ENRICHING OUR CURRICULUM

Our aim is to offer a fully enriched curriculum to all pupils to support their wider development. We do this through a number of different ways, for example by offering pupils a chance to study at a level that is deeper and broader than just the exam specifications, through additional online learning to supplement and complement the core content, educational visits, etc.

Below are the details of how this is achieved through our curriculum offer; you can also find further details of this on the curriculum map for each subject.

Subject	2026 – 2027 Enrichment Opportunities
ART	Students are invited to attend a range of extra-curricular activities including KS3 Photography club, Sculpture club, Art History society, Coursework clinics and Painting club. Additionally, throughout the year we run a range of gallery visits for KS4/5 students.
BUSINESS	Throughout the course students are exposed to a wide variety of career opportunities with detailed explanations of individual roles and the skills and qualities needed to enter each field. Speakers from industry are invited into school to give talks about how they entered their career and the expectations of their role. Students are also able to interview entrepreneurs to develop a better understanding of how to set up a new business and the challenges which entrepreneurs face. Cultural capital is developed as students analyse a wide range of current affairs issues for example, students discuss the impact of changing government legislation such as the decision to increase corporation tax for some businesses. Students develop presentation skills as they create and deliver an elevator pitch to an audience. Students respond to questions from the audience and receive feedback on their performance so that they can reflect on their strengths and areas for development. Students applying to management related degrees at university as supported with their application process. For students applying to courses with interviews, they are supported to develop excellent speaking skills through interview practice workshops.
COMPUTER SCIENCE	Year 7 Coding Club –Passionate coders opt in to attend weekly coding club sessions taking place in an ICT suite at lunchtimes. The programme is designed to aspire students to develop their text-based programming as well as online simulators. Students work towards completing mini projects which are celebrated in the school during assemblies.
DRAMA	**Drama Club (open to all)** Open to all year groups, the Drama Club provides a welcoming space for students to explore acting, improvisation and stagecraft in a relaxed, creative setting. Weekly sessions focus on building confidence, teamwork and performance skills while encouraging students to experiment with new ideas and styles. **Production and Performance** Students with a passion for theatre can audition for our large-scale productions and showcase performances. These events mirror professional theatre practice, giving participants the chance to work with directors, designers and technical teams while gaining valuable experience in rehearsal discipline, stage management and live performance. Auditions for this will be announced throughout the year. **House Drama** Students will have the chance to rehearse and perform a short drama piece, while building key skills such as communication, teamwork, creativity, focus and resilience. There are opportunities for students who enjoy acting, directing, movement, writing, staging or supporting behind the scenes, so every student can contribute in a meaningful way. No previous drama experience is required. We simply ask that students bring enthusiasm, commitment and a positive attitude to rehearsals and performances. House Drama is a brilliant opportunity for students to get involved in school life, make new connections and celebrate the creative talents within our school community. **LAMDA Qualifications** Learners in Years 7–13 have the option to pursue London Academy of Music and Dramatic Art (LAMDA) examinations. These prestigious qualifications develop advanced skills in acting, public speaking and communication, providing recognised accreditation that supports future applications to drama schools, universities and a range of careers requiring confident presentation. Further information can be found by contacting vnoble@whtc.co.uk

ECONOMICS	Talks are regularly arranged with speakers from various financial institutions. For example, this year we plan to welcome back a speaker from the Bank of England. The speaker will explain the different career paths available at the bank as well as the role that the bank plays in managing the economy. This talk is available for all students but is particularly beneficial for our Year 13 students as the speaker will provide a detailed explanation of the current fiscal and monetary policy employed by the bank, which will help develop students' knowledge beyond the specification. Cross-curricular links are made to other subjects. For example, diagrammatic representations of economic theory apply differentiation, which is studied in A Level Maths. For those applying to Oxbridge Economics, we provide interventions giving a taste of university-level economics, and preparing them for interview. For example, we teach game theory, including different applications of the Prisoner's Dilemma, and auction theory. Students have mock interviews with teachers using questions and feedback received from previous cohorts. This helps students to develop their confidence in speaking about economics at an advanced level. We also arrange trips to support students in their learning beyond the curriculum. For example, this year we plan to attend a series of talks hosted by Economics in Action. Students will listen to industry experts presenting on current issues such as changes in the labour market and behavioural economics. In order to support students to develop university level academic writing, we hold workshops to coach students with writing essays which will be entered into the Royal Economic Society competition.
ENGLISH	• **Library and reading culture -** The library is used as an active part of the English curriculum, supporting independent reading, reading for pleasure, wider reading and student choice. Students are encouraged to discover authors and genres beyond set texts through library collections, recommendations, reading lists, book clubs and reading events. • **Jack Petchey's Speak Out Challenge -** Students develop confidence, rhetoric and presentation skills through the Jack Petchey Speak Out Challenge, applying the oracy skills developed through the curriculum to a real audience and authentic purpose. • **Wider literary experiences -** Students are given opportunities to encounter literature beyond the classroom through Poetry by Heart, World Book Day, author and literary events, creative writing opportunities and celebrations of a wide range of voices and traditions. • **Student leadership and participation -** Students are encouraged to take active roles as readers, writers and speakers: recommending books, contributing to literary events, sharing writing, participating in competitions and representing the school in public-facing opportunities.
FRENCH	Year 10: students read a range of books and news articles to develop their reading skills and range of vocabulary. They also complete a mini-film study of a French film in the Spring Term. Year 11: students read longer stories to further develop their reading skills. They are also encouraged to watch films weekly in French to develop their listening skills in preparation for their GCSE exam. All students are given access to a range of online platforms for example (Kerboodle, Quizlet) which provide them with extensive reading, listening and vocabulary learning opportunities in French. This allows pupils to access extensive vocabulary and other tenses beyond what is needed for the exams. A cultural/language trip to Paris is organised every other year for KS4 students in the Winter Term.
GEOGRAPHY	• In Key Stage Three pupils have the opportunity to create a Geographical enquiry question which they then investigate and collect data for using geographical fieldwork equipment. In Key Stage Four pupils visit river landscape to investigate physical processes (River Chess) and an urban area to study regeneration (Stratford, East London). • At Key Stage Five pupils have two three-day residential trips to South Wales focusing on Geography fieldwork skills, coastal geomorphology and urban processes. In Key Stage Five pupils also have the option to join the 'Geography Society' which discusses a range of 21st century challenges such as climate change and migration. • A range of clubs are offered by the department including KS3 Humanities Club which offers pupils a greater awareness of how physical geography is interconnected with human activity both past and present through the exploration of the geographical, historical and cultural characteristics of a country. An orienting club engages pupils with the skills of map reading and navigation. • Pupils in Key Stage Four are offered the 'Geoscience Club' which explores physical geographical processes and geology which shape our contemporary world.

HISTORY	**SIXTH FORM HISTORY SOCIETY:** This year, the History Department offers a **History Society** for A-Level students. The club aims to broaden students understanding of a range of historical events and developments, and to expose students to the work of academic historians and those who have found studying history valuable to their careers in other areas including politics and law. Students will be able to hear from guest speakers about their work and will have opportunities to develop leadership within the society. **HERITAGE CLUB:KEY STAGE THREE HUMANITIES CLUB**: Last year, the History Department worked with the RS and Geography departments to provide students with an opportunity to broaden their knowledge of the disciplines and explore Turkey and its culture from the perspective of all three humanities subjects. Students will create their own presentations, and engaged in debates and with historical sources. This club continues this year, and explores new regions and periods. **TRIPS**: This year, the History Department continues its offer of trips to the British Museum for prospective and current students of GCSE Classical Civilisations. Year 13 students will also have the opportunity to visit the National Portrait Gallery. The Department continues to explore the possibility of trips to other historical sites, museums, and galleries across London which might enrich pupils' study of history in the classroom.
MATHEMATICS	We run a range of extra-curricular clubs which all students are encouraged to attend to help promote and develop a love of mathematics and problem solving in our students. Students in Year 7, 8 & 9 have the opportunity to attend 'Road to Team maths challenge' which provides students with challenging logic and problem-solving activities which they tackle both individually and in teams. UKMT is hugely popular across all year groups in both the individual and teams challenges, and many of our students have been awarded Bronze, Silver and Gold certificates, some even progressing to the Kangaroo and Olympiad rounds. We also offer a Chess club to our students providing them with the opportunity to learn how to play the game, and to play games against each other. In addition, we offer Rubik's cube club where students are taught different methods of solving a Rubik's cube efficiently. The most-able students who achieve grade 8s and 9s in their early-entry GCSE in Year 9 or Year 10 go on to study extra maths qualifications such as Further Maths GCSE and Additional Maths FSMQ. These qualifications provide students with the opportunity to study some A-level Maths and Further Maths content early to promote interest in studying the subject to a higher level.
MUSIC	Students are given many opportunities to get a deeper and broader education in music than just the national curriculum and exam specifications. Here at Wembley we offer a plethora of extra-curricular activities such as Choir, where students get to learn to read music, and perform in an ensemble. Students get to explore playing techniques and aural skills in Guitar Club. Music Production Club teaches how to use the industry standard software Logic X Pro to compose, produce and stream their own music. And lastly Rock Band teaches how to collaborate within a group of skilled young musicians, working on many projects throughout the year. Keyboard Club runs regularly for all key stages to explore piano technique beyond the curriculum. In the classroom, students are exposed to cultural, historical and political aspects of life through interesting units such as "Blues". In year 8 students explore the slave trade and the impact on African American culture and music. The film music unit allows students to explore the cultural and technological developments of the last 60 years and how music has been a key element in shaping these, in conjunction with an exploration of current careers and opportunities within the music industry.
PD	The skills and knowledge students develop in PD is enriched through discussion in lessons, drawing upon current affairs, modern influential figures, and contentious issues to engage students and encourage the application of knowledge to a range of topics beyond the requirements of the curriculum. Teachers use specific, targeted questioning to extend students' knowledge. Homework is designed to encourage independent research and engagement with case studies and scenarios from a range of cultures, perspectives and contexts. In turn, students' cultural capital is strengthened, and opportunities for cross-curricular learning are maximised, for example with RS and History. All students in Year 7 to 10 carry out one 6-week-long independent research project each year on the theme of Citizenship to further develop their understanding of a key element of the curriculum including: global human rights (Y7); law, crime and justice (Y8), democracy and voting rights (Y9) and local community and action (Y10). This project develops students' research skills and gives them a deeper understanding of these citizenship issues in action, including real-life cases, and presentations of their findings. Throughout years 7 to 11, students learn skills and knowledge that form the basis of psychology and sociology studies at A-level. The skills students acquire in PSHCE are transferable to other subjects and qualifications that require a sound knowledge of how to formulate and support arguments. PD is a gateway to a more inclusive society. The aim of the subject is for young people to leave school with an understanding of how to safely function and support themselves in society, and with the social and moral awareness to thrive in it. As a subject, PD has the power to motivate and educate young people into becoming thoughtful, active citizens who engage with, and participate in, public life. It is not enough to assume that young people will somehow acquire this knowledge without being educated in it.

PE	Our PE department offers a wealth of enrichment opportunities designed to enhance students' physical and personal development. With over 10 different sports clubs available on a weekly basis, students have the chance to participate in a wide range of activities, from football, basketball, and cricket to badminton, netball, and more. These clubs provide a great platform for students to refine their skills and stay active. In addition, students can compete in fixtures against other schools in the borough, fostering a spirit of teamwork and healthy competition. Notable opportunities also include exciting trips to prestigious venues like Lord's Cricket Ground and Wembley Stadium, where students can immerse themselves in the rich culture of sport. For those seeking further challenge, the chance to take part in the Duke of Edinburgh Award (both Bronze and Silver levels) encourages students to develop resilience, leadership, and a sense of adventure through outdoor activities and community involvement. Enrichment is also closely linked to our House System, with four House events taking place throughout the year, giving students regular opportunities to represent their House, develop teamwork and leadership skills, and contribute to a shared sense of identity and community. These opportunities are designed to inspire students, broaden their horizons, and create memorable experiences outside the classroom.
PSYCHOLOGY	Students are presented with a wide range of enrichment activities. Students are given the opportunity to take part in Psychology Society, whereby each student delivers a session on a topic of their choice. In an effort to foster an interest in Psychology and social issues, we have a virtual noticeboard on teams where we share links to taster days, free public lectures, potential work experience and any summer school opportunities. For each module, students are presented with wider reading in the form of news articles and psychological reports. This provides students with the opportunity to develop a deeper understanding of the content as well as promoting independent learning. Our Year 12 psychologists are given the opportunity to take part in the Psychology Olympiad. Students completed round 1 which consists of multiple-choice questions, round 2 which consists of short answer questions and round 3 which involved designing their own research project. Students were able to design their study, recruit participants, gather data, draw conclusions and summarise their study in a psychological report. Students expand on their practical skills later in the term. For instance, during half term 6 AS Psychology students conduct their own small-scale research. This gives them a chance to practically apply their knowledge and get first-hand experience of problems using research methods. The student's findings are then collated into a Social science magazine.
RELIGIOUS STUDIES	Students' religious studies education is enriched through discussion in lessons which use current affairs, modern influential figures, and contentious issues to engage students and encourage the application of their knowledge to topics beyond the curriculum requirement. Teachers also use specific, probing questioning within lessons to extend students' knowledge beyond the core curriculum content. Homework is designed to continue this outside the classroom. In turn, students' cultural capital is strengthened, and there are opportunities for cross-curricular learning, for example with RSHE and Citizenship.
SCIENCE	The Science curriculum has been designed to ensure that our students acquire a deep understanding of the subject matter that they are learning about. To facilitate this, students will learn about contexts and content which goes beyond the exam specification and national curriculum and we believe that this will equip our students with the knowledge and skills to thrive in a modern society. Online learning tools such as Seneca Learning and GCSEpod are used to help students embed knowledge of key components in their long-term memory so that they can build on this knowledge over time. We offer our KS3 students the opportunity to expand their scientific knowledge through the completion of research projects on a half-termly basis. Examples of previous research projects include designing the structure of their own atom and profiles of famous female scientists. Additionally, all Year 7 students participate in the annual Step into The NHS Competition which requires students to investigate the wide range of career options available in the NHS. At the KS4 and KS5 level, students can compete in the Biology, Physics and Chemistry Olympiad competitions enabling the students to deepen their knowledge across all three Scientific disciplines.

SOCIOLOGY	With enrichment activities, we aim to introduce students to a practical element of sociology. For instance, during half term 6 AS Sociology students conduct their own small-scale research. This gives them a chance to practically apply their knowledge and get first-hand experience of problems using research methods. The student's findings are then collated into a social science magazine. Students have the opportunity to submit an essay to the British Sociological Association essay writing competition which is an annual event whereby sociological essays are judged nationally; winners are shortlisted and can have the opportunity to win a prize. We are proud of previous WHTC students being shortlisted for their exceptional essays. In an effort to foster an interest in Sociology and social issues, we have a virtual noticeboard on teams where we share links to taster days, journal articles and videos. Furthermore, students have the opportunity to engage in the Sociology Society whereby students can practice applying their sociological knowledge beyond the curriculum to contemporary social issues. Previously, students have created their own sessions and delivered them to the society. This has supported students to develop a range of skills. Finally, students have the opportunity to attend guest speaker talks from lecturers who specialise in various fields of sociology from radicalisation to domestic violence. This opportunity provides students with the experience of attending a lecture and challenges them to apply their knowledge beyond the curriculum. Previously students have attended trips to the Marxism festival, which gave them an opportunity to attend sociological seminars and lectures based on contemporary social issues in relation to and beyond their curriculum.
SPANISH	**Key Stage 3:** • Students in Year 7 and Year 8 are invited to participate in the Spanish Cultural Club. • Students in Year 7 and Year 8 can join the Mandarin club • Students in Year 7, Year 8 and Year 9 can join the homework club to access additional support. **Key Stage 4:** • Students are given access to a range of online platforms, for example Kerboodle and Quizlet which provide them with extensive reading, listening and vocabulary learning opportunities in Spanish. This allows pupils to access extensive vocabulary and other tenses beyond what is needed for the exams. • Students studying French will have the opportunity to go on a Residential Trip to Paris **Key Stage 5:** • Students attend a weekly language tutorial to support their speaking skills. • Students are given access to a range of online platforms which provide them with extensive reading (which include case studies outside the scope of the exam specification), listening and vocabulary learning opportunities in Spanish. • Students are encouraged to read articles from 'BBC Mundo' to broaden and deepen their knowledge of A-Level topics. • Students are encouraged to watch films and read literature from the same director and author studied at A-Level. • Students are invited to attend a school trip to a Spanish restaurant to try Spanish traditional food • Students are invited to attend a school trip to BFI Southbank for a Study day on the film Volver