COOMBE WOOD SCHOOL

Curriculum Booklet
Year 8
2019 - 2020

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.)

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

In year 8, the curriculum booklet will provide learning opportunities in addition to the homework set by teachers.

This curriculum booklet provides many fantastic tasks that students can engage with throughout the whole school year at home to support their learning in each subject. It includes websites, active learning, literature, places of interest to visit and much more!

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

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

Students will also be provided with self-regulation, revision and independent learning skills training through PSHE lessons.

Relevant and useful homework will be set by subject teachers and tutors, with a clear purpose to either reinforce learning done in class, or to prepare students with background knowledge for a task or assessment they will shortly be doing.

Please keep this booklet in a safe and accessible place, we firmly believe that there are great ideas, fun activities and tasks in here that will engage and stimulate interest in subjects for the whole of year 8.

Enjoy!

From the teaching staff at CWS.

Metacognition

Metacognition & Self Regulated Learning

According to research carried out by the Education Endowment Foundation, focusing on metacognition and self-regulated learning can result in students experiencing an average of seven months additional progress. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/ As a school, we will be aiming to have a three focus approach; providing necessary support for staff, training students to deliver sessions to their peers and providing parents with information to further embed strategies at home.

Please feel free to contact Mrs N Lattimore, the member of staff responsible for the programme.

Coombe Wood School

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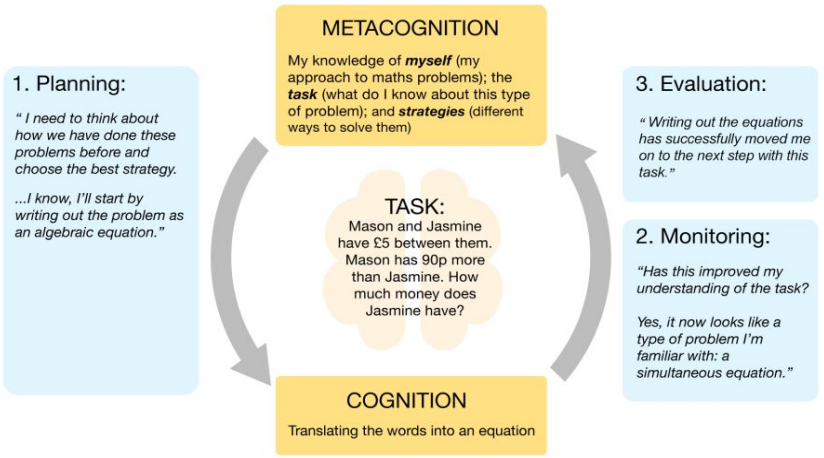

Metacognition is defined as learning about how we learn or thinking about how we think. The main objective of the programme is to provide students with a host of skills and strategies to make them aware of their cognition, therefore empowering them to be independent learners.

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

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

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

Parents/Carers

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

COOMBE WOOD SCHOOL

English Curriculum

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

In Year 8, students will study a diverse range of texts, from a variety of different cultures, time periods and genres. Not only will students improve their analytical skills but they will begin to consider literary context and the way in which an author's world shapes a piece of writing. Students will also continue to develop their writing skills: they will focus on their technical accuracy, experiment with different text types and explore the features of effective imaginative writing. Students will continue to be supported in improving their speaking and listening skills, further developing their confidence in communicating.

In Year 8, students will study a wide range of texts, including *Of Mice and Men*, Romeo and Juliet and Gothic writing. Students will continue to take part in a fortnightly reading lesson to further develop evaluative skills and to promote a lifelong love of literature.

Term 1a **Term 1b**	Gothic horror *Of Mice and Men*
Term 2a **Term 2b**	Poetry of Different Cultures Romeo and Juliet
Term 3a **Term 3b**	Non-fiction texts Short Stories

'Get Curious' with the following optional activities:

- Research John Steinbeck and find 5 facts out about his life.
- Watch a video summary of 'Romeo and Juliet'.
- Find a newspaper or magazine article, labelling the features of this text type.
- Create a collage of pictures associated with Gothic horror.
- Find a collection of short stories and give one a read!
- Research and find 5 famous Gothic stories, making a poster to show your findings.

Literacy Curriculum

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

- Literacy workshops that students complete during PM registration in order to both support and challenge.
- High frequency words for each subject are collated each half term and displayed on the Coombe Wood School website. Students may refer to these words in order to improve their comprehension, spelling and to feel more comfortable about their use in class.
- We have invested in an innovative literacy improvement tool called Bedrock Vocabulary. It is a website that helps children to learn critical academic vocabulary. Parents are also able to log on to see what vocabulary their children are learning.
- Literacy intervention groups run throughout the year in order to work with students who may need a little more support with spelling or other key literacy skills.
- Students take part in teacher-led guided reading once a fortnight. This helps to improve important skills such as comprehension, analysis and to expand vocabulary..

We will be working on:

Term 1a **Term 1b**	- Improving spellings; accuracy of punctuation - Identifying word classes
Term 2a **Term 2b**	- Subject/verb agreement - Spellings
Term 3a **Term 3b**	- Reported/direct speech - Sentence purpose

Maths Curriculum

"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 of maths education is to ensure that pupils are proficient and persistent in solving mathematical problems. Throughout this journey, we will engage pupils with three key purposes:

- day-to-day life, understanding the world and making judgements;
- relevant knowledge and skills for further/higher education and the workplace, contributing towards a happy, productive economy;
- scholarship is enjoyable and valuable in its own right.

We want our pupils to have fun and be confident in mathematical literacy – the capacity to formulate, employ and interpret maths in a variety of contexts. It includes reasoning mathematically and using mathematical concepts, procedures, facts and tools to describe, explain and predict phenomena. It assists individuals in recognising the role that maths plays in the world and to make well-founded judgements and decisions needed by constructive, engaged and reflective citizens.

***Useful websites and resources*:**
[login details will be shared in due course]

Revision

https://www.drfrostmaths.com/index.php
Videos: https://vle.mathswatch.co.uk/vle
Practice questions: https://corbettmaths.com/contents/
& answers: https://corbettmaths.com/2015/03/13/worksheet-answers/
Daily 5-a-day: https://corbettmaths.com/5-a-day/gcse/
& answers: https://corbettmaths.com/2016/08/31/september-answers/
https://mathsbot.com/

Free eBook (PDF):
http://m4ths.com/uploads/3/5/2/1/35219558/lite_book_-_free_copy.pdf

Maths Curriculum

Get Curious
Weekly puzzles: https://parallel.org.uk/ [teacher code is "73u91k"]
UK Maths Challenge questions:
https://www.drfrostmaths.com/browse.php?mode=ukmt
https://brilliant.org/courses/#math-foundational
https://mathigon.org/courses#recreational
TED Education maths videos: https://ed.ted.com/lessons?category=mathematics
More videos: https://epsilonstream.com/topic/editorspicks/
Activities: https://nrich.maths.org/secondary

Assessments and home learning
Mini (formative) assessments are set after each unit in the form of a class test. Pupils are encouraged to revise regularly using the weblinks and resources provided. Pupils will sit a baseline assessment after the first few weeks of term, a winter assessment towards the end of the first term, and an end of year assessment combining all topics in June.

What parents can do to support learning
http://www.learningscientists.org/blog/category/For+Parents

Please encourage your child to practice what they have learned on a regular basis; frequent quizzing and flashcards are generally considered as effective techniques. To develop curiosity, 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, using scales), etc. When possible, try to get your child to teach you what they have learned. This will improve their fluency and communication, as well as getting an enjoyment for sharing their knowledge and develop a genuine passion for the subject.

Revision guides
https://corbettmaths.com/revision-cards/

https://smile.amazon.co.uk/Knowledge-Quiz-Foundation-Jo-Morgan/dp/1912906104/ref=sr_1_2?crid=25RGK6YVBMQPU&keywords=jo+morgan+knowledge+quiz&qid=1562840141&s=gateway&sprefix=jo+morgan%2Caps%2C132&sr=8-2

Maths Curriculum

Y8 'one-off'
Term 1 - 6.5 weeks
Unit 1 - Mental strategies using the 4 operations +BIDMAS (GEMS) ~ 0.5 week
Unit 2 - Rounding & Estimation +Using a Scientific Calculator ~ 1.5 weeks
Unit 3 - Addition & Subtraction (Negatives and Fractions) +Intro to Vectors ~ 2 weeks
Unit 4 - Multiplication & Division (Negatives and Fractions) ~ 2 weeks
October half term - 1 week
T2 - 7.5 weeks
Unit 5 - Percentages ~ 1 week
Unit 6 - Ratio (Pi) +Scale ~ 2 weeks
Unit 6 - Index Laws with algebra ~ 2 weeks
Unit 7 - Prime Factorisation +Rational (terminating or recurring) vs Irrational: Intro to Recurring Decimals and Surds ~ 2 weeks
Christmas and New Year holiday - 2 weeks & 2 days
T3 - 6 weeks
Unit 8 - Proportion (unitary method, best value/buys, recipes, currency, etc) ~ 1 week
Unit 9 - Units (metric & some imperial) and Conversion ~ 1 week
Unit 10 - Area & Perimeter +Tiling problems ~ 2 weeks
Unit 11 - Sets of Single Brackets and Identities ~ 1.5 weeks
February half term - 1 week
T4 - 6 weeks
Unit 13 - Forming and Simplifying Expressions ~ 1 week
Unit 14 - Length (Circumference and Perimeter) and Area of Circles (inc. simple fractional parts) ~ 2 weeks
Unit 15 - Intro to Probability +Frequency trees+ +Review Listing/Product rule +Venn diagrams (Set Notation) & Carroll diagrams ~ 2.5 weeks
Easter holiday - 2 weeks
T5 - 5 weeks
Unit 16 - Forming and Solving Linear Equations +Changing the Subject ~ 2 weeks
Unit 17 - Simplifying Algebraic Fractions ~ 1 week
Unit 18 - Angles in Parallel lines ~ 1.5 weeks
May half term - 1 week
T6 - 7 weeks
Unit 19 - Collecting, Displaying and Interpreting Data ~ 2 weeks
Unit 20 - Averages ~ 1 week
Unit 21 - Rearranging Formulae ~ 1 week
Unit 22 - (Interior/Exterior) Angles in Polygons +Tesselation ~ 2.5 weeks
SUMMER HOLIDAY! - 6 weeks

Science Curriculum

Biology, Chemistry & Physics

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

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

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

Term	Biology	Chemistry	Physics
Autumn 1	Cells	Particle model	Motion
Autumn 2	Movement	Separating substances	Circuits
Spring 1	Reproduction in humans	Acids and alkalis	Energy sources
Spring 2	Reproduction in plants	Metals and non-metals	Energy transfer
Summer 1	Interdependence	Earth structure	Sound
Summer 2	Variation	Universe	Light

We live in an amazing city for science. 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 the Royal Observatory Greenwich and go stargazing.

Programmes to watch to discover more about science:

- Blue Planet, Planet Earth, Frozen Planet and Our Planet – basically anything by David Attenborough.
- The Planets series by Professor Brian Cox.

Podcasts to listen to to build curiosity:

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

Health Related Fitness

In year 8 we will continue to build on our ever increasing knowledge of exercise, how it affects the body, and how it boosts the performance of our brain. To continue to reward 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.
- Download the ***Myzone app*** to view your MEPS and track your progress or regularly check the email summary you will receive after the completion of each lesson. This will provide detailed feedback on your how your body adapts during exercise and allow you will gain a deeper understanding.
- Think about making healthy food choices when possible.
- Make healthy lifestyle choices e.g. can you walk instead of using the bus?
- Try out a free outdoor gym if you have one near your house?
- Aim for at least 150 minutes of moderate exercise or 75 minutes of vigorous intensity based exercise per week as recommended by the World Health Organisation (WHO).
- Try and keep to a maximum of two hours per day using electronic media including TV and turn off small screens before 9.00pm.
- **Discover and learn more about Myzone through the CWS website.**
- ***Take part in organised sport outside of school.***

BBC Get Inspired
bbc.co.uk/getinspired

Get inspired by sport and find out how you can take part in a wide range of activities in your local area. (not just those taught at CWS). You can do this through the BBCSPORT website or by looking on the HRF noticeboard.*www.bbc.co.uk/sport/get-inspired*
The BBCSPORT website hosts a series of workouts performed by Team GB Olympians in a variety or sports. Check them out online and complete them at home with no equipment necessary.

We recommend the following Local Sports Agencies and clubs:
Future Gymnastics
Volenti Academy
Tollo Football Academy
Futsal with Sean Sinclair
Luol Deng Foundation
Roundwood Netball Club
Boulder Fitness with Adam Daniel

Share how you are being an independent learner outside of school with Mr Smith or your tutor to earn 'Enjoyment' Achievement Points.

COOMBE WOOD SCHOOL

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 included 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 Award 2019* at the National Portrait Gallery (free, until 20th October).
- Visit the *Taylor Wessing Photographic Portrait Prize 2019* at the National Portrait Gallery (12-18yrs £7, adults £8, until 16th February 2020).

Steampunk

In the final project of the year, students will improve their observational drawing skills through a series of relief works. Students will research Steampunk and develop original ideas that incorporate technology and aesthetic design. Techniques and materials investigated and experimented with during this topic will be diverse, including many different drawing mediums to create final illustrations. Final outcomes will also range from a lino cut and final prints to a unique card construction.

Get curious:

- Create a Steampunk-themed board on *Pinterest* to inspire your work this term (website/app for 13+yrs).
- Set up a still life at home and practice drawing the objects you arrange using pencil. Remember to use tone and mark making to add depth to your work.

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Design & Technology Curriculum

Phone Holder

Resistant Materials

Students will begin the year developing their skills using computers for design and manufacturing (CAD/CAM) to create a functional final product. As well as learning how to follow the design process, students will learn how to use Techsoft 2D Design and the new laser cutter to create a holder for a phone while it charges. There will be a significant importance placed on research and the ability to accurately model, test, and design their final product using a wide range of techniques.

Get Curious:

- Visit the Design Museum for Beazley Designs of the Year
- 11 SEPTEMBER 2019 - 9 FEBRUARY 2020

Pop Up Design

3D Design & Graphics

In their second project of the year students will have the opportunity to develop their manufacturing skills further using card. After a series of lessons introducing them to the world of Pop-Up and different mechanisms, students will be given the task to design their own pop up book. This project will require students to think imaginatively whilst developing their problem solving skills as they progress with their design work. A range of digital design software, hand craft skills and computer aided manufacturing will be included as part of this project.

Get Curious:

- Research different pop up mechanisms by looking in the children's sections at a bookshop and trying them out at home.

Retro Design

Graphic Design & Digital Media

In the final term students will look at various forms of retro design. Initially this will include a range of hand drawn and hand printed design work before students are given the opportunity to develop their design skills using Adobe Creative Suite. Final outcomes will include menus, shopfronts, logos and adverts for their own cafe or restaurant. This term will also feature a knowledge test on all aspects of Design & Technology covered this Academic Year.

Get Curious:

- Collect different forms of retro designs or photograph different objects that are considered retro. You could also create a Pinterest board of example of Retro Graphic Design.

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Geography Curriculum

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

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

YEAR 8 TOPICS	
Map skills and the local area • Can you follow your route to school on Google maps? • Do you know what and OS map is? • Do you know the history of Croydon?	Why not check out: OS Map Zone: www.ordnancesurvey.co.uk/mapzone/ Google Earth: www.google.co.uk/intl/en_uk/earth/
• Coasts • What is it like at the coast? • What are the big problems facing the UK coastlines today? • How can we protect the coast?	Why not check out: BBC Coast programme: www.bbc.co.uk/programmes/b006mvlc BBC bitesize managing the coast: www.bbc.co.uk/bitesize/guides/z6qtyrd/revision/1
• Development • Is every country the same? • Why are some countries richer than others? • Is it all just about money?	Why not check out: If the world were 100 people video: www.youtube.com/watch?v=A3nllBT9ACg Countries by income: www.gapminder.org/dollar-street/matrix
• Antarctica • Where is it? • What lives there? • What are the threats to it?	Why not check out: Discovering Antarctica: www.discoveringantarctica.org.uk/ 15 facts about Antarctica: www.kids-world-travel-guide.com/antarctica-facts.html

History Curriculum

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

Penelope Lively

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

Edmund Burke

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

In Year 7, pupils studied key historical events that occurred between 1066 - 1649. In Year 8, our focus will shift towards the modern period from 1800 - 1945. As Penelope Lively alludes, this period is infamous for the unprecedented scale of conflict and warfare. In order for pupils to comprehend how our heavily our modern world was shaped by these recent events, the Year 8 curriculum will focus heavily upon the First and Second World Wars, as well as the Holocaust.

Learning Quest

Term/Topic 1	World War One	Read the information, watch the video and complete the knowledge test https://www.bbc.co.uk/bitesize/guides/z4n4jxs/revision/1 Task: Complete a storyboard of the causes and events of World War One.
Term/Topic 2	World War Two	Read the information, watch the video and complete the knowledge test https://www.bbc.co.uk/bitesize/guides/z9s9q6f/revision/1 Task: Complete a storyboard of the causes and events of World War Two.
Term/Topic 3	Holocaust	Read the information, watch the video and complete the knowledge test https://www.bbc.co.uk/bitesize/guides/zkfk7ty/revision/1 Task: Complete a storyboard of the causes and events of the Holocaust.

MFL Curriculum

French or Spanish

Resources: French Dynamo 2 (Rouge); Spanish Viva 2 (2nd edition)

What will students study in Year 8?

Pupils will study a range of topics during the course of Year 8 using contexts familiar to them and giving them insight into the everyday life and culture of France / Spain and other French / Spanish-speaking countries. Topics include holidays, free time and sport, technology, celebrations and costumes, food and drink, talking about your home and the area you live in. The four skills include Listening, Speaking, Reading and Writing and most lessons will contain all four elements. There is a strong focus on translation and use of authentic materials in line with the new GCSE Modern Foreign Language specification and pupils will also learn about key, grammatical concepts.

Assessments: Pupils will be assessed at the end of each module.

What can parents/carers do to support their child?

Ensure your child has a French / Spanish bilingual dictionary that they 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 Scheme of Work overview in the front of their exercise book) – they will probably be pleased to try and teach you and be keen to talk to you in the newly learnt language.

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.

COOMBE WOOD SCHOOL

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 sportsperson 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.

Computer Science Curriculum

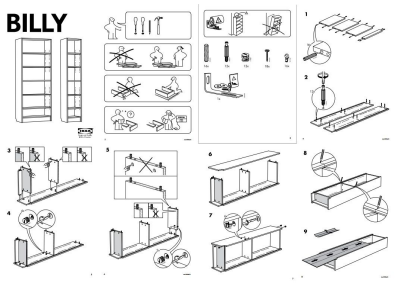
Pupils in Year 8 will begin to examine some of the principles and concepts of computer science. They will build on their existing digital literacy, expressing themselves and their ideas to become competent, creative and responsible users and makers of information technology.

Programming
We'll be learning to use programming languages (starting with Scratch and moving onto Python) to undertake creative projects and solve computational problems. Pupils will be using variables, sequences, repetition, abstraction and other key features of algorithms to write, test, debug and evaluate programmes.

Cyber security and Internet safety
Understanding ways in which technology should be used safely, securely and responsibly, and respectfully. How can we, as users and designers of digital content, protect ourselves and our online identity and privacy? When using the Internet to find information, how can we be discerning about what we read online and be sure it is accurate and reliable?

HTML and Website Development
How does the Internet actually work? How are vast amounts of data transferred around the world in a matter of seconds? We'll be creating and setting styles for our own web pages using HTML code and CSS, and considering how purpose and audience will impact design choices.

Get Curious
Algorithms are all around us - sets of instructions that help a user achieve a specific goal. Some will be computer based, others not - here's one from IKEA! Can you find any more examples in your day-to-day life?



Look out for interesting technology stories and developments in the news and share them in school. BBC Click has always got interesting content:
https://www.bbc.co.uk/programmes/n13xtmd5

Download Scratch, Python or other programming languages at home and get programming!

COOMBE WOOD SCHOOL

Performing Arts Curriculum

Welcome to Performing Arts. Over the coming year, students will further explore the medium of performing arts through the study of music, dance and drama.

Music

In music this year we will be further developing keyboard skills by learning to play with both hands and learning how to read music in the bass clef. As ever we will be performing, interpreting, appraising and creating music in a range of different genres.

Task: This wikipedia page https://en.wikipedia.org/wiki/List_of_musical_symbols has a list of different symbols and marks you might find on a piece of written music. Find 5 marks your didn't already know and learn what they mean. Create a fun and useful revision resource (such as a poster or even a kahoot quiz) that will help someone else learn what they mean. Give the resource to one of your friends to learn. Come back to them a week later and see if they have learnt and remembered what these performance marks mean.

Drama

In drama we will continue to explore creative expression and storytelling through developing expressive skills such as body language, vocal tone and facial expression. Students will devise their own pieces around certain themes as well as working from famous scripts and plays, including the play of the Lord of the Flies.

Task: Watch this summary of the story of the Lord of the Flies. https://www.youtube.com/watch?v=-tXpA3dIEtI Whilst watching consider which character in the story you find most relatable (meaning you can understand them and why they behave how they do). Draw a picture of the character you have chosen and around the picture, write as much information as you can find about them in the story as well as some inferences (informed guesses) you have made about the character. Think about what kind of personality they have, how they might talk, how they might stand and move, where they come from, how they relate to other characters in the story, how they do or would react to different situations or events and anything else that you think would be important to know if you were to play this character in a performance of Lord of the Flies on stage.

Dance

In dance we will explore several different styles of dance including contemporary dance. We will develop skills such as timing, posture, style, expression and musicality as well as developing creative skills through exploring choreography.

Task: Watch and compare these two videos on youtube.
Street dance style: https://www.youtube.com/watch?v=rzKkIhuEYzE
Contemporary style: https://www.youtube.com/watch?v=iGuXS1KKsso
Create a table that lists the similarities and differences between these 2 styles. Consider our different elements of dance such as use of space, dynamics, relationships and actions. Now consider what you think contemporary dance is and write your own definition. Which dance style do you prefer and why?

Philosophy, Beliefs & Ethics

Why study Philosophy, Beliefs & Ethics PBE?

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

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

Students in English schools are required to study PBE.

Successful PBE students are:

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

Get Curious

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

What can you do to support your child?

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

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

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