



Westcliff High School for Boys

UNLOCK YOUR POTENTIAL



Year 9 Curriculum and Parent Information Guide

What can parents do to help pupils in Year 9?

The most effective parents at a selective school are those who provide **structure, routine, encouragement, regular academic conversations, strong organisational support and a positive attitude towards learning**, while helping their children develop independence and resilience. Success at a selective school depends as much on organisation, study habits, resilience and parental support as it does on academic ability.

1. Create the Right Study Environment

Parents should help their son establish a study space that is:

- Quiet, organised and well lit
- Free from distractions and unnecessary technology
- Away from televisions
- Equipped with a desk and suitable chair for written work.

This helps develop concentration and productive study habits.

2. Support Organisation

Parents can help by:

- Keeping copies of timetables and homework schedules visible at home
- Checking whether it is an A-week or B-week timetable
- Encouraging the use of folders for each subject
- Ensuring books and materials are stored properly
- Checking bags are packed the night before
- Making sure equipment is complete (pens, pencils, ruler, calculator, geometry set, etc.)
- Encouraging pupils to name all their belongings.

Good organisation reduces stress and prevents avoidable problems.

3. Help Manage Homework Effectively

Parents are encouraged to:

- Ensure homework is recorded in planners
- Help sons establish a regular homework routine
- Encourage homework to be completed early rather than left until the deadline
- Break homework into manageable chunks with breaks in between
- Check completed work has been ticked off in the planner
- Review what needs to be done before work starts
- Ask to see completed work afterwards
- Use spare homework time for review and revision when no formal homework is set.

The school stresses that homework should become a structured habit.

4. Check and Sign Planners Weekly

Parents are specifically asked to:

- Sign planners every week
- Check homework is being recorded accurately
- Monitor deadlines and completion of work.

This small weekly check is a key parental responsibility.

5. Encourage Resilience and a Growth Mindset

When difficulties arise, parents should:

- Maintain regular conversations about school
- Encourage openness when subjects become challenging
- Treat mistakes and setbacks as learning opportunities
- Model ways to approach difficult questions
- Review notes and marked work together
- Encourage sons to retry questions they found difficult
- Address problems early rather than hoping they disappear.

This is particularly important in a selective school where pupils may encounter greater academic challenge than previously.

6. Promote Reading

Parents should:

- Encourage regular private reading
- Promote both fiction and non-fiction reading
- Spend about ten minutes a day discussing reading
- Model good reading habits themselves
- Listen to their son's views about books and articles
- Encourage thoughtful responses to what is read.

Strong reading habits underpin success across all subjects.

7. Talk About Learning Every Day

Parents can deepen understanding by:

- Asking what was learned in lessons
- Encouraging sons to explain concepts in their own words
- Discussing school experiences regularly
- Asking questions about homework and classwork.

Explaining learning to someone else helps pupils consolidate knowledge and remember more effectively.

8. Support Subject-Specific Learning

Parents do not need to be subject experts to make a significant difference. The most effective support is helping your son develop strong learning habits that apply across the curriculum. Based on the themes from the presentation, parents can:

- Encourage their son to make connections between school learning and real-life situations.
- Ask their son to explain what they have learned and how they reached their answers, as teaching others helps reinforce understanding
- Promote perseverance, resilience and confidence when work becomes challenging
- Ensure that the correct books, equipment and resources are available and ready for lessons and homework
- Encourage attendance at support sessions, clubs or opportunities for additional help when needed
- Talk regularly about lessons and encourage discussion of key ideas and concepts
- Encourage review of classwork and notes shortly after lessons to strengthen understanding and memory
- Support homework and revision by helping to establish consistent routines and checking that work is completed thoughtfully
- Foster curiosity by discussing current affairs, books, media and events that relate to school learning.
- Encourage good organisation, presentation and note-taking habits
- Maintain a positive attitude towards learning and praise effort, improvement and commitment
- Encourage their son to seek help promptly from teachers or peers when they encounter difficulties rather than allowing problems to build up.

9. Use School Support Systems

Parents should engage actively with school support by:

- Reading reports carefully
- Attending Parents' Consultation Evenings
- Monitoring progress against school grades
- Supporting subject monitoring and pastoral support programmes when they are used
- Contacting teachers or the pastoral office when concerns arise.

10. Support Future Planning and Careers Education

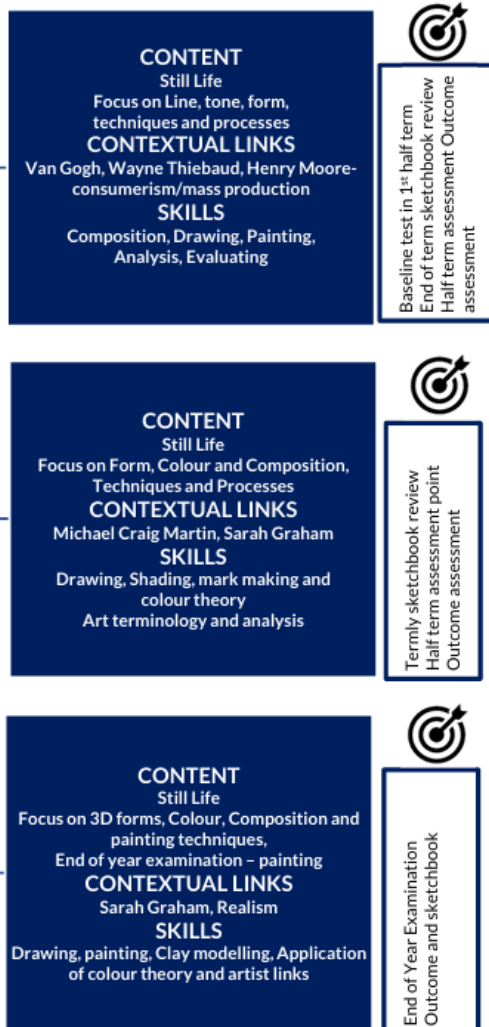
The school encourages parents to:

- Discuss future careers at home
- Open a Unifrog account and explore opportunities together
- Support Take Your Child to Work Day and other Careers events
- Encourage engagement with careers events and work experience opportunities
- Help sons make informed GCSE option choices.

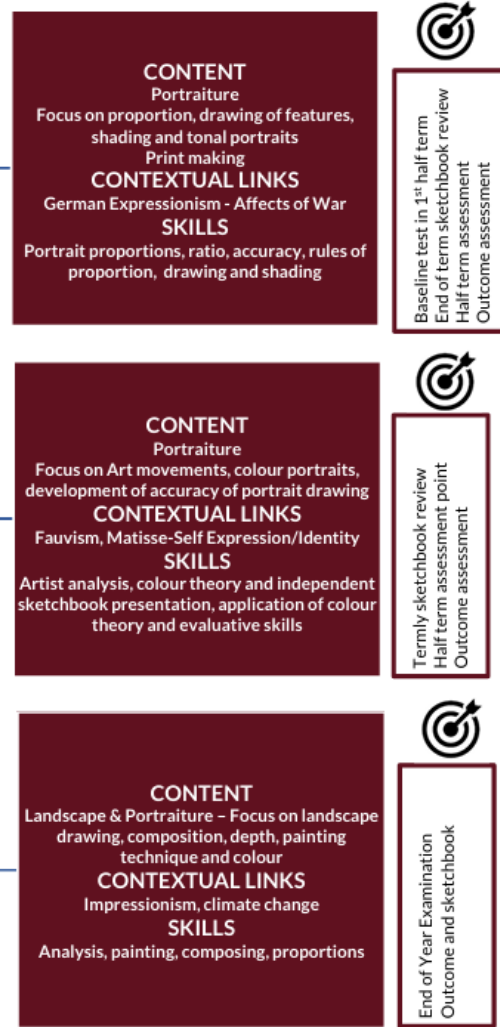
WHSB **ART** LOWER SCHOOL CURRICULUM MAP

KEY STAGE TWO PRIOR LEARNING INFORMS

YEAR 7



YEAR 8



YEAR 9



WHSB COMPUTER SCIENCE LOWER SCHOOL CURRICULUM MAP



KEY STAGE TWO PRIOR LEARNING INFORMS

YEAR 7

1	CONTENT School Systems & Baseline E-Safety: Passwords, CEOP, Netiquet Modelling with spreadsheets Formatting, Formulae & Cell referencing Charts SKILLS Practical skills -Using the school systems safely and effectively Understanding - the role of computers in modelling	Baseline Test in 1st half term Topic Test
2	CONTENT Binary Counting, Binary Addition, Logic Gates, ASCII Scratch sprites and animation User inputs & object interactions Simple Ais SKILLS Practical skills -Programming constructs, procedural coding. Understanding - how computers use Binary	Topic Tests Core Practical Task
3	CONTENT Network geographical sizes Topologies - Bus, Star, Ring Packets and TCP/IP protocol Flowcharts Pseudocode SKILLS Practical skills - written representation of algorithms Understanding - Purpose and role of hardware along with networks	Topic Test End of Year examination

YEAR 8

1	CONTENT HTML Tags & base page Page wide and site wide CSS Logic Gates Hardware and Operating Systems SKILLS Practical skills -Coding in HTML using a written language Understanding - How the operating system interacts with hardware	Topic Tests Core Practical Task
2	CONTENT Logic Gates Boolean Algebra, Truth Tables Flow charts from truth tables Trace tables SKILLS Practical skills -Construct logic gate circuits to achieve desired outcomes Understanding - algorithm design and testing techniques	Topic Tests Core Practical Task
3	CONTENT Types of database, Queries, Boolean operators Report outputs / Form inputs Python introduction Inputs/ outputs Sequence/ selection/ iteration SKILLS Practical skills - Programming constructs, procedural coding and functions Understanding - Role of databases in modern society	Topic Test End of Year examination

YEAR 9

1	CONTENT Dec to Bin converter, arrays Linear / Binary Search Microbits - Robot control Feedback loops and sensors SKILLS Practical skills -writing programs that interact with the real world Understanding - data structures that can be used to write complex code	Topic Tests Core Practical Task
2	CONTENT Binary Conversion, Binary Addition Bit Shifting (multiply / divide) Caesar Cipher Key Protocols TCP/IP Packets - DNS, VPNs SKILLS Practical skills -implement algorithms in a high level language Understanding - The role of protocols in networking	Topic Tests Core Practical Task
3	CONTENT Network security - Spear fishing, Wifi exploits & social engineering, VPN, disaster recovery Exam style coding challenge SKILLS Practical skills -writing code to complete set tasks Understanding - awareness of wider security exploits on the internet	Topic Test End of Year examination

WHSB DESIGN & TECHNOLOGY LOWER SCHOOL CURRICULUM MAP



KEY STAGE TWO PRIOR LEARNING INFORMS

YEAR 7

1

CONTENT

Graphics - Technical drawing, shading, rendering and presentation techniques
Food - Health & Safety, Food Hygiene, Basic tools and equipment for cutting and preparation
Resistant Materials (Structures project) - Workshop Health & Safety, types of structures and forces, investigating famous structures, designing picture holders



Baseline test in 1st half term
Strand assessment for Investigating and Designing & Food Term 1

2

CONTENT

Resistant Materials (Structure project) - use of hand tools and basic equipment / machinery in the workshop, material properties, sustainability, evaluating
Food - use of the hob and over to cook simple heated dishes (pastas and pizzas), introduction to doughs, pastries and baking (sausage rolls and muffins), sensory evaluation



Strand assessment for Making Evaluating and Food Term 2

3

CONTENT

Engineering (Jitter Bug electronics project)-investigating inputs / outputs, conductors / insulators, basic soldering technique, use of plastic forming and standard components



End of Year Examination.
Strand Assessment for Investigating, Designing, Making and Food Term 3

Food - seasonal and locally sourced foods, sustainable cooking, religious and ethical foods, baking (biscuits and tarts) evaluating using star diagrams

YEAR 8

1

CONTENT Cycle 1

Resistant Materials (Metal casting keyrings) - vectorising and bitmap tracing in 2D Design, properties and uses of metals, 3d drawing techniques, casting pewter, brazing
Health and Safety for metals, evaluating outcomes against key specifications



All four strands (Investigate Design, Make & Evaluate) assessed for Project 1

2

CONTENT Cycle 2

Food (Simple Student Snacks) - taste and texture analysis (cooking scones), investigating flours and doughs / toppings (cooking pizzas), investigating pastries and fillings (cooking sausage rolls), cultural foods (cooking red lentil curry), adapting to dietary requirements (burgers and wedges), sensory evaluation



All four strands (Investigate Design, Make & Evaluate) assessed for Project 2

3

CONTENT Cycle 3

Engineering (CAD/CAM) - introduction to pallet of tools to draw accurately in 2d CAD (2d Design), parametric 3d CAD software modelling (Solidworks), investigating types of CAD software, 3d printing and laser cutting, designing famous landmarks, CFD and FEA simulation



End of Year Examination
All four strands (Investigate, Design, Make & Evaluate) assessed for Project 3

YEAR 9

1

CONTENT

Resistant Materials (Wooden Clocks project)
Investigation design movements, properties and uses of woods, wood joinery techniques and assembly, working with tolerances and allowances, CAD/CAM laser cutting, designing in isometric and orthographic projection, evaluating outcome against range of specification points and user requirements



All four strands (Investigate Design, Make & Evaluate) assessed for Project 1

2

CONTENT

Food (World Cuisine)
Investigating cultural dishes from around the world, Europe - pastas and cheeses (cooking Macaroni cheese, Spaghetti Bolognese, Mince Pies / Jam Tarts), Asia (cooking stir fry), Americas (cooking Fajitas)



All four strands (Investigate Design, Make & Evaluate) assessed for Project 2

3

CONTENT

Engineering (Amplifier Speaker project) - Investigating existing music players, common electronic component uses, history of the transistor to IC, soldering components to PCB, tapping and threading, line bending parts, interpreting engineering drawings, iterative designing, evaluating for improvement and adaptation



End of Year Examination
All four strands (Investigate, Design, Make & Evaluate) assessed for Project 3

WHSB **ENGLISH** LOWER SCHOOL CURRICULUM MAP

KEY STAGE TWO PRIOR LEARNING INFORMS

YEAR 7

1	CONTENT Literature: The Odyssey or Beowulf or Gilgamesh Language: The Odyssey or Beowulf or Gilgamesh SKILLS Literature: Inference and Analysis, Speaking and Listening Language: Inference, Analysis & Evaluation Literature: Extract based essay Language: Creative Writing
2	CONTENT Literature: A Christmas Carol and Doctor Faustus SKILLS Literature: Inference, Analysis and application of Context, Speaking and Listening Literature: 2 x extract based essays
3	CONTENT Literature: An Inspector Calls Language: Of Mice and Men or The Call of the Wild or The Diamond as Big as the Ritz SKILLS Literature: Inference, Analysis and application of Context, Speaking and Listening Language: Inference, Analysis & Evaluation Literature: Analytical essay Language: Creative Writing

YEAR 8

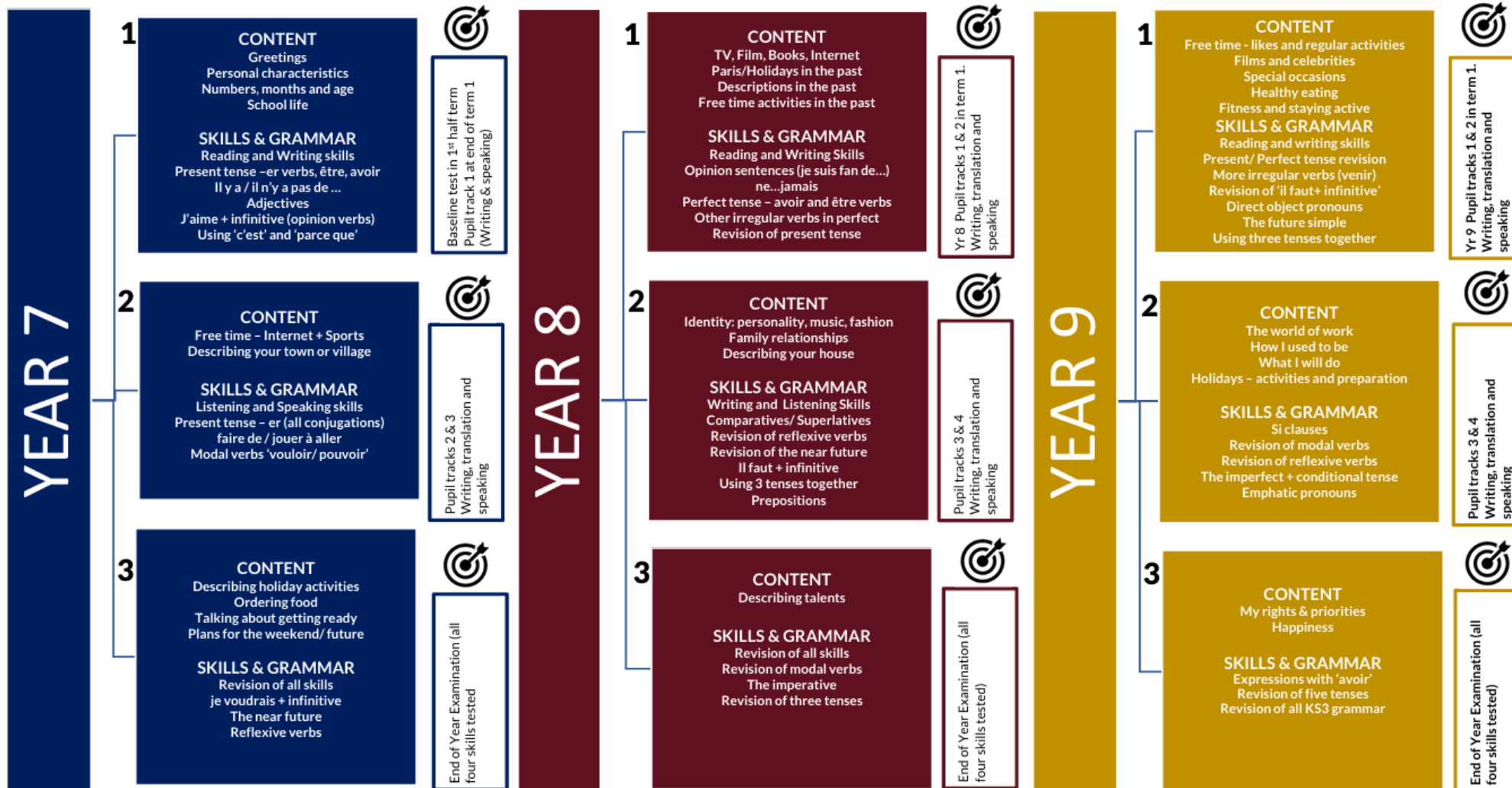
1	CONTENT Literature: Revolution Poetry Language: Tenacity SKILLS Literature: Application of context & Comparative Skills Language: Inference, Analysis & Comparative Skills; Speaking and Listening Literature: Analytical essay Language: Non-Fiction Writing
2	CONTENT Literature: A View from the Bridge or The Crucible Language: Demagoguery SKILLS Literature: Application of context & Comparative Skills, Speaking and Listening Language: Inference, Analysis & Comparative Skills Literature: Analytical essay Language: Non-Fiction Writing
3	CONTENT Literature: The Merchant of Venice, Henry V or The Tempest Language: Zealotry SKILLS Literature: Application of context & Comparative Skills, Speaking and Listening Language: Inference, Analysis & Comparative Skills Literature: Extract based essay Language: Creative Writing

YEAR 9

1	CONTENT Literature: Identity Poetry Language: Dystopian or Adventure or Fantasy Fictions SKILLS Literature: Application of context & Analysis Skills, Speaking and Listening Language: Inference, Analysis & Evaluation Literature: Analytical essay Language: Creative Writing
2	CONTENT Literature: Macbeth or Henry V or The Tempest SKILLS Literature: Inference, Analysis and application of Context, Speaking and Listening Literature: 2 x extract based essays
3	CONTENT Literature: Jekyll and Hyde Language: Crime or Gothic or Serialised Victorian Fictions SKILLS Literature: Application of context & Analysis Skills, Speaking and Listening Language: Inference, Analysis & Evaluation Literature: Extract based essay Language: Creative Writing

WHSB FRENCH LOWER SCHOOL CURRICULUM MAP

KEY STAGE TWO PRIOR LEARNING INFORMS



WHSB GEOGRAPHY LOWER SCHOOL CURRICULUM MAP

KEY STAGE TWO PRIOR LEARNING INFORMS

YEAR 7

1

CONTENT
What is Geography?
Atlas skills
Using OS maps
About the UK

SKILLS
Using atlases; compass points
Reading latitude and longitude
4/6 figure grid references
Interpreting contours



Baseline test in 1st half term
Pupil track 1 at end of term 1
(map skills test)

2

CONTENT
Population issues
Migration
The UK and Britishness
Extreme environments: Antarctica and hot deserts

SKILLS
Data collation
Graph drawing / report writing
Interpreting statistics



Pupil track 2 (migration report)

3

CONTENT
Introduction to tourism
Tourism examples
Coasts: processes and landforms
Southend fieldwork

SKILLS
Field sketches
Data collection
Graph construction
Photo annotation



End of Year Examination
Fieldwork report

YEAR 8

1

CONTENT
The urban world
Site and situation
The hydrological cycle
Rivers: processes and landforms

SKILLS
Data collection / fieldwork
Photo and map interpretation
Diagram drawing



My home environment report;
urban world test

2

CONTENT
Flooding examples
Sustainability issues
Energy resources and climate change

SKILLS
Essay writing
Interpreting hydrographs
Research
Oracy: presentations



Bangladesh floods essay
Hydrology test

3

CONTENT
Introduction to Brazil
Global population issues
Rocks and geology
The geography of Russia

SKILLS
Statistics
Empathy
Graph drawing



Penpal letter
End of Year Examination

YEAR 9

1

CONTENT
Natural hazards
Earthquakes and volcanoes
Development issues
Democratic Republic of Congo

SKILLS
Diagram drawing
News reporting
Scattergraphs / correlation
Debating



Natural hazards test
Debt relief essay

2

CONTENT
Trade and globalisation
Development aid
Introduction to Asia
Geography of India
Geography of China

SKILLS
Map interpretation
Graph drawing
Research



Development / globalisation test;
China's OCP essay

3

CONTENT
Discovering weather and climate
Anticyclones / depressions
Microclimates
GCSE: Living world introduction

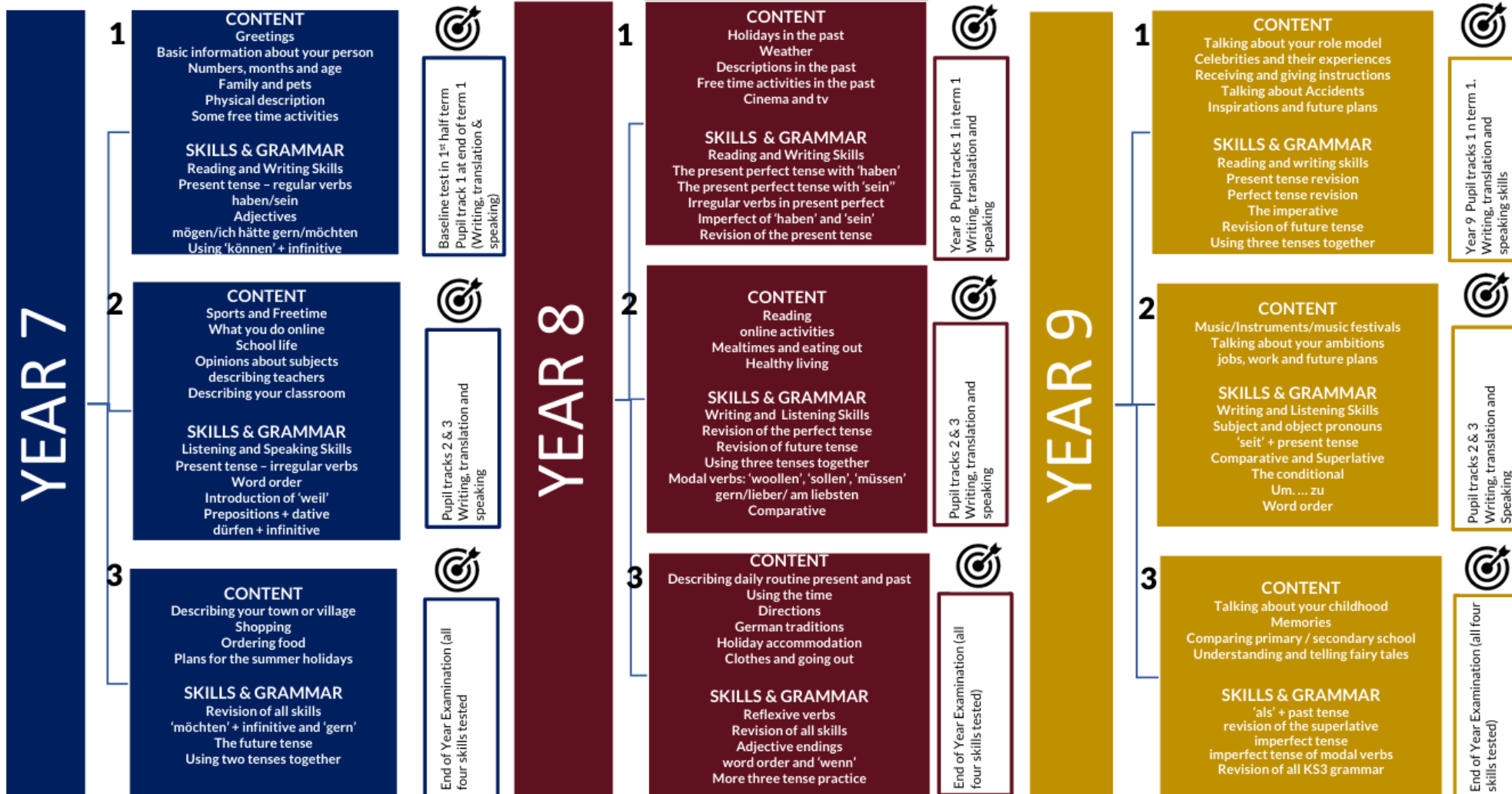
SKILLS
Data collection / fieldwork
Graph drawing
Interpreting data



End of Year Examination
Microclimate report

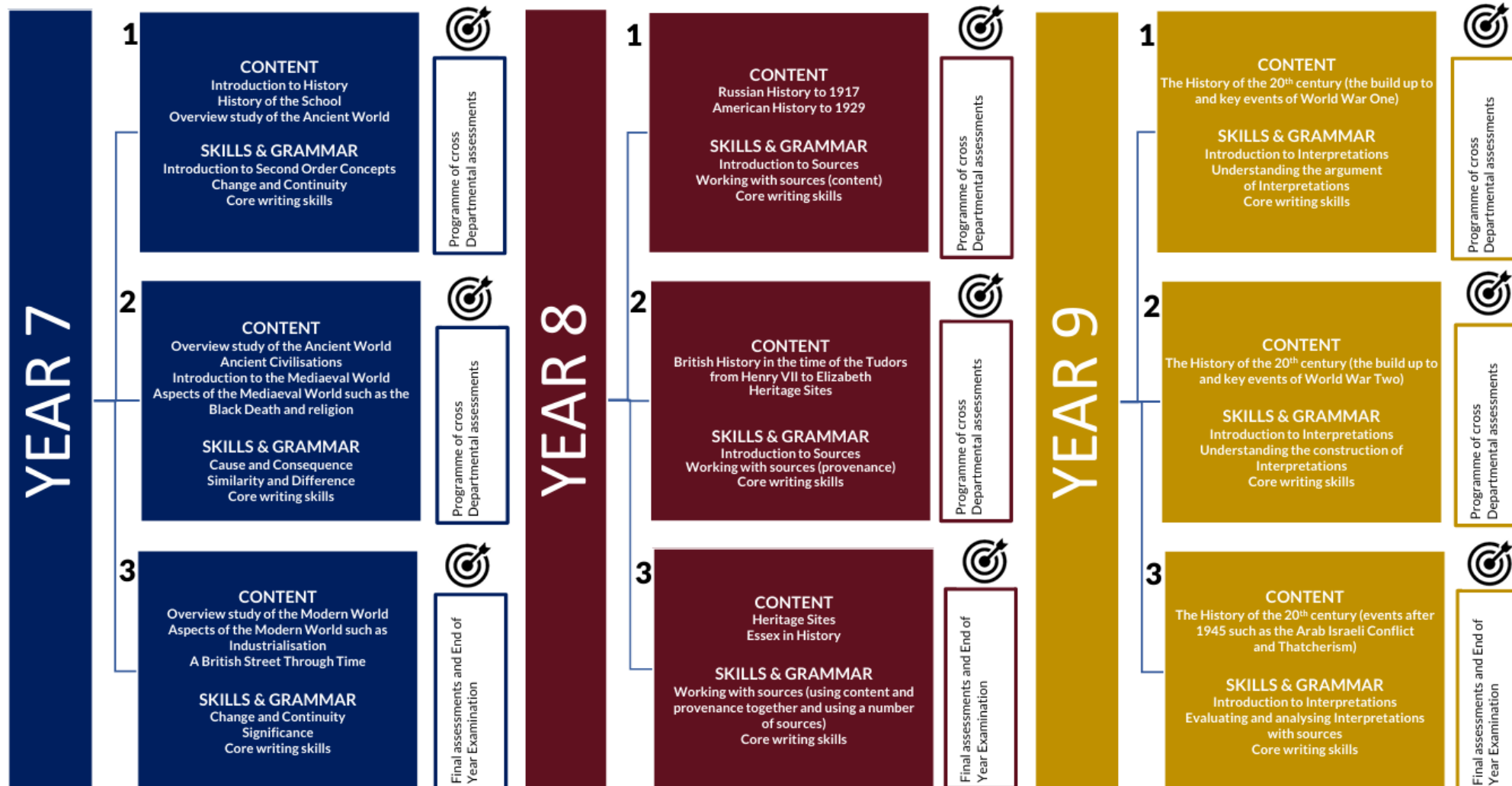
WHSB GERMAN LOWER SCHOOL CURRICULUM MAP

KEY STAGE TWO PRIOR LEARNING INFORMS



WHSB HISTORY LOWER SCHOOL CURRICULUM MAP

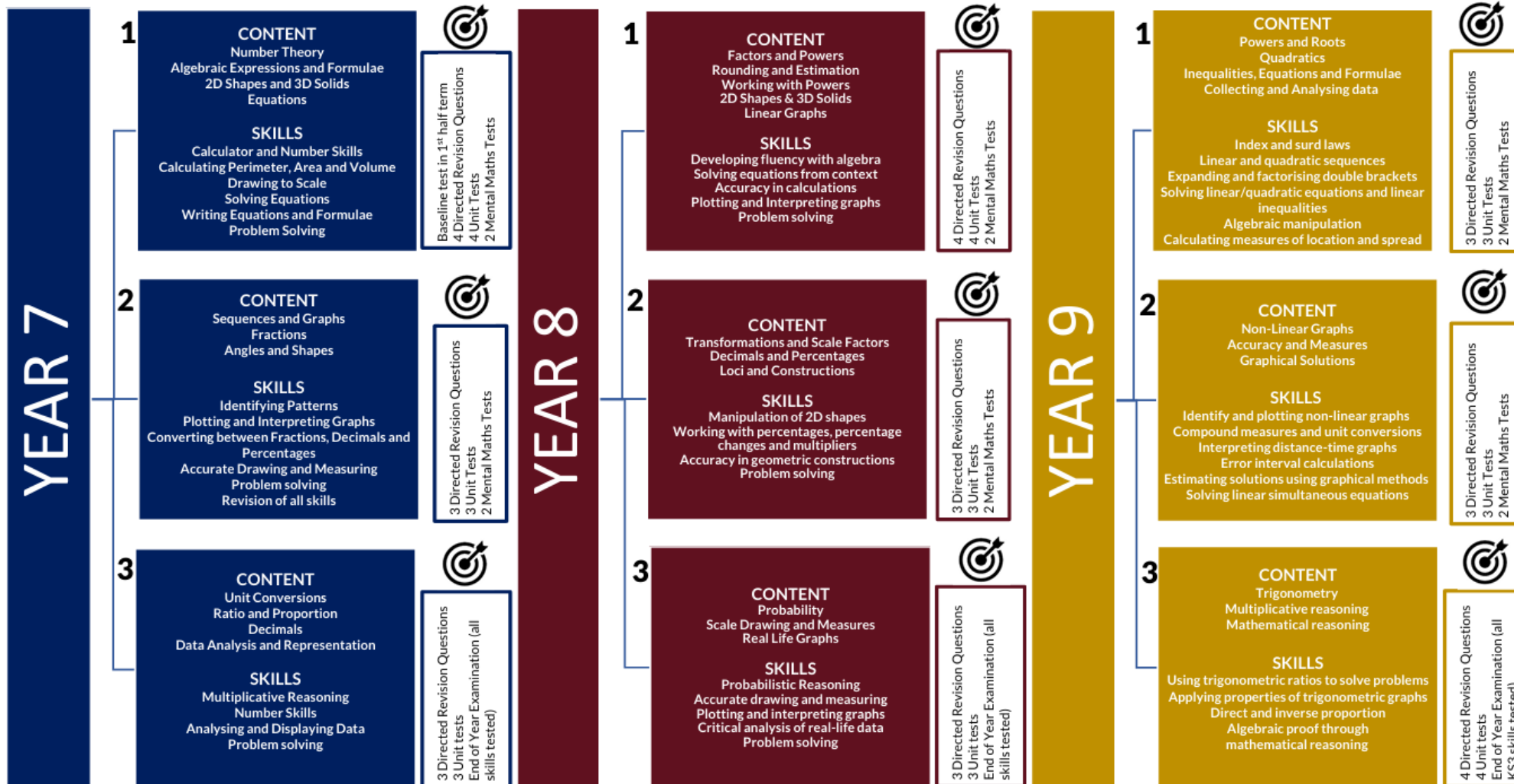
KEY STAGE TWO PRIOR LEARNING INFORMS



WHSB **MATHEMATICS** LOWER SCHOOL CURRICULUM MAP



KEY STAGE TWO PRIOR LEARNING INFORMS



WHSB **MUSIC** LOWER SCHOOL CURRICULUM MAP

KEY STAGE TWO PRIOR LEARNING INFORMS

YEAR 7

1	CONTENT Note values Rhythm Rests Pitch Singing Treble and Bass Clef The keyboard SKILLS Composition Performance Sight-reading Rhythmic dictation	 Baseline test at start of term. Rhythmic performance in October. Keyboard performance in December
2	CONTENT Dynamics & Tempo Steps and leaps Ostinato Chords & Roman numerals Melody-writing SKILLS Analysis Evaluation Composition Melodic/rhythmic dictation Sibelius software	 Ostinato based composition in February Melody-writing composition using computers in March
3	CONTENT Metre Time signatures Performing in triple/compound time Call & response Elements of Music Scales SKILLS Performance Composition Ensemble Analysis	 Performance of <i>Blue Danube</i> in May. EOY Examination in June. Cultural Enrichment Project essay due in July

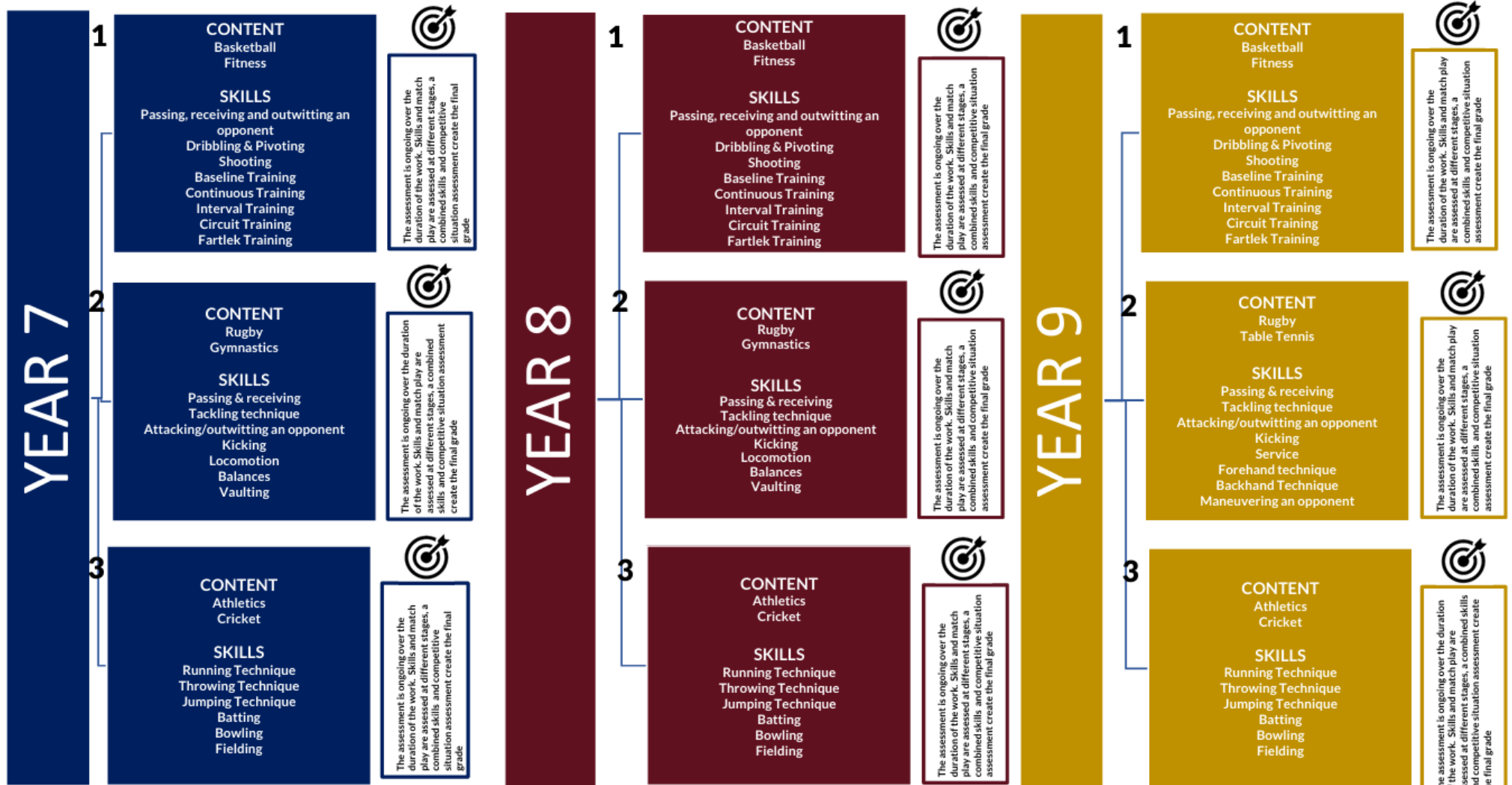
YEAR 8

1	CONTENT Theme and Variation The Classical Style Inversions Elements of Music The Blues The Slave Trade SKILLS Composition Sibelius Software Analysis Contextual evaluation Ensemble Performance	 Theme and Variation composition on computers in October. Blues performance in December
2	CONTENT Programme Music Timbre Composer intent Cover versions Manipulation of elements Contemporary Music SKILLS Analysis Evaluation of intent Composition Performance Essay-writing	 Programme Music composition in February Cover Versions performance in March. Cultural Enrichment Project Essay in March
3	CONTENT Song-writing Structure Singing Contemporary Music Musical Theatre SKILLS Composition Ensemble Performance Analysis Evaluation of intent	 Song-writing composition/performance in May. EOY Examination in June

YEAR 9

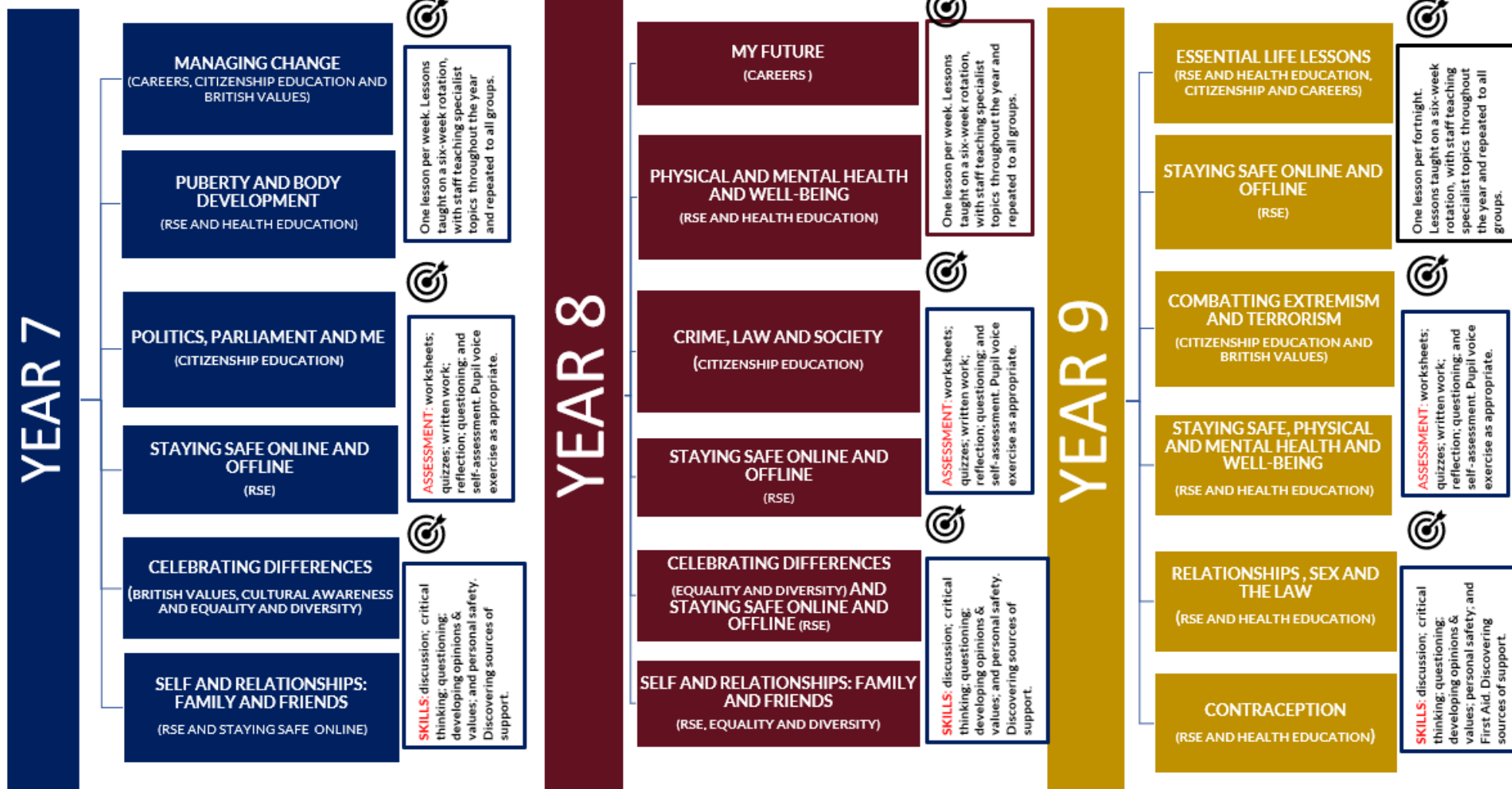
1	CONTENT Minimalism Twentieth Century Classical Music Texture Swing Music (1940s) War and Music Fanfare SKILLS Analysis Contextual and Stylistic evaluation Stylistically accurate composition	 Minimalism composition in October. Fanfare composition in December. Cultural Enrichment Project Essay in December
2	CONTENT Beethoven Motif The Symphony Film Music SKILLS Analysis Contextual evaluation Evaluation of intent Composition	 Beethoven composition in February Film Music composition in March
3	CONTENT RnB Funk and Soul Reggae Hip hop The Civil Rights Movement The Vietnam War SKILLS Performance Analysis Contextual and Stylistic Evaluation Essay writing	 Performance in May EOY Examination in June

WHSB PE LOWER SCHOOL CURRICULUM MAP



KEY STAGE TWO PRIOR LEARNING INFORMS

WHSB PSHEE CURRICULUM MAP YEARS 7, 8 and 9



WHSB RELIGIOUS STUDIES LOWER SCHOOL CURRICULUM MAP



KEY STAGE TWO PRIOR LEARNING INFORMS

YEAR 7

1	CONTENT Hinduism Introduction to Philosophy SKILLS To recall and describe a religious worldview To outline ideas and practices within a religion Begin to analyse arguments cogently and justify perspectives	 Baseline Assessment Hinduism Assessment
2	CONTENT Jesus in Art SKILLS To develop knowledge of Christianity Give thoughtful responses using different forms of expression	 Jesus in Art Assessment
3	CONTENT Religious Writings and Ultimate Questions Introduction to Greek philosophy and mythology SKILLS Expressing and communicating ideas related to religions and worldviews	 RWUQ Assessment End of Year Examination

YEAR 8

1	CONTENT Judaism SKILLS To outline ideas and practices within a religion. To evaluate diverse beliefs, perspectives, sources of wisdom, ways of life	 Judaism Assessment
2	CONTENT Islam SKILLS To outline ideas and practices within a religion. To evaluate diverse beliefs, perspectives, sources of wisdom, ways of life	 Islam Assessment
3	CONTENT Sikhism SKILLS To outline ideas and practices within a religion To evaluate diverse beliefs, perspectives, sources of wisdom, ways of life	 Sikhism Assessment End of Year Examination

YEAR 9

1	CONTENT Buddhism SKILLS To outline ideas and practices within a religion. To evaluate diverse beliefs, perspectives, sources of wisdom, ways of life	 Buddhism Assessment
2	CONTENT Christianity - The Historical Jesus SKILLS To investigate and explain why religions and worldviews matter	 Christian Assessment
3	CONTENT Philosophy, Morality, and Ethics SKILLS To appreciate and appraise different understanding of religion and worldviews	 Philosophy Assessment End of Year Examination

WHSB **SCIENCE** LOWER SCHOOL CURRICULUM MAP



KEY STAGE TWO PRIOR LEARNING INFORMS

YEAR 7

1	CONTENT Chemistry - Mixing, Dissolving & Separating (I) & (II) Biology - Cells- the building block of life (I) & (II) Physics - Forces and their effects (I)	 Interim and End of Topic tests Skills homework, Lab Reports Comprehension task
2	CONTENT Physics - Forces and their effects (II) Biology - Eating, Drinking and Breathing (I) Chemistry - Elements, compounds & reactions (I) Physics - Energy, transfers and sound (I)	 Interim and End of Topic tests Lab Reports, Research Tasks
3	CONTENT Biology - Eating, Drinking and Breathing (II) Chemistry - Elements, compounds & reactions (II) Physics - Energy, transfers and sound (II)	 Interim and End of Topic tests Comprehension task and End of Year Examination

YEAR 8

1	CONTENT Mathematics in Science Biology - Getting the Energy your Body Needs (I) and (II) Chemistry - Atoms, Ions and Bonding (I) Physics - Gravity and Pressure	 Interim and End of Topic tests Maths in Science, Comprehension task, Essay task
2	CONTENT Chemistry - Atoms, Ions and Bonding (II) Physics - Static Electricity Biology - Looking at Plants and Ecosystems (I) Chemistry - Explaining Chemical Changes (I)	 Interim and End of Topic tests Lab Reports
3	CONTENT Physics - Circuits (I) & (II) Biology - Looking at Plants and Ecosystems (II) Chemistry - Explaining Chemical Changes (II) Physics - Energy transfer in domestic contexts	 Interim and End of Topic tests End of Year Examination

YEAR 9

1	CONTENT Biology - Cell Biology, Microscopy and Transport in Cells Chemistry - The Earth's Atmosphere & The Earth's Resources Physics: - Waves & Space	 End of Topic Tests, Homework booklets
2	CONTENT Biology - Health & Infection and Response Chemistry - Atomic Structure and The Periodic Table Physics: - Space, Motion & Forces and Motion	 End of Topic Tests, Homework booklets
3	CONTENT Biology - DNA & Plant Tissues and Organs Chemistry: - Bonding and Structure Physics - Forces and Motion & Isaac Physics Skills	 End of Topic Tests, Homework booklets, End of Year Examination

WHSB **SPANISH** LOWER SCHOOL CURRICULUM MAP

KEY STAGE TWO PRIOR LEARNING INFORMS

YEAR 7

1

CONTENT

Greetings
Personal characteristics
Numbers, months and age
Siblings and pets
Free time
The weather

SKILLS & GRAMMAR

Reading and Writing Skills
Present tense -ar verbs
Tener, hacer, ser
Adjectives
Me gusta + infinitive
Using 'cuando'



Baseline test in 1st half term
Pupil track 1 at end of term 1
(Writing & Speaking)

2

CONTENT

School life
Opinions about subjects
Family
Physical descriptions
Where you live

SKILLS & GRAMMAR

Listening and Speaking Skills
Present tense -er and -ir verbs
Me gusta(n) + el/la/los/las
Estar and hay
Verbs in the 3rd person



Pupil tracks 2 & 3
Writing, translation and
Speaking

3

CONTENT

Describing your town or village
Telling the time
Ordering food
Plans for the weekend

SKILLS & GRAMMAR

Revision of all skills
Ir, querer, poder
The near future
Using two tenses together



End of Year Examination (all
four skills tested)

YEAR 8

1

CONTENT

Holidays in the past
Descriptions in the past
Music, TV, Mobile phones
Free time activities in the past

SKILLS & GRAMMAR

Reading and Writing Skills
The preterite of ir, ser, hacer
Preterite of -ar, -er and -ir verbs
Other irregular verbs in preterite
Revision of present tense
Comparatives



Yr 8 Pupil tracks 1 & 2 in term 1.
Writing, translation and
speaking skills

2

CONTENT

Food and drink
Mealtimes
Eating out and going out
Cinema
Clothes

SKILLS & GRAMMAR

Writing and Listening Skills
Revision of the near future
Me gustaria + infinitive
Demonstratives
Using three tenses together



Pupil tracks 3 & 4
Writing, translation and
Speaking

3

CONTENT

Describing holiday activities
Directions
Holiday accommodation

SKILLS & GRAMMAR

Revision of all skills
Superlatives, incl. mejor & peor
The imperative
More three tense practice



End of Year Examination (all
four skills tested)

YEAR 9

1

CONTENT

Likes and regular activities
Films and celebrities
Special occasions
The world of work
Typical days and work routine
Future plans

SKILLS & GRAMMAR

Reading and writing skills
Present tense revision
More irregular verbs
Tener que and obligation
The future simple
Using three tenses together



Yr 9 Pupil tracks 1 & 2 in term 1
Writing, translation and
speaking skills

2

CONTENT

Healthy eating
Fitness and staying active
Aches and pains
Fair trade and children's rights
Recycling and the environment

SKILLS & GRAMMAR

Writing and Listening Skills
Se debe / no se debe / se debería
Doler
Direct object pronouns
The imperfect tense



Pupil tracks 3 & 4
Writing, translation and
Speaking

3

CONTENT

Focus on Madrid
Meeting and greeting people
Shopping for souvenirs
A film - Voces inocentes

SKILLS & GRAMMAR

Revision of all skills
Expressions with 'tener'
Revision of five tenses
Revision of all KS3 grammar



End of Year Examination (all four
skills tested)

Extra-Curricular Opportunities

Below is a list of extra-curricular opportunities provided by the Academic Departments in the School which can support your son's studies. This list is indicative of activities open to Year 9 and Year 10s.

Art	Trip to Gallery	They learn how other Artists communicate their ideas through Art during various time periods. Students learn how an Artist began their journey in the Art world, through study at university and training in Art school. They learn which galleries are prestigious and how artwork is curated and framed. They learn what event artists record, what important messages need to be documented through Art and how this is communicated to the viewer.
Biology	Biology Challenge	To engage pupils in a competition which rewards them for going beyond the specification by reading biology related books, watching natural history programmes and viewing news media for items of biological interest.
	Biology Olympiad	The Olympiad challenges and stimulates students with an interest in biology to expand their knowledge beyond the curriculum, allowing for opportunities to qualify for international competitions.
	Biology lectures and reading programme	To introduce students to the latest developments in biological research by the watching of online lectures from many academics and reading books which review these developments.
	KS3 Science Live Lectures	To experience lectures from a range of academics from various fields of research in biology, chemistry and physics.
Chemistry	Step into NHS Competition	Encourages students to look into careers within the NHS, particularly with a focus on careers of which they may not have heard. They have to research their chosen career, including the skills needed to pursue this career and then design a job advertisement. They can choose to work in a group of up to 4 pupils, developing their teamwork and communication skills.
Computing	Bebras Competition	All computing students across all year groups take part in the age-appropriate level of the challenge. Round 1 is focused on problem solving skills and computational thinking; these are key skills sought by employers. Round 2 progresses to using code to solve specific problems, putting problem solving skills into practice.
	Perse Coding Team Challenge	Years 9 to 11 Computer Science students can take part in this programming challenge where students have to solve a number of problems using code within a set time limit. Round 1 has students working in pairs developing their teamwork skills to write code on a single computer. Round 2 progresses to students being regrouped into groups of three, working beside each other on different machines; this requires teams to split the tasks between themselves in order to optimise results. This is an excellent opportunity for students to work supportively in a team whilst still balancing their own outcomes.

Computing Cont.	Coding Club	Again some of the Sixth Form Subject Prefects spend a lunchtime each week supporting students from Year 8 to Year 11 to develop their python programming skills alongside and beyond the curriculum. Pupils are encouraged to work on their own projects and ideas but are given the option of working through some set activities, all the time receiving mentoring from the Sixth Form. This is beneficial to both those developing their skills as programmers and the Sixth Formers developing their mentoring skills.
	Termly lunchtime clubs	The Sixth Form Subject Prefects run lunchtime clubs most days of the week coving a wide range of computing related topics. The Prefects choose to run clubs on subjects they find interesting sharing their knowledge and leading the activities. Over the years, this has varied greatly from Cyber Security, Linux, the Mathematics behind AI, Animation Society, Project Euler tasks and many others. This gives the Prefects free scope to develop their planning and leadership whilst modelling this to lower year groups.
Design & Technology	Tech club	Helps to fill in gaps in learning, develop resilience and curiosity.
	Ef00d society	Provides further development to carry out specific techniques and basic skills.
	Gastronomy Society	Provides mentoring opportunities to teach high level skills to lower pupils.
	Robotics Club	Prepares students for technological advances worldwide, opening opportunities for automation and computer coding as a career path. It also gives students the chance to socialise with like-minded people who share the same interests.
English	British Library Activities (All Years)	Visits and workshops develop research skills, independence, and intellectual curiosity, supporting pupils in navigating information critically — key for higher education and professional environments.
	Echo News Takeover (All Years)	Provides real-world experience of journalism, teamwork, and meeting deadlines, developing communication and organisational skills relevant to media and beyond.
	Theatre Trips (All years, age dependent for material)	Enhance confidence, interpretation, and engagement with live audiences, supporting communication skills and adaptability—important in client-facing and collaborative roles.
	Creative Writing Club (Years 7-10)	Writing for pleasure in different media. Awareness of different media, exposure to different texts. Re-casting from one mode of writing to another and the development of expression and communication.
	Young Writers Competitions (Years 7-10)	Promotes ambition and pride in high-quality work, helping pupils to meet external standards and deadlines, preparing them for competitive academic and professional contexts.
	Queen's Commonwealth Essay Competition (Years 7-10)	Develops global awareness, independent thinking, and the ability to respond to real-world themes, preparing students for careers that value cultural literacy and critical engagement.
Geography	Geography Society	Students gain experience of running a weekly activity, developing their organisational, presentation, research and leadership skills.
	Fieldwork Activities	Pupils develop a range of data and information-handling skills.

	Overseas Expedition Visits	Students gain the opportunity to travel overseas and apply classroom study in the real-world; this helps pupils to open their minds to different cultures and experiences.
Geography Cont.	House Geography Events	These foster collaboration and challenge whilst working towards a common purpose.
	Essay Competitions	These enable students to add greater depth to their subject knowledge through independent research and hone their ability to write evidence-informed persuasive arguments.
	Lectures (in person and online)	These broaden students' perspectives and subject knowledge and can also present opportunities for networking with subject-relevant professionals.
History	Trips to Normandy, Germany, and local areas of historical interest	This helps students to understand the role of Historians in heritage settings. It can make them Globally Aware by understanding the significance of Heritage Sites in their natural settings.
	The Historical Society	This helps students to practice the skill of communication and learn to respond to questions, assessing and exploring their command of the material.
	Academic Competitions	This helps students to demonstrate the development of core skills such as analysis and communication at an advanced level.
Maths	Gauss Group	Student-led group that offers Sixth Form Maths prefects the opportunity to inspire younger pupils with Mathematics topics and problems beyond the curriculum.
	Maths Mentoring	Helps promote communication and problem-solving skills.
	Help Clubs	Allows pupils to develop their communication skills and improve their problem-solving ability.
	Maths Fest	An opportunity for networking with other young mathematicians, collaboration and problem solving as well as exploring interest in Mathematics related careers.
	UKMT Maths Challenges	Promotes logical thinking and problem-solving under time pressure.
	Pi Day Celebrations	Organisational responsibilities for Sixth Form Mathematics Prefects.
Modern Foreign Languages	The Anthea Bell Prize	Students develop translation skills, which directly relate to the job of translator, but which also encourage the most able to consider applying for the most prestigious universities for modern language courses.
	The Stephen Spender Prize	Similar to The Anthea Bell Prize, a world-renowned translation competition that is highly prized and promotes cultural awareness and ambitious, creative translation. This could lead to a career in translation.
	Sixth Form MFL trips to the British Film Institute	These encourage understanding of authentic media and build cultural literacy, which is useful for Arts, Media and Creative industries. Film studies are often an integral part of any MFL university degree.
	Returning Alumni to give talks to students, along with Sixth Form enrichment lectures and university outreach events	Students are inspired and motivated to apply to top universities and to consider studying Modern Foreign Languages as all or part of their degree.

	Languages trips overseas	Students are given the chance to visit and experience life in another country. They are immersed in real life situations and some are inspired to plan a life abroad. They build confidence and intercultural empathy, skills which are highly valued by employers.
Music	Performing in an ensemble	Performing within an ensemble promotes collaboration by developing communication and teamwork in rehearsals and performance. There is an element of time management in rehearsals, especially if it is a student-led ensemble. The ensembles also allow for creative thinking in relation to the different ways to play the music and express the emotion of the piece. For Sinfonia specifically, the students have the opportunity to perform with adult musicians, promoting good networking skills.
	Termly Trips to London Performances	Students attending one of the regular trips run by the department experience a live performance given by professional musicians, usually of the highest international standard. Experiencing the communication and leadership skills of a professional conductor, or the powerful performances of an opera singer, can be inspirational and very instructive.
Physics	Engineering Society	Provides an awareness of the scope of engineering disciplines.
	Astronomy Society	An opportunity to find joy in the firmament.
	Rocketry Club	Students must learn to overcome engineering challenges.
Religious Studies	Religious Studies Debate Club	Students learn how to construct arguments, present ideas clearly, and listen respectfully to differing viewpoints. Through creating their own presentations, engaging in conflict resolution tasks, and developing effective communication skills, the students build confidence in expressing themselves and working collaboratively. This supports wider career development by strengthening skills such as teamwork, critical thinking, public speaking, negotiation, and problem solving.
	Philosophy Debate Club	Students debate high level concepts, analyse competing viewpoints, and develop their ability to construct coherent, evidence-based arguments. Through preparing presentations, leading discussions, and responding critically to challenge, students develop advanced skills in reasoning, persuasion, and academic communication. The club supports preparation for future careers by strengthening key skills such as critical thinking, analytical writing, public speaking, logical problem-solving, and intellectual independence.
	Christian Union	Students are given the opportunity to present on a variety of religious topics and listen respectfully to differing viewpoints. Students develop their confidence, understanding, tolerance and empathy, as well as being globally aware.
	Canterbury Cathedral Trip	The Canterbury Cathedral trip introduces students to a functioning heritage site and professional workplace, giving them hands on interaction with specialists who work in history, education, and religious settings. Through meeting professionals, exploring a live working cathedral, and touring a preserved medieval site students gain insight into a wide range of careers connected to culture, community, and public life.

Physical Ed	School Sports Teams (e.g. football, Sixth Form netball, rugby)	Develop teamwork, leadership, and discipline skills which are essential for careers in sport, coaching, and fitness.
	Inter-House Competitions	Encourage resilience, performance under pressure, and goal setting.
PE Cont.	Fitness Club / Gym Sessions	Promote knowledge of training methods and links to careers in personal training and health.
	Sports Trips (e.g. outdoor education, tours)	Develop independence, teamwork, and wider exposure to sports-related industries.
	Officiating Opportunities (refereeing/umpiring)	Enhance decision-making and understanding of rules; these skills are relevant to sports governance roles.

Please follow Westcliff High School for Boys on Facebook and LinkedIn where you can find out about the latest developments, events and vacancies at the School.

We look forward to hearing from you.



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