



Year
8



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





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.

Ms Yadave

Mrs Kerk

Head of Year 8

Head of KS3



TEAMWORK • RESPECT • ENJOYMENT • DISCIPLINE • SPORTSMANSHIP



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 8, students will study a wide range of texts, including a poetry written to reflect and celebrate culture, *Romeo and Juliet* and the Gothic Horror genre. Students will continue to take part in reading lessons to further develop reading skills and to promote reading for pleasure.

| |
|---|
| Autumn 1 |
| Gothic Fiction - narrative writing |
| Mid-term: story opening |
| End of term: complete gothic story (five paragraphs) |
| Autumn 2 |
| Enola Holmes - 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 |
| Poetry and Culture |
| Mid-term: Write one stanza of a poem |
| End of term: Write a poem about your city (at least three stanzas) |
| Assessment 2 |
| Spring 2 |
| Shakespeare: Romeo and Juliet |
| Mid-term: PEAR paragraph on an extract |
| End of term: 3 x PEAR paragraphs analysing a theme across the play |
| Summer 1 |
| The Art of Rhetoric |
| Mid-term: Write an introduction to a speech |
| End of term: Write an entire speech (five paragraphs) |
| Summer 2 |
| Structural Analysis: Short Stories |
| Mid-term: 3 zoomed out PEAR paragraphs, analysing structure |
| End of term: 3 zoomed out PEAR paragraphs, analysing structure in a different story |

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 |

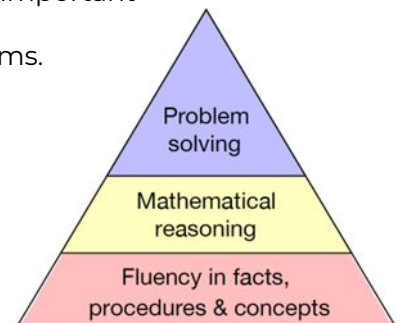
All students are assessed for their reading ages on a biannual basis. For students identified as needing additional support, we run targeted reading interventions groups over the course of the year, including phonics and reading fluency interventions.

“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

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>

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>



Maths Curriculum

Homework expectations for Sparx:

The best way to improve and/or retain mathematical skills and knowledge is to **do the maths!** Answer questions, check your answers, learn from your mistakes. Repetition is key

Please do not cheat. Using AI or copying from your friends just means that the Sparx algorithm will assume you can do the work and will make it harder and longer for you the following week. Put in the meaningful time and effort. Use the videos to help. They are directly linked to the questions.

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).

Sparx maths <https://sparxmaths.com/>

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 8

Autumn 1

8.1 Percentages

8.2 Indices

8.3 Algebra basics and equations continued

Autumn term assessment

Autumn 2

8.4 Sequences

8.5 Perimeter and Area

Spring 1

8.6 Circles + Compass work

8.7 Standard Form

8.8 Probability continued

Spring term Assessment

Spring 2

8.8 Probability continued

8.9 Venn Diagrams and set notation

8.10 Ratios continued

Summer 1

8.11 Using equations of lines and tables to draw lines

8.12 Fractions consolidation or Algebraic fractions

8.13 Surface area

Revision

End of year assessment

Summer 2

8.14 Data handling

8.15 Problem solving with Angles

8.16 Inequalities



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 | Human Body Part 2 | Biology |
| Autumn 2 | Forces and Space | Physics |
| Spring 1 | Variation and Adaptation | Biology |
| Spring 2 | Conservation of Mass | Chemistry |
| Summer 1 | Electricity & Magnetism | Physics |
| Summer 2 | Earth & Climate | Chemistry |

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



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 | Agility, Balance, Coordination | Power |
| B | Strength | Agility, Balance, Coordination | Speed |

Year 8 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 includir



**COOMBE WOOD
SCHOOL**

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
SCHOOL

Dance

Y8 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.

Y8 Dance (BOYS) 6 week Block

Dance Styles

| Week | LO | Required | Outcomes | Phases |
|------|--|---|---|--|
| 1 | Endurance - Floorwork/Technique To understand what endurance is, how it is used/can be improved in Floorwork | Knowledge of endurance Safe practice with floorwork Routine (learn) | Definition of endurance, use / improvement in Floorwork Understand safe practice Start to demonstrate attributes | Explain - endurance/floorwork Guided - routine/safe practice/technique Practice - paired/team (routine) |
| 2 | Strength - Floorwork/Choreo To understand what strength is, how it is used/can be improved in Floorwork/how both can be used in own choreography | Knowledge of strength Routine (improvement) "How to" own floorwork choreo | Definition of strength, use / improvement in floorwork Demonstrate physical attributes Application to own choreography | Retrieval - endurance Explain - strength Guided - recap routine/choreo Practice - paired/team (choreo) |
| 3 | Balance - Floorwork/Choreo To understand what balance is, how it is used/can be improved in Floorwork/how all 3 can be used in own choreography | Knowledge of balance Routine (improvement) Improving own choreo | Definition of balance, use / improvement in floorwork Demonstrate more physical attributes Development of own choreography | Retrieval - endurance/strength Explain - balance Guided - recap routine/ recap choreo/ performance criteria Practice - rehearse/perform |
| 4 | Coordination - Contemporary To understand what coordination is, how it is used/can be improved in Contemporary | Knowledge of coordination Key technique elements Routine (learn) | Definition of coordination, use / improvement in contemporary Understand key technique concepts Start to demonstrate attributes | Explain - coordination/contemp Guided - routine/technique Practice - paired/team (routine) |
| 5 | Power - Contemp/Choreo To understand what power is, how it is used/can be improved in Contemporary/how both can be used in own choreography | Knowledge of power Routine (improvement) "How to" own contemporary choreo | Definition of power, use / improvement in contemporary Demonstrate physical attributes Application to own choreography | Retrieval - coordination Explain - power Guided - recap routine/choreo Practice - paired/team (choreo) |
| 6 | Speed - Contemp/Choreo To understand what balance is, how it is used/can be improved in Contemporary/how all 3 can be used in own choreography | Knowledge of speed Routine (improvement) Improving own choreo | Definition of speed, use / improvement in contemporary Demonstrate more physical attributes Development of own choreography | Retrieval - coordination/power Explain - speed Guided - recap routine/ recap choreo/ performance criteria Practice - rehearse/perform |

Dance

Y8 Dance (GIRLS) 6 week Block

Dance Styles

| Week | LO | Required | Outcomes | Phases |
|------|---|---|---|--|
| 1 | Endurance - Jazz/Commercial To understand what endurance is, how it is used/can be improved in Jazz/Commercial | Knowledge of endurance Key technique elements Routine (learn) | Definition of endurance, use / improvement in Jazz/Commercial Understand key technique concepts Start to demonstrate attributes | Explain - endurance/Jazz/Commercial Guided - routine/safe practice/technique Practice - paired/team (routine) |
| 2 | Strength - Jazz/Commercial+Choreo To understand what strength is, how it is used/can be improved in Jazz/how both can be used in own choreography | Knowledge of strength Routine (improvement) "How to" own Jazz/Commercial choreo | Definition of strength, use / improvement in Jazz/Commercial Demonstrate physical attributes Application to own choreography | Retrieval - endurance Explain - strength Guided - recap routine/choreo Practice - paired/team (choreo) |
| 3 | Balance - Jazz/Commercial+Choreo To understand what balance is, how it is used/can be improved in Jazz/how all 3 can be used in own choreography | Knowledge of balance Routine (improvement) Improving own choreo | Definition of balance, use / improvement in Jazz/Commercial Demonstrate more physical attributes Development of own choreography | Retrieval - endurance/strength Explain - balance Guided - recap routine/ recap choreo/ performance criteria Practice - rehearse/perform |
| 4 | Coordination - Contemporary/Lyrical To understand what coordination is, how it is used/can be improved in Contemporary/Lyrical | Knowledge of coordination Key technique elements Routine (learn) | Definition of coordination, use / improvement in Contemporary/Lyrical Understand key technique concepts Start to demonstrate attributes | Explain - coordination/Contemp/Lyrical Guided - routine/technique Practice - paired/team (routine) |
| 5 | Power - Contemporary/Lyrical+Choreo To understand what power is, how it is used/can be improved in Contemporary/how both can be used in own choreography | Knowledge of power Routine (improvement) "How to" own contemporary/Lyrical choreo | Definition of power, use / improvement in Contemporary/Lyrical Demonstrate physical attributes Application to own choreography | Retrieval - coordination Explain - power Guided - recap routine/choreo Practice - paired/team (choreo) |
| 6 | Speed - Contemporary/Lyrical+Choreo To understand what balance is, how it is used/can be improved in Contemporary/how all 3 can be used in own choreography | Knowledge of speed Routine (improvement) Improving own choreo | Definition of speed, use / improvement in Contemporary/Lyrical Demonstrate more physical attributes Development of own choreography | Retrieval - coordination/power Explain - speed Guided - recap routine/ recap choreo/ performance criteria Practice - rehearse/perform |

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>

Art Curriculum

Asia



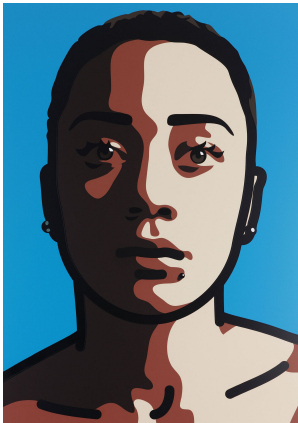
Mixed Media

Students begin Year 8 exploring a wide variety of traditional and contemporary Asian Art forms. This project will require students to take risks and produce outcomes that require both patience and accuracy. Art forms explored will include Chinese calligraphy and paper cutting as well as Manga and Origami from Japan. The final outcome will require students to show perseverance as they learn different techniques for enlarging, refining and developing their Artwork.

Get Curious:

- Research different forms of contemporary Asian Art.
- Visit the British Museum to study incredible examples of Asian art and ceramic work

Portraiture



Painting, Drawing & Digital Media

During their second term, students will learn to accurately draw the face, developing their skills within a variety of mediums whilst creating a range of portraits and self-portraits. This project will focus on a wide range of artists and styles of work, including digital works by Michael Craig-Martin, paintings by Julian Opie and Photography by Rankin. Final developed outcomes will be structured to increase pupils' key Art & Design skills of independence and experimentation. These pieces will include a digital portrait created using Adobe Illustrator, a series of developed self-portraits and a mixed-media work involving the use of photographic studio equipment.

Get Curious:

- Take photographic portraits of yourself, family and friends to use within this topic. This is a highly recommended task for artists considering GCSE.
- Visit the *BP Portrait Gallery*

Steampunk Cardboard Relief



Observational Drawing, Cardboard Relief

In the final project of the year, students will improve their observational drawing skills through a series of designs that lead to a cardboard relief outcome. Students will select and research different influences for their work including Victorian, Edwardian and Industrial design. Techniques and materials investigated and experimented with during this topic will be diverse, including many different drawing mediums to create final illustrations as well as opportunities to build on their knowledge and skills from Year 7.

Get Curious:

- Create a Victorian, Edwardian or Industrial themed board on *Pinterest* to inspire your work this term (website/app for 13+yrs).
- Check out some Steampunk inspired films such as *Hugo*, *Treasure Planet* and *Sherlock Holmes*.



Design & Technology Curriculum

Welcome to Design & Technology. Over the course of the year students will study across a range of different specialisms; 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

In Year 8, students are given the opportunity to develop their 3D design skills in ceramics. They are introduced to a range of ceramic keywords, skills, and techniques that will allow them to confidently design and create their own animal-inspired vessel. Students will research and take inspiration from historical and cultural references, including Mississippian effigy pots, Egyptian canopic jars, and Greek amphora pottery, to inform both form and decoration in their work.

Through the project, students will build their knowledge of hand-building methods such as using the coiling method, alongside surface decoration techniques. They will first produce design plans to communicate ideas, experiment with processes and finishes, before creating their final effigy pots.

Get Curious:

- Visit the National Gallery or the V&A in London to check out the range of cultural ceramics throughout history.
- You can also take a look at different career pathways that studying Ceramics and 3D Design can lead to, on the Creative Careers website:
<https://discovercreative.careers>
- Check out the Great Pottery Throwdown on Channel 4.

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 and Ceramics. 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)
- Collect different brands and adverts to share in class
- Watch Illustrator Tutorials on YouTube or visit www.illustratorhow.com



Fashion & Textiles

In Year 8, the focus is on fast fashion and the environmental impact of the fashion and textile industry. Students will investigate how textile production contributes to ocean pollution, with a particular focus on synthetic waste and microplastics. They will explore design ideas inspired by marine life and recycling, while learning to create new “fabric” by fusing plastic bags and other waste materials. Through sampling, designing, and making, students will develop both technical and creative skills, culminating in the production of a small functional textile item of their choice. Building on the hand and machine sewing skills acquired in Year 7, they will apply these techniques with greater complexity and independence.

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 reviewing how to work within a kitchen hygienically and safely. We will continue to develop and apply knowledge of nutrition, using principles from the Eatwell Guide and 8 tips for healthy eating to demonstrate a wide range of increasingly complex dishes. Students will be investigating the factors that affect food choice including seasonality, energy balance and how energy needs change through life. Students will develop an understanding of the functional and chemical properties of ingredients and their uses.

Get Curious:

- Explore what fruits and vegetables are available for each season.
- Have a look in your kitchen, how many things can you find that are currently in season?
- If you have a chance, design a seasonal dish.
- Check out *The Great British Bake Off*, *Masterchef* and the *Great British Menu* on Channel 4/BBC iPlayer.



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 8 TOPICS

| | |
|---|---|
| <p>Hazards of the Earth</p> <ul style="list-style-type: none"> > What is the structure of the Earth? > How is the surface of the Earth changing? > What natural hazards are most deadly? > How do we manage the impacts of the hazards? | <p>Look at the live Earthquake map and check where earthquakes have happened in the last 24 hours! https://earthquake.usgs.gov/earthquakes/map/</p> <p>Check out the information about Natural Hazards and complete the tests: https://www.bbc.co.uk/bitesize/topics/zn476sq</p> |
| <p>Development</p> <ul style="list-style-type: none"> > What ways can we measure development? > Why can't countries break out of poverty? > Why is there a uneven development in Brazil? > What methods are being used in Brazil to close the development gap? | <p>Why not check out: Countries by income: https://www.gapminder.org/tools/#\$chart-type=bubbles If the world were 100 people video: www.youtube.com/watch?v=A3nIIBT9ACg</p> |
| <p>UK Geography</p> <ul style="list-style-type: none"> >What is the UK's physical geography like? >How is population distributed across the UK? >What are rural areas in the UK like? >What are urban areas like in the UK? | <p>Check out this fun fact website on the UK: UK facts (3dgeography.co.uk) Census facts about the UK: UK geographies - Office for National Statistics (ons.gov.uk)</p> |
| <p>UK Weather and Climate</p> <ul style="list-style-type: none"> > What is the difference between weather and climate? > What air masses influence UK weather? > How do depressions affect the UK's weather? > What human and natural factors affect global climate? | <p>Check out weather of the UK at any time of the day/night: Weather and climate change - Met Office Check out here for news stories about UK weather: UK weather: Why January 2022 was a record breaker - BBC Weather</p> |
| <p>Extreme Weather</p> <ul style="list-style-type: none"> > What is 'extreme' weather? > How can hurricanes affect people and countries? > Are tornadoes worse than hurricanes? > Why is climate change a big challenge for Australia? How does flooding affect people living in India? | <p>Why not check out this cool intro lesson from National Geographic: Extreme Weather National Geographic Society A perfect website to tell you all about the different types of extreme weather: Extreme weather: What are the different types and the causes? World Economic Forum (weforum.org)</p> |
| <p>Passport to Africa</p> <ul style="list-style-type: none"> > What is the history of Africa? > What challenges and opportunities are there for people who live in Africa? > Why is desertification a big issue for parts of Africa? > What biomes can we find in Africa? | <p>50 fun facts about Africa: 50 Africa Facts that Will Amazing you Fact Retriever The physical geography of Africa: Africa: Physical Geography National Geographic Society</p> |



"All history, of course is the history of wars."

Penelope Lively

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.

In Year 7, pupils studied key historical events that occurred between 1066 - 1700. In Year 8, our focus will shift towards the modern period from 1750 onwards. The Year 8 curriculum will focus heavily upon major changes in human development as well as the horrors and impact of wars.

Learning Quest

| | | |
|----------------|-----------------------------|--|
| Topic 1 | Industrial Revolution | Read the information, make notes, watch the video and complete the knowledge test https://www.bbc.co.uk/bitesize/guides/zvmv4wx/revision/1 |
| Topic 2 | Transatlantic Slave Trade | Read the information, make notes, watch the video and complete the knowledge test https://www.bbc.co.uk/bitesize/topics/z2qj6sg |
| Topic 3 | World War One | Read the information, make notes, watch the video and complete the knowledge test https://www.bbc.co.uk/bitesize/guides/z4n4jxs/revision/1 |
| Topic 4 | Hitler's rise to power | Read the information, make notes, watch the video and complete the knowledge test https://www.bbc.co.uk/bitesize/guides/z3bp82p/revision/1#:~:text=E+dexcel-,Hitler's%20rise%20to%20power%2C%201919%2D1933,party%20gained%20little%20electoral%20success. |
| Topic 5 | Stalin | Read the information, make notes, watch the video and complete the knowledge test https://www.bbc.co.uk/bitesize/guides/zqhs6fr/revision/1 |
| Topic 6 | Social Revolution post-1945 | Read the information, make notes, watch the video and complete the knowledge test https://www.bbc.co.uk/bitesize/guides/zhcgr2p/revision/2 https://www.bbc.co.uk/bitesize/topics/zdww3j6/articles/zft8dp3 https://www.bbc.co.uk/bitesize/topics/zqb39j6/articles/zq9hp4j |



French or Spanish

What will students study in Year 8?

Pupils will study a range of topics during the course of Year 8 which will build on knowledge obtained during Yr7. Using contexts familiar to them, they will gain insight into the everyday life and culture of France / Spain and other French / Spanish-speaking countries. Topics include describing and giving opinions on where they live, talking about holidays, food likes and dislikes and talking about how they spend their free time as well as what they like wearing for different occasions.

In contrast to Year 7, where students worked mainly using the present tense, in Year 8 they will learn to communicate in the past and future tenses. Year 8 students will also study a film linked to the country of the language they are studying as well as take part in a House Language Competition. Lessons will have 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 have been designed to be fun and engaging whilst having 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.)
- 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 or vocabulary lists) – 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 independent; Be curious:

The Great Modern Foreign Language Challenge
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.



MFL Curriculum

Watching tasks:

- Watch a Disney film but change the language to French / Spanish using English subtitles.
- Watch a French / Spanish film with English subtitles.

Think about words that you hear and recognise, consider the sound of the language, gestures people use to express themselves. In what way is it different to English or other languages that you know?

Listening tasks:

- Listen to French / Spanish songs on You Tube. You can also use the following websites to find songs and complete activities: French (<https://lyricstraining.com/fr/>); Spanish (<https://lyricstraining.com/es/>).

Research tasks: Prepare a presentation or poster on any of the following which you could share with the class:

- Find out about other French / Spanish speaking countries.
- Research a town in France / Spain.
- Research a famous French / Spanish sports person or celebrity.

Trip or visit:

- If you have visited a French / Spanish speaking country recently, complete a short project on the region you visited in English.
- Write a diary, in English, about a trip to France / Spain you have been on and include photos.
- Prepare a vocabulary booklet for a trip to France / Spain with key vocabulary and phrases that you think would be useful.

Creative task:

- Create a video, poem or a song such as a rap to summarise a grammar point that you have learnt in class.

Student-led task:

- Change the settings on your phone into French / Spanish to practise useful language.
- Change the settings into French / Spanish on your favourite computer game. On FIFA, for example, you can set the commentary to French or Spanish.

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

www.wordreference.com is a fantastic online dictionary. Please avoid using translation engines such as Google to translate phrases and sentences as the quality of translation is poor. Work submitted using any translation engines will not be marked and will need to be redone.

www.quizlet.com is great for revision of vocabulary and key phrases. Ask your teacher for your username and password.

www.pearsonactivelearn.com allows you to practise listening and reading tasks as well as vocabulary and grammar revision. Ask your teacher for your 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>

www.language-gym.com

<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

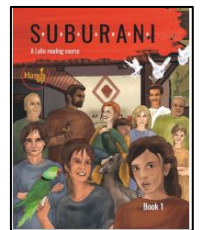
Language we'll learn:

- 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.



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 8 Drama: Drama has assessments which take place each half term on topics that allow you to understand how to demonstrate and build confidence, through working on characterisation. Through a variety of contrasting, yet thought provoking topics, you are able to further develop your understanding of developing and sustaining a clear character. This is assessed practically, with group, partner and individual work all playing a part in your artistic development.

| | |
|----------------|---|
| Topic 1 | Characterisation: Commedia dell'arte Get Curious: Research the Stock characters: Pantelone, Scapino, Isabella, Columbina. Reflect on how the characters feature in a current day Cartoon of your choice e.g. The Simpsons |
| Topic 2 | Performing from a Text: The Terrible Fate of Humpty Dumpty Get Curious: Told through a series of flashbacks, the story is about a school boy called Terry Stubbs who gets bullied by his peers. Research the drama technique 'flashback' and think about how flashbacks can be used to show the theme of bullying. |
| Topic 3 | Conflict and Resolution: Romeo and Juliet Get Curious: Revise the story making notes on the key moments of conflict. https://www.youtube.com/watch?v=dRrvOlvZxcg Listen to the debate and ask yourself, who is to blame for Romeo and Juliet's death? . https://www.youtube.com/watch?v=VL7F_x2rWZI |
| Topic 4 | Devised Project- Theatre in Education Get Curious: Youtube 'GCSE Devised Drama' Grade 9 to see examples of successful devised pieces and get inspired! |

Websites to use to help:

- Sparknotes - <https://www.sparknotes.com/drama/>
- Drama resource - <https://dramaresource.com/drama-strategies/>
- BBC Bitesize - <https://www.bbc.co.uk/bitesize/examspecs/zdb6xyc>
- The World of Commedia: https://www.youtube.com/watch?v=h_OTAXWt8hY



Music Curriculum

Music

| | |
|----------------|--|
| Topic 1 | Djembe Drumming - learning how to perform and compose on djembes and playing a piece for your assessment. |
| Topic 2 | Keyboard Performance Skills - developing keyboard skills to be able to play a solo piece for assessment. <i>Get Curious:</i> 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'. https://youtu.be/B8jh18UFpVY |
| Topic 3 | Bandlab Composition - working in pairs to use music sequencing software to create a composition. <i>Get Curious:</i> Watch these videos. How do you think they have recorded all the different parts? https://youtu.be/P4jZ_N8dq9s https://youtu.be/27q8EK0Kqjl |
| Topic 4 | Performing 12 Bar Blues - understanding the historical context of Blues and learning how to play a 12 Bar Blues chord progression with improvised melodies using a Blues Scale. |
| Topic 5 | Composing a 12 Bar Blues - using notation software to compose a piece of 12 Bar Blues music for assessment. |
| Topic 6 | Popular Music - learning about the genre of pop music and playing / creating a pop song. |

Useful Websites & Resources

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



Religion and World Views

Why study RW?

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!



Religion and World Views

Topics include:

| | | | | | |
|----------------------------|-------------------------------------|--------------------------------------|-----------------------------|-----------------------------|--------------------------------|
| Faith in action: Heroes | Persecution and Suffering (Judaism) | Who was the prophet Muhammad (PBUH)? | What makes a 'good' Muslim? | What makes a 'good' Muslim? | Hinduism: Religion or Culture? |
|----------------------------|-------------------------------------|--------------------------------------|-----------------------------|-----------------------------|--------------------------------|

Ideas for further engagement in the subject:

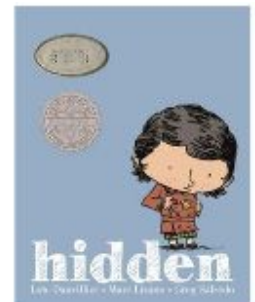
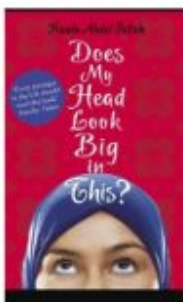
TV Shows:

- 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.



Latin & 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 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.

Topics studied this year include:

| Language | Civilisation |
|--|--|
| <ul style="list-style-type: none">• Nominative and accusative plural nouns• 3rd Person plural present tense verbs• Neuter nouns• 1st and 2nd person plural present tense verbs• Present infinitive• <i>possum, volo</i> and <i>nolo</i>• Ablative nouns• Prepositions with accusative and ablative nouns• Time phrases | <ul style="list-style-type: none">• Roman entertainment - public festivals; Chariot-racing; Charioteers• Roman Religion - Christianity; State religion; Homes of the gods; Sacrifice; Private worship• Public Health -Baths; Public toilets; Water supply; Sanitation• Slavery - How were people enslaved? Life of an enslaved person; Seeking freedom; Manumission• Greek Mythology - heroism, the Trojan War and Homer's Odyssey |



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).
- Research the Roman army and draw a labelled diagram of a Roman soldier (<https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/zqbnfg8>).
- 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!*



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 8 will be covering throughout the year.

Autumn Term Areas of Study

E-Safety - Internet & Networking [CORE Digital Literacy and IT]

- Computational Thinking Intro
- WWW VS Internet & Browsers VS Search Engines
- Networking Hardware
- Types of Network Topologies
- End of Topic Assessment

Data Representation [CORE Computer Science and IT]

- Logic Gate- Physical computing
- Binary Recap
- Image 1- and 2-bit image resolution
- Images and copyright
- End of Topic Assessment

Spring Term Areas of Study

Programming - VB Console [CORE Computer Science]

- Console Selection
- Console Case
- Arithmetic Operators
- Functions
- Console Project
- End of Topic Assessment

Foundations of AI [CORE Computer Science]

- What is AI
- How Computers learn from data
- Bias in, bias out
- Decision trees
- Machine learning models

Summer Term Areas of Study

Database in SQL [CORE Computer Science]

- Introduction to SQL
- Updating and deleting records
- Search and sort
- End of Topic Assessment

Robotics - [CORE Computer Science]

- Learning to program using Robotics
- Trial and error protocols
- Learning via Video tutorials

Sources of Information/ Help:

Every half term students will be introduced to a new topic. There will be an exception to this as programming will take two half terms.

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/Silver 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



COOMBE WOOD
SCHOOL