

OUR VISION IN ACTION

How does the vision that we have as a school translate into the curriculum?

Our vision statement is not simply a set of worthy aspirations. It permeates all of our curriculum and is complemented by, and instituted through, the subject-specific aims of each department. It is impossible to encapsulate in a single document how this vision is realised across our whole curriculum, but below is a sample of *just some* of the ways in which it translates into curriculum reality.

Offering a full and balanced curriculum – and extra-curriculum – which encourages intellectual and personal development.	
ART	We cover a wide range of Artistic Approaches from 2D painting (watercolour, acrylic paint to oil paint) & Printmaking (polystyrene/lino reduce method, dry etching) to 3D ceramic, mixed media (textile experimental approach, collages, plaster...) and lens based images. This is enhanced by a trip to a major gallery in London for the whole year 9 cohort, and cross-curricular trips (eg to Paris or Berlin). Life drawing is offered to year 10 and 12 students.
CLASSICS (INCLUDING LATIN)	Greek Club, Classics play, and Classics Club are regular extra-curricular activities. Extra literature is studied to prepare students for the requirements of GCSE in Year 9.
CREATIVE TECHNOLOGIES	We facilitate exposure to up to date trending technology as much as possible to enhance and support student learning and development via a range of extra-curricular activities/trips and use of the innovation lab. Projects are designed to reflect different contexts. Students are encouraged to think through and justify their designing, to question their design decisions and to consider the needs of others in their solutions.
ECONOMICS	The department covers the full and balanced curriculum (micro economics including all economic agents and macroeconomics including national and international issues, challenges and policies) in a manner which stimulates intellectual enquiry. This is enhanced by extra-curricular activities such as the student investor challenge, writing FT blogs, wider reading, entering essay competition and visits. The department provides a comprehensive knowledge of Economics and develops critical thinking as well as problem solving skills. The curriculum also embeds the necessary quantitative skills. . We also wish to see our students develop into independent and deep thinkers, so they are encouraged to do research on various economies and deliver well focused presentations. This is enhanced by extra-curricular activities such as the student investor challenge, hosting conferences, Inspiration day, Bank of England talks and competitions, writing FT blogs, wider reading, entering essay competition and visits.
ENGLISH	Ensuring that our students are introduced to a wide range of literature from different periods, genres and authors is at the centre of our ethos as a department. It is important to us that our students come across writers with whom they can closely identify alongside those who give them opportunities to explore ideas, cultures and viewpoints that they are less familiar with. We aim for our students to see the literature that they read as a dialogue between different periods, genres, cultures and world experiences. We also wish to see our students develop into

	<p>independent and deep thinkers. For this reason, we incorporate critical discussion of texts and ideas from the beginning of year 7. Students are also exposed to a range of academic criticism over the course of KS3 and 4. As well as becoming confident and critical readers, we aim for all students to be able to express themselves in creative and non-fiction writing and through informal and formal presentations. We believe that students should be encouraged to find their own, unique 'voice' and to have an appreciation of how they might be able to bring about positive change in the world by using this voice in a range of contexts.</p>
FOOD & NUTRITION	<p>Students develop their practical skills, the principles of healthy eating as well as the science of food. Students are engaged in a range of extra-curricular activities such as cookery club, competitions and trips.</p>
GEOGRAPHY	<p>Our curriculum is mapped to ensure aspects of geographical knowledge, understanding and skills are covered (and re-visited) over time.</p> <p>Geography lends itself to providing students with extra-curricular opportunities through visits and fieldwork. The department aims to offer such opportunities to all year groups if possible. Fieldwork allows for geographical learning as well as considerable personal development.</p>
HISTORY	<p>Girls will develop an understanding of the history of the British Isles, as an island and an empire, and of the wider world over the last millennium. The word 'history' is synonymous with 'inquiry' and students should leave the classroom with the tools to successfully 'inquire': to interrogate sources and arguments in their many forms; to forge links between events and ideas; to question purposefully; to organise ideas; to write arguments convincingly; to leave the classroom and continue to learn, read and debate, both with and without teacher guidance. We aim to provide a rich and diverse curriculum enabling students to understand the world that once was; the world as it is now; the connections between the two; as well as human relationships on different scales.</p>
MATHEMATICS	<p>Our KS3 curriculum is designed to ensure all students have a firm foundation of key mathematical principles, and is shortened to 2 years to allow students to begin their GCSE course in year 9. At KS4, students cover all aspects of Mathematics; Number, Algebra, Data, Ratio and Proportion and Geometry. Our KS5 curriculum is designed so that students develop familiarity with content to prepare them for further study beyond A-levels. Throughout students are encouraged to develop their mathematical knowledge and oral, written and reasoning skills in a manner which encourages confidence and enjoyment.</p>
MODERN FOREIGN LANGUAGES	<p>The schemes of work are broad and include authentic material and research from different countries. In the French Scheme of Work, there is increasing emphasis on francophone countries.</p> <p>We aim to offer a range of enrichment activities, including trips abroad (where circumstances allow) and trips to London, for example to the French Institute or the Goethe Institute. Trips abroad include a day trip for year 9 students to France, trips to the German Christmas markets. Co-curricular trips have also been successfully run, including a French – Art trip on Impressionism and German – Art trip to Berlin.</p>

	<p>The department runs competitions for students. Previous competitions have included a French meme competition across the school, a haiku competition for French and German, a festive French translation challenge.</p> <p>Students are also encouraged to participate in national competitions, including participation in the UK Linguistics Olympiad in the spring term. The department has been involved in the Goethe Institute debating competition.</p> <p>The department runs a year 7 “International Fiesta”, which encourages students to teach each other languages and about their culture.</p> <p>Finally, some classes take part in a pen-pal scheme and exchange letters with students in French and German schools throughout the year.</p>
MUSIC	<p>We study a wide range of musical genres and skill sets (Composition / Listening / Performing / Theory). We have an extensive extra-curricular programme, including regular concerts, and all-inclusive, teacher & student-led groups. In Year 8 all students learn to play a brass instrument.</p>
PHYSICAL EDUCATION	<p>We cover all areas of the National curriculum that our facilities: outdoor activities, dance, invasion games, racket sports, striking and fielding and athletics. Pupils have the opportunity to self- and peer-evaluate. Our extra-curricular clubs run before school, at lunch time and after school. These clubs complement the sports on the curriculum at the time and allow for pupils to represent the school in local, regional and national competitions.</p>
PSYCHOLOGY	<p>We provide Woodford students with access to a broad and balanced psychology curriculum as specified by AQA and enriched with an annual neuroscientific seminar Brain Day as well as specialist student conferences. Students are encouraged to develop their analytical skills to enable them to make links within Psychology topics as well as cross curricular and world wide application.</p>
RELIGIOUS STUDIES	<p>Our curriculum is broad and aims to reflect our students and the backgrounds and ideas they bring with them. We cover a number of religions and non-religious worldviews within the RS curriculum, as well as introducing our students to Philosophy and Ethics. Within each topic, we encourage our students to see why differences of opinion might occur within same faith groups too, recognising that religious and non-religious communities are living, changing and multidimensional by nature.</p> <p>Religious Studies supplements the areas of study with local and national visits to special places such as Rochester Castle in a cross-curricular trip with the Geography department. We have also organised trips to Poland to better understand the Holocaust.</p>
SCIENCE	<p>Students in KS3 are taught topics from all three sciences and like all year groups, they have plenty of opportunities for practical skills. Students all start Y9 on the triple science GCSE course to enable them to learn the full breadth and depth of theory and practical skills in each science. Each year group is offered a range of extra-curricular activities to enhance their understanding and engagement with the sciences such as science clubs, the science fair competition and trips. This also gives them a more holistic understanding of the theory.</p>

Delivering expert teaching which builds on previous attainment and makes learning an active and physical involvement, balancing concepts & ideas alongside processes.	
ART	The two art teachers and technician are specialists in the subject; the 2 current art teachers have an MA in Contemporary Art and Pedagogy and both value Art as Artist Researcher Teachers. The technician is also a practicing artist outside school. Schemes of work are carefully crafted to ensure girls can develop and apply their knowledge at KS4 & KS5, built on previous attainment (KS3). Art School has been introduced at KS5, a SOW tailored to expose students to a wide variety of processes and techniques since KS4, allowing students to specialise later on in their coursework and develop themselves.
CLASSICS (INCLUDING LATIN)	We include in our teaching role play in class, kinaesthetic exercises involving students moving around the classroom, and self-assessment with students coming up with targets to reflect on in KS3-5 Latin. Teachers, where possible, are matched to their specialities, e.g. SE to tragedy, JM to comedy, SF to extra-curricular Greek etc.
CREATIVE TECHNOLOGIES	We are a specialist team with all department members either having industry experience or degree qualifications in their teaching area. A team approach is taken to combining the three disciplines to reflect the real world, providing the opportunity for students to see the connection between the subjects. Clear demonstration of this amalgamation is at KS3. All three disciplines have been designed and specially catered for to allow for theory and practical delivery in designated environments and workshops. Projects help to encourage students to make links between theory and practice, and to apply their learning through creative projects. Projects are designed to incorporate active learning.
ECONOMICS	The department is run by single teacher who is subject specialist, NELTA hub leader and senior examiner. Schemes of work are carefully crafted to ensure girls have the opportunity to develop and apply their knowledge of economics through both theory and practical opportunities. Girls have opportunities to do presentations on variety of topics, debates and class discussions.
ENGLISH	The curriculum at Woodford is never stagnant. It is always evolving in response to student engagement, enjoyment and progress as well as outside developments in thinking on teaching English. The department works collaboratively to develop SOW and resources. Discussion of the curriculum and teaching and learning takes centre stage at department meetings and colleagues regularly present on new SOW, training and teaching and learning ideas. The department embrace connections with innovative institutions in order to inform developments in the curriculum (Let's Think at King's College London, The Prince's Teaching Institute).
FOOD & NUTRITION	Cooking is a life skill that the Food and Nutrition Department take pride in. We offer our students opportunities to make a repertoire of savoury and sweet dishes throughout the key stages in lessons and beyond. Our curriculum is regularly reviewed by our experienced staff and is designed to encourage students to develop a wide range of practical skills, exposure to other cultures through food, as well as an awareness of the impact of their food choices on others, the environment and animal welfare. Our students are equipped with the

	knowledge, understanding and skills to feed themselves and others affordably and nutritiously.
GEOGRAPHY	The department is made up of 3 full-time specialist teachers. Where possible, teachers' area of specialism informs timetabling and departmental planning tasks. Units of work and teaching methods are designed in a way that enables students to develop their independent study skills and an ability to become reflective and evaluative learners.
HISTORY	All of our teachers are specialists in the subject. Schemes of work are carefully crafted to ensure girls have the opportunity to develop and apply their knowledge of the law through both theory and practical opportunities.
MATHEMATICS	Every member of the Maths department teaches the subject up to KS5, and as such has a strong subject knowledge and delivers lessons that broaden students' understanding and allows them to make connections to the next stage of learning. We regularly share planning resources e.g. through the weekly bulletin that includes a 'resource of the week' and allocate department meeting time to share CPD. Our scheme of learning includes regular opportunities to make use of formal and informal assessment, ensuring students are given individualised feedback with targeted questions for them to demonstrate they have corrected mistakes and consolidated understanding .
MODERN FOREIGN LANGUAGES	Teachers are all specialist subject teachers. Schemes of work help students progress between years and develop their skills. Students consolidate their knowledge in skills across the years, whilst building and developing what they are learning.
MUSIC	High focus on practical, active learning in music. Building blocks and flipped learning from lesson to lesson. Learning from mistakes.
PHYSICAL EDUCATION	All department members have level 1 and level 2 coaching qualifications and specialise in different sports. Schemes of work are amended when new sports/activities are included in the curriculum. Staff members hold departmental training within their area of expertise to keep the team up to date with correct protocols following any CPD attended throughout the year.
PSYCHOLOGY	The Psychology department is run by a single subject specialist teacher. Lessons are carefully designed to broaden students' understanding and give students the opportunity to go beyond the specification and apply their knowledge of Psychology to both theory and practical applications as well as develop independent research skills.
RELIGIOUS STUDIES	We are a specialist team with each member teaching across all Key Stages. We contribute to conversations in RS locally through attending SACRE and NELTA meetings, and between us have considerable experience in this field. Schemes of work are designed with our student population in mind, building on prior knowledge and what is relevant to student experiences.
SCIENCE	All of our teachers are specialists in the subject and some have previous experience of working in scientific industries. Schemes of work are carefully crafted to ensure students have the opportunity to develop and apply their knowledge and How Science Works skills through both theory and practical opportunities. The knowledge and practical skills taught in KS3 underpin all subsequent learning. The

	curriculum in KS3 has been designed so that all students have plenty of practical experience to prepare them fully for their GCSE. The KS4 Curriculum builds from the KS3 knowledge and skills. Students develop their application, analysis and evaluative skills further to prepare for the GCSE and beyond.
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Developing the practices and resources to support independent learning and respect the students as individuals.	
ART	The dept. has no house style and works very hard on supporting the students intellectually and with available resources in lesson and at home. For this, KS3 and KS5 art packs have been introduced, lunch time and after school open studios are available from Monday to Thursday to all key stage art students who benefit from resources and support from their teachers. Aesthetic is a journal available from the school library. Year 12 and year 13 are available at lunch time once a week to support year 10 and year 11 art students.
CLASSICS (INCLUDING LATIN)	Reading lists are created for students at GCSE and A Level, especially for those considering taking the subject at A Level. The 'Library of Alexandria' has been set up to match students to their particular reading interests. Students came up with their own resources that were relevant to Women module of GCSE Classical Civilisation, which they turned into questions which fed into a central bank of resources for the whole class.
CREATIVE TECHNOLOGIES	Resources are tailored and build on student learning from year to year. Schemes of work are planned to include knowledge delivered through theory and skill-based practical lessons sequentially. Many lessons are structured and supported with material to encourage independent learning through flipped classroom exercises or research tasks. The department invests in specialist textbooks and teaching resources which are made available online and via hardcopies. Projects are designed to allow students to respond in a creative way, with outcomes that are not pre-determined. Individual, creative response is encouraged and celebrated, with an emphasis on having ideas, and doing something with those ideas.
ECONOMICS	Independent learning is built into teaching through techniques such as Flipped Learning. We also work with the school library to build and maintain a good range of resources. Every student is encouraged to read widely and present reviews of books in the lesson. They have access to FT.com, Economic Review and reference books to read range of relevant articles. O Drive folders and Ezyeconomics encourage independent study. Students are provided with lists to inform their reading outside of the curriculum and are expected to deliver presentations to their teaching group.
ENGLISH	Independence of thought is at the heart of many of our SOW and lessons. We expect students to engage with challenging concepts about literary texts from the beginning of their time at Woodford and encourage them to develop their opinions about the world around them through spoken language units such as 'Finding Your Voice' in year 8 and 'Rhetoric' in year 9 as well as project work such as the investigation into the advertising industry in year 8. The department give opportunities for students to develop their independent learning

	<p>throughout their careers at Woodford. Students in KS3 are expected to complete a Reading Project each year. We have also developed units where students take responsibility for developing a campaign, speech or investigation (such as in our advertising unit at the end of year 8). Students in KS5 are provided with lists to inform their reading outside of the curriculum, are expected to deliver presentations to their teaching group and are to select their own texts from an extensive list and develop a thesis on them as part of their non-examined assessment.</p>
FOOD & NUTRITION	<p>Students are encouraged to read and develop an awareness of food in action. They are signposted to relevant resources such as websites, documentaries, and books. Flipped learning is encouraged to develop independent learning that enables students to learn at their own pace.</p>
GEOGRAPHY	<p>Independent learning is actively encouraged throughout all key stages. Ideas of learning beyond the classroom, are embedded.</p>
HISTORY	<p>To develop questioning and interrogation skills in the examination of evidence, from written and other sources, to enable students to make observations and draw conclusions within an inquiry. To encourage students to seek knowledge and answers outside the classroom, and to equip students with the skills to do this independently.</p>
MATHEMATICS	<p>Our homework assignments from year 7 through to year 13 are all categorised into the same three sections; Skills, Problem Solving and Retention allowing students to develop their independence in each crucial element of learning in Mathematics. Our teaching resources regularly expose students to unfamiliar problems and rich tasks to develop critical thinking. Where necessary, we have developed differentiated resources to support our lower attainers to work independently. At KS5 we place a strong emphasis on developing students' independence, periodically dedicating entire lessons, such as a post-test reflection, using tasks based on the VESPA model to develop these skills. We also ensure all students have access to online resources such as Integral to facilitate flip-learning and independent practice outside of the classroom.</p>
MODERN FOREIGN LANGUAGES	<p>Students are encouraged to develop independent skills in language learning. All classes have access to a lesson in the languages lab which enables students to work independently on their language skills. Students are exposed to a range of websites and resources to aid their independent study. Students are frequently required to learn vocabulary. In year 9-13, students have individual login for a vocabulary subscription website, Vocab Express, which enables students to learn vocabulary independently and in their own time. Students have access a textbook, either online or as a hard copy version. KS3 students of French have access to an online version of the textbook, offered via Kerboodle. In classrooms, students are encouraged to make use of dictionaries.</p> <p>Year 9 students are completing a "Language Learner Award" in French and German. This award encourages independent learning and students are required to take responsibility for the activities they choose.</p> <p>At sixth form level, students are encouraged to make use of a "training booklet" in which activities at different levels of intensity are presented to students. The activities are categorised by skill.</p>

MUSIC	'Music First' app bought in for online resource outside of lessons. Girls have access to practice rooms, music software on computers to perform / compose and engage with the subject outside of lessons.
PHYSICAL EDUCATION	In GCSE PE girls are signposted to key websites for content and revision. They are encouraged to follow sports/athletes/events on their social media so content and news is in their everyday lives. Girls are signposted to clubs outside of school so they can develop their skills.
PSYCHOLOGY	Independent learning is at the centre of the SOW in Psychology. Students are encouraged to bring in new and updated journal articles to enhance their learning and engage students with challenging concepts. Students have access to two online textbook which have excellent resources to consolidate knowledge.
RELIGIOUS STUDIES	Within Religious Studies, we are constantly teaching in a way that can bring about personal or moral challenges for our students as young adults. Taking a stance or evaluating and changing opinions is intrinsic to our pedagogy. The high expectations we have of our students encourages independence of thought whilst maintaining respect and sensitivity to the views of others. Academically, we encourage students to develop independently by exploring a range of revision and consolidation techniques. The fact that at the heart of good Religious Studies are Big Questions also allows us to encourage our students to push their thought in many directions as a way of expanding their understanding.
SCIENCE	Students are offered opportunities to build on prior attainment and have active revision and consolidation techniques modelled within lesson and assigned homework tasks. Independent learning is built into teaching through techniques such as Flipped Learning. Science A-levels begin with a week induction of essential practical skills and strategies to be independent active learners to fully prepare students for the practical endorsement and the demands of A-level science.

Providing platforms to showcase student skills and achievements.	
ART	The technician selects and displays KS4 and KS5 new art work every autumn term and put in key places in the school (main hall, corridor leaving to the main hall, other corridors, library) and all key stages in the art studios. These displays are used show work and modelled in lesson as well as being a point of reference and presented to all classes. Year 12 art collaboratively showcase every summer artistic achievements with the music and food dept. in their annual exhibition, where all KS4 & 5 art students are represented. Year 12 sometimes uses the library premises to curate an exhibition according to the space and showcase their work. KS4 students also make a presentation to the school assembly on celebrating women in art.
CLASSICS (INCLUDING LATIN)	Every Year we send Year 7 students to a Spelling Bee in South East London. Year 12 Classics and Latin students frequently enter the St. John's Essay competition.
CREATIVE TECHNOLOGIES	Students of Electronics and Design and Technology have their work displayed to the whole school. In class, students get lots of opportunities to deliver presentations, create and play back videos and

	demonstrate working prototypes of work. These exercises are successful in supporting peer feedback and building the confidence of students who are showcasing. Design & Technology has featured in the summer showcase exhibition before, in conjunction with Art. The concept of looking at each other's work is embedded into a number of lessons at both KS3 and 4.
ECONOMICS	Class presentations, participating in various competitions including Bank, Camera, Action, student investor challenge, open days talks, celebrating success in assemblies, articles in newsletters etc.
ENGLISH	The Jack Petchey competition takes place annually and gives students an opportunity to showcase their achievements both within the school community and outside of it. Students in year 9 often complete a poetry slam as part of their study of poetry.
FOOD & NUTRITION	Students regularly produce food of a very high quality, both in lessons and outside. We have given them opportunities to showcase this through themed competitions, including a Woodford Bake-Off. The annual School Birthday Cake competition is another example of a fun event which produces a large number of high quality entries. Our cakes are also an important element of the Summer Showcase. Students' work is celebrated by displaying it and they are awarded certificates in recognition of their achievement as well competition prizes.
GEOGRAPHY	Whenever possible, student work is celebrated, shared and displayed. A departmental rewards policy allows achievement to be recognised.
HISTORY	To develop students vocabulary, confidence with challenging text and eloquence in their own writing in order that they can engage with and create convincing and coherent historical arguments. To encourage students to engage with and develop their interest and participation in issues they feel strongly about; to develop students as leaders in acting on these issues.
MATHEMATICS	Each year students are entered in to the National UKMT individual and team challenges.
MODERN FOREIGN LANGUAGES	Students are entered into a range of competitions. The department runs its own competitions, including haiku competition, French meme competition and idioms competitions. Students have also participated in national competitions, including the annual UK Linguistics Olympiad and the Goethe Institute debating competition.
MUSIC	Various concerts in and outside of school throughout the school calendar year, including Christmas and Easter and the highly popular Summer Showcase. Recital Evening give girls a chance to demonstrate their musical talents, with performances by students from across all key stages. The Music Department also supports the important musical element of the House Drama productions.
PHYSICAL EDUCATION	The school enters most of the borough competitions in every age group. We also enter regional and national competitions throughout the year. Games captains in each year group help to organise their forms for inter-form competitions. Sixth form pupils help with the Cups and Colours Assembly (achievements throughout the year) and the running of sports day.
PSYCHOLOGY	Student work is celebrated, shared and displayed within the department. A departmental rewards policy allows achievement to be recognised. Students have the opportunity to present their success through class presentations and in class awards.

RELIGIOUS STUDIES	Student work is displayed in our specialist classrooms and in the corridor. This is changed and updated frequently to reflect what we are learning at the time. We grapple with a number of controversial or sensitive topics that spark pupil interest but also allow us to model and prepare students to listen, empathise, discuss and debate. Our department contributes to different assemblies where student contribution features heavily. This year, some of our KS5 students have enrolled onto the Ambassadors of Faith scheme run by Redbridge where they develop and share presentations on their faith or non-faith with local primary school children.
SCIENCE	Students are entered into a range of competitions across each year group, such as Biology Challenge in Y10, Salter's Chemistry in KS3 and Olympiad competitions in KS5. As above, students showcase their skills in the science magazines they create.

Scheduling co-curricular activities which encourage creativity, collaboration and problem solving.	
ART	The small art dept. manages to organise projects every year by participating in either or both co-curricular day and school birthday. Evidence are shown on the website and in semi/permanent exhibitions throughout the school ground.
CLASSICS (INCLUDING LATIN)	Classics Play takes place biennially and is open to students in Years 8-13. This involves students exploring their characters in depth and coming up with stage movements through discussion with a professional actress as director. On co-curricular days, the department has overseen activities involving mosaics for the Tour de France and paintings to celebrate the London 2012 Olympics.
CREATIVE TECHNOLOGIES	We participate in Co-curricular Day annually and deliver creative theme based workshops – the girls have the opportunity to work collaboratively on creative and hands-on projects which are entered into a selection process for a reward such as the BIMA D-day in Computer Science. Product Design projects such as 'Race for the Line' and the 'Energy Challenge' encourage links with Science and Geography and require a creative, problem solving and collaborative approach.
ECONOMICS	The Student Investor Challenge, Current affairs and Economics Society, Bank, Camera, Action competition, essay competitions, IEA conference, Marshall Society conference at Cambridge, webinars and Enterprise Project give opportunities to all girls studying Economics at A level. In many cases, these opportunities are extended to non-economics students as well.
FOOD & NUTRITION	We offer regular competitions. The annual Shool Birthday Cake competition is a popular event in our calendar. Students across the key stages participate in this. We offer opportunities for students to work with guests such as live virtual cooking sessions.
GEOGRAPHY	Visits in the geography department are almost always about fieldwork where students learn how to create their own enquiries, work together and evaluate their methods.
HISTORY	The Department offers co-curricular opportunities across year groups, including an annual visit for Year 7 with the RS and Geography Departments to Rochester, and a Sixth Form Arts and Humanities Residential. We also offer opportunities for activities for school

	birthday and co-curricular day, including an 'Across the Decades' centenary project and a suffragette project.
MODERN FOREIGN LANGUAGES	There are co-curricular opportunities within the subject, including the French-Art trip in July 2019, the German-Art trip in July 2017, teaching history in French lessons (including A Level French), resources produced for the school to commemorate the Fall of the Berlin Wall, including a lunchtime session open to all students. As part of the German SoW, students look at the German Democratic Republic through film (Ballon in year 9 and Das Leben der Anderen and Good Bye Lenin in year 12). The year 8 French Scheme of Work covers a unit on Paris, considering the city. The year 9 Scheme of Work looks at French art and the ideas behind self-portraits and representation of the self. The involvement in the UK Linguistics Olympiad encourages linguistic problem solving.
MUSIC	Co-curricular day – musical activities, Summer Showcase link with Art Department. Summer Production with Drama.
PHYSICAL EDUCATION	Among other things, we participate in Outdoor Activities at Fairlop Water. Girls are given a number of challenges which require them to work together to come up with a solution.
PSYCHOLOGY	Dr Guy Sutton's Brain Day collaboration with the Science department. Weekly Psychology society run for KS4 and existing KS5 students.
RELIGIOUS STUDIES	We visit Rochester Cathedral with the Geography and History departments annually. This year we will be running geometric art workshops with the Maths department, exploring some of the geometric tessellations and traditional methods of achieving them that can be found in religious art in the Middle East.
SCIENCE	We offer a vast range and quantity of STEM clubs, activities and competitions. This ranges from the new science fair, engineering problem solving competitions CREST and Talent 2020 competitions. Sixth formers run a weekly science club for Y7 students.

Bringing the curriculum to life by emphasising, wherever possible, a real-world connections.	
ART	The dept. works closely with local galleries, museums and other institutions (i.e. KS4 textile work in partnership with Yinka Shonibare exhibition at the William Morris Gallery was showcased during the Redbridge art teachers private view- RIBA has been a key institution in the dept. (i.e. Year 10 students worked closely with architects to improve the art dept. premises, and is still an on-going project, now in year 13). Students at KS4/KS5 have been exposed to working with contemporary artists i.e. RA outreach, Jeanette Barnes on top of the Walkie Talkie. I.e. Gifted and talented KS3 art students have produced in collaboration with the history dpt. some banners for the Redbridge museum to celebrate 100 years of Women. Students are exposed to School competitions like the Christmas card and RA Young artist of the year.
CLASSICS (INCLUDING LATIN)	The influence of the lifestyle and literature of the Romans and Greeks on modern society is a frequent point of discussion in both Latin and Classics lessons. The influence of Latin language on the English language through discussion of derivations is also an ongoing feature of most lessons in KS3-5.

CREATIVE TECHNOLOGIES	<p>Extracurricular activities, for example the Vodafone and Robotics challenge, BIMA, Design Ventura, Race for the Line and CyberFirst provide platforms for students to engage with society and their immediate community and work on digital solutions to some of the problems faced. We also run the Digital Leader programme which serves and supports the school and wider community on how to be safe online. KS5 develop programmes for workshops delivered in the innovation lab for KS4 and KS3 students as part of their voluntary service.</p> <p>Projects use real world contexts and have ‘meaning’. The notion of ‘designing for good’, to improve lives, and ‘good design’ underpins the philosophy of design teaching and learning.</p>
ECONOMICS	<p>In lessons, we listen to relevant TED talks to start the discussion, watch videos/news to study various concepts, SOW displays examples, visiting Bank of England, attending Inspiration Day and alumni talks opens up doors for girls to relate the subject to real world situation.</p>
ENGLISH	<p>Non-Fiction units, in particular, enable students to engage with the world around them and the issues that they feel passionately about. The historical and social contexts (which are discussed consistently with students) around the texts we study provide ample opportunity for discussions as diverse as social responsibility, racism, prejudice and gender relations alongside important historical and political events such as the First and Second World War, the troubles in Northern Ireland and Colonialism to name just a few.</p>
FOOD & NUTRITION	<p>Bringing in real life connections is the foundation of our curriculum and is imbedded in all our schemes of work. We consistently encourage students to reflect on their food choices - how they might impact on health as well as the world around them. Our practical activities enables them to create nutritious meals, giving them a skill which will serve them for life, most immediately when they go off to university. This is why Food is a popular component of our Sixth Form Enrichment offer.</p>
GEOGRAPHY	<p>A concerted effort is made regularly and routinely to relate teaching (and learning) to the real world. Geography learning is brought to life where students can relate what they study to something they already have an awareness of. This is achieved by extensive use of examples and case studies.</p>
HISTORY	<p>To equip students with an understanding of how and why Britain exists as it does today, including its political, economic, cultural and religious development over time, and therefore to provide students with a deeper understanding of their role as British citizens.</p>
MATHEMATICS	<p>We regularly demonstrate how mathematics can be used to model and solve real life problems. For example, in year 10 we introduce and explain concepts of personal finance whilst learning percentage change, or at KS5 we use real election data to support statistical analysis. Islamic art projects completed as part of Construction unit in KS3.</p>
MODERN FOREIGN LANGUAGES	<p>The close work with the language assistants within school provides students with an opportunity to work first hand with native speakers. Many classes have participated in a penpal with German and French schools respectively. School trips provide opportunities for students to</p>

	<p>see the real-life application of the subject. Involvement in the widening horizons evening and a recent talk given by Sixth form students of German have also attended events at the University of London (King's College). As a department, we aim to find links with cultural events and festivals and weave these into the lessons. Where possible, links are maintained with institutions within London to promote the culture.</p> <p>Display boards in the MFL corridor highlight to students careers related to languages.</p>
MUSIC	<p>Link with careers in lessons where relevant. Composition briefs to represent a real-life composer's commission. Confidence building, resilience, independent and group work providing real-world skills for the future.</p>
PHYSICAL EDUCATION	<p>Pupils' opportunities to represent the school/borough in sporting activities; there is also a GCSE trip to the Body World's Exhibition. The department encourage pupils to watch/attend/participate in sporting events through their social media platform (Instagram) and sending information via the pupil and parent bulletin.</p>
PSYCHOLOGY	<p>Discussion based on videos of content studied in class, TED Talks, alumni talks and links to careers in Psychology wherever possible and necessary. Confidence building, resilience, independent and group work providing real-world skills for the future.</p>
RELIGIOUS STUDIES	<p>Religious Studies lends itself to current affairs well and such examples are readily used to make the material we teach relevant and personal. Our curriculum is also designed in such a way that it allows space and time to allow students to express, consider and discuss issues that concern them.</p>
SCIENCE	<p>Students are offered the opportunities to visit universities for lecture days and lab work experiences and Y9 students attend 'Physics/Chemistry at Work' events to see the careers these subjects can lead to. Guest speakers present about their science based careers, webinars for different courses and careers are advertised and career possibilities are encouraged through display boards and within lessons.</p>