



KS4



Curriculum Booklet
2021 -2022



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
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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 years 10 & 11, 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, podcasts, 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 your KS4 courses..

Enjoy!

From the teaching staff at CWS.



TEAMWORK • RESPECT • ENJOYMENT • DISCIPLINE • SPORTSMANSHIP



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-summary/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.

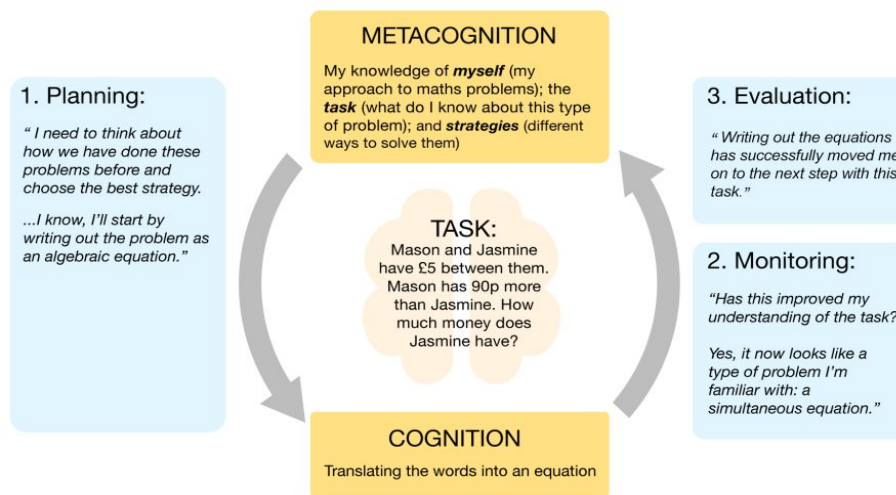
Please feel free to contact Mr

Clarke for more information regarding study skills.

Coombe Wood School

30 Melville Avenue, South Croydon, CR2 7HY. 020 8289 4745

enquiries@cws-croydon.co.uk



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.

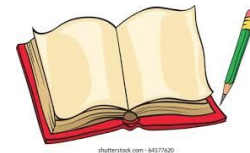
Parents/Carers

- 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
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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. Students will be studying **AQA English Literature** and **AQA English Language** for their GCSEs.

The teaching of English will build students' confidence in writing, encouraging creativity, developing 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 Y10, students will cover all of the core texts and skills required for their English Literature and English Language GCSEs, before spending Y11 mastering this content. Revision strategies and metacognition skills will be explicitly taught throughout the course to ensure that students become proficient independent learners.

	Term 1	Term 2	Term 3
Y10 ➔	English Language Language analysis; structural analysis Writing to persuade; writing to narrate.	Language analysis; evaluation Writing to argue; writing to explain. Spoken language endorsement.	Structure analysis; synthesis and comparison Writing to describe
	English Literature <i>A Christmas Carol</i> ; a selection of poetry from the Power and Conflict anthology cluster.	<i>An Inspector Calls</i> ; a selection of poetry from the Power and Conflict anthology cluster.	<i>Macbeth</i> ; a selection of poetry from the Power and Conflict anthology cluster.
Y11 ➔	English Language Paper 1 revision; Paper 2 revision.	Paper 1 revision; Paper 2 revision.	Exams
	English Literature Unseen poetry; interleaved revision of <i>A Christmas Carol</i> , <i>Macbeth</i> , <i>An Inspector Calls</i> , <i>Power and Conflict</i> anthology.	Unseen poetry; interleaved revision of <i>A Christmas Carol</i> , <i>Macbeth</i> , <i>An Inspector Calls</i> , <i>Power and Conflict</i> anthology.	Exams

English Language GCSE gives students the tools they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods. Students will develop their speaking and listening skills and their ability to write clearly, coherently and accurately using a range of vocabulary and sentence structures. This dynamic course equips students with the skills they need to be successful communicators in the wider world.

English Literature GCSE is a rich, engaging course, in which students get to further their literary interests by exploring prose, poetry and plays from across the canon. Students will develop their reading, writing and communication skills, as well as their ability to analyse, critically evaluate and compare. The course offers a fantastic opportunity to examine and debate some of the finest literary works, considering their significance to the world today.

Both courses are assessed **100% by examinations.**

English Language GCSE

Exam Board: AQA - 100% Exams
 Paper 1: Explorations in Creative Reading and Writing (50%, 80 marks)
 Paper 2: Writers' Viewpoints and Perspectives (50%, 80 marks)
 NEA: Spoken Language Endorsement

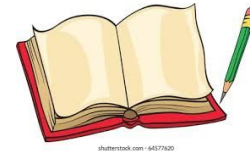
English Literature GCSE

Exam Board: AQA - 100% Exams
 Paper 1: 64 marks, 40% of GCSE (*Macbeth*, *A Christmas Carol*)
 Paper 2: 96 marks, 60% of GCSE (*An Inspector Calls*, Conflict Poetry and Unseen Poetry)



**COOMBE WOOD
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English Curriculum



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

- Reread set texts: you should aim to have read set texts **at least 3 times!**
- **Create flashcards** of key quotations; regularly test yourselves on these quotations.
- **Revise the timings, marks and AOs** specified for each question. You should know this off by heart.
- **Create mind maps** to help you organise your thoughts about key texts, characters and themes.
- **Complete practice questions** in timed conditions.
- Use GCSEPod to consolidate your understanding of key texts and questions.
- 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.

Revision guides to buy to help you: you can buy them through Parentpay for a discounted price.



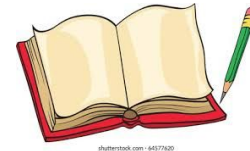
Websites that can help you if you would like some extra practice:

- **BBC Bitesize** for English GCSE: <https://www.bbc.co.uk/bitesize/subjects/zr9d7ty>
- **Mr Bruff's Youtube Channel:** really good lessons on all of the literature and language topics to watch and revise from. <https://www.youtube.com/channel/UCM2vdqz-7e4HAuzhpFuRY8w>
- **Lit Charts:** from the creators of SparkNotes, offers guides to your set texts. <https://www.litcharts.com/>
- **Sparknotes.com:** study guides to Shakespeare, literature and more, including 'No Fear' translations of Shakespeare, which summarise each act of each play in modern English. <https://www.sparknotes.com/>
- **Quizlet:** interactive quizzes on language and literature topics. <https://quizlet.com/latest>
- **Memrise** for literature and quote revision: use flashcard apps such as Memrise to help you memorise quotes. <https://app.memrise.com/courses/english-us/?q=macbeth>
- **British Library:** lots of resources and articles on Shakespeare texts. <https://www.bl.uk/>
- **GCSEPod:** listen to podcasts and complete quizzes to help your revision. <https://www.gcsepod.com/students/>
- **Revisely:** a source for past exam papers. <https://www.revisely.co.uk/>
- **Seneca:** lessons and quizzes to support your revision. <https://senecalearning.com/en-GB/>
- **S-cool:** revision notes. <https://www.s-cool.co.uk/gcse/>
- **Physics and maths tutor:** despite the name of the website, it has great English revision notes. <https://www.physicsandmathstutor.com/>
- **Oaks Academy:** some great lessons to support your understanding of key texts. <https://www.thenational.academy>



COOMBE WOOD
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English Curriculum



Places you can visit or events you can attend in and around London:

- Charles Dickens Museum
- The Globe Theatre
- The British Museum
- The British Library
- The Tate Modern
- The Tower of London
- Sherlock Holmes Museum
- Poet's Corner at Westminster Abbey
- Speaker's Corner at Hyde Park

Books to read:

- *A Christmas Carol* by Charles Dickens
- *Great Expectations* by Charles Dickens
- *The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson
- *Macbeth* by William Shakespeare
- *Othello* by William Shakespeare
- *Hobson's Choice* by Harold Brighouse
- *Journey's End* by RC Sherriff
- *My Mother Said I Never Should* by Charlotte Keatley
- *A View From the Bridge* by Arthur Miller
- *Be My Baby* by Amanda Whittington
- *All My Sons* by Arthur Miller
- *Coram Boy* by Jamila Gavin
- *Boys Don't Cry* by Malorie Blackman
- *I Know Why the Caged Bird Sings* by Maya Angelou
- *Ash on a Young Man's Sleeve* by Danni Abse
- *Oranges are Not the Only Fruit* by Jeanette Winterson
- *How Many Miles to Babylon?* by Jennifer Johnston
- *Pigeon English* by Stephen Kelman
- *Chanda's Secrets* by Allan Stratton

Blogs:

- <https://thetableoyster.wordpress.com/>
- <http://learningfrommymistakesenglish.blogspot.com/2018/04/power-and-conflict-website-links.html>
- <https://missryansgcseenglish.com/>
- <https://passgcseenglish.blogspot.com/>
- <https://www.theexamcoach.tv/the-blog/tag/GCSE+English+Literature>

Podcasts to listen to::

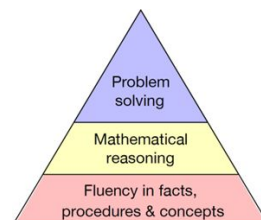
- Seneca learning Podcast
<https://senecalearning.com/en-GB/blog/english-lit-gcse-podcasts-by-seneca/>
- Podbean English Literature revision Podcast
<https://www.podbean.com/podcast-detail/6h5ec-89ca5/Revise---GCSE-English-Literature-Revision-Podcast>
- The Guardian Books Podcast
- The History of Literature Podcast
- GCSEPod

Films to watch:

- *A Christmas Carol* (2009 version)
- *A Christmas Carol* (1999 version)
- *A Christmas Carol* (Muppets version)
- *Macbeth* (1971 version)
- *Macbeth* (2010 version)
- *Macbeth* (2015 version)
- *An Inspector Calls* (2015 BBC film version)



Maths Curriculum



Coombe Wood School aims to give its pupils a holistic maths education: to have confidence with arithmetic and numeracy (everyday maths); to have a firm foundation towards further study and careers; to develop mathematical 'habits of mind' by promoting intellectual challenge and aesthetic beauty of working out and representing solutions.

We want our pupils to actively participate and demonstrate '**mastery**' over their learning. We will encourage pupils to ask questions to satisfy their innate curiosity, to appreciate the significance of maths, as well as to revel in solving problems. After all, the natural state of a mathematician is to be stuck!

The ultimate aim is for our pupils to be mathematical thinkers and problem solvers.

Y10

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Similarity						Developing Algebra					
	Congruence, similarity and enlargement			Trigonometry			Representing solutions of equations and inequalities			Simultaneous equations		
Spring	Geometry						Proportions and Proportional Change					
	Angles and bearings		Working with circles		Vectors		Ratios and fractions		Percentages and Interest		Probability	
Summer	Delving into data				Using number						Expressions	
	Collecting, representing and interpreting data				Non-calculator methods		Types of number and sequences		Indices and Roots		Manipulating Expressions	

Y11

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Graphs						Algebra					
	Gradients and Lines		Non-linear Graphs		Using Graphs		Expanding and Factorising		Changing the Subject		Functions	
Spring	Reasoning						Revision and Communication					
	Multiplicative Reasoning	Geometric Reasoning		Algebraic Reasoning		Transforming and Constructing		Listing and Describing		Show that...		
Summer	Revision						Examinations					

We will be studying Edexcel GCSE Maths. Three exam papers, 90 minutes each: 1 NON-calculator, 2 calculator.

The aims and objectives of the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Mathematics are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

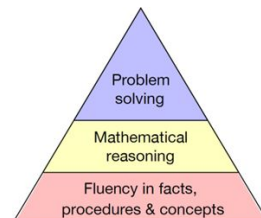


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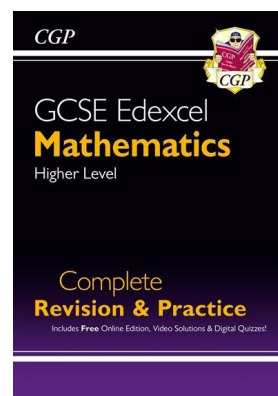
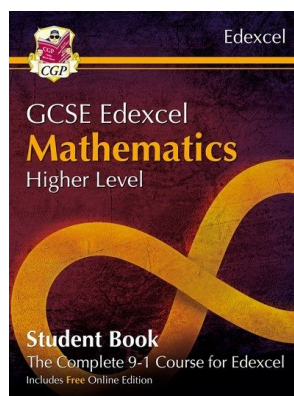
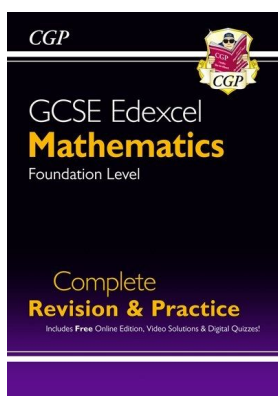
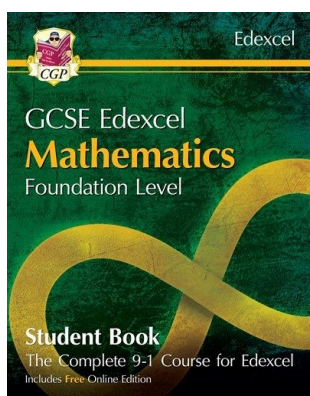
Maths Curriculum

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

- Create and stick to a home revision timetable, making sure that your weaker areas have more time allocated to them. Interleave topics instead of massed practise.
- Keep a list of topics that you are less confident in (can be based on Topic Test scores). Prioritise these topics and revise them multiple times based on your revision timetable at home. Also make flashcards or purchase the Corbettmaths revision cards.
- Test yourself regularly using the Dr Frost Maths website – Key Skills, Exam Skills, Topic Tests – work through the GCSE course using worked example videos and downloadable resources.
- The CWS Numeracy webpage also contains Mr A. Choudhury's downloadable PowerPoints, schemes of work, knowledge organisers and much, much more!
- Make Frayer models to learn key words, definitions, examples and non-examples.

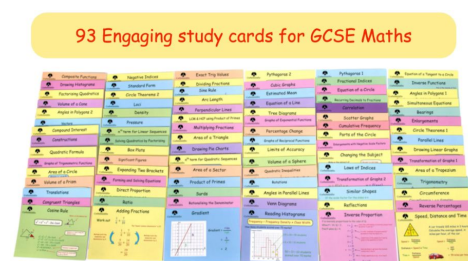


Revision guides to buy to help you: You can buy them through parent pay for a discount.



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

- Maths videos: <https://corbettmaths.com/contents/>
- 5 a day practise: <https://corbettmaths.com/5-a-day/gcse/>
- Timestables (optional) <https://ttrockstars.com/>



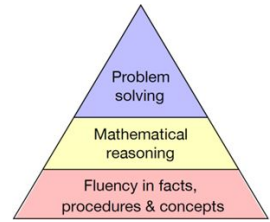
Oak National Academy

- Key Stage 3 (**fundamentals**):
<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/maths>
- Key Stage 4 (GCSE **Foundation**):
<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/maths/tiers/foundation>
- Key Stage 4 (GCSE **Higher**):
<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/maths/tiers/higher>



**COOMBE WOOD
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Maths Curriculum



Places you can visit or events you can attend:

- MathsCity, Leeds
- Bletchley Park, Buckinghamshire
- Bank of England Museum, London
- The Winton Gallery, Science Museum, London
- The Royal Observatory, Greenwich
- LEGOLAND® Windsor Resort
- Racing to School – Racecourse days

YouTube videos about Numbers:

- [The Map of Mathematics](#)
- [TedEd maths](#)
- [The World's Best Mathematician](#)
- [The Scientific Way to Cut a Cake](#)
- [Infinity is bigger than you think](#)
- [Monty Hall Problem](#)
- [Winning at Rock Paper Scissors](#)
- [How to order 43 Chicken McNuggets](#)
- [Fermat's Last Theorem](#)
- [BBC. The Story of Maths. The Language of the Universe](#)

There is an endless list of books to keep you curious about Maths. Speak to your teacher for recommendations about specific topics.

- <https://nrich.maths.org/books>

Films about maths or mathematicians:

- Moebius (1996)
- Good Will Hunting (1997)
- A Beautiful Mind (2001)
- Agora (2009)
- Moneyball (2011)
- The Theory of Everything (2014)
- The Imitation Game (2014)
- The Man Who Knew Infinity (2015)
- Hidden Figures (2016)

Podcasts to discover that explore different topics in the field of maths:

- Freakonomics Radio
- Math Dude Quick and Dirty Tips
- More or Less: Behind the Stats
- Math Mutation
- Travels in a Mathematical World
- Inspired by Math!
- A Brief History of Maths

Puzzles and Problem Solving:

- <https://mathigon.org/activities>
- <https://parallel.org.uk/>
- <https://brilliant.org/courses/math-fundamentals/>
- <https://www.dr frostmaths.com/browse.php?board=allexam&keywords=&difficulty=&topics=&mode=ukmt>



Science Curriculum



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. **We will be studying AQA GCSE Science.**

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 1	Term 2	Term 3
Y9	Biology	Cell structure, division & transport	Digestive & circulatory systems	Disease, infection & response
	Chemistry	Atomic structure	Bonding & structures	Quantitative chemistry & chemical changes
	Physics	Energy, power & efficiency	Electricity	The particle model
Y10	Biology	Infection and response, Ecosystems & biodiversity	Homeostasis	Ecology
	Chemistry	Chemical & energy changes	Rates of reaction	Organic & atmospheric chemistry
	Physics	The particle model, Atoms, forces and work done	Forces, motion and Newton's Laws	Waves and electromagnetic waves
Y11	Biology	Inheritance and evolution	Scientific skills, practical skills & revision	Exams
	Chemistry	Chemical analysis & using resources	Scientific skills, practical skills & revision	Exams
	Physics	Electromagnetism (& Space Physics for Triple Science)	Scientific skills, practical skills & revision	Exams

GCSE Combined or Triple Science are fantastic introductions to understanding the world around us. It will help you to answer questions about the human body, our environment and the particles and the forces and energy that constitute and control everything in the universe. The content is reinforced through practical activities, including the 21-24 required practicals. Throughout the course students are given the opportunity to practice these experimental skills be it through a hands on experiment or through the planning and analysis of an investigation. This ensures that students do not just rote learn facts but also have a deeper understanding of the scientific process and how research science is carried out and verified.

The course is assessed 100% by examinations. Students will sit 6 exams; 2 for Biology, Chemistry and Physics respectively.

The Combined Science course will cover the fundamental knowledge and skills across all three sciences - Biology, Chemistry and Physics. Students will be awarded two GCSEs, which will be an average of their performance across all three subjects.

The Triple Science course delves deeper into the content and skills than Combined Science, so that students gain a stronger understanding and are better prepared to continue their science studies at A Level or university. Students will be awarded three GCSEs, one for each of the three sciences - Biology, Chemistry and Physics.



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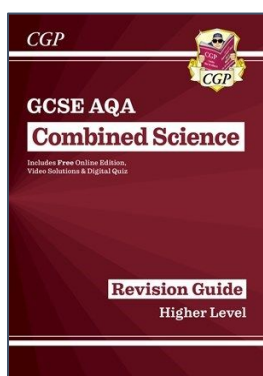
Science Curriculum



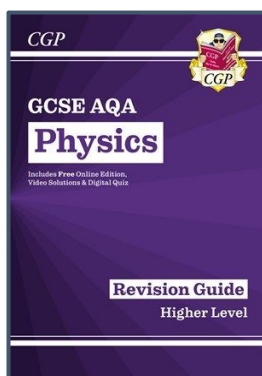
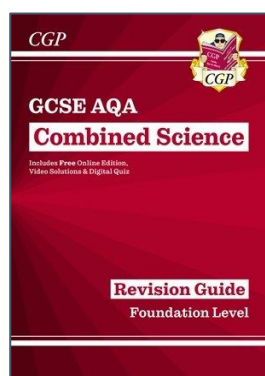
What you can do to at home to support your learning at school:

- Try and make sure that you take a quick 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.
- 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.

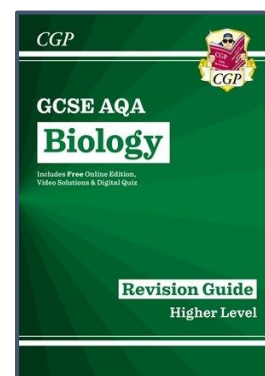
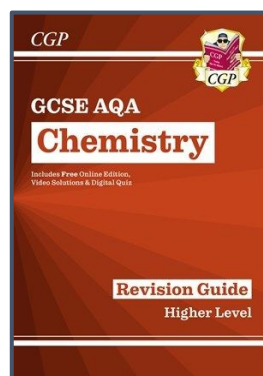
Revision guides to buy to help you: You can buy them through parent pay for a discount.



Combined Science



Triple Science



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

BBC Bitesize

- Combined Science: <https://www.bbc.co.uk/bitesize/examspecs/z8r997h>
- Biology: <https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7>
- Chemistry: <https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb>
- Physics: <https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm>

Oak National Academy

- Combined Science: <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/combined-science>
- Biology: <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/biology>
- Chemistry: <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/chemistry>
- Physics: <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/physics>

Other revision tools

- <https://senecalearning.com/en-GB/>
- <http://www.passmyexams.co.uk/index.html>
- <https://www.s-cool.co.uk/gcse/>
- <https://www.savemyexams.co.uk/> - Revision notes
- <https://www.physicsandmathstutor.com/> (also for Biology)
- <https://www.revisely.co.uk/>



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Science Curriculum



Places you can visit or events you can attend in and around London:

- Bletchley Park
- Body Worlds
- Florence Nightingale Museum
- Grant Museum of Zoology
- Horniman Museum
- Hunterian Museum
- Imperial College London Festival
- Kirkaldy Testing Museum
- Natural History Museum
- Old Operating Theatre
- Pint of Science
- Royal Observatory in Greenwich
- Science Museum
- The Faraday Museum
- Wellcome Collection

Documentaries to help you understand complex topics further:

- Apollo 11
- Behind the Curve
- Blackfish
- Blue Planet, Planet Earth, Frozen Planet and Our Planet – basically anything by David Attenborough
- Brain Games by National Geographic
- Chasing Coral
- Chasing Ice
- Connected
- Cosmos
- Cowspiracy
- Explained
- Fantastic Fungi
- Human the world within
- Icarus
- Inside nature's giants
- Life on Us: A Microscopic Safari
- Mercury 13
- Resistance
- The incredible human journey
- The Planets series by Professor Brian Cox
- The Social Dilemma

There is an endless list of books to keep you curious about Science. See your teacher for recommendations about specific topics.

Films about science or scientists:

- 2001: A Space Odyssey
- A Beautiful Mind
- Agora
- Contact
- Creation
- Gorillas in the Mist
- Hawking
- Hidden Figures
- Inherit the Wind
- Interstellar
- Radioactive
- Temple Grandin
- Tesla
- The Boy Who Harnessed the Wind
- The Imitation Game
- The Man Who Knew Infinity
- The Martian
- The Theory of Everything

Podcasts to discover that explore different topics in the field of science and technology:

- 60 Second Science
- 99% Invisible
- BBC Earth Podcast
- BBC Inside Science
- Best of Natural History Radio
- Chemistry in its element
- Click
- Crowd Science
- Drilled
- Houston, We Have a Podcast
- Naked Scientists
- Nature
- New Scientist Weekly
- Radiolab
- Rocket
- Science Vs
- Science Weekly
- Scienceish
- TEDTalks Technology
- The Curious Cases of Rutherford and Fry
- The Future of Everything
- The Infinite Monkey Cage
- The Story Collider



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Modern Foreign Languages Curriculum



At CWS we believe that language learning must be accessible for all students as it fosters pupils' curiosity, contributes to a mutual understanding of the world and develops a sense of global citizenship providing personal fulfilment. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure, not just in this country, but throughout the world.

The GCSE Spanish and French courses have been designed to guide and challenge you through your language learning experience so that you can progress and develop your passion for the hispanic and francophone world and its rich culture. The GCSE content is a continuous progression from KS3 and includes topics both familiar and new to keep you engaged as well as providing you with a firm foundation to make a smooth transition to A Level language study.

We will be studying Edexcel GCSE for both Spanish and French.

The course is assessed 100% by examinations. Students will sit 4 exams each one testing the following key language skills: Listening , Speaking, Reading, Writing.

The GCSE in Spanish and French will support you to become fluid communicators with a broad cultural awareness necessary in our multilingual and multicultural world. You will develop the ability to manipulate grammar and converse confidently in real-life situations. Through this knowledge and confidence you will become resilient and competent linguists who are open-minded and versatile communicators.

Exam paper	Time allowed	% of course
Listening & understanding in Spanish / French	Higher: 50 minutes Foundation: 40 minutes	25%
Speaking in Spanish / French	Higher: 3 tasks - 10 - 12 minutes Foundation: 3 tasks - 7 - 9 minutes Task 1 – role play Task 2 – questions based on a picture stimulus Task 3 – conversation based on two themes.	25%
Reading & understanding in Spanish / French	Higher: 1hr Foundation: 45 minutes	25%
Writing in Spanish / French	Higher: 1hr 20 minutes Foundation: 1hr 10 minutes	25%



Modern Foreign Languages Curriculum: SPANISH



	Term 1	Term 2	Term 3
Y10 ➤	- Holidays - School life	- Family and friends - Free time activities	- Your town and region and the problems being faced
Y11 ➤	- Daily routine, food and festivals - Future aspirations and the world of work	- Making plans for the future - Global issues, the environment and solutions	- Interleaved revision and exam preparation

Modern Foreign Languages Curriculum: FRENCH

	Term 1	Term 2	Term 3
Y10 ➤	- Family & relationships - Free time activities	- Daily routine, food and celebrations - Your town and region	- Holidays
Y11 ➤	- School - Future aspirations and the world of work	- Global issues, the environment and solutions	- Interleaved revision and exam preparation

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

- Make time to revisit the lesson Powerpoint before your next lesson or at the end of the week. Your teacher will share the lesson PPT at the end of the day.
- Use reading texts and listening transcripts as reading aloud practise (this will work wonders for your pronunciation and fluency) as well as translation practise. Any words/phrases that you get stuck on, make a note of them and revisit them regularly to widen your vocabulary.
- Use QUIZLET to practise and self-test your Sentence Builder vocabulary knowledge.
- Use the self-testing Sentence Builders at the end of the PPT to check and RAG rate which phrases you need more practise on.
- Regularly revise grammar - you need to know your verb endings for each of the different tenses as well as key irregular verbs to succeed in a language GCSE.
- Reflect on your progress, how you learn best, what techniques work for you and use them (flashcards? Mind maps?).
- If there is something that you do not understand or you have missed a lesson then it is essential that you use your initiative: access the PPT on SMH, complete the missed class work and home work and if you are unsure about anything, find your teacher ASAP to ask for support.



Modern Foreign Languages Curriculum



Useful resources:

BBC Bitesize: Check out this website for practising all 4 language skills at both foundation and higher level. In addition, scroll down for grammar practise, especially for those killer tenses!

- Spanish: <https://www.bbc.co.uk/bitesize/examspecs/z799hbk>
- French: <https://www.bbc.co.uk/bitesize/examspecs/zhv647h>

Oak National Academy: Take a look at this website for free online lessons on the topics that you are covering in class. This is a great revision tool.

- Spanish:
<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/spanish>
- French:
<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/french>

GCSE Pod: Listen to 3 - 5 minute bursts of Spanish / French podcasts to help tune your ear to foreign language conversations on a range of topics

- <https://www.gcsepod.com/gcse-learning-and-revision-pods/>

Languages Online: A great tool for recapping vocabulary and grammar. Select either Español or Français.

- <https://languagesonline.org.uk>

Seneca Learning: A great website for topic revision.

- Spanish:
<https://senecalearning.com/en-GB/seneca-certified-resources/spanish-1-gcse-edexcel/>
- French:
<https://senecalearning.com/en-GB/blog/gcse-french-revision/>

Language Skills: a super website for topic revision and grammar

- Spanish: <https://ove.languageskills.co.uk/>
- French: <https://zut.languageskills.co.uk/>

YouTube: a fantastic resource to help you with the speaking and writing elements of the exam. Just search for: 'Youtube GCSE Spanish / French Edexcel' and then add words such as: revision; speaking; writing.

TeachVid: A fantastic resource for listening and reading practise. Search Google for 'Teachvid GCSE Spanish / French'.

Note in Spanish: Listen to a variety of podcasts from Ben and Marina about life in Spain. Email your teacher for the transcripts of particular podcasts.

TV5 monde: French television network, broadcasting several channels of French-language programming. A great resource for listening practise.



COOMBE WOOD
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Geography Curriculum

Studying GCSE Geography at Coombe Wood School means that you will be following the **Edexcel B Specification**. It is a brilliant course which is rooted in exploring the 'big Geographical ideas of today.' The course develops skills which allows pupils to 'Know and Think like a Geographer;' it also enables pupils to strengthen many of their transferable skills and deepen their cross-curricular knowledge covered in a wide range of other subjects such as Science, Maths, English and other Humanities subjects. Each topic covers in-depth case studies of recent and relevant Geographical events; these are used as evidence to 'Assess' and 'Evaluate' issues occurring both in the UK and across the world.

The course is assessed 100% by examinations.

Students will sit 3 exams; Paper 1: Global Geographical Issues (Topics 1 to 3 listed below); Paper 2: UK Geographical Issues (Topics 4 to 6 listed below) and People and the Environment Issues (Topics 7 to 9 listed below). The course also includes compulsory fieldwork, which will take place at Stratford and Eastbourne.

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
Y10	<p>Topic 1: Hazardous Earth (Weather and Climate, Tropical Storms, Volcanoes and Earthquakes)</p> <p>Topic 2: Development Dynamics (India case study)</p>	<p>Topic 3: Challenges of an Urbanising World (How cities change, Challenges and Opportunities of cities and rural areas)</p> <p>Topic 3: Challenges of an Urbanising World (Mumbai case study)</p>	<p>Topic 4: UK Physical Geography (Rivers, Coasts and Geology)</p> <p>Topic 6: Physical Fieldwork (Coastal Fieldwork through a trip to Eastbourne)</p>
Y11	<p>Topic 5: UK Human Geography (North/South Divide, Regeneration London case study)</p> <p>Topic 6: Human Fieldwork (Regeneration Fieldwork through a trip to Stratford)</p>	<p>Topics 7-9: People and Environmental Issues (Resources of the Biosphere, Tropical Rainforests/Taiga Biomes, Energy resources and growing demand)</p>	<p>Examinations</p>

What can you do outside of lesson time?

- Try to regularly revisit your notes and create revision summaries. You may wish to use some of the techniques given to you by Robert Hughes and also those covered in class.
- At the end of each unit, complete your 'Spec Check' sheets to help you understand where both your strengths are but also where your gaps in knowledge are.
- If there is something that you do not understand or you have missed a lesson then it is essential that you visit the CWS Geography Google Classroom page and find your teacher ASAP to catch up.
- Practice exam questions regularly to ensure that you learn the technique needed. The resources below all have lots of practice questions and tips that could help you with this.

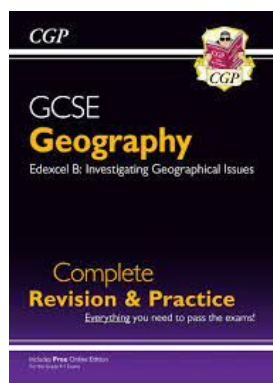


Geography Curriculum

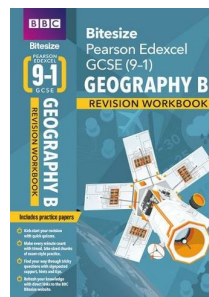
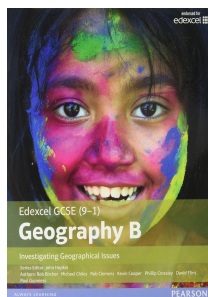
Resources that you can buy to help you:

CPG GCSE Geography Edexcel B: Investigating Geographical Issues.

This is the revision guide that you can buy through parent pay for a discount.



This revision guide includes both the content of the Geography Edexcel B course as well as practice exam questions



All of the above resources can be purchased via Amazon, WHSmith or Waterstones.

From left to right:

1. Pearson Edexcel GCSE (9-1) Geography B Textbook.

This textbook includes all the content covered in the Geography Edexcel B Specification.

2. Bitesize Pearson Edexcel GCSE (9-1) Geography B Revision Workbook.

A BBC Bitesize Workbook that provides quick quizzes and practice exam questions.

3. Pearson REVISE Edexcel GCSE (9-1) Geography B Revision Cards. (Check to make sure that you purchase the one with the access to a free online revision guide)

Flashcards that condense the revision into small chunks. Includes practice exam questions and examples of what a 'good answer' would look like.

Online resources that cover the Edexcel B specification:

CWS Geography Google Classroom

Each pupil has had an invitation to join this group via their student email address.

<https://classroom.google.com/c/MzQ1MDU4ODc0MzM3>

Seneca Learning

<https://senecalearning.com/en-GB/seneca-certified-resources/geography-gcse-edexcel-b/>

Oak National Academy

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/geography>

Revisely

<https://www.revisely.co.uk/gcse/geography/edexcel>

Extras to read around the subject:

- No-one is too small to make a difference (Greta Thunberg)
- What on Earth? Geography without all the boring bits (Jim Doyle)
- Factfulness (Hans Rosling)
- Beyond the Map (Alistair Bonnet)
- Articles from the Geographical Association

Places to go and visit:

- Royal Observatory Greenwich
- Thames Barrier Visits
- LondonWaste EcoPark
- Kew Gardens
- London Docklands Museum
- Legacy of 2012 Olympics Tour in Stratford
- WWT Wetland Centre



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History Curriculum

In GCSE history we study 4 topics:

- **Medicine through time, c1250- present**
- **Superpower relations and the Cold War, 1941-1991**
- **Early Elizabethan England, 1558-1588**
- **The USA, 1954-1975: Conflict at home and abroad**

In Year 10 we will study the first three topics, and in Year 11 we will study the USA. (This booklet is for Year 10).

The GCSE is split into three papers:

Paper 1: British Thematic Study with Historic Environment (1 hour 15 minutes) - Medicine in Britain and the British Sector of the Western Front: injuries, treatment and the trenches.

Paper 2: Period Study and British Depth Study (1 hour 45 minutes) - Superpower relations and the Cold War, 1941-91. Early Elizabethan England, 1558-1588.

Paper 3: Modern Depth Study (1 hour 20 minutes) - The USA, 1954-75: Conflict at home and abroad.

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
Y10	Medicine through Time	Early Elizabethan England, 1558-1588	Superpower relations and the Cold War, 1941-1991
Y11	The USA, 1954-1975: Conflict at home and abroad	The USA, 1954-1975: Conflict at home and abroad	Revision

Things you can do to support your learning:

- Buy revision guides from Parent Pay
- Practice exam questions (Feel free to email or ask Ms Garcia for examples of exam questions).
- Use the resource list to revise topics at home
- Attend GCSE intervention



History Curriculum

Resource list - Medicine through Time

Medieval Medicine
Overview video (BBC Teach): https://www.youtube.com/watch?v=nVJV8iEAm88&list=PLcvEcrcF_9zJ8AqMTFZycm46Ks4DdSaLM
Ben Newark - Revision Overview (Youtube): https://www.youtube.com/watch?v=ZSM_spU_Tkl&list=RDAPhYp2LVoAE&index=2
Ben Newark - Hippocrates (Youtube): https://www.youtube.com/watch?v=l68gE-yvllM&list=RDAPhYp2LVoAE&index=7
Ben Newark - Galen (Youtube): https://www.youtube.com/watch?v=ZvpC_WSKwTY
Ben Newark - Why lack of Change? (Youtube): https://www.youtube.com/watch?v=BQVtyYZHEK8&t=1s
Early Modern Medicine
Overview video (BBC Teach): https://www.youtube.com/watch?v=tRbl2JszKd4&list=PLcvEcrcF_9zJ8AqMTFZycm46Ks4DdSaLM&index=2
Vesalius, Pare and Harvey video (BBC Teach): https://www.youtube.com/watch?v=walfj2dpU-E&list=PLcvEcrcF_9zJ8AqMTFZycm46Ks4DdSaLM&index=6
Ben Newark - Versalius (Youtube): https://www.youtube.com/watch?v=2jdestinnk8&t=7s
Ben Newark - Significance of Renaissance (Youtube): https://www.youtube.com/watch?v=APhYp2LVoAE&t=7s



History Curriculum

Resource list - Medicine through Time

Industrial Medicine
18th Century overview video (BBC Teach): https://www.youtube.com/watch?v=7pjAH84f-c0&list=PLcvEcrcF_9zJ8AqMTFZycm46Ks4DdSaLM&index=3
19th Century overview video (BBC Teach): https://www.youtube.com/watch?v=MdNXDqCGv3M&list=PLcvEcrcF_9zJ8AqMTFZycm46Ks4DdSaLM&index=4
Pasteur and Koch video (BBC Teach): https://www.youtube.com/watch?v=ZmaoHB5fKB4&list=PLcvEcrcF_9zJ8AqMTFZycm46Ks4DdSaLM&index=7
Lister and Simpson video (BBC Teach): https://www.youtube.com/watch?v=Vg1hqZanDa0&list=PLcvEcrcF_9zJ8AqMTFZycm46Ks4DdSaLM&index=8
Chadwick and Snow video (BBC Teach): https://www.youtube.com/watch?v=TT4Z1lhf36w&list=PLcvEcrcF_9zJ8AqMTFZycm46Ks4DdSaLM&index=10
Ben Newark - Public Health 1750 to 1850 (Youtube): https://www.youtube.com/watch?v=2TlZZHu9S9o
Ben Newark - Public Health 1850 to 1867 (Youtube): https://www.youtube.com/watch?v=3HpiU_u16lk
Ben Newark - Public Health 1867 to 1880s (Youtube): https://www.youtube.com/watch?v=JN64uRNpTqU
Ben Newark - Public Health 1880 to 1914 (Youtube): https://www.youtube.com/watch?v=TyMWGsLaNkw
Ben Newark - Germ Theory (Youtube): https://www.youtube.com/watch?v=TyMWGsLaNkw
Ben Newark - Discovers (Youtube): https://www.youtube.com/watch?v=f0agTeivyyY
Modern Medicine
Modern Medicine overview video (BBC Teach): https://www.youtube.com/watch?v=my14ZuzjH5I&list=PLcvEcrcF_9zJ8AqMTFZycm46Ks4DdSaLM&index=5
Fleming, Florey and Chain video (BBC Teach): https://www.youtube.com/watch?v=N2-7UQWrYPY&list=PLcvEcrcF_9zJ8AqMTFZycm46Ks4DdSaLM&index=9
Ben Newark - NHS (Youtube): https://www.youtube.com/watch?v=adKM3cZV5oE&list=PL_H6o_Epf3Q1YhjGdQYDqgyUuSqaR7I9E&index=9



History Curriculum

Resource list - Period Study and British Depth Study

Superpower relations and the Cold War, 1941-91

Cold War documentary

Episode 1- Comrades

<https://www.youtube.com/watch?v=22KIQ1QNnE&list=PL3H6z037pboGWTxs3xGP7HRGrQ5dOOdGc>

Episode 2- Iron Curtain

<https://www.youtube.com/watch?v=yzcZBFImLoA&list=PL3H6z037pboGWTxs3xGP7HRGrQ5dOOdGc&index=2>

Episode 3- Marshall Plan

<https://www.youtube.com/watch?v=g0I6UVPkGWM&list=PL3H6z037pboGWTxs3xGP7HRGrQ5dOOdGc&index=3>

Episode 4- Berlin

<https://www.youtube.com/watch?v=G-qu7Os8410&list=PL3H6z037pboGWTxs3xGP7HRGrQ5dOOdGc&index=4>

Episode 9 - The Wall

<https://www.youtube.com/watch?v=VVX-iOKty9k&list=PL3H6z037pboGWTxs3xGP7HRGrQ5dOOdGc&index=9>

Episode 10- Cuba

<https://www.youtube.com/watch?v=yOxeZt217uw&list=PL3H6z037pboGWTxs3xGP7HRGrQ5dOOdGc&index=10>

Lessons 1-30 National Oak Academy

<https://classroom.thenational.academy/units/the-cold-war-superpower-relations-from-1941-1991-d369>

Browse through the Edexcel GCSE history Cold War resources on BBC Bitesize

<https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/1>

Seneca Learning - Range of resources and flashcards

<https://senecalearning.com/en-GB/seneca-certified-resources/superpower-relations-and-the-cold-war-1941-91-gcse-edexcel/>

Early Elizabethan England, 1558-88

Browse through BBC Bitesize

<https://www.bbc.co.uk/bitesize/topics/z29rbk7>

Browse through Seneca's online resources

<https://senecalearning.com/en-GB/seneca-certified-resources/early-elizabethan-england-1558-88-gcse-edexcel/>

Elizabeth I (1558-1603) 10 minute history

<https://www.youtube.com/watch?v=UvCd6yi1Bao>

Elizabeth I, The Virgin Queen parts 1-4

<https://www.youtube.com/watch?v=yV9eQT49rkQ>

<https://www.youtube.com/watch?v=qYqhPzJg84E>

<https://www.youtube.com/watch?v=qoPLxB60zuY>

<https://www.youtube.com/watch?v=FDp1xTXDqCE>

Edexcel GCSE History: Early Elizabethan England. (An online webinar)

https://www.youtube.com/watch?v=wEyo64_ixes



RS Curriculum

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.

Career Paths: Doctor, Lawyer, Teacher, Social Worker, Youth and Community Worker, Nurse, Therapist, Aid Worker, Religious Leader, Politician, Childcare Worker, Journalist, Police Officer, Museum Curator

Term 1 Term 2 Term 3

Y10



Christian Beliefs	Islam Beliefs	Issues of Relationships	Issues of Life and Death	Christian Practices	Islam Practices
Issues of Good and Evil	Issues of Human Rights	Religious and Non-Religious Debates	Revision	Exam	Exam

Y11



Issues of Good and Evil	Issues of Human Rights	Religious and Non-Religious Debates	Revision	Exam	Exam
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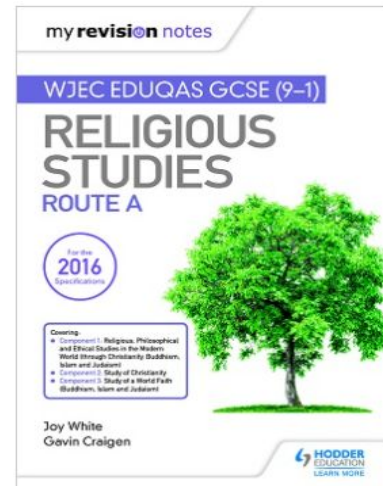
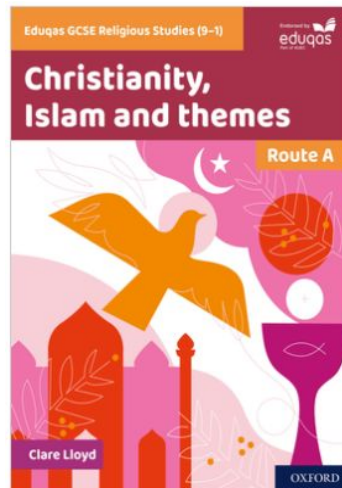
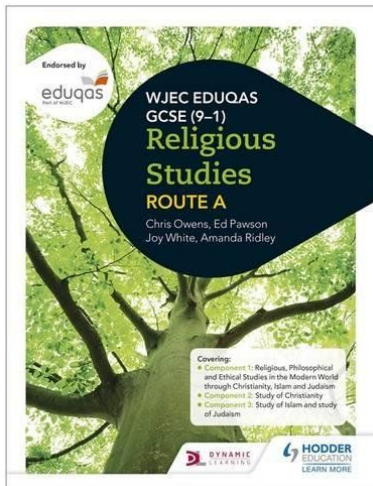
	Paper	Sections	Marks	% of Grade
Paper 1	Religious, Philosophical and Ethical Studies in the Modern World	Issues of Relationships Issues of Life and Death Issues of Good and Evil Issues of Human Rights	126 (including 6 SPaG marks)	50%
Paper 2	Study of Christianity	Beliefs and Teachings Practices	66 (including 6 SPaG marks)	25%
Paper 3	Study of a World Religion: Islam	Beliefs and Teachings Practices	60	25%



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PBE Curriculum

GCSE RS Textbooks



Ideas for further engagement in the subject:

TV Shows:

- The Good Place – Netflix/E4
- The Handmaid's Tale – Channel 4
- Dr Death – Amazon Prime (Hulu)
- Being... - BBC IPlayer
- Black Mirror – Netflix
- Little Fires Everywhere – Amazon Prime
- Three Families – BBC IPlayer
- Marvel and DC shows

Podcasts:

- The Religious Studies Project

Websites:

www.religiousstudiesproject.com

Revision Websites:

www.senecalearning.co.uk

www.revisionworld.com

www.bbcbitessize.co.uk

Videos:

Crash Course Philosophy – YouTube

Movies:

- My Sister's Keeper
- Me Before You
- Matrix
- The Boy in the Striped Pyjamas
- Million Dollar Baby
- American History X
- Divergent
- The Hunger Games
- Star Wars
- The Truman Show
- Marvel and DC Movie



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Suggested Reading List:

Paper 1:

Theme 1 – Issues of Relationships

- ☐ Little Fires Everywhere by Celeste NG
- ☐ Normal People by Sally Rooney
- ☐ The Kite Runner by Khaled Hosseini

Theme 2 – Issues of Life and Death

- ☐ A Spark of Light by Jodi Picoult
- ☐ Change of Heart by Jodi Picoult
- ☐ Me Before You by Jojo Moyes

Theme 3 – Issues of Good and Evil

- ☐ The Ice Cream Girls by Dorothy Koomson
- ☐ City of Bones by Cassandra Clare
- ☐ Flawed by Cecelia Ahern

Theme 4 – Issues of Human Rights

- ☐ Divergent by Veronica Roth
- ☐ Small Great Things by Jodi Picoult
- ☐ The Handmaid's Tale by Margaret Atwood

Paper 2:

Christian Beliefs

- ☐ The Lion, The Witch and The Wardrobe by C.S. Lewis
- ☐ Northern Lights by Philip Pullman
- ☐ Labyrinth by Kate Mosse

Christian Practices

- ☐ Keeping Faith by Jodi Picoult
- ☐ Plain Truth by Jodi Picoult
- ☐ The Cost of Discipleship by Dietrich Bonhoeffer

Paper 3:

Muslim Beliefs

- ☐ Finding My Voice by Nadiya Hussain
- ☐ And the Mountains Echoed by Khaled Hosseini
- ☐ Ten Things I Hate About Me by Randa Abdel-Fatteh

Muslim Practices

- ☐ My Past Is A Foreign Country by Zeba Talkhani
- ☐ It's Not About The Burqa by Mariam Khan
- ☐ Secrets of the Henna Girl by Sufiya Ahmed





BTEC Tech Award Level 2 Performing Arts: Acting Pathway

The BTEC Level 2 Tech Award in Performing Arts acting pathway provides students with the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

On the course students can select the specialism of a performer or designer. Students will study a range of acting styles developing performance skills and rehearsal techniques, analyse performances and work in groups responding to a brief creating or designing a performance piece.

The course is split into 3 components:

1. Exploring the Performing Arts (30% internally assessed, theory)
2. Developing skills and techniques (30% internally assessed, practical and theory)
3. Performing to a brief (40% externally assessed, practical and theory)

	Term 1	Term 2	Term 3
Y10 ➔	Exploration of Physical Theatre: Frantic Assembly: The Curious Incident of the Dog in the Night-time.	Exploration of Comedy/Farce: The Play That Goes Wrong / One Man Two Guv	Developing skills and techniques for performance/design
	Exploration of Musical Theatre. Rent Live	Devising: Responding to a brief and stimulus.	Component 1: Exploring the Performing Arts
Y11 ➔	Component 1: Exploring the Performing Arts.	Component 3: Responding to a brief - preparation and development.	
	Component 2: Developing skills and techniques. 'My Teacher's a Troll'	Component 3: Responding to a brief - performance.	

Get Curious Tasks

1. Create a fact file for one or more of the following Practitioners:
 - Stanislavski
 - Brecht
 - Grotowski
 - Artaud
2. Pick a story/book/film that you know well and create your own set design. Thinking about how many sets you might need for the story, what the lighting might be like, what special effects could be involved.
3. Interview a professional! Email a director, lighting designer, costume designer, make-up artist (you can find contact details on the National Theatres website) or email me at hseaton@cws.foliotrust.uk, and I will put you in contact with someone. Ask them 10 questions to find out as much about their role as possible! Make sure you are recording or writing notes.





BTEC Tech Award Level 2 Performing Arts: Acting Pathway

4. Create a fact file / mind-map for one or more of the following theatrical styles/genres:

- Physical theatre
- Naturalism
- Verbatim
- Poor theatre
- Farce

Useful Resources:

- Watch as many plays as you can! Iplayer, Disney+, Amazon Prime all have theatre on their platforms. Try watching different styles. Keep notes of what your first impressions are.
- Search *Crash Course Theatre* into Youtube – Watch any of their videos!
- Rent Live - <https://www.youtube.com/watch?v=JBNN8OiolrY>
- Design Videos: https://www.youtube.com/watch?v=_UkBb8ei4_Q
<https://www.youtube.com/watch?v=jo4aAVjuh2o>,
<https://www.youtube.com/watch?v=wqMYsjHU5rU>,
<https://www.youtube.com/watch?v=bgxcWne7uzg>
- Have a watch/read into anything on this page:
<https://www.franticassembly.co.uk/frantic-digital/curious-1>
- The National Theatre: <https://nationaltheatre.org.uk>
- BBC Bitesize: <https://www.bbc.co.uk/teach/ks3-drama/zrjhcqt>
- Curious Incident of the Dog in The Night-time: <https://www.curiousonstage.com/>
- Royal Shakespeare Company: <https://www.rsc.org.uk/shakespeares-plays>





BTEC Tech Award Level 2 Performing Arts: Dance Pathway

The BTEC Level 2 Tech Award in Performing Arts dance pathway provides students with the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

Students study a range of dance styles developing performance skills and rehearsal techniques, analyse the choreography and constituent features of professional dance works and work in groups responding to a brief creating a performance piece.

The course is split into 3 components:

1. Exploring the Performing Arts (30% internally assessed, theory)
2. Developing skills and techniques (30% internally assessed, practical and theory)
3. Performing to a brief (40% externally assessed, practical and theory)

	Term 1	Term 2	Term 3
Y10 ➔	Exploration of Contemporary Dance and professional dance work 1. Ghost Dances - Christopher Bruce	Exploration of Jazz/Musical Theatre and professional dance work 3. Hairspray (musical) - Jerry Mitchell	Developing skills and techniques for performance.
	Exploration of Hip Hop Dance and professional dance work 2. Some like it Hip Hop - Kate Prince	Choreography: responding to a brief and stimulus.	Component 1: Exploring the Performing Arts
Y11 ➔	Component 1: Exploring the Performing Arts.	Component 3: Responding to a brief - preparation and development.	
	Component 2: Developing skills and techniques.	Component 3: Responding to a brief - performance.	

Get Curious Tasks

1. Research the following choreographers; Christopher Bruce, Kate Prince & Jerry Mitchell. Create a fact file with information on their dance training, inspiration/influences, dance career, famous repertoire & choreographic processes.
2. Participate in a dance, exercise, yoga or pilates class outside of school to develop your dance technique further.
3. Pick one type of stimuli: visual, auditory, kinaesthetic, ideational or tactile and choreograph a 24 count motif using a range of ADSR. Film yourself performing the motif and complete a self-reflection on your strengths and areas for improvement. How would you adapt/develop the motif for a group of 5 dancers?
4. Go and watch a live dance performance at a local theatre. Write a review providing constructive feedback.
5. Research the fundamentals of Contemporary, Hip Hop and Musical Theatre/Jazz Dance. What is the history of each dance style and how has it developed? For each style outline the movement components (ADSR) and the performance skills (physical and expressive) expected of a dancer.

Useful videos:

- Ghost Dances - Christopher Bruce: <https://youtu.be/sbUYv2i6yLM>
- Rambert's Ghost Dances: Getting into Character: <https://youtu.be/DD8t8hDiziI>
- Zonation: The Kate Prince Dance Company YouTube channel including online tutorials: <https://www.youtube.com/user/ZooNationTube>
- 'Some like it Hip Hop - Cast & Crew': <https://youtu.be/3wy8UVsPWp4>
- 'Some like it Hip Hop' highlights: <https://youtu.be/sat97EtT-68>
- '5 things you might not know about Kate Prince': <https://youtu.be/dWqZ8iY2WqY>
- Interview/Q&A's with Jerry Mitchell: <https://youtu.be/Kix3XHBKi0s> <https://youtu.be/zDTJdyUX934>
- 'Hairspray Live' scenes: https://youtu.be/9VFW5pD3Z_8
- Tutorial for Hairspray's 'Nicest Kids in Town' <https://youtu.be/FjMaZOiLaCI>
- 'I believe in the power of Dance' - TED talk https://youtu.be/tbk1_K0bRrY
- 'A choreographer's creative process' TED talk <https://youtu.be/KPPxXeolZRY>
- Italia Conti Contemporary Dance Tutorials: <https://youtube.com/playlist?list=PLXSToRkLrp7KX9Ejs-uAf68Nrx9IUFT0A>

Places to visit:

- Pineapple Dance Studios - range of dance classes. <https://www.pineapple.uk.com/>
- Access Croydon and Dance Umbrella: <https://www.danceumbrella.co.uk>
- Sadler's Wells Theatre: <https://www.sadlerswells.com>



Performing Arts Curriculum



Eduqas GCSE Music

You will be learning about a wide range of genres of music from film music, to pop music, ensemble music to classical music. In addition, you will study two set works which are given by the exam board.

You will perform and be assessed on two performances - either one solo and one ensemble (group) **or** two ensemble performances. You can perform on any instrument / voice / rap.

By the end of Year 11 you will need to be a minimum of grade 3 standard to meet exam board requirements (this doesn't mean you have to take the grade, your pieces just need to be of this standard). You can also play / sing / rap at a higher grade level for additional marks.

You will compose two original pieces of music. One will be in any style / genre of your choice and one will be from a brief of either film music, pop music, ensemble music or classical music.

	Term 1	Term 2	Term 3
Y10	Musical forms and devices, Pop Music, set work 1, (Badinerie, Bach). Performance skills Melody writing, combining melodies and chords	Ensemble Music - e.g. jazz, musical theatre, orchestral, film music, set work 2 (Toto, Africa) Developing performance skills (solo and group) Film Music composition to a scene	Free composition Sharing of performance 1 Recap of musical forms and devices, set work 1, pop music, ensemble music and film music.
Y11	Composition 2 - from a brief (film, pop, ensemble or classical - your choice) Variation and strophic form, features of Classical music. Mock exam.	Pop Music: Bhangra / fusion, loops, samples, panning, phasing, melismatic/syllabic setting Music for ensemble: polyphonic, layered, round, canon and countermelody Composition 2 Completed	Practice questions / past papers / exam prep Final performances recorded Compositions completed and scores / annotations finalised.

Get Curious Tasks

1. Use Bandlab or Flat to continue to work on your compositions that we have started in class.
2. Create a factfile on the Baroque / Classical / Romantic era in Music and include at least three musical examples for each era.
3. Attempt to compose a piece in Binary Form using either Bandlab for Flat. Start in the key of C (no sharps or flats) and then after the first 8 bars, move into the key of G (this nesas F#s). You should include at least two instruments and make sure you include changes of dynamics.
4. Create a song / rap on Bandlab or Flat. You need to create your own beats using either the dum machine or a MIDI keyboard . Make sure there is a clear structure and that you have an intro, verses, a possible chorus, middle 8 / bridge and an outro. Remember to include changes of texture and dynamics.

Useful resources:

- WJEC/EDUQAS GCSE Music Revision Guide by Jan Richards
- BBC Sounds - <https://www.bbc.co.uk/sounds>
- Rap Club - <https://kingdomldn.com/rapclub>
- Revision support - <https://gb.abrsm.org/en/exam-support/preparation-for-exams/mock-aural-tests/>
- BBC Bitesize <https://www.bbc.co.uk/bitesize/examspecs/zbmct39>
- 8Notes - wide choice of free sheet music: <https://www.8notes.com/>

Places to visit:

- Fairfield Halls
- Churchill Theatre (Bromley)
- Southbank Centre
- Wigmore Hall
- Royal Albert Hall
- Any West End musical



**COOMBE WOOD
SCHOOL**

OCR Cambridge National-Sports Studies

	Term 1	Term 2	Term 3
Y10	RO52 Developing Sport Skills LO1 – INDIVIDUAL Performer LO2 – TEAM Performer (Practical) LO3 – Officiating LO4 – Applying Practice Methods	RO51 Contemporary Issues in Sport -Exam unit LO1 – Issues which affect participation in sport LO2 – Role of Sport in Promoting Values LO3 – Importance of hosting major sporting events	RO51 Contemporary Issues in Sport-Exam unit Continued... LO4 – Role of NGB's in Sport Exam- First attempt (JUNE)
Y11	RO53 Sports Leadership LO1 – Qualities, Styles, Roles & Responsibilities of Effective Leaders LO2 – Planning Sport Activity Sessions LO3 – Delivering Sessions LO4 – Evaluating Own Performance of Sessions	RO55 – Working in the Sports LO1 – Areas of Employment in Sports Industry LO2 – Skills & Knowledge Required LO3 – Be able to Apply for Jobs within the Sports Industry LO4 – Impacts of the Sports Industry in the UK	Finishing the course Exam- Second attempt (JUNE) Finishing any coursework

What can you do at home/out of lessons to support your learning in school?

1. Attend as many extra-curricular clubs as possible, this will be particularly useful in the first term as you are graded on one individual and one team sport.
2. Ensure that you see the teacher if there is a lesson that you have missed in order to catch up.
3. Ensure coursework deadlines are met, this may mean completing work at home. Have the date written in you school diary and ensure you
4. speak to the teacher well before the deadline if you do not understand something.
5. Ensure you speak to your teacher in order to find out whether your individual and team activity for RO52 will require video evidence.

Websites that will be useful during your time studying the course

<https://theeverlearner.com/>

<https://www.sportengland.org/>

<https://www.uksport.gov.uk/jobs-in-sport>



AQA GCSE Sport (PE)

	Term 1	Term 2	Term 3
Y10	Applied Anatomy and Physiology Movement Analysis	Physical Training Health & Fitness	Sports Psychology Use of Data
Y11	Socio Cultural influences	NEA Coursework	NEA Practical performance

What can you do at home/out of lessons to support your learning in school?

1. Attend as many extra-curricular clubs as possible, this will be particularly useful for the practical component of the course (30% of final grade)
2. Use The Everlearner in your own time/ ensure homework tasks are completed using the platform. Use the platform before the end of unit topic tests/ mock exams.
3. Read back through notes from the lesson & speak to your teacher if you are confused about something
4. Ensure you have thought about your 3 sports. Speak to the teacher to ensure if you need video evidence this gets done at the best possible opportunity.

Websites that will be useful during your time studying the course:

<https://theeverlearner.com/>

<https://www.sportengland.org/>

<https://www.bbc.co.uk/bitesize/examspecs/zp49cwx>

Recommended Reading:

Howett, R & Murray, M. 2016 AQA GCSE (9-1) PE. Hodder Education

Recommended listening and watching for those passionate about sport and performance:

Podcasts:

The High Performance Podcast

<https://podcasts.apple.com/us/podcast/the-high-performance-podcast/id1500444735?uo=4>

Life lessons from sport and beyond

<https://podcasts.apple.com/gb/podcast/life-lessons-from-sport-and-beyond/id1564063336>

TV show/series: (all available on Netflix)

- The Playbook
- Rising Phoenix
- The Dawn Wall
- Formula 1 - Drive to Survive



Art & Design Curriculum

Art & Design GCSE is an exciting and incredibly broad course that teaches students how to explore their own personal and imaginative visual responses to the world around them. Guided with experience and lessons using a wide variety of Art media, techniques and processes, students develop skills and ideas in a hardback sketchbook with numerous opportunities to break out into larger scale work. The importance of developing knowledge and understanding of Artists and Designers from different cultures and contexts is crucial to the progress of students' creative ideas.

	Term 1	Term 2	Term 3
Y10 ➤	Theme: Viewpoints	Theme: Order & Disorder	NEA
	Sketchbook & Final Outcomes		
Y11 ➤	NEA	ESA	Final Exam & Exhibition
	Sketchbook & Final Outcomes		

Skills Projects

Students begin their GCSE in Art & Design with a skills project based on the theme of Viewpoints. The aim of this extended project is to introduce students to a higher level of techniques, materials and process than those explored in Key Stage 3 whilst also learning how to respond visually to a theme and a unique blend of contextual references. Students develop more independent creative thinking skills in their second skills project based on the theme of Order & Disorder.

NEA (Non-Exam Assessment) - 60%

The NEA begins in the third term of Year 10. The starting point for their coursework is based on an area of interest that emerges from students' work in the two skills projects. This is then developed independently with guidance and support from the students' Art teacher. Creative work is presented in an extended portfolio of work that showcases students' ability to skillfully develop, refine, record and present their ideas.

ESA (Externally Set Assignment) - 40% (10 Hour Controlled Assessment)

The ESA begins during January of Year 11. Students are given 8 weeks to prepare a portfolio of work before sitting a controlled assessment to complete their final outcome.

Extra Curricular Opportunities

- GCSE Art Club - Monday - 3:30 - 4:30 - ART 1 & 3



Graphics Curriculum

Graphic Design GCSE involves developing skills and experiences using a wide variety of visual communication skills techniques including illustration, digital & non digital photography, digital design and hand made processes. There is a strong focus on creating outcomes fit for purpose whilst studying different forms of representation, brand identity, intended message, target audience and working within parameters determined by client and/or audience expectations and requirements. The importance of developing knowledge and understanding of different designers and styles from different cultures and contexts is crucial to the progress of students creative ideas. Students develop their skills and ideas in a hardback sketchbook with numerous opportunities to print work on larger scales and combine different art making practices.

	Term 1	Term 2	Term 3
Y10 ➔	Theme: Festivals	Theme: Festivals	NEA
	Sketchbook & Final Outcomes		
Y11 ➔	NEA	ESA	Final Exam & Exhibition
	Sketchbook & Final Outcomes		

Skills Projects

Students begin their GCSE in Graphics with a skills project based on the theme of Festivals. The aim of this extended project is to introduce students to a higher level of techniques, materials and process than those explored in Key Stage 3 whilst also learning how to respond visually to a broad starting point and a unique blend of contextual references. The skills projects is extended with a wide range of final outcomes that allow them to develop both hand made design work and professional digital responses using Adobe Creative Suite.

NEA (Non-Exam Assessment) - 60%

The NEA begins in the third term of Year 10. The starting point for their coursework is based on an area of interest that emerges from students work in the two skills projects. Creative work is presented in an extended portfolio of work that showcases students ability to skillfully develop, refine, record and present their ideas.

ESA (Externally Set Assignment) - 40% (10 Hour Controlled Assessment)

The ESA begins during January of Year 11. Students are given 8 weeks to prepare a portfolio of work before sitting a controlled assessment to complete their final outcome.

Extra Curricular Opportunities

- GCSE Graphics Club - Monday - 3:30 - 4:30 - ART 1 & 3



**COOMBE WOOD
SCHOOL**

Fashion & Textiles Curriculum

Fashion and Textile design GCSE offers the opportunity to develop a broad range of skills within both fashion design and textile art. Students explore a wide range of media and techniques such as printing, weaving, knitting, garment construction, mixed media, digital applications, surface design, embroidery and installation. Practical work is produced by researching and developing personal ideas using drawing, digital exploration and sketchbooks.

	Term 1	Term 2	Term 3
Y10 ➔	Theme: Landscapes	Theme: Landscapes	NEA
	Sketchbook & Final Outcomes		
Y11 ➔	NEA	ESA	Final Exam & Exhibition
	Sketchbook & Final Outcomes		

Skills Project

Students begin their GCSE in Fashion and Textiles with a skills project based on the theme of Landscapes. The aim of this extended project is to introduce students to a higher level of techniques, materials and process than those explored in Key Stage 3 whilst also learning how to respond visually to a theme inspired by the work of other textile artists and fashion designers. In term 2, the skills projects is extended and students choose their own area of focus within the theme of Landscapes to explore in more depth.

NEA (Non-Exam Assessment) - 60%

The NEA begins in the third term of Year 10. The starting point for their coursework is based on an area of interest that emerges from students work in the skills project. Creative work is presented in an extended portfolio of work that showcases students ability to skillfully develop, refine, record and present their ideas.

ESA (Externally Set Assignment) - 40% (10 Hour Controlled Assessment)

The ESA begins during January of Year 11. Students are given 8 weeks to prepare a portfolio of work before sitting a controlled assessment to complete their final outcome.

Extra Curricular Opportunities

- GCSE Textiles Club (*Monday*)
- Garment Construction Club (*Wednesday co-curricular*)



COOMBE WOOD
SCHOOL

Art & Design Curriculum

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

- Broaden your knowledge of Art History and Contemporary Art using with YouTube videos, TV Programmes and the websites outlined.
- Practise drawing and photography as much as you possibly can! Try the one drawing a day challenge for a month and measure your progress in a separate sketchbook.

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

- https://www.canva.com/en_gb/
- <https://www.studentartguide.com/>
- <https://www.artsy.net/>
- <https://www.tate.org.uk/art/student-resource/exam-help>

Graphics Curriculum

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

- Watch a range on YouTube tutorials for using different tools in Adobe illustrator and Adobe Photoshop. Make notes and flashcards to remind yourself how to use them in school.
- Collect different styles of design that you see in packaging, posters, flyers, etc. Use them as an influence and starting point for your own ideas, share them in class and research the style and possible design influences
- Create pinterest boards to explore your ideas and starting points. Share the board in class for further discussion and development of your ideas.
- Explore different layouts, typefaces and design styles on Canva
- Use PhotoPea.com to practice similar tools to Adobe Photoshop.

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

- https://www.canva.com/en_gb/
- <https://www.photopea.com/>
- <https://www.designer.io/en/>

Fashion & Textiles Curriculum

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

- Collect any visual information that interests you (take photos, screenshots, cut out images from magazines, collect postcards)
- Visit galleries / museums / and shops (such as flagship stores in Oxford street)
- Watch art / fashion documentaries, and films about artists
- Utilize creative websites and social media pages. Follow people / brands who inspire you
- Practice observational drawing skills as much as you can.

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

- <https://www.vogue.com/fashion/designers>
- <https://www.pinterest.co.uk/>
- <https://www.arts.ac.uk/study-at-ual/short-courses/stories/how-to-make-fashion-drawing-and-illustration-templates>



Product Design Curriculum

Product Design GCSE involves developing practical skills and a learning about a wide variety of materials and manufacturing techniques. The course is split into two equal areas; practical design and make assignments and a theory exam in the summer term of 11.

The Substantial design and make investigatory project will have the following format;

Identifying and investigating design possibilities, producing a design brief and specification, generating design ideas, developing design ideas, realising design ideas with practical outcomes and analysing & evaluating.

At Coombe Wood School students will develop their confidence learning a variety of skills using hand tools, machinery and cutting edge CAD/CAM technology. This will prepare them for their NEA where they will be able to showcase their skills in their chosen design possibility and tailored brief. Students will create a detailed design portfolio and prototype model that successfully demonstrates their problem solving skills to meet the key criteria identified. Students will also develop their knowledge through theory embedded both as part of practical lessons and in dedicated theory lessons as well as through independent work tasks to be completed outside of lessons.

		Term 1	Term 2	Term 3	
Y10	➔	Practical	Four corner Box project. Veneer Coasters - CAD/CAM. Making principles (Theory)	Short focused practice project: Desktop light with secondary purpose. Making principles (Theory)	Beginning of NEA main project. Designing principles (Theory)
		Theory	New and emerging Technologies.	Energy, materials, systems and devices.	Materials and their working properties. Practice Exam.
Y11	➔	Practical	NEA main project continued.	Completion of NEA main project practical.	Completion of evaluation for portfolio.
		Theory	Common specialist technical principles. Timber based materials specialism.	Common specialist technical principles. Timber based materials specialism.	Revision and practice questions

Skills Project

Students begin their GCSE in Product Design with a skills project to produce a four corner box comprised of four commonly used wood joints, they will be taken through every step of making this project to the highest standard possible. They will make then make several smaller projects learning a variety of skills before moving onto a short focused project to design and make a prototype desk light for a client of their choosing.

NEA (Non-Exam Assessment) - 50%

The NEA will be across approximately three terms to complete a portfolio of work completed on the computers as well as design ideas developed by hand and using CAD (Computer Aided Design) which all students will be trained in. The students will produce a digital portfolio and final prototype comprised of the key areas of Research, Design, Make and Evaluate to complete their NEA work. Students will be able to explore and choose from several contexts honing in on one and creating a brief for solving a problem on which to base their NEA.

Exam - 50%

The 2 hour exam will test students on their knowledge and understanding gained over the two years. Questions will comprise of multiple choice and progress onto short answer questions, design based questions and then longer evaluate and discuss style questions where students will need to demonstrate their deeper understanding to structure a clear, coherent argument in response.

Extra Curricular Opportunities

GCSE students will be given the opportunity to come and continue with practical work, practice skills or to ask any questions after the school day is done. Their will always be at least one hour each week after school where students can take advantage of this extra support. During the NEA, students will have priority of the workshop where it is available.



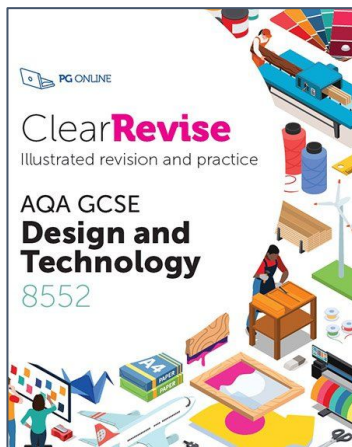
**COOMBE WOOD
SCHOOL**

Product Design Curriculum

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

- Re read your notes from lessons in the week created and try and revisit these notes a month later, 3 month later and a year later. The more you visit your notes, the greater the chance you will retain the information and be able to recall it.
- Test yourself regularly on your key content by practicing quizzes and questions on Seneca and GCSE Bitesize.
- Create visual mind maps to help you organise your thoughts.
- Make Flash cards and check your knowledge by asking a friend or family member to test you.
- Use the Trident system of revision, this will be taught in lessons. Essentially it is a summary tool for the three most important areas on a topic to help to focus and memorise key content.
- 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.

Revision guides to buy to help you: You can buy this through parent pay for a discount.



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

- <https://senecalearning.com/en-GB> Seneca claims students can learn content twice as fast with this free online learning platform that cover the AQA D&T specification and all areas of the theory. It includes diagrams, videos and quizzes at the end of each section to test your knowledge.
- <https://www.bbc.co.uk/bitesize/examspecs/zby2bdm> Great resource for the GCSE that covers all theory for AQA D&T as well as little quizzes to test your knowledge at the end of each topic.
- <https://www.technologystudent.com> An Encyclopedia of D&T knowledge with nice animations to help it all sink in.
- <https://www.pinterest.co.uk/> a tremendous resource of inspiration on all things design and make based.
- <https://www.behance.net/> A great source for inspiration as it is jam packed with great design.
- <https://youtube.com> If all else fails and your need to learn something. YouTube usually has a video on it. Great videos for learning how to practice a new skill.



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SCHOOL**

Food & Nutrition Curriculum

AQA Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

	Term 1	Term 2	Term 3
Y10 ➔	Nutrition and Health - Macronutrients, Micronutrients, Nutritional needs. Food safety - Food spoilage and contamination, principles of food safety.	Food Science- cooking of food and heat transfer, functional and chemical properties of food. Food Choice - factors affecting food choice.	Food Choice - British and International cuisine, food labelling and marketing influences. Food provenance - Environmental impact and sustainability, food processing and production. Mock Exam
Y11 ➔	NEA task 1 Revision for Mock exams Mock exams	NEA task 2 - researching task, demonstrating technical skills, planning final menu, making final dishes, analysis and evaluation.	Revision - food nutrition and health, food science, food safety, food choice, food provenance, general exam preparation. Exam

Skills Project

Students begin their GCSE in Food & Nutrition with...

NEA (Non-Exam Assessment) - 50%

The NEA is split across two tasks:

- Task 1 - Food Investigation: a report between 1,500 and 2,000 words and is worth 15% of students total GCSE mark.
- Task 2 - Food preparation this will include research, planning, demonstration of technical skills, analysis and evaluation, and is worth 35% of students total GCSE mark.

Exam - 50%

The 1 hour 45 minute exam is worth 50% of students total GCSE mark. The exam is divided into two sections:

- Section A will contain multiple choice questions.
- Section B will include five questions, with a number of sub-questions.

Extra Curricular Opportunities

- Cooking Club - Thursday - 3:30 - 4:30 - DT7



**COOMBE WOOD
SCHOOL**

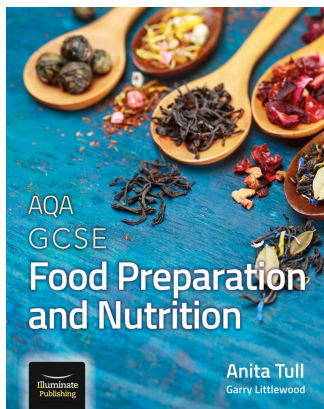
Food & Nutrition Curriculum

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

- Try and make sure that you take a quick 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 practicing quizzes and questions on **Seneca**.
- Create visual mind maps to help you organise your thoughts.
- Make Flash cards and check your knowledge by asking a friend or family member to test you.
- 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.
- Practice practical skills at home with permission and supervision from a parent/guardian.

Revision guides to buy to help you: You can buy them through parent pay for a discount.

- Illuminate AQA GCSE Food Preparation and Nutrition



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

- <https://senecalearning.com/en-GB>
- https://www.hoddereducation.co.uk/myrevisionnotesdownloads?fbclid=IwAR2EeqR2rBsh4dWQ6VGcuFMhvNVFAKBYoxjW89uE8EvoQlqU_jF8hvgYXIA
- https://www.bbc.co.uk/food/techniques/jointing_chicken
- https://www.bbc.co.uk/food/techniques/how_to_bone_a_chicken_thigh
- <https://www.bbc.co.uk/food/techniques>
- <https://www.bbcgoodfood.com/howto/guide/25-skills-every-cook-should-know>
- <https://www.youtube.com/watch?v=ZJy1ajvMU1k>
- <https://www.youtube.com/watch?v=lf2rE7Sagyw>
- <https://www.youtube.com/user/JamieOliver/videos>



**COOMBE WOOD
SCHOOL**

Creative Arts Curriculum

Places you can visit or events you can attend in and around London:

FASHION & TEXTILES:

- Victoria and Albert Museum
- Fashion and Textile Museum
- Museum of London
- Design Museum
- Bath Museum
- Brighton Museum - Royal Pavilion
- Manchester Art Gallery - Platt Hall

Websites to look at:

- <https://www.metmuseum.org/art/collection>
- <https://www.vam.ac.uk/collections/fashion>
- <https://chertseymuseum.org/>
- <https://www.fashionmuseum.co.uk/>
- <https://virtualshoemuseum.com/category/>
- <https://northamptonmuseums.wordpress.com/>
- <https://manchesterartgallery.org/visit/platt-hall/>

ART & DESIGN

- Tate Modern
- Tate Britain
- Wallace Collection
- The Royal Academy of Arts
- Saatchi Gallery
- Dulwich Picture Gallery
- The Serpentine Gallery
- The National Gallery
- The Hayward Gallery

Websites to look at:

- <https://www.artfund.org/whats-on>
- <https://artsandculture.google.com/>
- <http://www.artbabble.org/>
- <https://www.artsy.net/>
- [Tate Exam Help](#)
- <https://www.studentartguide.com/>
- <https://www.theartstory.org/artists/>
- <https://www.art2day.co.uk/>

GRAPHICS:

- The Design Museum
- V&A Museum of Childhood
- Museum of London
- Science Museum
- Tate Modern

Websites to look at:

- <https://www.swissted.com/>
- <https://theinspirationgrid.com/>
- <https://www.ideabook.com/>
- <https://www.underconsideration.com/brandnew/>
- <https://www.logodesignlove.com/>
- <https://www.fontspace.com/>
- <https://www.designer.io/en/>
- <https://www.photopia.com/>

PRODUCT DESIGN:

- The Design Museum
- V&A Museum
- Transport Museum
- Tate Modern

Websites to look at:

- <https://senecalearning.com/en-GB>
- <https://www.bbc.co.uk/bitesize/examspecs/zby2bdm>
- <https://www.technologystudent.com>
- <https://www.pinterest.co.uk/>
- <https://www.behance.net/>
- <https://youtube.com>

FOOD TECHNOLOGY:

- Hampton Court Food Festival (27-29 August 2022)
- Hampton Court Festive Fayre (3-5 December 2021)

Websites to look at:

- <https://senecalearning.com/en-GB>
- <https://www.bbc.co.uk/food/techniques>
- <https://www.bbcgoodfood.com/howto/guide/25-skills-every-cook-should-know>
- <https://www.youtube.com/watch?v=ZJylajvMU1k>
- <https://www.youtube.com/watch?v=If2rE7Sagyw>
- <https://www.youtube.com/user/JamieOliver/videos>

