



Year
7



Curriculum Booklet



COOMBE WOOD
SCHOOL

Behaviour for Learning

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





Habits for Learning

As we all know, achieving success in life - whether that be academically, professionally, socially, or physically - comes through forming and relentlessly sticking to good habits. By sticking to these good habits, we ultimately find that some of the most challenging pursuits in life can be achieved. We find that we can do more than we ever thought possible.

Our CWS Learning HABITS are designed to create an environment where everybody thrives and can achieve excellent outcomes both academically and personally.

What are our Coombe Wood HABITS for learning?

At CWS, we know that success is built through good habits.

Therefore, we:

are **Highly prepared:**

We have 100% uniform, 100% equipment and complete all homework on time.

show **Active listening**

We sit up straight, track the speaker and have empty hands when listening so that our attention is not split.

have a **Be better mindset**

We welcome and act on feedback and are always willing to contribute.

do **Independent practice**

We practice applying our knowledge by completing silent and solo practice.

have **Time management**

We arrive to lessons on time and follow instructions first time, every time.

use **Successful communication**

We say please, thank you and excuse me and adapt our language for the context we are in.





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

This curriculum booklet has been created to guide you through the curriculum your child will be following over the academic year. It outlines the key topics for each subject, providing a clear overview of what your child will be studying. It also provides insight into how you can support them at home. Whether it's helping with homework, discussing key topics, or encouraging wider reading, understanding the curriculum can make a big difference in supporting your child's progress and confidence.

We've also included some optional tasks and activities that your child may wish to explore further, perfect for extending their learning and challenging themselves beyond the classroom.

We hope you find this resource helpful.

Mr Jones

Mrs Kerk

Head of year 7

Head of KS3



TEAMWORK • RESPECT • ENJOYMENT • DISCIPLINE • SPORTSMANSHIP





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

- Use your knowledge organisers to go over key vocabulary and key facts
- Ensure you're completing all homework tasks to the best of your ability
- If there is something that you do not understand or you have missed a lesson, then it is essential that you find your teacher to catch up. Use BBC Bitesize to consolidate and revise learning. See links below:

History: <https://www.bbc.co.uk/bitesize/subjects/zk26n39>

Geography: <https://www.bbc.co.uk/bitesize/subjects/zrw76sq>

PBE (Philosophy, Beliefs and Ethics) <https://www.bbc.co.uk/bitesize/subjects/zh3r>

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 Lois Lowry's *The Giver*. Students will also take part in reading lessons to further develop reading skills and to promote reading for pleasure.

Autumn 1
Science Fiction - descriptive writing
Mid-term: descriptive paragraph
End of term: Extended descriptive writing (four paragraphs)
Autumn 2
The Giver - study of a novel
Mid-term: PEAR paragraph on language analysis within an extract
End of term: 3 x PEAR paragraphs on language analysis within a different extract
Spring 1
War Poetry
Mid-term: Write one stanza about a battlefield
End of term: Write your own war poem (at least three stanzas)
Spring 2
Shakespeare: Richard III
Mid-term: PEAR paragraph on language analysis within an extract
End of term: 3 x PEAR paragraphs on language analysis within a different extract
Summer 1
Frankenstein
Mid-term: PEAR paragraph on language analysis within an extract
End of term: 3 x PEAR paragraphs on language analysis within a different extract
Summer 2
The Art of Rhetoric
Mid-term: Write an introduction to a speech
End of term: Write and read a whole speech (five paragraphs)

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

- Use your knowledge organisers to go over key vocabulary, contextual details and paragraph structure.
- Engage with and read texts from the recommended reading list (posted in your Google Classroom)
- Ensure you're completing all independent learning set by your class teacher.
- Continue to read for enjoyment (both fiction and non-fiction).
- 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 to catch up.
- Watch film versions of your set texts.
- Use [Oak Academy lessons](#) to help with building fictional writing skills.
- Use [BBC Bitesize](#) to help revise and practice grammar.
- The [CGP KS3 English workbook](#) is a great revision resource for practising your own writing and also comprehension and making inferences from unfamiliar texts.



Reading at CWS

At Coombe Wood School, we believe in the unequivocal power of reading and want our students to fully understand its importance. Reading develops students' ability to decode and comprehend, expands their vocabulary to unlock learning across the curriculum and offers them an opportunity to build a deeper understanding of the world through the lens of various settings, characters and eras. As such, a significant focus is placed on promoting a culture of reading across the school.

All students are expected to bring a reading book as part of their daily equipment, which they read silently during morning tutor time. Along with suggested reading lists, students have regular access to the school library and receive guidance on reading choices to help them grow as independent readers.

Key Stage 3 and Key Stage 4 students also participate in a tutor time reading programme. Led by their tutor, students read high quality, appropriately challenging texts as a class, further cultivating the habit of reading for all pupils.

Our Autumn tutor time reading programme is as follows:

Year 7	<i>Stormbreaker</i> by Anthony Horowitz
Year 8	<i>A Good Girl's Guide to Murder</i> by Holly Jackson
Year 9	<i>Maladapted</i> by Richard Kurti
KS4	<i>Purple Hibiscus</i> by Chimamanda Ngozi Adichie

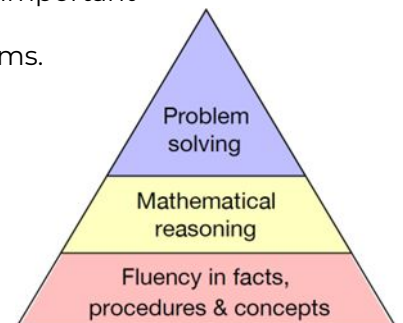
All students are assessed for their reading ages on a biannual basis. For students identified as needing additional support, we run targeted reading interventions groups over the course of the year, including phonics and reading fluency interventions.

“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

TED Education maths videos: <https://ed.ted.com/lessons?category=mathematics>

UK Maths Challenge questions: <https://www.drfrostmaths.com/browse.php?mode=ukmt>

Sparx

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>



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

Autumn 1
Tables and Charts
Averages and range
Algebra Basics
Autumn 2
Algebra
Number sense
Assessment 1
Spring 1
Angles and measures
Factors, Multiples and Primes
LCM and HCF
Assessment 2
Spring 2
Fractions
Algebra recap
Coordinates
Summer 1
Percentages
Revision
Assessment 3
Summer 2
Ratio and Proportion
Probability

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.

Term 1	Baseline assessment (Numeracy). Times Tables Rockstars. (Dr Frost Times Tables.) Numeracy Ninjas. Parents are notified for home support.
Term 2	Progress is monitored and the support, in school and at home, is adjusted for some pupils where required.
Term 3	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>



**COOMBE WOOD
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Science Curriculum



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	Topic	Specialism
Autumn 1	Particles and Energy	Physics
Autumn 2	Lab skills and Chemistry	Chemistry
Spring 1	Human Body Pt 1	Biology
Spring 2	Sound and light	Physics
Summer 1	Reproduction	Biology
Summer 2	Plants and Ecosystems	Biology

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](#)

Greenshaw Shared Curriculum - [Greenshaw Shared Curriculum](#)

Science Curriculum



Biology, Chemistry & Physics

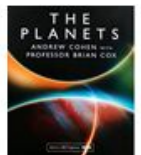
We are very lucky that we live in an amazing city for science. Here are some places to visit to discover more about science:

- 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



Students enhance their physical, mental, social, and emotional well-being, and develop physical literacy through class workouts, group exercises, a variety of activities, games & dance. KS3/4 core lessons are guided by themes of learning and key character traits, CWS students do not follow a technique or performance based curriculum. Students are encouraged to take ownership of their learning, to take risks, to become resilient with a 'be better mindset', and to build character through the promotion of the human values of Teamwork, Respect, Enjoyment, Discipline, and Sportsmanship.

Students are provided with opportunities to interleave and transfer movement concepts from **HRF** to sport in **Games**, extra-curricular activities & various sporting events throughout the year, further enhancing cognitive development and enjoyment.

	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 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
Roundwood Netball Club
Volenti Academy Boys & Girls



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>



COOMBE WOOD
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Dance

Y7 Students enhance their physical, mental, social, and emotional well-being, and develop physical literacy through dance. Lessons are guided by themes of learning. CWS students do not follow a technique or performance based curriculum. Students are encouraged to take ownership of their learning, to take risks, to become resilient with a 'be better mindset', and to build character through the promotion of the human values of Teamwork, Respect, Enjoyment, Discipline, and Sportsmanship.

Y7 Dance 6 week Block

World Dance

Week	LO	Required	Outcomes	Phases
1	Endurance - Capoeira To understand what endurance is, how it is used/can be improved in Capoeira	Definition of endurance What is Capoeira, where does it come from Learn and practice routine	Understand definition of endurance, how it is demonstrated in Capoeira, how we can improve it Demonstrate physical attributes of Capoeira	Explain - endurance/Capoeira Guided - Learn routine Check point - how are we using endurance/how can we improve it Practice - Paired/Team
2	Strength - Cheerleading To understand what strength is, how it is used/can be improved in Cheerleading	Definition of strength What is Cheerleading, where does it come from Learn and practice routine	Understand definition of strength, how it is demonstrated in Cheerleading, how we can improve it Demonstrate physical attributes of Cheerleading	Explain - strength/Cheerleading Guided - Learn routine Check point - how are we using strength/how can we improve it Practice - Paired/Team
3	Balance - Japanese Folk To understand what balance is, how it is used/can be improved in Japanese Folk	Definition of balance What is Japanese Folk, where does it come from Learn and practice routine	Understand definition of balance, how it is demonstrated in Japanese Folk, how we can improve it Demonstrate physical attributes of Japanese Folk	Explain - balance/Japanese Folk Guided - Learn routine Check point - how are we using balance/how can we improve it Practice - Paired/Team
4	Coordination - Bollywood To understand what coordination is, how it is used/can be improved in Bollywood	Definition of coordination What is Bollywood, where does it come from Learn and practice routine	Understand definition of coordination, how it is demonstrated in Bollywood, how we can improve it Demonstrate physical attributes of Bollywood	Explain - coordination/Bollywood Guided - Learn routine Check point - how are we using coordination/how can we improve it Practice - Paired/Team
5	Power - Hakka To understand what power is, how it is used/can be improved in the Hakka	Definition of power What is the Hakka, where does it come from Learn and practice routine	Understand definition of power, how it is demonstrated in the Hakka, how we can improve it Demonstrate physical attributes of the Hakka	Explain - power/Hakka Guided - Learn routine Check point - how are we using power/how can we improve it Practice - Paired/Team
6	Speed - Salsa (Girls) Gumboot (Boys) To understand what speed is, how it is used/can be improved in Salsa	Definition of speed What is the Salsa/Gumboot, where does it come from Learn and practice routine	Understand definition of speed, how it is demonstrated in Salsa/Gumboot, how we can improve it Demonstrate physical attributes of Salsa	Explain - speed/Salsa/Gumboot Guided - Learn routine Check point - how are we using speed/how can we improve it Practice - Paired/Team

Useful Websites and Resources:

- YouTube for Dance tutorials and workshops.
- 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>

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>How to think like a Geographer</p> <ul style="list-style-type: none">> What are the key components of Geography?> What skills do we need to talk about locations in Geography?> How do we describe in Geography?	<p>Try these videos for more information on the key Geography skills: https://www.youtube.com/watch?v=dnJfxUm3MZq</p>
<p>Weather and Climate</p> <ul style="list-style-type: none">> How do you measure weather and climate?> What factors affect a climate?> Is the UK climate unique?	<p>Use this to find out why weather and climate is so important for many other Geography topics: https://climatekids.nasa.gov/menu/weather-and-climate/</p>
<p>The UK</p> <ul style="list-style-type: none">> What is the UK like?> What does rural and urban mean?> What challenges do UK cities face?> How has the UK changed over time?	<p>Read through this article about why the UK is so great: https://www.citybaseapartments.com/blog/50-reasons-why-britain-is-great/</p> <p>Try some of these quizzes on UK cities and locations: https://www.sporcle.com/games/bazmerelda/official-uk-cities</p>
<p>Global Ecosystems</p> <ul style="list-style-type: none">> Where are the key ecosystems in the World?> How have animals and humans adapted to live in many environments?> What is happening to the world and how can we manage this?	<p>Try these videos for more information on ecosystems: https://www.youtube.com/user/BBCEarth</p> <p>Complete the topic tests below to check your knowledge: https://www.bbc.co.uk/bitesize/topics/ztgw2hw</p>
<p>Globalisation</p> <ul style="list-style-type: none">> Why is the world more interconnected today?> Where are products most commonly made and why?> Who are the winners and losers of this?	<p>Try these videos for more information on phones and what they're made of: https://www.youtube.com/watch?v=eldJ22AfsO8</p> <p>Then complete the following question: 'Should we be buying the newest smartphone?'</p>
<p>Glaciers</p> <ul style="list-style-type: none">> How can ice be different from one another?> What ways can ice move?> How did the Ice Age affect the UK?	<p>Why not check out: http://www.onegeology.org/extra/kids/earthprocesses/glaciers.html</p> <p>Complete the tests on this page: https://www.bbc.co.uk/bitesize/topics/zpcqxn8</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

Topic 1	Roman Empire and Roman Britain	Read the information, make notes and watch the videos https://www.bbc.co.uk/bitesize/topics/zqtf34j
Topic 2	Norman Conquest	Watch the videos 1 - 6 (https://www.youtube.com/watch?v=IsK4JX0co8I&list=PLCvEcrsF_9zK2bOCseaghBlucwf9pcsFX) Read the information, watch the video and complete the knowledge test (https://www.bbc.com/bitesize/guides/zslnb9q/revision/1)
Topic 3	Medieval medicine and the Black Death	Read the summary pages 1 - 6 and make notes: https://www.bbc.co.uk/bitesize/guides/z7r7hvc/revision/1
Topic 4	English Reformation and Tudor England	<u>Reformation</u> Watch the video (https://www.youtube.com/watch?v=1o8oIELbNxE)
Topic 5	The English Civil war and great Empires	Watch the video (https://www.youtube.com/watch?v=k7jfbgFdX2E&list=PLQxqdpVmR2R3a_gHF51_dYTtHUmkJdv8a&pbjreload=10) <u>Mali Empire</u> Read the information, make notes and watch the video https://www.bbc.co.uk/bitesize/topics/zj4fn9q/articles/zich6q8



Religion & Worldviews

Why study Religion & Worldviews (RW)?

Religious Education is known as Religion & Worldviews 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 RW.

Successful RW 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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Religion & Worldviews

Ideas for further engagement in the subject:

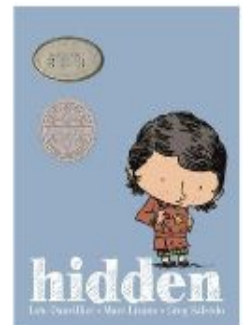
TV Shows:

- 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.



French & Spanish

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?

- www.wordreference.com is a fantastic online dictionary.
- 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 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
- <https://www.education.vic.gov.au/languagesonline/default.htm>
- <https://www.quia.com/web> Select your language under the 'Shared activities' heading



Latin Curriculum

At CWS, we use the course *Suburani* to learn the Latin language and about the lives of the people who spoke it!

We'll be learning about:

- Life in the poor neighbourhood of the *Subura* in Rome, and the city of Rome itself
- Chariot racing in Ancient Rome
- Religion in Ancient Rome, including early Christianity and attitudes towards it
- Hygiene, health and Roman baths

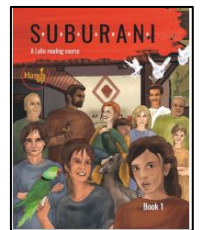
Language we'll learn:

- How Latin word order is different to English word order
- How Latin verbs, nouns and adjectives change their endings to reflect their precise meaning
- English derivatives from Latin words
- 100 words of vocabulary (split into 5 chunks of 20)
- Translation and comprehension skills

Throughout the year, we'll also be learning Roman history and myth, a lot of which is linked to the Greeks!

What can I do to support my learning?

- Keep up to date with your grammar and vocabulary on the Suburani website - email your Latin teacher if you have forgotten your password.



- Take a look at the Classics reading list, posted on Google Classroom, which has many suggestions for ancient-themed fiction!

- Visit the British Museum Roman and Greek galleries, the Victoria and Albert Museum, or Roman villas such as Lullingstone and Fishbourne.



Art Curriculum

Skills



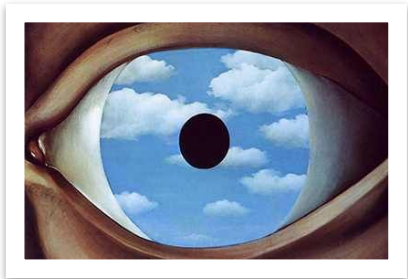
Drawing & Painting - Impressionism

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 polytile print and a final mixed media Neurographic Art outcome to show students' understanding of the key skills explored.

Get curious:

- Download and experiment with the *Adobe Colour* application on a smart device.

Surrealism



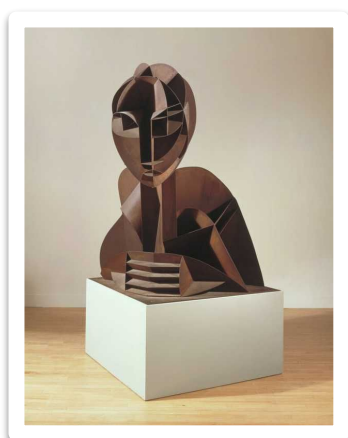
Mixed Media/Illustration - Surrealism

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 opportunities to develop 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 Card Construction



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, Barbara Hepworth and Naum Gabo, 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, card 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 different specialisms including Design & Technology, 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. Design & Technology, Textiles and Food & Nutrition are taught on a carousel with students changing subjects every term with Graphics skills and knowledge built into each specialism.

Design & Technology

Students are introduced to Graphic and Product Design, building on varied prior experience from primary school D&T lessons. Students will explore hand drawn, digital design and practical workshop skills.

Through structured and focused practice, students will develop technical proficiency using industry-standard CAD software, specifically Adobe Illustrator, to create precise digital designs for a logo keyring. They will also build confidence with hands-on techniques, including the safe and effective use of basic hand tools and workshop machinery.

A key focus of the unit is on health and safety in the workshop and the responsible use of IT, ensuring students understand clear expectations for safe and efficient practice.

Get Curious:

- 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&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.

Graphic Design

Graphic Design knowledge and skills will be taught throughout every subject within the Creative Arts Department. This includes branding within Design & Technology, packaging design in Food & Nutrition and sketching in Fashion & Textiles. Computer based Graphics will also be included in Art and includes using Techsoft 2D Design, tinkerCAD, Onshape, Adobe Photoshop and Illustrator.

Get Curious

- 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.
- Watch Illustrator Tutorials on YouTube or visit www.illustratorhow.com



Fashion & Textiles

In Year 7, students will explore specialist textile equipment and learn how to work safely in the studio while responding to a creative brief. They will design and make a plush toy inspired by an existing brand of their choice, developing key technical skills such as pattern making, tie dye, hand sewing, and appliqué.

As the project progresses, students will also be introduced to the sewing machine, where they will learn how to thread it up correctly and use it safely to help bring their plush toy designs to life.

Get Curious:

- Visit an exhibition at the Fashion and Textiles Museum in London or check out the Victoria and Albert Museum permanent fashion displays.
- You can also take a look at different career pathways that studying Fashion & Textiles can lead to, on the Creative Careers website: <https://discovercreative.careers>.
- Find the *Great British Sewing Bee* on BBC iplayer.

Food & Nutrition

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.

Get Curious:

- 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.
- Check out *The Great British Bake Off*, *Masterchef* and the *Great British Menu* on Channel 4/BBC iPlayer.



Drama Curriculum:

Welcome to Drama! Over the course of KS3 you will focus on the fundamentals of creating, performing and appreciation which in turn encourages you to become well-rounded practitioners.

The two main objectives of Drama at CWS are, to celebrate talent and prepare you for careers in the Arts.

There are many opportunities for you to become involved in performing both in lessons and through extra-curricular activities; Theatre Makers, Brit in the Box, and Speech and Drama club.

Year 7: At the beginning of your journey in Drama there is a focus on mastering safe working practices and work collaboratively to generate, develop, and communicate ideas for performance to an audience. Through these experiences, you can build confidence, resilience, and the ability to express yourself in a supportive, inclusive environment.

Topic 1	Creating a character: Inside Out <i>Get Curious: Familiarise yourself with the story of Inside out 1 and 2.</i>
Topic 2	Exploring a Text: Refugee Boy <i>Get Curious: The novel Refugee Boy by Benjamin Zephaniah was adapted for the stage by the writer and poet Lemn Sissay. These writers worked closely together to ensure the story was told truthfully and from the heart. Watch the conversation between the two writers to appreciate their mission https://www.youtube.com/watch?v=DoZxGkrX6gQ</i>
Topic 3	Greek Theatre: Myths and Chorus <i>Get Curious: Watch 'An introduction to Greek Theatre' by the National Theatre. https://youtu.be/aSRLK7SoqvE to see the key features of this style in action.</i>
Topic 4	Story Telling: Responding to a stimulus <i>Get Curious: There are numerous recordings of devised performances that take inspiration from a variety of performance styles. Watch the first five minutes of a mix to see how the actors engage the audience in the story!</i>

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>
- Youtube - Refugee Boy
- Youtube - GCSE Devised Performances Eduqas



Music Curriculum

Music

Topic 1	Elements of music, singing and keyboard skills - assessment of performance in class.
Topic 2	Ukulele and singing - small group assessment of a performance. Get Curious: 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. https://youtu.be/eGh7E8dJw8Y
Topic 3	Bandlab composition - using music technology to create an original track which will be assessed by your teacher.
Topic 4	Performance and arrangement of 'We Found Love' - vocal, keyboard and using Bandlab. Assessed in class.
Topic 5	Programme Music Composition - using music software to compose a piece of music to represent a story or scene.
Topic 6	Folk Music - Understanding how folk music is constructed and performed. Singing and playing a piece of folk music in small groups.

There will also be a written analysis exam using a Google Form which will cover questions from all of the topics studied as well as general questions using elements of music.

The assessments will be predominantly multiple choice, with some short answer questions. You **must answer all questions** before submitting at the end of the allocated time.

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/>



Computing

Welcome to Computing. In Computing pupils cover three strands: **Digital Literacy** which includes E-Safety, **Information Technology** and **Computer Science** which includes **Computational Thinking**. Together this forms the core computing pupils need to prepare them for KS4. They will have the option to further specialise in Computer Science if they wish. Below is a list of topics Year 7 will be covering throughout the year.

Autumn Term Areas of Study

Digital Life [CORE Digital Literacy & CORE IT]

- Intro to computing & Baseline Assessment
- House keeping: including working with our Networks and Communicating online
- Computational Thinking Introduction
- Baseline tests
- E-Safety: Digital Footprint
- E-Safety: being safe online & Screen time

Data Representation [CORE Computer Science & CORE IT]

- Units of Data & Storage
- Binary Conversion – Binary to Denary
- Binary Conversion – Denary to Binary
- ASCII
- End of Topic Assessment

Spring Term Areas of Study

Programming in Visual Basic Console [CORE Computer Science & Digital Literacy]

- Sequencing instructions: Hello World
- Sequence/Variable
- Console Variables
- Console Project
- End of Topic Assessment

Parts of a Computer [CORE Computer Science & CORE IT]

- Difference between hardware and software
- Input – Process - Output
- Under the hood of a PC Report
- End of Topic Assessment

Summer Term Areas of Study

Database_ Data Handling skills [CORE Computer Science & CORE IT]

- Collecting data and filtering data (filter, sort, and search)
- Create database
- Solve a crime
- Make a report
- End of Topic Assessment

BBC Micro Bit –Physical Computing [CORE Computer Science & CORE Digital Literacy]

Sources of Information/ Help:

Every half term students will be introduced to a new topic. Each topic ends with an End of Topic (EOT) [tests](#) in Google Classroom.

Independent Study will include a variety of tasks to support students in achieving their potential. There will also be an introduction to Flipped Learning.

They will also be working towards the Bronze Inspiring Digital Enterprise Award, known as iDEA is an international award-winning programme that helps you develop digital, enterprise and employability skills for free. www.idea.org



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