



*Year*  
**7**



**Curriculum Booklet**



COOMBE WOOD  
SCHOOL

## Behaviour for Learning and Health Related Fitness at Coombe Wood School

### Teamwork

We communicate with confidence and inspire others through our actions and words.

We take part, never give up and cooperate with our whole community.

We show empathy and offer help if someone needs our support.

### Respect

We are polite and cooperative towards all members of the CWS community.

When someone is talking, we listen and offer positive body language.

We say thank you, open doors for people and cherish our learning environments.

### Enjoyment

We are positive learners and thrive on the challenges our teachers set us in class.

We approach every task with a positive mind-set and get the most out of every situation.

We train hard, perform at the top of our game and take enjoyment from what we achieve.

### Discipline

We show self-control at all times and understand that things may not always 'go our way.'

We know that our rules are there to help us and follow them first time, every time.

We find reasons to be focused, rather than finding reasons not to be.

### Sportsmanship

We recognise the importance of fairness and are prepared to be honest about what is fair.

We are proud of what we achieve and proud of what others achieve.

We value our community and say 'well done' to others when they achieve great things.

***(Contributions from the first ever students and parents / carers of Coombe Wood School have helped us to construct this picture of what an outstanding CWS learner looks like – thank you all for your cooperation.)***



TEAMWORK • RESPECT • ENJOYMENT • DISCIPLINE • SPORTSMANSHIP





**COOMBE WOOD  
SCHOOL**

## **Coombe Wood School Mission Statement**

Displaying and developing the human values of teamwork, respect, enjoyment, discipline and sportsmanship in our daily lives, as we journey together towards discovering and reaching our true personal bests.

**TEAMWORK**

**RESPECT**

**ENJOYMENT**

**DISCIPLINE**

**SPORTSMANSHIP**

**STRIVING TO BECOME THE HEALTHIEST SCHOOL IN THE COUNTRY**

### **Introduction to your curriculum booklet**

During the first half term of Year 7, we will not be setting traditional homework to students.

Instead, students have this curriculum booklet which outlines many fantastic tasks that they can do in term one and indeed throughout the whole school year at home to support their learning in each subject. It includes websites, active learning, literature, places of interest to visit and much more!

The purpose of this booklet is for students to get interested and curious in their subjects. It is important that all students and parents / carers see this as an opportunity to inspire their love of learning.

Teachers will be very keen to celebrate and discuss with students anything they have learnt or any work they have produced from these booklets so please do bring work in to your teachers. Rewards points will be awarded for work completed.

Relevant and useful homework will then begin to be set from November of Y7 onwards, with a clear purpose to either reinforce learning done in class, or to prepare students with background knowledge for a task or assessment they will shortly be doing.

That does not mean though that you should discard your curriculum booklet at half term! There are some great ideas of fun things to do in here so work with it for the whole of year 7.

**Enjoy!**

**From the teaching staff at CWS.**



**TEAMWORK • RESPECT • ENJOYMENT • DISCIPLINE • SPORTSMANSHIP**

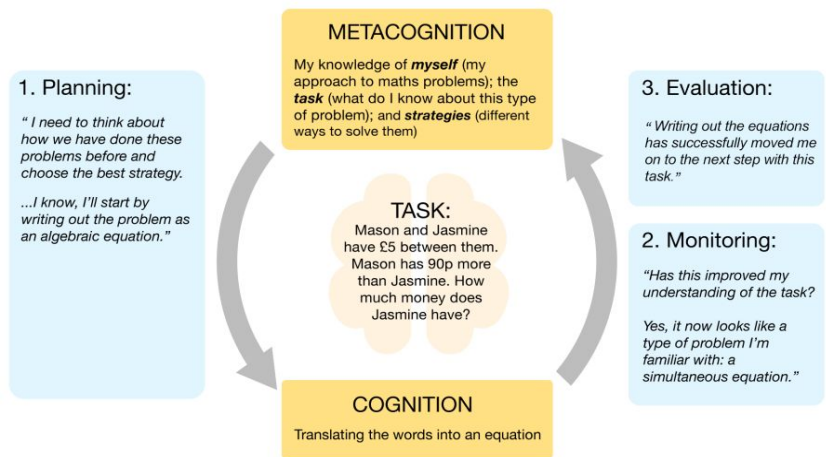


## Metacognition & Self Regulated Learning

According to research carried out by the Education Endowment Foundation, focusing on metacognition and self-regulated learning can result in students experiencing an average of seven months additional progress.

<https://educationendowmentfoundation.org.uk/evidence-summary/teaching-learning-toolkit/metacognition-and-self-regulation/>

As a school, we will be aiming to have a three focus approach; providing necessary support for staff, training students to deliver sessions to their peers and providing parents with information to further embed strategies at home.



Metacognition is defined as learning about how we learn or thinking about how we think. The main objective of the programme is to provide students with a host of skills and strategies to make them aware of their cognition, therefore empowering them to be independent learners.

Self-regulated learning requires students to assess a task, plan their approach, monitor their performance and evaluate their plan. Students will be engaging in the self-regulated cycle in lessons; an example is shown in diagram 1.

Possessing previous knowledge about a topic will provide students with an enriched experience in the classroom because they will find it easy to hinge new knowledge on to previous experience. The latter will make it easier for them to memorise information for assessments.

The curriculum booklet is crucial to providing students with a comfortable learning environment in school. Students will be engaging with content in a secure, happy environment at home, they will be eager to share what they know and learn more about a topic, instead of being stressed and bored in lessons.

### Parents/Carers

- Continue to encourage your children to use the curriculum booklet in a happy learning environment.
- Encourage them to share their knowledge in lessons and tell you what they learn in school.
- Continue to have high aspirations and expectations for your children; including how important school is, having a positive attitude towards their teachers and the value of education. *Your contribution can have the biggest impact on their progress.*



# English Curriculum

The English curriculum at Coombe Wood School has been carefully designed to ensure that students enjoy learning, make clear progress and achieve their full potential. Key exam skills have been embedded within every lesson so that students feel fully prepared by the time they take their GCSE exams.

The teaching of English will build students' confidence in writing, developing creativity, technical accuracy and the ability to write with purpose. Students will read a wide range of texts - both fiction and non-fiction - in order to improve their comprehension and analytical skills. Throughout the year, students will also be supported in improving their speaking and listening skills, helping them to become successful communicators.

In Year 7, students will study a wide range of texts, including the Science Fiction genre, Shakespeare's *Richard III* and Benjamin Zephaniah's *Refugee Boy*. Students will also take part in a fortnightly reading lesson to further develop evaluative skills and to promote a lifelong love of literature.

Term 1a Term 1b	Science Fiction and Description Writing Benjamin Zephaniah's <i>Refugee Boy</i>
Term 2a Term 2b	War Poetry <i>Richard III</i>
Term 3a Term 3b	Introduction to Non-Fiction: Stories of Survival Mary Shelley's <i>Frankenstein</i>

## **Get curious with the following optional activities:**

- Take a guided tour of the Globe Theatre and write a diary entry from the point of view of a 'groundling'.
- Visit your local library and check out a book that interests you – why not bring it to a reading lesson and give the class your review?
- Use the internet to check out some of Wilfred Owen's war poetry.
- Take one of London's literary walking tours in order to find out more about well-known local authors.
- Watch a video summary of a Shakespeare play.
- Find an example of a famous speech. Take notes on what makes the speech successful.



# Literacy Curriculum

Literacy is undoubtedly a key priority for Coombe Wood School and all members of staff feel passionately about ensuring that students are well-prepared for all future challenges that may await them. Literacy is promoted at Coombe Wood School in the following ways:

- Students complete literacy workshops during PM registration. These have been designed by our literacy coordinator to both support and challenge students to develop essential literacy skills.
- High frequency words for each subject are collated each half term and given to parents. Students may refer to these words to improve their comprehension, spelling and to feel more prepared and comfortable about their use in class.
- Students are given personalised reading lists in order to encourage independent reading.
- We have invested in an innovative literacy improvement tool called [Bedrock Vocabulary](#), a website that helps children to learn critical academic vocabulary. Parents are able to log on to see what vocabulary their children are learning and how their child is progressing.
- Targeted literacy intervention groups run throughout the year in order to work with students who may need a little more support with spelling or other key literacy skills.
- Students take part in teacher-led guided reading once a fortnight. This helps to improve students' comprehension, analytical skills and the breadth of their vocabulary.
- Students will complete reading journals to allow reading to be celebrated and promoted for all Year 7 students. All students will be expected to bring this journal to school with them everyday alongside their reading book.

Term 1a Term 1b	<ul style="list-style-type: none"><li>• Sentence forms</li><li>• Identifying word classes</li></ul>
Term 2a Term 2b	<ul style="list-style-type: none"><li>• Homophones; accuracy of punctuation</li><li>• Spellings</li></ul>
Term 3a Term 3b	<ul style="list-style-type: none"><li>• Use of connectives; punctuation</li><li>• Active and passive voice</li></ul>

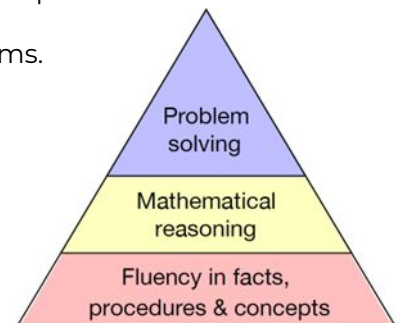


**“Math is the language of the universe. So the more equations you know, the more you can converse with the cosmos [universe]”**

*Neil deGrasse Tyson (American astrophysicist, author and science communicator)*

The ultimate aim is for our pupils to demonstrate **mathematical thinking and problem solving**. To do so, pupils require the necessary fluency in important facts, procedures and concepts, and rich experiences in reasoning mathematically, to make progress when solving unfamiliar problems.

*“A mathematical concept or skill has been **mastered** when, through exploration, clarification, practice and application over time, a person can represent it in multiple ways, has the mathematical language to be able to communicate related ideas, and can think mathematically with the concept so that they can independently apply it to a totally new problem in an unfamiliar situation.”*



## Get Curious

Interactive textbook: <https://mathigon.org/activities> [class code: UFFS-HZR7]  
Interactive courses: <https://brilliant.org/courses/math-fundamentals/>  
Weekly puzzles: <https://parallel.org.uk/> [class code: 73u91k]  
TED Education maths videos: <https://ed.ted.com/lessons?category=mathematics>  
UK Maths Challenge questions: <https://www.drfrostmaths.com/browse.php?mode=ukmt>

**Dr Frost** for pre-tests and **home learning**: <https://www.drfrostmaths.com/index.php>  
**Corbett Maths** for more videos and practice: <https://corbettmaths.com/contents/>

**Useful Websites and Resources** (login details will be shared by your maths teachers and pupils are expected to write them down in their planners and elsewhere):

Revision textbook: [\*\*Grade 9-1 GCSE Maths Edexcel Student Book - Foundation \(with Online Edition\): perfect course companion for the 2023 and 2024 exams \(CGP Edexcel GCSE Maths\)\*\*](#)

Revision flashcards: <https://corbettmaths.com/revision-cards/>

Download resources: <https://www.cws-croydon.co.uk/academic/ks3-numeracy-programme/maths-curriculum-revision-documents>

## Virtual Manipulatives

<https://mathsbot.com/#Manipulatives>



## Homework expectations for Dr Frost Maths (DFM):

- Details/Expectations of homework are outlined in lessons and recorded by pupils into their planners. This information is also shared on Show My Homework, as well as Dr Frost (which sends a notification to the pupil's school Gmail address).
- **DFM tasks can be viewed under the DFM tab 'Work Set', where homework due dates can also be found. Pupils must ensure that they attempt *all* tasks in a timely manner. An issue that arises the day before the homework is due is not a reasonable excuse.**
- **DFM tasks are colour coded. Pupils have 'mastered' the topic(s) when the task turns a shade of green, meaning that they have scored 70% or higher (e.g. 7/10). Topic Test medals require 75% (e.g. 9/12). They can reattempt the tasks but it is highly recommended that they download and use the DhFM powerpoints and/or watch video tutorials.**
- Mathematics is an interconnected subject in which pupils should make rich, fluent connections between mathematical ideas. Pupils who are successful at GCSE and beyond will have consistently demonstrated resilience by **rising up to challenges and learning from mistakes**. They will have shown positive attitudes towards learning, especially at Key Stage 3 (Years 7-9) with key concepts.

## **Assessments**

Smaller (formative) assessments take place a few weeks after each unit has been taught. Pupils are expected to revise, consolidate and challenge their own learning regularly. Larger, cumulative (and summative) assessments take place typically in the first couple of weeks of the academic year (baseline/API), before/after the December break (AP2), and finally once more before the summer break (AP3).

## **What parents can do to support learning?**

<https://thirdspacelearning.com/blog/how-help-child-with-maths-at-home/>

<https://corbettmaths.com/5-a-day/gcse/>

<https://www.nationalnumeracy.org.uk/your-childs-maths>

- Create a home learning timetable. It is better to study 2-5 subjects per day for a shorter period each, instead of 1 subject for a long period.
- Encourage your child to practice what they have learned on a regular basis; frequent quizzing and flashcards are generally considered as effective strategies.
- When possible, try to get your child to teach you what they have learned. This will improve their communication skills by using mathematical language, as well as enjoyment from sharing their knowledge and developing a genuine passion for the subject.
- Allow your child to use their number skills while shopping (paying and working out their change mentally), telling the time (e.g. converting 12 to 24 hours), cooking (e.g. measuring and converting units, using scales), etc.



# Maths Curriculum

Year 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Place Value and Proportion (FDP)			Applications of Number + <b>WR Barvember</b>								
	Numeracy Baseline + U1 Place Value and Ordering Integers & Decimals i			U2: D=F=P Equivalence i			U3: Addition & its additive inverse (Subtraction)			U4: Multiplication and its multiplicative inverse (Division)		
Spring	Reasoning with Number			Directed Number			Fractional Thinking			Reasoning with Number		
	U6: Types of Numbers (e.g. Pi is irrational)			U7: Numberlines & Zero Pairs - Directed number			U8: Addition & Subtraction of Fractions			U9: Simplifying Calculations ('Number Sense')		
Summer	Algebraic Thinking			Algebraic Thinking			Lines and Angles					
	U11: Sequences i			U12: Algebraic Notation			U13: Equality and Equivalence i			U14: Constructing, Measuring and Using Geometric Notation i		



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# Numeracy Curriculum

We want all pupils to view mathematics as something they should be curious about, its significance and that it is really fun! All pupils need to learn, develop and be confident with numeracy skills; it will serve them well throughout their schooling, day-to-day life and future aspirations. Numeracy is promoted at Coombe Wood School through the following:

- Numeracy workshops that pupils attempt during registration every three weeks. These engage pupils and help us to identify gaps in their times tables, arithmetic and basic numeracy. With regular practice and motivation, these sessions encourage our pupils to become more fluent over time, enabling them to better access other mathematical concepts.
- Times Tables Rockstars for those pupils who require deliberate practice.
- At the start of most maths lessons, all pupils participate in regular retrieval using 'Corbett 5-a-Day'. These 5 daily random questions check whether pupils can recall previous skills from memory.
- Pupils are instructed to reflect and improve on topics from verbal feedback, their written feedback sheets and Topic Tests. The Maths department use online platforms (e.g. Dr Frost maths) to set homework and direct revision. For some occasions, worksheets will also be made available for pupils to take home and practise further.
- A maths dictionary that contains the origins of words and the way in which their meanings have changed throughout history.

<b>Term 1</b>	Baseline assessments using: <ul style="list-style-type: none"><li>- Numeracy Ninjas</li><li>- Times Tables Rockstars</li><li>- Dr Frost timestables</li></ul> Parents are notified for home support.
<b>Term 2</b>	Progress is monitored and the support, in school and at home, is adjusted for some pupils where required.
<b>Term 3</b>	Progress is measured and parents are consulted about further deliberate practice.

## Fun maths games

<https://www.topmarks.co.uk/maths-games/7-11-years/times-tables>

## Numeracy and Foundation GCSE practice (with answers on separate web pages)

<https://corbettmaths.com/5-a-day/gcse>



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## Biology, Chemistry & Physics

Science at Coombe Wood School is committed to delivering a knowledge rich curriculum and focuses around teaching the 'Big Ideas in Science'. This will ensure that pupils have a very strong grounding of the core knowledge that they will need in order to engage in scientific thought and succeed at GCSE and A Level.

Application of these key scientific ideas will allow students to become analytical thinkers, question everything and be curious about the world around them. The course will also heavily feature practical activities to engage students and build a range of practical skills.

Students will be trained in self-regulation and revision techniques so that they have ownership over their learning both within school and at home. The course will embed literacy, numeracy and exam skills into lessons to ensure that students can effectively communicate their scientific ideas. Assessments will be used primarily to allow students to evaluate their progress and as a means to reteach topics to mastery.

### What we are learning this year:

Term	Biology	Chemistry	Physics
Autumn 1	Cells	Particle model	Forces
Autumn 2	Movement	Separating substances	Motion
Spring 1	Reproduction in humans	Acids and bases	Sound
Spring 2	Reproduction in plants	Chemical reactions	Light
Summer 1	Ecosystems	Structure of the Earth	Energy stores and transfers
Summer 2	Variation	The universe	Energy sources

### What you can do to at home to support your learning at school:

- Look over your notes after every lesson. Revisiting information is what helps to make it stick. If the only time you have ever read that sentence you wrote is when you wrote it, then you will never remember it.
- Test yourself regularly on your key content by repeating your LCWCs at home.
- Look at your Topic Title Sheets to help you to learn key words and make sure you are on track.
- Create mind maps to help you organise your thoughts and flash cards to revise.
- If there is something that you do not understand or you have missed a lesson then it is essential that you find your teacher ASAP after the lesson to catch up.

### Websites that can help you if you would like some extra practice:

BBC Bitesize [KS3 Science - BBC Bitesize](#)

Oak National Academy [Science lessons for KS3 students - Oak National Academy](#)

Seneca [Seneca Learning](#)



# Science Curriculum



## Biology, Chemistry & Physics

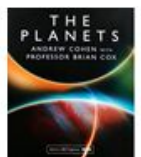
We are very lucky that we live in an amazing city for science. Here are some places to visit to discover more about science:

- Visit the Science Museum and find out how scientists were able to crack top secret codes that helped us win WW1 and WW2.
- Visit the Natural History Museum and find out about the new dinosaur they have discovered.
- Visit Body Worlds to see what the inside of our bodies really looks like.
- Visit the Grant Museum of Zoology to see the skeletons and pickled bodies of hundreds of animals.
- Visit the Royal Observatory in Greenwich and go stargazing.
- Visit the Horniman Museum and see the stuffed walrus.



Here are some TV programmes to watch to help you explore why things happen:

- Blue Planet, Planet Earth, Frozen Planet and Our Planet – basically anything by David Attenborough.
- Bill Nye, the Science Guy and Bye Nye Saves the World.
- The Planets series by Professor Brian Cox.
- Brain Games by National Geographic.



Here are some podcasts to listen to build curiosity:

- Wow in the World
- But Why: A Podcast for Curious Kids
- Houston We Have A Podcast.



Here are some websites to find out the latest amazing science research and news:

- [Science News for Students](#)
- [DOGO News](#)
- [Science Journal for Kids](#)
- [Frontiers for Young Minds](#)



# Health Related Fitness



Health Related Fitness at Coombe Wood school allows students to develop confidence, competence & knowledge to stay healthy and fit. At Key Stage 3 pupils will engage in forms of movement centered around key components of fitness. Students will be rewarded based on effort within lessons with close links to the use of Myzone technology. As well as Health Related Fitness lessons students will also engage with our Games curriculum offering.

	Term 1	Term 2	Term 3
A	Endurance	Speed Endurance	Power
B	Strength	Agility, Balance, Coordination	Speed

**Year 7 Students will have the opportunity to try out all of our Games (Sport) offerings over the course of the first term. After this students can make an informed decision on which Sport to continue within their Games lesson.**

To support the effort you will be putting into HRF at Coombe Wood School as you endeavour to discover and reach your personal best, please look at the suggestions and support material included below.

- Join at least **1 extra-curricular school club**.
- The World Health Organisation (WHO) says all young people should: aim for an average of **at least 60 minutes** of moderate intensity physical activity everyday across the week. This should be everyone's aim!
- Myzone is the most accurate and versatile wearable fitness tracker available. When using the device at school you will gain a whole new understanding of how the body adapts during exercise and be rewarded for the **EFFORT** you put in, regardless of your current fitness level.
- Learn more about Myzone online at [www.myzone.org](http://www.myzone.org) or through the CWS website.
- Make healthy lifestyle choices. For example; can you walk or ride a bike instead of taking the bus?
- Make use of a free outdoor gym if you have one near your house?
- Think about making healthy food choices and 'smart swaps' when possible.
- Try and keep to a maximum of two hours per day using electronic devices and social media including TV and turn off small screens before 9.00pm.



# Health Related Fitness

## We recommend the following Local Sports Agencies and clubs:

Future Gymnastics  
Luol Deng Foundation  
Roundwood Netball Club  
Volenti Academy Boys & Girls  
Futsal @SinclairFdn



There are so many wonderful sports in the world and lots of possibilities to learn new sports in the Croydon area - there really is something for everyone. Taking part in ANY sport outside of school is great for your wellbeing.

Get inspired by sport and find out how you can take part in a wide range of activities by heading to <https://www.bbc.co.uk/sport/get-inspired> or look on the HRF noticeboard for more information on local clubs and activities (not just those taught at CWS).

BE HAPPY, HEALTHY AND ACTIVE

★ You can keep active at home by completing a PE WITH JOE workout at home. There are hundreds of free workouts on The Body Coach TV YouTube Channel that are completely free and require little or no equipment.

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>



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## Skills



Drawing & Painting - Impressionism

In this topic, students will learn about the fundamental skills of Art & Design. This will include lessons that focus on colour, pattern and mark making as well as an introduction into various forms of Art from different movements and artists such as Henri Matisse and Vincent Van Gogh. To develop confidence, students will create a range of preparatory work in their sketchbooks. Final outcomes will include an original colour wheel, a colour reduction poly print and a final Impressionist landscape painting to show students' understanding of the key skills explored.

### Get curious:

- Download and experiment with the *Adobe Colour* application on a smart device.
- Visit urban areas and take photographs of city skylines to use within your final piece for this topic.

## Alice in Wonderland



Mixed Media/Illustration - Surrealism

Within their second term, students will have the opportunity to use their imagination through developing and depicting bizarre ideas and scenes inspired by Surrealism and Alice in Wonderland. This project will begin with research into Salvador Dali and Rene Magritte, followed by developing their own surreal pieces of work. Pupils will use a variety of mediums to widen their skill set and develop their independence within Art and Design. Final outcomes will include physical and digital collages, illustrations and a final mixed-media surreal eye, involving experimentation with Adobe Photoshop.

### Get curious:

- Visit the *International Surrealism* room at the Tate Modern (free, Natalie Bell Building, Level 2 East).
- Read *Alice's Adventures in Wonderland* or watch *Alice in Wonderland* (1951/2010).

## 2D to 3D



Sculpture - The Figure

In the final project of the year, students will explore the many ways artists use 2D shapes and 3D forms to represent the figure. After studying different techniques for drawing the human body proportionally, students will research artists such as Alberto Giacometti and Barbara Hepworth, who broke these rules when forming their sculptures. Pupils will then design and create their own three-dimensional outcomes. The unit will focus on experimentation with more unusual materials such as string, wire and soap to create the final pieces, as well as the ability to transform 2D illustrations into 3D outcomes.

### Get curious:

- Collect and experiment with unusual everyday materials to create artwork.
- Research the key term for this topic: form (<https://www.bbc.co.uk/bitesize/guides/zypp3k7>).



# Design & Technology Curriculum

Welcome to Design & Technology. Over the course of the year students will study across 4 different specialisms including Product Design, Graphic Design, Fashion & Textiles and Food & Nutrition. These varied creative disciplines include a wide range of exciting practical tasks as well as various theory, design and research activities to inspire the most innovative and creative outcomes.

## 3D Design

<h3>Desk Tidy</h3>	<p>In this introductory workshop project students will learn how to use a variety of hand tools and machines to make a unique and personal desk tidy designed to hold a range of stationary. The project will incorporate aspects of research and designing in order to realise individual ideas that will be manufactured from a combination of MDF and vacuum formed plastic. Students will be taught how to safely use hand tools such as coping saws, files and rasps and also machinery such as pillar drills and sanding machines.</p> <p><b>Get Curious:</b> Look at design magazines and websites such as Elle Decoration, Blueprint and Design Week for influences. Visit London museums and galleries such as The Design Museum and the V&amp;A and keep an eye out for design festivals and articles in newspapers and supplements. Watch design and make programmes on TV such as Grand Designs, Repair Shop, and Abstract on Netflix</p>
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## Graphic Design

<h3>Branding</h3>	<p>In this topic students will learn about branding and corporate identity through a series of scaffolded activities to develop confidence and skills in Graphic Design. Students will experience various development tasks which will highlight the importance of creative risk taking and target audience in the design industry. This topic includes a balance of hand drawn design activities and digital experimentation using Adobe Creative Cloud. As students gain more experience and confidence with the design process they are given the opportunity to apply the skills they have learned in this topic in Logo designs for various departments at CWS.</p> <p><b>Get Curious</b> Visit the permanent exhibition at the Design Museum (free) Download a logo apps quiz on your device. Collect different brands and adverts to share in class</p>
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## Fashion & Textiles

<h3>Monsters &amp; Recycled Weaving</h3>	<p>In this project Students will learn about specialist textile equipment and how to work safely in the studio. They will experience working to fit a creative brief by designing a monster keyring for the toy brand 'Ugly Dolls'. The technical skills that students will develop include pattern making, hand sewing and applique.</p> <p>Students will explore environmental issues within the design industry. They will learn a range of weaving techniques and then create a woven artwork from recycled materials</p> <p><b>Get Curious:</b> Investigate a textile artist who uses recycled materials- what materials and techniques do they use? Could you create your own textile artwork in this way? Visit an exhibition at the Fashion and Textiles Museum in London (normally free for under 12's)</p>
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## Food Technology

<h3>Food &amp; Cooking</h3>	<p>Students will begin by understanding how to work within a kitchen hygienically and safely, as well as identifying the senses required when tasting food. Throughout the course students will acquire a range of food skills, increasing in complexity and accuracy, to cook and adapt a range of dishes, safely and hygienically. There will be significant importance to understanding and applying their knowledge of nutrition, using principles from the Eatwell Guide and 8 tips for healthy eating.</p> <p><b>Get Curious:</b> Have a look at recipes in books or online. Each recipe may have different measurements for the ingredients needed, e.g. metric measurements [grams (g), kilograms (kg), millilitres (ml), litres (l)], or imperial measurements [ounces (oz), pounds (lb), fluid ounces (fl oz), pints (pt)]. There may also be teaspoons, dessert spoons or tablespoons, or even cups! Write down the different measurements in the recipes. Try practising the different measurements using water, or if you can, create one of the recipes you've found.</p>
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# Geography Curriculum

Geography is a subject which creates a sense of appreciation for the vastly different cultures and conditions that exist across the world. Overall, Geography aims to understand how our planet works, the impact people have on it and how best to protect it for the future.

Geography will encourage students to consider the ever changing nature of the human, physical and environmental landscape of our earth. They will develop the skills and knowledge to understand the challenges our planet faces from the local to the global scale.

## YEAR 7 TOPICS

<p><b>How to think like a Geographer</b></p> <ul style="list-style-type: none"><li>&gt; What are the key components of Geography?</li><li>&gt; What skills do we need to talk about locations in Geography?</li><li>&gt; How do we describe in Geography?</li></ul>	<p>Try these videos for more information on the key Geography skills: <a href="https://www.youtube.com/watch?v=dnJfxUm3MZq">https://www.youtube.com/watch?v=dnJfxUm3MZq</a></p>
<p><b>Weather and Climate</b></p> <ul style="list-style-type: none"><li>&gt; How do you measure weather and climate?</li><li>&gt; What factors affect a climate?</li><li>&gt; Is the UK climate unique?</li></ul>	<p>Use this to find out why weather and climate is so important for many other Geography topics: <a href="https://climatekids.nasa.gov/menu/weather-and-climate/">https://climatekids.nasa.gov/menu/weather-and-climate/</a></p>
<p><b>The UK</b></p> <ul style="list-style-type: none"><li>&gt; What is the UK like?</li><li>&gt; What does rural and urban mean?</li><li>&gt; What challenges do UK cities face?</li><li>&gt; How has the UK changed over time?</li></ul>	<p>Read through this article about why the UK is so great: <a href="https://www.citybaseapartments.com/blog/50-reasons-why-britain-is-great/">https://www.citybaseapartments.com/blog/50-reasons-why-britain-is-great/</a></p> <p>Try some of these quizzes on UK cities and locations: <a href="https://www.sporcle.com/games/bazmerelda/official-uk-cities">https://www.sporcle.com/games/bazmerelda/official-uk-cities</a></p>
<p><b>Global Ecosystems</b></p> <ul style="list-style-type: none"><li>&gt; Where are the key ecosystems in the World?</li><li>&gt; How have animals and humans adapted to live in many environments?</li><li>&gt; What is happening to the world and how can we manage this?</li></ul>	<p>Try these videos for more information on ecosystems: <a href="https://www.youtube.com/user/BBCEarth">https://www.youtube.com/user/BBCEarth</a></p> <p>Complete the topic tests below to check your knowledge: <a href="https://www.bbc.co.uk/bitesize/topics/ztqw2hv">https://www.bbc.co.uk/bitesize/topics/ztqw2hv</a></p>
<p><b>Globalisation</b></p> <ul style="list-style-type: none"><li>&gt; Why is the world more interconnected today?</li><li>&gt; Where are products most commonly made and why?</li><li>&gt; Who are the winners and losers of this?</li></ul>	<p>Try these videos for more information on phones and what they're made of: <a href="https://www.youtube.com/watch?v=eldJ22AfsO8">https://www.youtube.com/watch?v=eldJ22AfsO8</a></p> <p>Then complete the following question: 'Should we be buying the newest smartphone?'</p>
<p><b>Glaciers</b></p> <ul style="list-style-type: none"><li>&gt; How can ice be different from one another?</li><li>&gt; What ways can ice move?</li><li>&gt; How did the Ice Age affect the UK?</li></ul>	<p>Why not check out: <a href="http://www.onegeology.org/extra/kids/earthprocesses/glaciers.html">http://www.onegeology.org/extra/kids/earthprocesses/glaciers.html</a></p> <p>Complete the tests on this page: <a href="https://www.bbc.co.uk/bitesize/topics/zpcqxn">https://www.bbc.co.uk/bitesize/topics/zpcqxn</a></p>



# History Curriculum

**"Those who do not learn from history are doomed to repeat it."**

Edmund Burke

History is a dynamic and engaging subject that challenges students in many ways. The teaching of history not only develops analytical skills, but also crucial life skills such as essay writing, the articulation of arguments and how to use evidence effectively.

The teaching of history will encourage students to understand the present world more deeply by studying the past as well as developing key skills that are applicable to many other subjects.

In Year 7, we will study a broad period of history that will start in 1050 and will end in 1600. By the end of the year, students will have studied the impact of the Norman Conquest of England, the Black Death, The Reformation, The English Civil War, and the Empires of the world 1600.

## Learning Quest

<b>Topic 1</b>	Romans	Read the information, make notes and watch the video <a href="https://www.bbc.co.uk/bitesize/guides/zfqsgk7/revision/1">https://www.bbc.co.uk/bitesize/guides/zfqsgk7/revision/1</a>
<b>Topic 2</b>	Norman Conquest	Watch the videos 1 - 6 <a href="https://www.youtube.com/watch?v=IsK4JX0co8I&amp;list=PLCvEcrsF_9zK2bOCseaghBlucwf9pcsFX">https://www.youtube.com/watch?v=IsK4JX0co8I&amp;list=PLCvEcrsF_9zK2bOCseaghBlucwf9pcsFX</a>  Read the information, watch the video and complete the knowledge test <a href="https://www.bbc.com/bitesize/guides/zsinb9a/revision/1">https://www.bbc.com/bitesize/guides/zsinb9a/revision/1</a>
<b>Topic 3</b>	Black Death	Read the summary pages 1 - 6 and make notes: <a href="https://www.bbc.co.uk/bitesize/guides/z7r7hyc/revision/1">https://www.bbc.co.uk/bitesize/guides/z7r7hyc/revision/1</a>  Read the information, watch the video and complete the knowledge test <a href="https://www.bbc.co.uk/bitesize/guides/z7r7hyc/test">https://www.bbc.co.uk/bitesize/guides/z7r7hyc/test</a>
<b>Topic 4</b>	English Reformation and the English Civil War	<u>Reformation</u> Watch the video <a href="https://www.youtube.com/watch?v=1o8oiELbNxE">https://www.youtube.com/watch?v=1o8oiELbNxE</a> Watch the video <a href="https://www.youtube.com/watch?v=k7ifpgFdX2E&amp;list=PLQxdipVmR2R3agHF51_dYTtHUmkJdv8a&amp;pbjreload=10">https://www.youtube.com/watch?v=k7ifpgFdX2E&amp;list=PLQxdipVmR2R3agHF51_dYTtHUmkJdv8a&amp;pbjreload=10</a> Read information, watch the video and complete the knowledge test <a href="https://www.bbc.com/bitesize/guides/zky82hv/revision/7">https://www.bbc.com/bitesize/guides/zky82hv/revision/7</a>
<b>Topic 5</b>	Empires	<u>Mali Empire</u> Read the information, make notes and watch the video <a href="https://www.bbc.co.uk/bitesize/topics/zj4fn9q/articles/zjch6g8">https://www.bbc.co.uk/bitesize/topics/zj4fn9q/articles/zjch6g8</a>



## French & Spanish

**Lessons per week: 2**

### What will students study in Year 7?

Pupils will study a range of topics during the course of Year 7 using contexts familiar to them and giving them insight into the everyday life and culture of France / Spain and other French / Spanish-speaking countries. Topics include giving information about themselves and their family (name, age, family members, pets, personality and physical descriptions), talking about school and school subjects (what they study, what they like or dislike about school and being able to describe their uniform), saying what they enjoy doing in their free time and the sports that they play depending on the weather.

There is a strong focus on listening, phonics and reading activities to prepare students to then be able to speak and write in the language spontaneously and accurately. Activities are designed to be fun and engaging but each with a clear and meaningful purpose.

### Assessments:

Pupils will be informally assessed as they work through the subunits with a formal graded assessment set at the end of each unit of study and an end of year assessment in the summer term.

### What can parents/carers do to support their child?

Ensure your child has a small to medium sized French / Spanish bilingual dictionary that they must bring to every lesson (E.g. The Oxford or The Collins dictionaries for French or Spanish are suitable.) Encourage your child to put 'post-its' around the house to label the vocabulary recently learnt and key phrases. Learn and 'test' vocabulary together in small chunks regularly. Research has shown that the best and most effective way to learn a foreign language is 'little but often'. Encourage your child to take an interest in French / Spanish events in the news and to try to pick up any associated vocabulary. Discuss with your child what topic they are working on (Refer to the Sentence Builders in their exercise book) – they will probably be pleased to try and teach you and be keen to talk to you in the newly learnt language or even read short texts that they have worked with in class. Whatever you do, please be positive, encouraging and do listen to and read through their work - even if you don't understand it all!

### Be curious:

Challenge yourself to find out more about the French / Spanish language and the cultures of those countries where the language is spoken.

Stuck for ideas? Here are some to get you started. Present your findings in an attractive way for it to be displayed in the classroom and earn achievement points!

- Find out about 3 festivals that take place in French / Spanish speaking countries.
- Change your social media app settings to French / Spanish for an hour, a day or even a week!
- Learn the Happy Birthday song in French / Spanish – email your teacher a recording or perform it for the class.
- Find out about 3 famous people who are from countries where French / Spanish is the official language. This activity would make for some great posters. They could be:
  - scientists
  - artists
  - writers
  - explorers or
  - sports players
- Find 3 capital cities of French / Spanish speaking countries and write a fact file in English on them. Present it with illustrations.



# MFL Curriculum

## What are some great websites that can help with this year's studies?

- Show my Homework – Once you are given your login details look out for resources put on there by your teacher to support learning.
- [www.wordreference.com](http://www.wordreference.com) is a fantastic online dictionary.
- [www.quizlet.com](http://www.quizlet.com) is great for revision of vocabulary and key phrases. Your teacher will set you up with a username and password.
- [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com) allows you to practise listening and reading tasks as well as vocabulary and grammar revision. Your teacher will provide you with a username and password.
- <https://www.language-gym.com/> another great site for practising vocabulary. Your teacher will provide you with a username and password.
- <http://www.bbc.co.uk/languages/french/> OR
- <http://www.bbc.co.uk/languages/spanish/>
- [www.duolingo.com](http://www.duolingo.com)
- <https://www.education.vic.gov.au/languagesonline/default.htm>
- <https://www.quia.com/web> Select your language under the 'Shared activities' heading



# Performing Arts Curriculum

Welcome to Performing Arts. Over the coming year, students will explore the medium of Performing Arts through the study of Dance, Drama and Music. In every topic students will focus on the fundamentals of creating, performing and appreciation which in turn encourages them to become well-rounded practitioners.

The main objective of Performing Arts at CWS is to celebrate the talents of our students and inspire a love of learning through the Arts. There are many opportunities for all students to become involved in the Performing Arts both in lessons and through extra-curricular activities

## Dance

<b>Autumn Term</b>	Introduction to Dance: Movement Components <b>Get Curious:</b> Watch the trailer for the professional dance work 'Scattered' by Motionhouse which explores water and it's different forms. <a href="https://youtu.be/9ZO5homZ1d8">https://youtu.be/9ZO5homZ1d8</a>
<b>Spring Term</b>	Dance Actions & Dynamics: Cartoons <b>Get Curious:</b> The 6 dance action categories are: Elevation, Stillness, Travel, Turn, Rotation and Hand Gesture. How many movements can you think of that belong to each category? Mind map your ideas.
<b>Summer Term</b>	Dance and Culture: World Tour <b>Get Curious:</b> Research the cultural dance styles identifying the country they originated from: Japanese Folk Dance, Irish Dancing, Cheerleading, Samba, Cossack, Capoeira, Bollywood, African Dance and Flamenco.

Useful Websites and Resources:

- YouTube for Dance tutorials and workshops.
- Motionhouse Dance Company: <https://www.motionhouse.co.uk>
- Access Croydon and Dance Umbrella: <https://www.danceumbrella.co.uk>
- Croydon Schools Dance Association: <http://www.csdance.org.uk>
- Sadler's Wells Theatre: <https://www.sadlerswells.com>



# Performing Arts Curriculum

## Drama

<b>Autumn Term</b>	Storytelling: Charlie and the Chocolate Factory <b>Get Curious:</b> Familiarise yourself with the story of Charlie and the Chocolate Factory written by Roald Dahl and think about what acting skills you would need to show the characteristics of the 5 children who visit the factory.
<b>Spring Term</b>	Performing from a Text: Ernie's Incredible Illucinations <b>Get Curious:</b> Ernie's Incredible Illucinations is a play written by Alan Ayckbourn. Ernie has an incredible imagination which worries his parents. Read the synopsis online and watch the BBC TV adaptation. <a href="https://youtu.be/plhpaWk2iJM">https://youtu.be/plhpaWk2iJM</a>
<b>Summer Term</b>	Greek Theatre <b>Get Curious:</b> Watch 'An introduction to Greek Theatre' by the National Theatre. <a href="https://youtu.be/aSRLK7SoqvE">https://youtu.be/aSRLK7SoqvE</a>

### Useful Websites and Resources:

- The National Theatre: <https://nationaltheatre.org.uk>
- The Globe Theatre: <https://www.shakespearesglobe.com>
- BBC Bitesize : <https://www.bbc.co.uk/teach/ks3-drama/zrjhcqt>
- Ernie's Incredible Illucinations script can be purchased on Amazon



# Performing Arts Curriculum

## Music

<b>Autumn Term</b>	Introduction to Music: Keyboard Skills <b>Get Curious:</b> Work out the names of the keys of the keyboard before we start this topic. Find a way to remember how to find 'middle C': <a href="https://youtu.be/B8jh18UFpVY">https://youtu.be/B8jh18UFpVY</a>
<b>Spring Term</b>	Ensemble: Ukuleles <b>Get Curious:</b> Can you find out what the strings are all called on the ukulele? Try to learn the order of them as this will help when you are learning to play it in class. <a href="https://youtu.be/eGh7E8dJw8Y">https://youtu.be/eGh7E8dJw8Y</a>
<b>Summer Term</b>	Samba Music <b>Get Curious:</b> Where does Samba originate from? Watch the video. What is the mood of the music? Why? <a href="https://youtu.be/iQLvGghaDbE">https://youtu.be/iQLvGghaDbE</a>

### Useful Websites & Resources

- Croydon Music and Arts: <https://www.croydonmusicandarts.co.uk>
- BBC Bitesize KS3 Music: <https://www.bbc.co.uk/bitesize/subjects/zmsvr82>
- YouTube - useful for listening to any genre of music!
- 8Notes - wide choice of free sheet music: <https://www.8notes.com/>



# Philosophy, Beliefs & Ethics

## Why study Philosophy, Beliefs & Ethics (PBE)?

Religious Education is known as Philosophy, Beliefs & Ethics at CWS, a title that better describes the breadth of the subject. Students no longer merely study religious texts: they examine religious beliefs, moral, ethical and cultural issues and the interaction between them. There is, of course, no shortage of topics for discussion: genetic engineering, war, the paranormal, illegal and legal drugs, relationships and many more.

England is a multi-cultural and multi-faith society, a fact that brings great benefits, but can also lead to misunderstandings and conflict. Prejudices are easily formed; if students are not to misunderstand different beliefs and attitudes, they must be well-informed. Yet, under pressure from testing and bombarded by the mixed messages of the media, students are often short of time to reflect on life's larger questions.

Students in English schools are required to study PBE.

## Successful PBE students are:

- Knowledgeable about a wide range of current topics; not a week goes by when one of our topics isn't in the news;
- Literate; our students learn to express ideas orally and in writing;
- Good listeners; they learn to respect the opinions of others with whom they disagree;
- Able to evaluate different perspectives using relevant evidence and reasoned argument;
- Highly employable because they are aware of current affairs and of the different beliefs and cultures they are likely to encounter in the workplace;
- Self-aware because they have reflected on their own identity, the meaning of life and moral issues;
- Media savvy, because they have learnt to assess the information provided by the media.

## Get Curious

With mosques, churches and temples all around Croydon, there is certainly no shortage of places to visit. As part of their studies at the school, students will visit places of worship, allowing them to see how beliefs affect behaviour first-hand.

## What can you do to support your child?

Encourage your child to read a newspaper at least once a week; this develops their literacy skills and keeps them informed of current ethical issues that they can discuss in their work.

Encourage your child to complete additional research, either through using books and the internet (under your supervision) or through discussing the issues with members of your community.

Help your child master the ability to reason and evaluate by debating issues with them. Make sure they learn to use evidence and clear examples to support their points, whether arguing about politics or about doing the washing up!

## Topics include:

Why Study Religion?	Discipleship and Leadership	Divine women, Jesus and symbolism	Pilgrimage	Holy Scripture	Mansa Musa and Hajj
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# Philosophy, Beliefs & Ethics

## Topics include:

Why study religion?	Leadership and Discipleship	Divine Women, Jesus and Symbolism	Pilgrimage	Holy Scripture	Mura Mansa and Hajj
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## Ideas for further engagement in the subject:

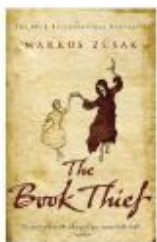
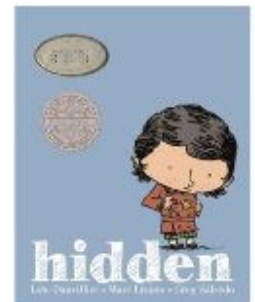
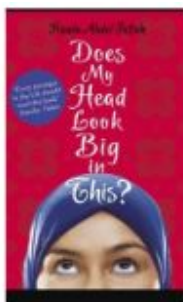
### TV Shows:

- Being... - BBC IPlayer
- Marvel shows
- DC shows
- Glee
- Enola Holmes

### Movies:

- My Sister's Keeper
- Me Before You
- Matrix
- The Boy in the Striped Pyjamas
- Divergent
- The Hunger Games
- Star Wars
- Marvel and DC Movie
- The Fault in our Stars
- Everything, Everything
- The Lion, The Witch and The Wardrobe

## Suggested Reading List:



Remember to check the age range before you begin to read.



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# Classics

In their Classics lessons at CWS, students will be studying the new Latin reading course 'Suburani', which follows the lives of an ordinary family, living in the back streets of Rome. Whilst learning the Latin language, students will also be learning all about the Roman world, through characters that represent a full range of Roman society, from the poor living on the streets and in rundown flats, to the households of senators and the emperor. In Year 9, students will follow the dramatic events of the fire of Rome and the impact this had on the lives of Romans. They will also be transported to the countryside and learn about life in a rural Roman town. In their Classical studies, students will learn to interpret and analyse ancient sources, whilst considering their cultural context, and use them to make judgments about the ancient world and draw comparisons with modern life.

These are some of the topics for the year:



**Romulus and Remus**



**Chariot racing**



**Roman religion**



**Theseus and the Minotaur**



**The baths**



**The forum**



**Public festivals**



## Get curious:

- Borrow and read one of the Classics novels available at school.
  - Research the Roman or Greek gods and create a poster showing what each god looked like and what they were worshipped for.
  - Listen to a classical story and create a storyboard of the events (<http://classictales.educ.cam.ac.uk/>).
  - Take a virtual tour of one of the Greek galleries at the British Museum (<https://www.britishmuseum.org/collection/galleries>).
  - Visit the British Museum and learn about Greek and Roman life (Room 69) and the Roman Empire (Room 70).
  - Visit the Roman London gallery in the Museum of London.
  - Research the Roman army and draw a labelled diagram of a Roman soldier (<https://www.bbc.co.uk/bitesize/topics/zwmpfq8/articles/zqbnfq8>).
  - Read about the 12 labours of Hercules and create a news report about your favourite one. (<https://greece.mrdonn.org/greekgods/hercules.html>).
  - Watch *Horrible Histories: The Movie – Rotten Romans!*
  - Watch the Disney film *Hercules!*
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