



Year
9



Curriculum Booklet



COOMBE WOOD
SCHOOL

Behaviour for Learning and Health Related Fitness at Coombe Wood School

Teamwork

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

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

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

Respect

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

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

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

Enjoyment

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

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

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

Discipline

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

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

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

Sportsmanship

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

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

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

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



TEAMWORK • RESPECT • ENJOYMENT • DISCIPLINE • SPORTSMANSHIP





COOMBE WOOD
SCHOOL

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.



TEAMWORK • RESPECT • ENJOYMENT • DISCIPLINE • SPORTSMANSHIP





**COOMBE WOOD
SCHOOL**

Coombe Wood School Mission Statement

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

TEAMWORK

RESPECT

ENJOYMENT

DISCIPLINE

SPORTSMANSHIP

STRIVING TO BECOME THE HEALTHIEST SCHOOL IN THE COUNTRY

Introduction to your curriculum booklet

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 Gosling

Mrs Kerk

Head of year 9

Head of KS3



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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 9, students will study a wide range of texts, including Victorian Crime Fiction, *Animal Farm* and *Julius Caesar*. In addition to their main topic lessons, they will also have writing lessons, which develop their ability to write for a particular purpose each half term e.g. writing to describe, narrate, persuade etc.

Autumn 1
Animal Farm (Language Analysis) & Persuasive Writing
Mid-term: Zoomed in PEAR paragraph on an extract in <i>Animal Farm</i>
End of term: 3 x zoomed in PEAR paragraphs in response to an essay question on an extract in <i>Animal Farm</i>
Autumn 2
Victorian Crime Fiction (structure analysis) & Narrative Writing
Mid-term: 3 zoomed out PEAR paragraphs, analysing structure of a short story
End of term: 3 zoomed out PEAR paragraphs, analysing structure in a different story
Spring 1
Blood Brothers & Writing to Advise
Mid-term: PEAR paragraph on an extract
End of term: 3 x PEAR paragraphs analysing a theme across the play
Spring 2
Shakespeare: Julius Caesar & Writing to Argue
Mid-term: PEAR paragraph on an extract
End of term: 3 x PEAR paragraphs analysing a theme across the play
Summer 1
A Dutiful Boy (evaluation) & Writing to Describe
Mid-term: Write an evaluative paragraph on an extract
End of term: Write three evaluative paragraphs on a different extract
Summer 2
End of term assessment preparation & Power and Conflict Poetry
End of term: 1 timed reading paper and 1 timed writing paper, testing students on the skills developed throughout Y9 and KS3

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.

Getting ahead for GCSE?

Over the summer between Y9 and 10, we recommend watching film adaptations of set texts (*Macbeth*, *A Christmas Carol* and *An Inspector Calls*) or listen to audio versions.

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

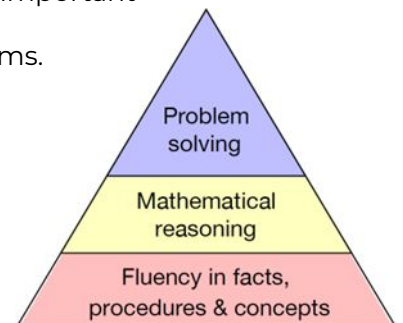
All students are assessed for their reading ages on a biannual basis. For students identified as needing additional support, we run targeted reading interventions groups over the course of the year, including phonics and reading fluency interventions.

“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>

Dr Frost for pre-tests and home learning: <https://www.drfrostmaths.com/index.php>

Corbett Maths for more videos and practice: <https://corbettmaths.com/contents/>

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

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

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

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

Virtual Manipulatives

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



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/AP1), before/after the December break (AP2), and finally once more before the summer break (AP3).

What parents can do to support learning?

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

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

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

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



Maths Curriculum

Year 9

Autumn 1

9.1 Money calculations + Real life graphs

9.2 Rounding, estimation and introduction to bounds

9.3 Probability continued

9.4 Equations of lines

Autumn term assessment

Autumn 2

9.5 Quadratics

9.6 Pythagoras

9.7 Ratio in context

Spring 1

9.8 Percentage Calculator work *

9.9 Proportion recap

9.10 Surds *

Sprint term Assessment

Spring 2

9.11 Volume

9.12 Similar and congruent shapes

Summer 1

9.13 Trigonometry

9.14 Transformations

Summer 2

9.15 Averages and range continued

Year 9 Mocks Full paper

9.16 Sectors and arcs

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 upon 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. MissB Resources. 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.

Improve your times tables

<https://play.ttrockstars.com/auth/school/student/65679>

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

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



**COOMBE WOOD
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Biology, Chemistry & Physics

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

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

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

What we are learning this year:

Term	Topic	Specialisation
Autumn 1	Experimental Methods	Working Scientifically
Autumn 2	Chemical Reactions	Chemistry
Spring 1	Atomic Structure	Chemistry
Spring 2	Cells	Biology
Summer 1	Energy	Physics
Summer 2	Sampling Ecology	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](#)



Science Curriculum



Biology, Chemistry & Physics

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

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



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

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



Here are some podcasts to listen to build curiosity.

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



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

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



Health Related Fitness



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

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

Year 9 Students in games lesson will pick from our options of Netball, Multisport, Dance and Football. In January a Pre GCSE examination games group will be made so students get tailored lessons which link to our exam pathways.

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.



**COOMBE WOOD
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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>



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Dance

Y9 Students, that choose dance as an option, 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.

Year 9 Games AUT Term - Resilience

Week	LO	Required	Outcomes	Phases	Stretch
1	Dance Aerobics	Importance of cardiovascular endurance	Fully engage in a fun, highly physical lesson, showing resilience	What is cve, why do we need it? First half of exercises using steps How does this help our cve? Second half	Relate back to resilience
2	Yoga/Pilates	Importance of calming yet physical exercise	Start to understand core techniques in yoga/pilates, and some of the benefits	Why is calming yet physical exercise important? When can we use most? (Exams) Learn one yoga routine	Relate back to resilience
3	Circuit Training	Importance of working different muscle groups	Fully engage in all of the different activities, understanding what parts of the body are being worked in each	What main muscle groups do we know? What muscles are each exercise working, then explain	Relate back to resilience
4	Commercial/Contemporary Routine	Importance of working on speed, timing, body control and power	Fully engage in a fun, highly physical dance routine, showing resilience	Explain speed, timing, body control, power Learn routine Which parts work on s/l/bc/p?	Relate back to resilience
5	Barre Class	Importance of targeted exercises for good technique	Start to understand core techniques in barre, and some of the benefits	What is barre? What is it good for? Go through exercises discussing what is targeted	Relate back to resilience
6	Body Conditioning/Stretching	Importance of regular stretching	Fully engage in all of the different activities, understanding what parts of the body are being worked in each	Why do we do stretching? What are the benefits? How can we improve?	Relate back to resilience

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

Light & Shadow



Mixed Media

The aim of this unit is to enhance students' observational drawing skills through structured and sustained practice. Students will develop their ability to accurately represent three-dimensional forms on a two-dimensional surface, with a particular focus on proportion, scale, line, tone, and spatial awareness. Throughout the unit, students will investigate how artists use light, shadow, and contrast to depict form and depth. They will explore a variety of traditional and contemporary art-making techniques, including graphite drawing, acrylic painting, mixed media approaches, digital manipulation, and photographic processes. The unit encourages critical reflection, experimentation, and refinement of technique to support the development of confident, expressive, and skilful visual outcomes.

Get Curious:

- Take photos using your a smart phone. Set the camera to mono, silvertone or noir and use spotlights and torches to look at the impact that light has on different objects.
- Take part in INKtober and create 1 ink drawing per day during the month of October. <https://inktober.com/>

Art in Context



Painting, Drawing & Stencil

In this project, students investigate how art is shaped by context, exploring the work of artists such as Banksy, Shepard Fairey, and Robert Rauschenberg. They examine how location, politics, and historical references influence meaning, message, and audience.

Through practical workshops, students experiment with mixed media approaches, combining collage, print, and layering to reflect the styles and methods of the artists studied. They develop their own ideas in response to contextual research, with an emphasis on communicating messages visually.

The project culminates in the design and production of a stencil-based artwork inspired by Banksy, allowing students to apply their understanding of art in context while creating a bold and original outcome.

Get Curious:

- Check out the *Art of Banksy* exhibition website <https://artofbanksy.co.uk/about-the-exhibition/>
- With parental/guardian permission, look at Banky's website <https://www.banksy.co.uk/> or instagram page.
- Visit the Banksy Limitless Exhibition(2025) <https://banksylimitless.com/london/>

Journeys



Photography, Mixed Media & Concertina Zines

In the final project of the year, students explore the theme of journeys and how artists use imagery, symbolism, and narrative to represent movement, change, and experience. They investigate a range of contextual examples before reflecting on their own personal or imaginative journeys.

Through practical experimentation, students develop skills in mixed media, combining collage, paint, illustration, photography, and digital techniques. Emphasis is placed on layering, sequencing, and visual storytelling.

The project culminates in the creation of a personal concertina zine, where students bring together their ideas, experiments, and imagery into a resolved outcome that documents a journey in a unique and creative way.

Get Curious:

- Collect photos, tickets and keepsakes from journeys that you've been on. Add them to scrapbooks or create digital mood boards on Google Slides to summarise your trips.



Design & Technology Curriculum

Welcome to Design & Technology. Over the course of the year students will study across 4 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 the expectations of GCSE Design & Technology through a structured design-and-make project based on a simplified context. They develop creative and technical skills with appropriate scaffolding in scale, complexity, and material choice.

Design skills are built through hand drawing, model-making, and digital design with Onshape, enabling students to communicate ideas in both 2D and 3D. In the workshop, they gain confidence using hand tools and basic machinery safely and accurately to produce functional outcomes.

The project emphasises the iterative design process, with research, modelling, feedback, and evaluation used to refine ideas. Students also develop material knowledge, particularly the properties of timbers and plastics, and apply this to decisions about construction and sustainability. Environmental responsibility and sustainable design are embedded throughout.

Get Curious:

- Visit London museums and galleries such as The Design Museum and the V&A and keep an eye out for design styles within 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)
- Collect different brands and adverts to share in class
- Watch Illustrator Tutorials on YouTube or visit www.illustratorhow.com



Fashion & Textiles

In this project, KS3 students will explore the bold, quilted portraits of contemporary artist Bisa Butler, whose work celebrates African American identity, heritage, and storytelling. Using her vibrant style as inspiration, students will consider how colour, pattern, and fabric choices can reflect personality and meaning.

Over the course of the project, students will develop both their creative and technical skills. They will learn how to use textile processes such as stencilling, collage appliqué, embroidery, and quilting, while also building confidence with the sewing machine. Alongside these practical skills, students will study the cultural significance of quilting and African Wax print fabric design, reflecting on how textiles can be used to tell personal and collective stories.

The project will culminate in a quilted portrait panel of a subject of their choice. This could be a self-portrait, an historic figure, a person who has inspired them, or a family member. Each piece may be displayed individually or combined into a collaborative class quilt, celebrating identity and personal storytelling through textiles.

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



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 9 TOPICS

<p>The UK economic Challenges >Getting to grips with the ever changing economic situation in the UK and understanding the choices the government has to tackle these challenges. The students will begin to consider a wide range of socio economic and political geography.</p>	<p>Have a look at the following pages in order to gain a further insight into the UK's economic challenges.</p> <p>https://ifs.org.uk/publications/uk-economic-outlook-navigating-endgame</p>
<p>Ecosystems > Why is the tropical rainforest found near the equator and what potential changes might we see to our habitats across the globe in the future. Are humans the only reason we are witnessing habitat destruction?</p>	<p>Have a look at the following websites to gain a further understanding of the world and its Biomes:</p> <p>https://www.bbc.co.uk/bitesize/topics/ztaw2hv</p>
<p>Hazards >Why is the world such a dangerous place? Students will begin to uncover the tectonic theory that explains so many of the worlds huge disasters and consider what makes certain locations particularly vulnerable. Are the number of people vulnerable to hazards actually increasing?</p>	<p>Check out this website on global hazards:</p> <p>https://www.pumpkin-interactive.co.uk/collections/tectonic-hazards</p>
<p>Superpowers- China & the Middle East > What truly makes a country a superpower today. Students will begin to consider the ever changing power struggles we see in the world today and consider the characteristics a country or several need to have true global influence. Students will then move onto to look more in depth at China and the Middle East region as both locations play a significant role in the world today.</p>	<p>Superpowers introduction can be found here:</p> <p>https://www.rgs.org/schools/resources-for-schools/an-introduction-to-superpower-geographies</p> <p>China:</p> <p>https://kids.nationalgeographic.com/geography/countries/article/china</p> <p>Middle East Region:</p> <p>https://teachmideast.org/what-is-the-middle-east/</p>
<p>India > With India being one of the fastest growing countries in terms of both population and economy students will revisit topics studied across Year 8 & 9, through the lens of India as a country. Students will ask the question, how important is India today and in the future?</p>	<p>Why not check out more information on India:</p> <p>https://kids.nationalgeographic.com/geography/countries/article/india</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, this focus shifted towards the modern period from 1750 onwards. The Year 9 curriculum will focus heavily upon major changes in human development as well as the horrors and impact of wars as well as looking at a thematic approach to how our country is shaped today.

Learning Quest

Topic 1	British Empire	Read the information, make notes, watch the video and complete the knowledge test https://www.bbc.co.uk/bitesize/topics/z7kvf82
Topic 2	The Holocaust	Read the information, make notes, watch the video and complete the knowledge test https://www.bbc.co.uk/bitesize/topics/zk94jxs
Topic 3	Democracy Through Time	Read the information, make notes, watch the video and complete the knowledge test Magna Carta Simon De Monfort Civil War Glorious Revolution Industrial Period Suffragettes
Topic 4	Women Through time	Read the information, make notes, watch the video and complete the knowledge test https://www.bbc.co.uk/history/historic_figures/eleanor_of_aquitaine.shtml https://www.bbc.co.uk/bitesize/articles/zcwrwsq#z3k3khv
Topic 5	Migration Through Time	Read the information, make notes, watch the video and complete the knowledge test https://www.bbc.co.uk/bitesize/topics/zx3fnbk
Topic 6	Tower of London Through Time	Read the information, make notes, watch the video and complete the knowledge test https://www.hrp.org.uk/tower-of-london/history-and-stories/the-story-of-the-tower-of-london/



French or Spanish

What will students study in Year 9?

Pupils will study a range of topics during the course of Year 9 which will build on knowledge obtained during Years 7 and 8. Using contexts familiar to them, they will gain further insight into the everyday life and culture of France/Spain and other French- and Spanish-speaking countries. Topics include media and technology, travel and tourism, and their personal world (family, friends, lifestyle and future plans). Students will also revisit and extend previous topics, but with greater depth and complexity.

By Year 9, pupils are expected to use the present, past and future tenses confidently and begin to use three time frames accurately within their spoken and written work. They will also start completing GCSE-style tasks in all four skills (listening, speaking, reading and writing) to prepare them for the transition to Key Stage 4. Lessons will continue to have a strong focus on phonics, grammar and spontaneous language use, with activities designed to be engaging, purposeful and challenging. Students will also study a film linked to the culture of the language they are learning and will have the opportunity to take part in competitions and enrichment activities.

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?

Show my Homework – Look out for resources put on there to support learning.

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.



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 9 Drama: In the final year before KS4 you will explore themes and topics that align closely with the GCSE Drama curriculum, giving you a taste of the qualification and its demands. You will explore and interpret scripts from the perspective of a set and costume designer to broaden your experience and understanding of how meaning can be created for an audience.

Topic 1	Performance Styles: Epic, Physical, and T.I.E <i>Get Curious: Research the techniques and definitions associated with each style using the GCSE Drama Bitesize website.</i>
Topic 2	Skills and Techniques: DNA <i>Get Curious: Look through Bitesize page at themes, plot characters and structure of the play. Watch the video and think about how you could use design to develop mood/atmosphere in the story.</i>
Topic 3	Careers in The Arts: Roles and Responsibilities <i>Get Curious: Look through The Brit School website at the course available in production arts as well as performance. Attend open days which are held throughout the year.</i>
Topic 4	Devising Theatre: Responding to a Stimulus <i>Get Curious: Youtube 'GCSE Devised Drama' Grade 9 to see examples of successful devised pieces and get inspired!</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/zrjhcat>
- The Brit School : <https://www.brit.school/courses>
- BBC Bitesize English/Drama DNA Dennis Kelly: <https://www.bbc.co.uk/teach/class-clips-video/articles/zf6kjhv>



Music Curriculum

The Year 9 Music curriculum will continue to develop your skills in performance, composition and appraisal, to ensure you are ready to take GCSE Music in Year 10.

Topic 1	Protest Music You will be learning about the genre of protest music, the civil rights movement and more recent civil movements and you will create your own protest song in a genre of your choice using chords, a bassline, melody and drums.
Topic 2	Keyboard Performance Skills You will be developing your keyboard performance skills to include solos to help prepare you for GCSE Music.
Topic 3	Film Music You will be learning about the genre of film music, learn how to analyse it and understand it and create your own film composition to a film clip, using music technology sequencer software.
Topic 4	Dance Music We will be learning about the purpose of dance music and work in small ensembles to perform a piece of 90s Club dance music.
Topic 5	Composition Using Tonal Harmony We will be learning how to compose a song using chords I, IV, V and vi and be understanding how chordal harmony is used to underpin songs.
	Ensemble Keyboard Skills
Topic 6	You will be working in pairs to develop piano duets to help prepare you for GCSE Music ensemble performance. You will be playing from musical notation.

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



GCSE Religious Studies

Exam Board: Eduqas Route A

'Educating the mind without educating the heart is no education at all' Aristotle

The GCSE Religious Studies Curriculum at CWS, aims to engage, inspire and encourage dialogue between pupils, regarding the wider world they live in and how the views held by individuals and groups may shape their outlook. Religious studies aims to develop an interest in those around us and making our students more culturally aware and prepared for the world they will live and work in.

Not only do we focus on religious themes but also philosophical and social themes, applying these to the society we live in today, debating the impact these views and beliefs have on the actions of individuals and groups. Year 9 students will be studying the [WJEC Eduqas GCSE Religious Studies \(Route A\) Specification full course](#) and will sit 3 GCSE examinations for this qualification in the Summer of Year 10.



WJEC Eduqas GCSE (9-1) in RELIGIOUS STUDIES

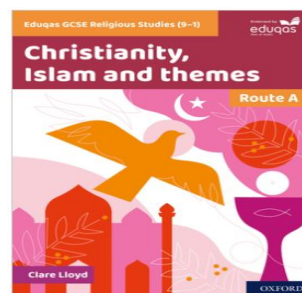
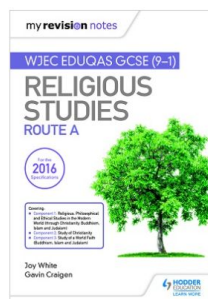
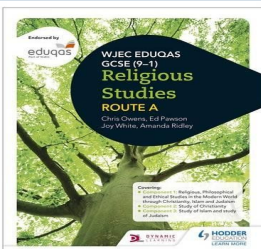
	Term 1	Term 2	Term 3
Y9	Christian Beliefs	Islam Beliefs	Christian Practices
Y10	Issues of Life and Death	Issues of Good and Evil	Issues of Human Rights
		Revision	Exam
			Exam

Paper	Paper	Sections	Length	Marks	% of Grade
Paper 1	Religious, Philosophical and Ethical Studies in the Modern World	<ul style="list-style-type: none"> Issues of Relationships Issues of Life and Death Issues of Good and Evil Issues of Human Rights 	2hr	126 (including 6 SPaG marks)	50
Paper 2	Study of Christianity	<ul style="list-style-type: none"> Beliefs and Teachings Practices 	1hr	66 (including 6 SPaG marks)	25
Paper 3	Study of a World Religion: Option 3 Islam	<ul style="list-style-type: none"> Beliefs and Teachings Practices 	1hr	60	25

Each of these sections contains a 2, 5, 8 and 15 mark question.



GCSE RS Textbooks



Revision Websites:

- www.senecalearning.co.uk
- www.revisionworld.com
- www.bbcbitessize.co.uk

Websites:

www.religiousstudiesproject.com

Podcasts:

- The Religious Studies Project



COOMBE WOOD SCHOOL

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!
- Ensure your child keeps on top of their homework and revision for internal assessments.



Religion and World Views



Ideas for further engagement in the subject:

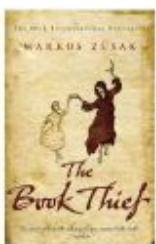
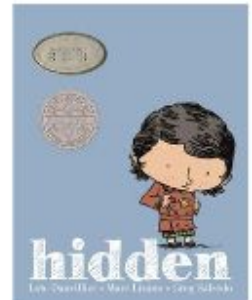
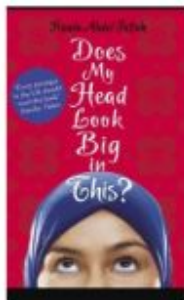
TV Shows:

- 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. There are lots of similarities to the year 8 curriculum to ensure they all have a strong foundation and are able to consolidate their knowledge.

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!*



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:

- Slavery in the Ancient world
- Roman Britain, including Londinium and Bath
- Boudica and the Britons' rebellion against the Romans

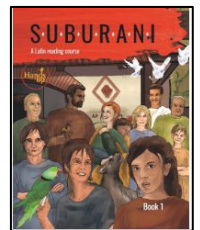
Language we'll build on previous learning:

- How Latin verbs, nouns and adjectives change their endings to reflect their precise meaning
- Introduce past tenses (perfect and imperfect)
- Introduce the ablative case
- English derivatives from Latin words
- 100 new words of vocabulary (split into 5 chunks of 20)
- Developing 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.



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 9 will be covering throughout the year.

Autumn Term Areas of Study

E-Safety – Digital Detectives [CORE Digital Literacy & CORE IT]

- Understanding Browser
- Spot the scam: Email/Mobile phones
- Safety savvy: Password/Firewall
- Social networking: Internet, Phone and Sexting
- Connect to the Internet
- Search Engine
- End of Topic Assessment

Programming – C# Console [CORE Computer Science]

- Console Iteration
- Console Case
- Functions
- Console Project
- End of Topic Assessment

Spring Term Areas of Study

Effectively Searching Online [CORE Digital Literacy & CORE IT]

- Understanding GCSE Options
- Links to subject and careers
- Research Skills for GCSE and careers
- Making informed Choices

AI and its Role in Learning [CORE Computer Science]

- Introduction to AI & Its Role in Learning
- Asking Effective Questions (Prompt Engineering Basics)
- Using AI for Revision & Knowledge Checking
- Accuracy, Bias & Misinformation
- Using AI Safely & Ethically

Summer Term Areas of Study

Spreadsheet Skills [CORE Digital Literacy & CORE IT]

- Basic & Formatting skills
- Sort, Filter, Query, and Charts
- VLOOKUP
- IF Statement
- End of Topic Assessment

Computational Thinking- Interactive Multimedia Product [CORE Digital Literacy & CORE IT]

- Design Consideration
- Planning
- Pattern Recognition
- Decomposition
- Abstraction
- Algorithm

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/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



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