



# Wadham School

A Church of England Community School  
"Life in all its fullness" John 10:10



4<sup>th</sup> September 2025

Dear Parents and Carers,

## **Re: Curriculum Information Term 1 (2<sup>nd</sup> September to 24<sup>th</sup> October)**

As part of our commitment to provide a good quality of education for the young people at Wadham School this letter shares information to help and support parents, carers and student. This letter outlines:

- Curriculum. (Academic and Personal)
- Academic Grouping.
- Teaching and Learning Principles (Positive Social Norms)
- Specific year group learning content for Term 1.
- Absence and Home-Learning.
- Extra-curricular activities.

Mrs Hutter will be sending all parents and carers a letter with details of Knowledge Organiser and Homework (Grid).

### **Curriculum**

Through our curriculum, we provide a wide range of learning experiences both inside and outside of the classroom to encourage a love of learning and give the opportunity to experience success and fulfilment. The information below is a starting point to enable positive discussions at home about subject content. Leaders and teachers at Wadham School plan the curriculum and the sequence of learning very carefully. This gives all students the opportunity to work hard and progress in their academic studies to reach their full potential.

### **Academic Curriculum (Hours per two-week cycle)**

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
Core – English	8	8	8	8	8
Core – Maths	7	7	7	8	8
Core - Science	7	7	7	10	10
Art	2	2	2	Option	Option
Business	n/a	n/a	n/a	Option	Option
Computing	1	1	1	Potential Future	Potential Future



Yeovil Road, Crewkerne, Somerset. TA18 7NT Telephone 01460 270123  
Website : [www.wadhamschool.co.uk](http://www.wadhamschool.co.uk) E-Mail : [office@wadhamschool.co.uk](mailto:office@wadhamschool.co.uk)

Headteacher: Mr R Burgas  
Chair of Governors: Mrs R Hawkes



				Option	Option
Child Development	n/a	n/a	n/a	Option	Option
Design	2	2	2	Option	Option
Drama	1	1	1	Option	Option
Film Studies	n/a	n/a	n/a	Option	Option
Food	2	2	2	Option	Option
French	2	Choice	Choice	Option	Option
German	2			4	4
Geography	3	3	3	Option	Option
GSCE PE	n/a	n/a	n/a	Option	Option
History	3	3	3	Option	Option
Music	1	1	1	Option	Option
Photography	n/a	n/a	n/a	Option	Option
Religious Studies	n/a	n/a	n/a	Option	Option
Statistics	n/a	n/a	n/a	Option	Option

### **Personal Development (Hours per two-week cycle)**

All students are taught subjects which form the 'Personal Development' Curriculum. Our intent is that these subjects provide a variety of relevant and enjoyable activities enabling all students to develop their intellectual, moral, social, physical, spiritual and personal qualities to the full. The subjects that form the 'Personal Development' Curriculum are outlined below with the hours of teaching per two-week cycle.

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
Personal Development (PD)	2	2	2	2	2
Beliefs and Worldviews (BWV)	2	2	2	2	2
Physical Education (PE)	5	5	5	4	4
Enrichment (ER)				1	1

### **Academic Grouping**

At Wadham School, grouping for most subjects is based on ability, expected progress, attitude to learning and engagement. A student's classwork, homework, exercise book, ability to process and answer questions and performance in assessments all support our process of grouping students.

All students are given equal and fair opportunity to demonstrate their ability. Students are grouped with other students of similar ability who are learning and progressing at the same rate.

Classroom teachers and department leaders continually assess the progress of students throughout the school year and at strategically placed points information is used to indicate grouping. A student's group will be indicated on their timetable. We expect that being placed in the correct group will help the learning and progress of a student. **Key Principle:** Students deserve to be moved to a higher set if they have good attendance, work hard, take responsibility for their learning, demonstrate improvement in outcomes, potential is seen and there is confidence that the student will be able to access learning in a higher set. **There is no ceiling to attainment!**

We encourage students to talk to their teachers about how they can progress so that they may be in a position to move sets. Parents and Carers are also encouraged to talk to their child/children about their progress and communicate with the relevant teacher, Head of Department or Head of Year if there are any concerns. Contact details of all staff can be found in the Communications Booklet.

### **Setting Information**

Each year group is split into a 'G' side and 'R' side. (Two cohorts)

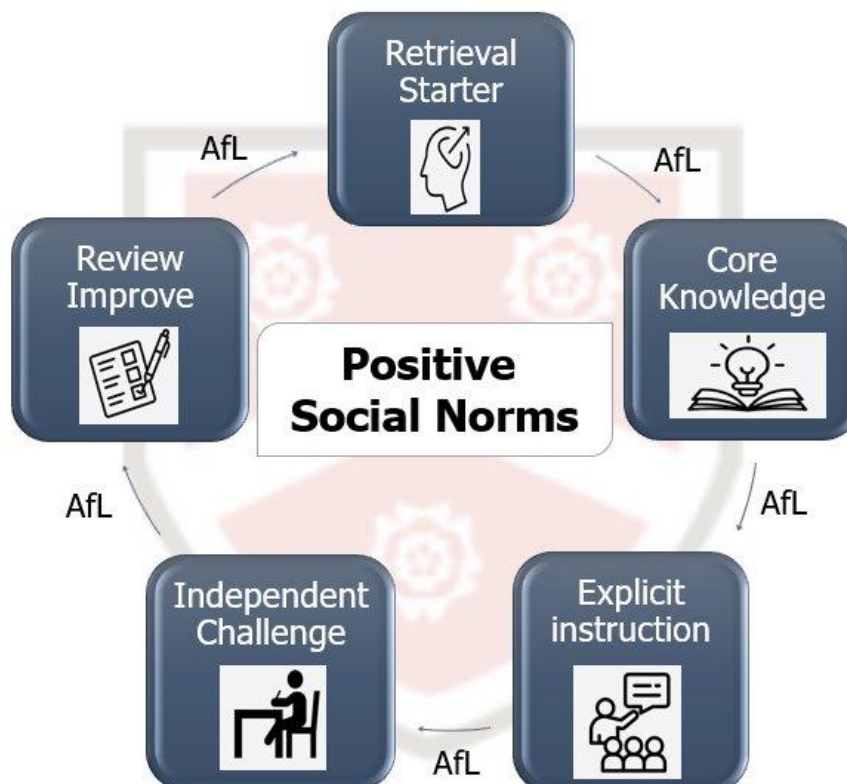
For Science, Art, Computing, Drama, Geography and History in KS3 and Science and PD in KS4, 'G' side students will be in a set with codes GS3, GS4 or GS5. These 3 sets are mixed ability, parallel sets.

For Science, Art, Computing, Drama, Geography and History in KS3 and Science and PD in KS4, 'R' side students will be in set RS1, RS2 or RS6. RS1 and RS2 are grouped by academic ability. In KS4 students will have the opportunity to progress to set RS1. Students in RS1 will follow the 'Separate Science' GCSE course in KS4.

English, Maths and BWV are grouped by academic ability on both sides of the year in all year groups.

### **Teaching and Learning**

**Positive Social Norms** are at the heart of our teaching. The learning journey in every lesson is consistent.



You can find details of the full curriculum on the school website.

Subject	What will my Year 9 child learn in this subject Term 1?
Art	Science in Art.
Beliefs and Worldviews	Buddhism Beliefs and Practices: The Origin of Buddhism -Four Noble Truths - Eightfold Path - Enlightenment – Festivals
Computing	Animations.
Design	Pupils will research the work of others to inspire their own felted textile design. To present their textile outcomes, pupils will produce a timber frame with mitre joints.
Drama	An introduction to Drama – The Five fundamentals of Drama.
English	The Dystopian Genre.
Food	Hygiene and Safety and The Eatwell Guide.
French	'En ville' (In town) [1]: Weather, describing where you live, places you go at weekends, ordering in a cafe.
Geography	Our restless earth – Volcanoes- students will learn the concepts and theories of plate tectonics before looking at a case study in Central Africa.
German	'Meine Stadt' (My town) [1]: Weather, describing where you live, places you go at weekends, ordering in a cafe.
History	World War One.
Maths	Straight line graphs; Forming & solving equations; 3D shapes.
Music	Popular Song.
Personal Development	Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation
Physical Education	Rugby, Badminton, Hockey, Table Tennis.
Science	Safety and maths, genetics and evolution, making materials.

\* Please note: We review and evaluate our learning plans regularly and therefore some changes may be made termly.

### **Absence and Home-Learning**

We understand that it is unavoidable at times for a young person to be absent from school. However, we are keen that the learning and progress of a young person is not hindered by absence. In the majority of cases learning can be completed at home whilst absent from school. This will mean gaps in learning will be less of a concern when a young person returns to school as soon as possible after an absence.

The expectation is that students work at home and present their work to their class teacher when they return to school, either online or on paper.

### **Guide to learning at home:**

The information outlined in the Term 1 Curriculum Letter and Knowledge Organiser will help students identify the learning being completed in lessons at school this term. Online homework will also be accessible.

## **Core Subject Learning Resources:**

### **English**

Students who are absent when they are timetabled an English lesson should read the current curriculum topic using our library service:

[Wadham School \(accessit.online\)](https://www.accessit.online)

<https://uk.accessit.online/wdh01/#!/dashboard>

Complete independent work on the curriculum topic(s) using Seneca plus complete and homework set via Teams and on Seneca. [www.senecalearning.com](http://www.senecalearning.com).

Log into Sparx Reader and read your allocated book. To find out more about Sparx reader watch <https://www.youtube.com/watch?v=Jq8O-DYTNOw>

### **Maths**

Students who are absent when they are timetabled a Maths lesson should log in to SPARX, go to 'Independent Learning' and complete codes for their current topic. Students can find which code to do by going to their Maths Teams page, then going to the 'files' section and finding a document called 'Sparx codes for each topic'. Sparx will support Maths learning with videos, explanations, written work and questions with answers.

Students also have compulsory homework set on Sparx. Students should make sure this homework is complete and work on the additional XP Boost questions which are updated every week.

Students can also use the wide range of Maths learning websites available online to revisit topics that they have recently covered in lessons or topics that were identified on the curriculum letter or on the knowledge organisers sent earlier in the school year.

### **Science**

In KS3 students who are absent for a timetabled science lesson should use their knowledge organiser to identify the topic that they are studying at present and then look at the relevant section on BBC bitesize to support this learning. They can complete a range of quizzes and interactive learning activities. A list of topics, with links, will be shared with students via teams.

In KS4 students who are absent for a timetabled science lesson should use their knowledge organiser to identify the topic that they are studying and then look at the

relevant section in the online text book:  
<https://www.pearsonactivelearn.com/app/home>

To log in students should use their school email address and default password:  
 Password123

Students in KS4 may also wish to use BBC bitesize to support their learning. The exam board that they study is Edexcel.

### **Extra-curricular activities – Term 1.**

#### **Year 10/11 Past Paper Maths Club Wednesdays 8:00am-8:30am Room A06**

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime (1.20-1.55)	Years 7/8/9 Cross Country (Must wear kit)  Years 10/11 Cross Country (Must wear kit)	Pride Club  Years 7/8/9 Languages A11  Year 7/8/9 Table Tennis  Years 10/11 Badminton  Key Stage 3 Art Club A02 (Week A only)	Years 7/8/9 Badminton  Years 10/11 Table Tennis	Years 7/8/9 Science Club D07  Years 10/11 Further Maths A06  Years 7/8/9 Netball  Years 10/11 Netball	Years 7/8/9 Basketball  Years 10/11 Basketball
Lunchtime in the Library	Mindfulness	Crafting	Creative Writing	Lego Club	Puzzle Club

	Monday	Tuesday	Wednesday	Thursday	Friday
Afterschool (3-4pm)	Badminton (All years) *£1.50/session via ipay.	School Production (3:15pm – 5:20pm)  All years Debate Club C24	Year 8/9 Trampoline (16 places available. Students must sign up in advance in PE Office)	Years 10/11 Art and Photography  School Choir A09  All Years	Year 10/11 Badminton *£1.50/session via ipay.

		Years 10/11 GCSE French and German A11  Year 11 Science D01  Years 9/10/11 Mixed Hockey  Years 10/11 GCSE PE Practical Support	Years 7/8 Mixed Hockey  Years 10/11 Boy's Rugby  Advanced Badminton *invite only* *Cost TBC*  Year 11 Maths A06/A07	Girl's Football  Years 7/8 Boy's Rugby  Year 9 Boy's Rugby  Religion & Philosophy B25 (Week B only)	
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Yours Sincerely,



Mr S White  
 Deputy Headteacher  
 Curriculum and Outcomes