspective**	**Identity** (Personal) Biographical reading and writing.	**Safety** Health and safety Weights and measures Identifying Equipment Making procedures	**My Place** UK cities, Mapwork Birmingham commonwealth games	**What can the Staffordshire Hoard tell us about life in Anglo-Saxon England?**	**Pin Yin** Pronunciation, the Chinese Alphabets. **All About Me** Personal details: greetings, name, age, and birthdays
	Assessments	Baseline assessment – sustained drawing task	Written Test	Name drawing	Writing a personal biography. Speaking and Listening 'about me' project.	Knife Skills and Techniques Health and Safety	Birmingham map skills Development and regeneration of Birmingham	Analysing Anglo-Saxon artefacts	Listening, reading, and 30-40-character writing assessment
Autumn 2	Topics	**EDIBLES** Colour wheel Tints, tones and shades Orange study Venus Winston	**Analysing Data and Asking Questions**	**Crating Skills and isometric sketching** How to create isometric cubes and use them to create designs.	**Identity** (Local and cultural) Reading texts about local places.	**Culture** World Foods Food Choices Traditions and food	**My Place** UK Landscapes- Rivers and Coasts	**Did life really change that much during the Medieval period?**	**All About Me** Family members, extended family members and pets. **Chinese homes**
	Assessments	Book work – colour theory assessment	Written test and printed Spreadsheet		Literary extract reading assessment.	Advanced knife skills Heat transfer Seasonality	Map skills River and coast landscapes questions Flooding newspaper article	Write a summary of the changes that the Normans made to England. Analyse the Bayeux tapestry	Listening, reading, and 30-40-character writing assessment
Spring 1	Topics	**ILLUSTRATION** Charlie Mackesey Lauren Childs Illustrator linked with English	**Databases**	**Textures, tone and Hatching** Drawing techniques Presentation skills	**Travel and Places** Reading and writing a range of non-fiction travel texts.	**Sustainability** Food provenance Where food comes from 1 Farm to fork	**Our Future World** Urbanisation megacities and population Uk energy	**How did Henry VIII cause 100 years of trouble?** **Slavery and Empire**	**Chinese New Year** Chinese New Year Celebrations: Calligraphy, paper folding, lantern making, dumpling-making and tasting **Hobbies** Free time activities
	Assessments	Illustration outcomes –	Written test and printed Database		Writing a travel text.	Provenance of food Where food comes from?	6/ 9 mark questions on energy provision	The English Reformation Analyse primary sources Reasons for the growth of the British Empire	Speaking Assessment
Spring 2	Topics	**ILLUSTRATION** Animation **MINIBEASTS** Mindmap Photography	**What are Computers (How computers work)**	**Idea Generation** Looking at inspiration	**Travel and Places** Poetry and novels from other cultures.	**Sustainability** Food Provenance Where food comes from Seasonality	**Our Future World** Food and Water In the Uk / abroad Sustainable Transport Sustainable cities	**Slavery and Empire** **What was the impact of the Industrial Revolution on working people's lives?**	**Hobbies** Sports, and Days of the week Express & justify opinions on free-time activities, Chinese young people's hobbies
	Assessments	Animation Outcome –	Written test		Reading assessment based on a novel.	Food Seasonality	Case study Global warming group debate Design a sustainable city	Evaluate the impact on women's, men's and children's lives Source evaluation	Listening, reading, and 50-60 character writing assessment
Summer 1	Topics	**MINIBEASTS** Mixed media workshops; Biro and hairspray, Chalk and charcoal, Press printing, Textured press printing	**Game making and Algorithmic Thinking using Scratch**	**Idea Generation** Character Creation CAD Skills	**Heroes and Villains** **& Introduction to Shakespeare** Shakespeare extracts.	**Nutrition and Health Eating** Eat well guide Balanced plate (Key nutrients and healthy living). Balanced meals	**Extreme Environments** Russia and Biomes, Arctic, Antarctica, Glaciers and mapwork	**Empire in the 19th Century** Ireland **Empire in the 19th Century** India	**School** Subjects, time-telling and time phrases Express & justify opinions on school subjects Schools in China
	Assessments	Book work Assessment	Written Test and finished Code	Inkscape drawings	Reading analysis of a Shakespeare character.	Basic menu planning	Debate/ Oracy Antarctica Extended writing piece Quiz	British treatment of the Irish population Causes, effects and impact of the Great famine The Sepoy rebellion in India	Speaking Assessment
Summer 2	Topics	**MINIBEASTS** Jean Cody book paper butterfly Paper collage bug Clay beetles	**Game making and Algorithmic Thinking using Kodu**	**1 Point Perspective** Interior design Room Drawing	**Heroes and Villains** **& Introduction to Shakespeare**	**Food Science** Gluten Bread practical's and theory	**Extreme Environments** Desert environments, Dubai, Yemen conflict, Qatar world cup	**Empire in the 19th Century** Africa	**Intensive Study** Exploring Chinese Culture **Preparation for the end of year MEP hurdle tests**
	Assessments	Overall grade based on book work and outcomes.	Written Test and finished Code	Bedroom drawing – 1 point perspective	Script writing task. Speaking and Listening presentation.	Food science Function of ingredients	Formal end of year assessment	Extended writing piece comparing the nature of life under empires- British, German, Belgian	MEP Hurdle Tests – Speaking and Writing – teacher-assessed Listening and Reading – GoChinese externally marked exams.

MATHS	MUSIC	PE	PRODUCT DESIGN	FAITH & ETHICS	SCIENCE (topics be taught on rotation)	SPANISH	TEXTILES
Number Whole number and decimals Baseline Test to assess students starting points.	**The Elements of Music. Introduction to the Keyboard - Note finding, chords, melody and bass line.**	**Boys –** Badminton/ Football **Girls** – Netball/ Gymnastics	**Safety** 1.Contextual Challenge 2. Health and safety passport	**Philosophical Questions About Existence** Looking at different theories of how we came into being.	**B1 – Cells** Cells, microscopes, DNA, variation and inheritance, digestion and enzymes	**Phonics** Pronounce letters in the Spanish alphabet. **All About Me** Personal details: name, age, birthday, personality & where I live	**Safety Introduction to the workshop** Pupils identifying the safety hazards in the workplace (and when using machinery)
End of topic Exit Tickets	Listening Test Paired performance piece.	Skills assessment (plus assessment of other roles)	Baseline test Health and Safety passport	Frequent low mark and extended questions	B1 end of unit test	Speaking Assessment	Health and Safety leaflet
Number Factors and multiples Fractions, decimals and percentages	**Programme Music** **Spooky Themes** Composing in the style of 'Danse Macabre'	**Boys –** Gymnastics/ Rugby **Girls –** Badminton/ Hockey	**Culture** Generating ideas 2D and 3D Drawing Single point perspective drawing	**Is There A God?** The qualities of God and how different faiths view God.	**C1 –Particle Model** Particle model, changing sate, mixtures, solubility, separation techniques.	**All About Me** Brothers and sisters and descriptions of pets	**Culture** **Generating design ideas in 2D and 3D** Sketching
End of topic Exit Tickets	Listening Test Composition assessment	Skills assessment (plus assessment of other roles)	Accuracy drawing in 2D and 3D -Single point perspective drawing/ rendering of objects	Frequent low mark and extended questions	C1 end of unit test	Reading & writing Assessment	Drawings and designs to be assessed
Geometry Measures, perimeter and area	**World Music:** *Chinese Music* *African Music* *Samba Music* *Indian Music* Learning rhythmic notation	**Boys –** Badminton/ Football **Girls -** Netball/ Dance	**Stakeholders** Identifying stakeholders, writing briefs and specifications Initial ideas and modelling, start making	**Special and Sacred Places** Places of worship and pilgrimages for different faiths	**P1 – Forces** Friction, gravity, drag, upthrust, magnetism, motion	**Family and Friends** Family members, higher numbers, hair & eyes, physical description & express opinions on where I live	**Meeting stakeholders requirements** Writing briefs and customer profile
End of topic Exit Tickets	Notation Test Listening Test Rhythmic performance & composition	Skills assessment (plus assessment of other roles)	Writing manufacturing briefs Producing Marking out of materials	Frequent low mark and extended questions	P1 end of unit test	Listening assessment	Writing a design brief
Geometry Angles, transformations, constructions and 3D shapes	**World Music:** **Ukuleles** Learning Chords and introduction to tabulature	**Boys –** Fitness/ Hockey **Girls -** Badminton/ Football	**Sustainability** Developing design ideas Materials properties overview	**Power in Peace** The meaning of peace and exploring injustices and reasons for protesting.	**B2 – Respiration and Photosynthesis** Aerobic and anaerobic respiration, photosynthesis, heart rate and breathing rate	**Free-Time** Express & justify opinions on free-time activities, time expressions & present tense of regular verbs	**Sustainability** Material Properties
End of topic Exit Tickets Unit test	Ukulele performance assessment	Skills assessment (plus assessment of other roles)	Developing an understanding of material properties through making	Frequent low mark and extended questions	B2 end of unit test	Reading and writing assessment	Classroom discussion and Q&A exercise
Algebra Expressions and formula Equations and sequences	**Musical Periods & Modes** History of Western Music The Great Composers Scales & Tonality	**Boys –** Athletics/ Softball/ Cricket **Girls -** Athletics/ Rounders/ Tennis	**Evaluating** Making of products Isometric sketching CAD designing (2D Design)	**Influential Figures** Great figures in history who fought injustices and were influenced by their faith.	**C2 – Atomic Structure** Atomic and electronic structure, periodic table, atoms, elements and compounds and metals.	**Free-Time** Sports, days of the week, present tense of irregular verbs, weather & seasons	**Evaluating** Evaluating final product against brief and requirements of user
End of topic Exit Tickets Unit test	Fugue in Dm Keyboard Performance	Skills assessment (plus assessment of other roles)	Final evaluations – Marked for the level of detail and feedback to the made product	Frequent low mark and extended questions	C2 end of unit test	Speaking assessment	Final evaluations – Marked for the level of detail and feedback to the made product
Algebra Graphs **Ratio** Ratio and proportions **Statistics** Representing data and probability	**Musical Periods & Modes** 20th Century Music Minimalism & Expressionism Graphic Score Notation	**Boys –** Badminton/ Football **Girls -** Netball/ Gymnastics	**Technological Developments** Writing evaluations Marketing and Branding of products	**Our Responsibility to The Environment and Others** Religious and non-religious views on taking care of our surroundings and others.	**P2 – Energy** Energy stores and transfers, renewable energy and space science.	**School** School subjects, express & justify opinions on school subjects, teachers, school facilities & breaktime activities	**Technological Developments** Examining materials and technologies that impact the development of products
End of topic Exit Tickets Unit test	Composing in the style of Mozart Rondo Alla Turca Keyboard assessment Listening Test	Skills assessment (plus assessment of other roles)	Formulating and producing evaluations Producing final proposals and pitches	Frequent low mark and extended questions	P2 end of unit test End of year assessment	End of Year assessment	Match up task

Subject Guidance

Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**EDIBLES** Baseline assessment Drawing skills Mushroom observations Pepper study	**EDIBLES** Colour wheel Tints, tones and shades Orange study Venus Winston	**ILLUSTRATION** Charlie Mackesey Lauren Childs Illustrator linked with English	**ILLUSTRATION** Stop Motion Animation using soundtrack created in Music. **MINIBEASTS** Mindmap Photography	**MINIBEASTS** Mixed media workshops Biro and hairspray Chalk and charcoal Press printing Textured press printing	**MINIBEASTS** Jean Cody book paper butterfly Paper collage bug Clay beetles
Assessments	Baseline assessment – sustained drawing task	Book work – colour theory assessment	Illustration outcomes – Assessment Objectives	Animation Outcome – Assessment	Book work Assessment - Assessment Objective 2	Overall grade based on book work and outcomes.

Building on prior learning	Most students will be starting their Art education from a basic level. So, in classroom Art lessons we aim to teach students about the visual elements which are key to the basic drawing skills (Line, Tone, Shape and Colour). Alongside this we encourage experimentation by allowing students to explore a variety of experimental techniques and media, such as painting, 3D, printmaking, and collage. Students will use organic structures to explore these areas and will do a mixture of individual and group work.
Enrichment within the Curriculum	We provide a broad and rich curriculum which will build towards an end of term project that will incorporate all years and all creative arts subjects to allow students to exhibit in a final summer festival. Students also have the opportunity to be involved in whole school projects and competitions to support the community.
Extracurricular opportunities	Students will have the chance to take part in extra-curricular clubs such as KS3 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 form a range of accessible shops, supermarkets and online to help further their skills. • Ensure that homework is completed on time. • Get messy with your child! Allow them to explore materials and reassure that it is ok to make mistakes.

Computing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**Digital Literacy and Web Awareness**	**Analysing data and Asking Questions (Spreadsheets)**	**Databases**	**What are computers (How computers work)**	**Game making and Algorithmic Thinking using Scratch**	**Game making and Algorithmic Thinking using Kodu**
Assessments	Written Test	Written test and printed Spreadsheet	Written test and printed Database	Written test	Written Test and finished Code	Written Test and finished Code

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

Ways to support your child's learning.

- Encourage your child to watch technology-based TV shows such as the gadget show.
- Encourage your child to read new technology blogs and sites such as 'The Verve' or the 'BBC Technology pages'
- Trips to famous places associated with technology or to the evolution of technology such as Bletchley Park.
- BBC Bitesize Computer Science pages
- Download some of the free applications such as Python and allow them 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

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

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

Ways to support your child's learning

- Help your child to study their spellings. This could include making sure their 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!
- Look out for any film or television adaptations of books your child has enjoyed or studied in class.
- As well as checking that your child is reading a minimum of the recommended 20 minutes each day, there are lots of ways to support your child's reading:
- Help your child choose books about their interests. This can be both fiction and non-fiction.
- Model good reading habits by talking about books you have enjoyed.
- Encourage reading of non-fiction too e.g., newspapers, appropriate websites, leaflets.
- Good quality magazines about your child's hobbies or interests can also be a valuable resource. This can also make reading seem less of a 'chore' to the most reluctant readers.
- Ask your child about what they are reading, particularly their Accelerated Reader book, or a book they are studying in class.
- Ensure your child is a member of the local library.
- Buy books and magazines as treats or gifts.
- If relevant, encourage your child to read with younger siblings.

Faith and Ethics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**Philosophical Questions About Existence** Looking at different theories of how we came into being.	**Is There A God?** The qualities of God and how different faiths view God.	**Special and Sacred Places** Places of worship and pilgrimages for different faiths	**Power in Peace** The meaning of peace and exploring injustices and reasons for protesting.	**Influential Figures** Great figures in history who fought injustices and were influenced by their faith.	**Our Responsibility to The Environment and Others** Religious and non-religious views on taking care of our surroundings and others.
Assessments	Frequent low mark and extended questions		Frequent low mark and extended questions		Frequent low mark and extended questions	

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 7 include opportunities to express learning through a range of art forms.
Extracurricular opportunities	Students will have the opportunity to visit places of worship during the Spring term to supplement their topic on 'Special and Sacred places'.
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 skill sets that become vital in GCSEs, in particular descriptive, analytical and evaluative skills.

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

Food and Nutrition

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

Building on prior learning	Some students arriving at Woodrush will have had a limited experience of food place practice. The learning will focus on developing student's awareness of kitchen rules and expectations as well as making students feel comfortable and confident when using a range of kitchen utensils. Students will develop a knowledge and understanding of where food comes from and begin learning about the science of food including studies on Nutrition.
Enrichment within the Curriculum	To enrich students experience of the subject all students will have the opportunity to experience visits from guest speakers in the food industry (from **Aspens** and **BCU**). Students will have the opportunity to participate in the workshops with staff within the school**.**
Extracurricular opportunities	Students will have the opportunity to participate in clubs in Design and Technology including the exciting opportunities offered by food. These clubs and opportunities run throughout the year starting in September 2021 including a specialised baking club beginning after October half term.
Positive impacting on personal development (SMSC)	Food opens up a wide range of opportunities to trial and test a range of ingredients and methods. Pupils are encouraged to work together to complete their projects, to share resources and ingredients. Students are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious design is a cornerstone for us across the department at Woodrush.
Preparing for the next stage of education	Studying Food and Nutrition is a great introduction to the world of catering and technical studies in Nutrition. There are endless opportunities for students studying food Post 16. Many students who study Food and Nutrition at GCSE apply for Post 16 courses including Food Science, Nutritional Studies, and Catering.

Ways to support your child's learning

- 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' and Masterchef introduce students to new ingredients and methods.
- Students are encouraged to read books, magazines and articles about creating food dishes.
- When completing homework tasks 'go the extra mile' and thoroughly research the topic areas, practice making food dishes.
- Students are encouraged to enjoy making food dishes – Have fun– trial, make mistakes and learn from them!

Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**My Place** UK cities, Mapwork Birmingham commonwealth games.	**My Place** UK Rivers and Coasts.	**Our Future World** Megacities, Population growth UK energy.	**Our Future World** Provision of food and water Transport and Sustainable cities.	**Extreme Environments** Russia Biomes, Arctic Oil, Antarctica, Glaciers.	**Extreme Environments** Hot deserts of the Middle East, Qatar world cup, Yemen conflict.
Assessments	Birmingham map skills Development and regeneration of Birmingham	Sustainable Olympics exam questions Should White Hart Lane be moved debate	Pie charts past and present 6/ 9 mark questions on energy provision	Assessment questions food and water Case study water Aid/ or an NGO such as Oxfam Design a sustainable city	Extended writing and debates on Should we develop Arctic/ Antarctica?	Animal adaptations quiz/ Questions Formal end of year assessment

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

Ways to support your child's learning

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

Graphics

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

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

Ways to support your child's learning
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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**What can the Staffordshire Hoard tell us about life in Anglo-Saxon England?**	**Did life really change that much during the Medieval period?"**	**How did Henry VIII cause 100 years of trouble?** **Slavery and Empire**	**Slavery and Empire** **What was the impact of the Industrial Revolution on working people's lives?**	**Empire in the 19th Century** Ireland **Empire in the 19th Century** India	**Empire in the 19th Century** Africa
Assessments	Analysing Anglo-Saxon artifacts	Write a summary of the changes that the Normans made to England. Analyse the Bayeux tapestry	Write a summary of the English Reformation Analyse primary sources Reasons for the growth of the British Empire	Evaluate the impact on women's, men's and children's lives Source evaluation	British treatment of the Irish population Causes, effects and impact of the Great famine Source analysis of the Sepoy rebellion in India	Extended writing piece comparing the nature of life under empires- British, German, Belgian

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

Ways to support your child's learning

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

Mandarin

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**Pin Yin** Pronunciation in the Chinese Alphabets. **All About Me** Personal details: greetings, name, age, and birthdays	**All About Me** Family members, extended family members and pets. **Chinese homes**	**Chinese New Year** Chinese New Year Celebrations: Calligraphy, paper cutting, paper folding, lantern making, dumpling-making and tasting **Hobbies** Free time activities	**Hobbies** Sports, and Days of the week Express & justify opinions on free-time activities, time expressions Chinese young people's hobbies	**School** Subjects, time-telling and time phrases Express & justify opinions on school subjects and teachers Schools in China	**Intensive Study** Exploring Chinese Culture **Preparation for the end of year MEP hurdle tests**
Assessments	Listening, reading, and 30-40-character writing assessment	Listening, reading, and 30-40-character writing assessment	Speaking Assessment	Listening, reading, and 50-60 character writing assessment	Speaking Assessment	MEP Hurdle Tests – Speaking and Writing – teacher-assessed exams. Listening and Reading – GoChinese externally marked exams.

Building on prior learning	We do not expect our Year 7 Mandarin students to have any prior knowledge of Mandarin, but the work they do this year will draw on their literacy skills, as well as any other foreign language studies they have done in primary school.
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 pan-dancing, calligraphy-practising, 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 1 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
- 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 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

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

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

Ways to support your child's learning

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

Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**The Elements of Music.** Introduction to the Keyboard - Note finding, chords, melody and bass line.	**Programme Music Spooky Themes** Composing in the style of 'Danse Macabre'	**World Music:** *Chinese Music* *African Music (Djembes)* *Samba Music* *Indian Music* Learning rhythmic notation	**World Music: Ukuleles** Learning Chords and introduction to tab	**Musical Periods & Modes** History of Western Music The Great Composers Scales & Tonality	**Musical Periods & Modes** 20th Century Music Minimalism & Expressionism Graphic Score Notation
Assessments	Listening Test Paired performance piece.	Listening Test Composition assessment	Notation Test Listening Test Rhythmic performance & composition	Ukulele performance assessment	Fugue in Dm Keyboard Performance	Composing in the style of Mozart Rondo Alla Turca Keyboard assessment Listening Test

Building on prior learning	Most students will be starting their music education from a basic level. So in classroom music lessons we aim to teach students about the musical elements (Tempo, Dynamics, Texture, Duration, Pitch and Instruments) along with allowing students to learn a variety of musical instruments such as djembe drums, samba instruments, keyboards and ukuleles. Students will also learn about music from different countries and cultures in our world music schemes.
Enrichment within the Curriculum	We are building our curriculum to ensure students can play and are able to perform on a wide range of instruments. Students can take up instrument lessons outside of lesson time to learn an instrument of their choice. 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

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Topics	**Safety** Health and safety passport Practical	**Culture** Generating ideas Drawing in 2D and 3D Single point perspective drawing	**Meeting Stakeholders Requirements** Identifying stakeholders and clients Writing briefs and specifications Initial ideas and modelling of ideas	**Making** Making the products from woods Materials properties (overview)	**Making** Continuation of the making of products in Spring 2	**Evaluations** Writing evaluations (AO3)
Assessments	Working as a team Demonstrating ingenuity Health and Safety passport (a requirement before practical making)	Accuracy when drawing in 2D and 3D Single point perspective drawing Rendering of objects	Writing manufacturing briefs Marking out of materials Cutting and drilling	Developing a knowledge and understanding of material properties through making	Final evaluations – Marked for the level of detail and feedback to the made product	Formulating and producing evaluations Producing final proposals and pitches

Building on prior learning	Some students arriving at Woodrush will have had a limited experience of workshop practice. The Autumn term will focus on developing students awareness of workshop rules and expectations as well as making students feel comfortable and confident when using a range of hand tool techniques and machinery.
Enrichment within the Curriculum	To enrich students experience of the subject all students will have the opportunity to experience visits from guest speakers in the subjects (**Jaguar Land Rover, BCU**), planned visits to the **Big Bang fair** (Science/Engineering show NEC) and to **Think Tank** for 2022. Students will have the opportunity to participate in the workshop '**Women into Engineering'**/ '**Young Engineers'**
Extracurricular opportunities	Students will have the opportunity to participate in clubs in Design and Technology including the exciting new Young Engineers club starting in September, Craft Club, Engineering and extra-curricular opportunities offered by Food and Textiles subjects which have cross curricular links. These clubs and opportunities run throughout the year.
Positive impacting on personal development (SMSC)	Design and Technology opens up a wide range of opportunities to explore a range of issues from the world around us. Students are encouraged to work together to complete their projects, to share resources. Students are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious design 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 helps them take up positions in companies around the world.

Ways to support your child's learning

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

Science

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

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

Ways to support your child's learning

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

Spanish

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**Phonics** Pronounce letters in the Spanish alphabet. **All About Me** Personal details: name, age, birthday, personality & where I live	**All About Me** Brothers and sisters and descriptions of pets	**Family and Friends** Family members, higher numbers, hair & eyes, physical description & express opinions on where I live	**Free-Time** Express & justify opinions on free-time activities, time expressions & present tense of regular verbs	**Free-Time** Sports, days of the week, present tense of irregular verbs, weather & seasons	**School** School subjects, express & justify opinions on school subjects, teachers, school facilities & breaktime activities
Assessments	Speaking assessment	Reading and writing assessment	Listening assessment	Reading and writing assessment	Speaking assessment	End of Year assessment

Building on prior learning	Year 7 students build on the vocabulary acquired during KS2 languages, for example: greetings, numbers, pets, colours and phonics. Students strengthen their awareness of grammar such as adjectives, nouns and verbs.
Enrichment within the Curriculum	European Day of Languages – activities in lessons and competitions. Learning about the annual Hispanic festivals such as Day of the Dead and Holy Week. 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

- 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.
- Use Memrise, the vocabulary learning website/app: www.memrise.com
- Visit local Tapas restaurants to enrich your child's cultural knowledge.
- Create flashcards and matching or pairs-style activities, using the words from the Knowledge Organiser.
- 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

	1	2	3	4	5	6
Topics	**Safety Introducing to the workshop** Pupils identifying the safety hazards in the workplace (and when using machinery)	**Research** Identifying and researching into Nikki Parmenter	**Creating Designs inspired by artist focus** Using the artist research to create their own ideas	**Colour application techniques** Pupils learn how to tie-dye and use this to add colour to their background of their work	**Embroidery** Pupils learn a range of hand stitches to add detail and decoration to their work	**Evaluation** Analysing and evaluating their work their work to identify strengths and weaknesses
Assessments	Health and Safety leaflet	Presentation of artist research	Drawings and designs to be assessed	Quality of tie-dying technique	Quality of embroidery technique	Final evaluations – Marked for the level of detail and feedback to the made product

Building on prior learning	Some students arriving at Woodrush will have had a limited experience of workshop practice. The beginning will focus on developing students awareness of workshop rules and expectations as well as making students feel comfortable and confident when using a range of hand sewing techniques and machinery.
Enrichment within the Curriculum	To enrich students' experience of the subject all students will have the opportunity to experience visits from guest speakers in the subjects (**Birmingham City University**). Students will have the opportunity to participate in the workshops with **BCU (Fashion and Textiles department)**
Extracurricular opportunities	Students will have the opportunity to participate in clubs in Design and Technology including the exciting new Craft Clubs and extra-curricular opportunities offered by Textiles. These clubs and opportunities run throughout the year starting in September.
Positive impacting on personal development (SMSC)	Design and Technology opens up a wide range of opportunities to explore a range of issues from the world around us. Students are encouraged to work together to complete their projects and to share resources. Students are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious design is a cornerstone for us at Woodrush
Preparing for the next stage of education	Studying Design and Technology is a great introduction to the world of Design and Textiles Technology. There are endless opportunities for designers including the world of designing, garment manufacture. Many students who study Design and Technology apply for Post 16 courses including textiles technology, materials technologist, garment manufacture which help them take up positions in companies around the world

Ways to support your child's learning

- Students are encouraged to continue their studies outside of the classroom. Trips to interactive museums
- Students are encouraged to keep sketch books, take photographs and collect examples of innovative and creative designs.
- Look out for any design and creative competitions on TV (shows on CBBC/Terrestrial channels), radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating!

- Students are encouraged to read books, magazines and articles about design and innovative products on-line.
- When completing homework tasks 'go the extra mile' and thoroughly research the topic areas, practice making practices garments and pieces.
- Students are encouraged to enjoy Design and Technology – Have fun with design – make mistakes and learn from them!