



Coombe Wood School - Curriculum Intent Statement

Our mission statement and core values

“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.”

At Coombe Wood school we aim to provide the best education possible for the students in our care: an education that prepares them for success in life and brings out their personal best. It is our intention to create a wealth of opportunities for the children and to assist them in becoming compassionate and ambitious young people with a balanced view of life.

Our broad and balanced curriculum is designed to provide students with a varied core knowledge that acts as a solid pathway through their educational journey and prepares them for later in life. We aim to maximise cognitive development, develop the whole person and celebrate the talents of each individual in order to provide the grounding for children to eventually become economically self-sufficient citizens. Health Related Fitness features at the heart of our school and we educate children to be healthy in both body and mind. We plan to utilise the best that has been thought, said and done in each subject, and with this knowledge, provide our students with the ability to understand, appreciate and participate in the full richness of society and human experience.

We embed our curriculum intent by reinforcing the school core values in all aspects of CWS life:

Teamwork - Teamwork is essential to our learning. We take into account all factors influencing and impacting on our community to help diversify our curriculum.

Respect - Mutual respect forms the basis of our school. We hold in high esteem our school community and our common values and traditions.

Enjoyment - We use our school to adopt a healthy lifestyle and build life skills. We safeguard our children and help them have fun during this crucial stage of their lives.

Discipline - Strong discipline underpins our school and enables learning. We ensure that our school is honest and fair. Students will benefit in life from developing strong self-discipline.

Sportsmanship - We play to win but not at all costs and recognise both endeavour and achievement. We ensure that the wellbeing and development of the individual is central to our school values.

Health Related Fitness Intent

Fit for movement, fit for learning, fit for life.

This document explains the principles that inform the HRF curriculum at Coombe Wood School. It sits alongside our assessment rationale and it guides the implementation and impact of HRF.

Students achieving in HRF at Coombe Wood School develop the confidence, competence, knowledge and understanding to stay healthy and fit. Students are intrinsically motivated to find a way of being active, and to engage in forms of movement which enrich their lives both in the present and in the future. Students increase their physical literacy* to enable the autonomous application of movement regardless of their athletic aspirations or health goals throughout their lives. HRF students value a physically active life.

Students enhance their physical, mental, social and emotional well being, and develop physical literacy through myzone workouts, group exercises, activities and games. High quality specialist sports coaching encourages students to achieve their own individual personal best. Students are encouraged to take ownership of their learning, to take risks and to build character through the promotion of the human values of: Teamwork, Respect, Enjoyment, Discipline and Sportsmanship. Students are provided with opportunities to interleave and transfer movement concepts from HRF to sport in Games and extra-curricular activities to further enhance cognitive development and enjoyment.

Our extra-curricular programme is accessible and open to all students to stay healthy and fit throughout the academic year. Opportunities to play and opportunities to perform are provided on a social and competitive basis. Pathways are signposted and promoted to support representation at house, school, regional and national level in sport.

*Coombe Wood School defines physical literacy as;

The motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life. (Whitehead, 2016)

Physical Literacy levels are a crucial indicator of participation in physical activity in later life and benefit the health and well being of our students. Five core principles underlie how we interpret and promote the development of physical literacy in HRF and Games to support student well being at Coombe Wood School.

Physical Literacy:

1. Is an inclusive concept accessible to all.
2. Represents a unique journey for each individual.
3. Can be cultivated and enjoyed through a range of experiences in different environments and contexts.
4. Needs to be valued and nurtured throughout life.
5. Contributes to the development of the whole person.

English Department Curriculum Intent

At Coombe Wood School, our English curriculum is underpinned by the premise that all students should be challenged and supported to achieve their potential. We want to expand students' horizons, ensuring that they leave Coombe Wood School as effective, literate communicators, who recognise the importance of language and literature for life and the world more generally. As such, our curriculum is designed to promote a love of literature and reading, whilst also equipping students with essential literacy skills - both written and verbal - throughout.

In keeping with the rest of the school, the English Department seeks to embed and promote the school's core values - teamwork, sportsmanship, discipline, enjoyment and respect - in a broad and balanced curriculum. In particular, the department believes it is vital to ensure students enjoy the subject and are engaged throughout the enriching journey we intend to provide. Underpinned by the National Curriculum, our curriculum is designed so that knowledge and skills in English will be developed and mastered across the Key Stages. We want our curriculum to aid long term recall without being repetitive, with each year clearly building upon prior learning, adding an additional level of challenge and further broadening students' horizons in Key Stage 3, Key Stage 4 and - for some - Key Stage 5.

We want our students to leave with an enhanced awareness of their own cultural heritage and the cultural heritage of others, having been exposed to a diverse range of writers, historical contexts, literary forms, issues and genres throughout their time at Coombe Wood. Students should leave Coombe Wood School able to analyse, evaluate and compare fiction and non-fiction texts, with the confidence to adapt their own writing for different purposes.

Furthermore, we believe in emphasising the connections between English and the 'real world' throughout our curriculum, introducing students to the authentic process of a writer, able to edit and critique their own work as a writer of that form or genre would. In addition, we want students to be given a range of extra-curricular opportunities, allowing them to explore literature outside of the classroom and make connections between their own lives and the lives of others.

Ultimately, through the English curriculum, we want our students to develop as people. We aim to support students in becoming literate, independent, ambitious, culturally-aware individuals, who are able to translate their study of English into their next steps and use the subject to contribute to wider society.

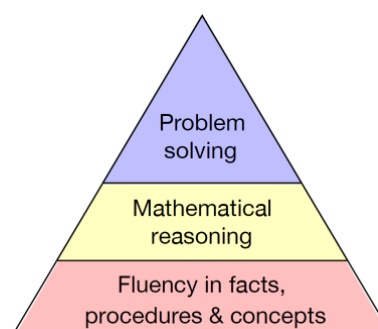
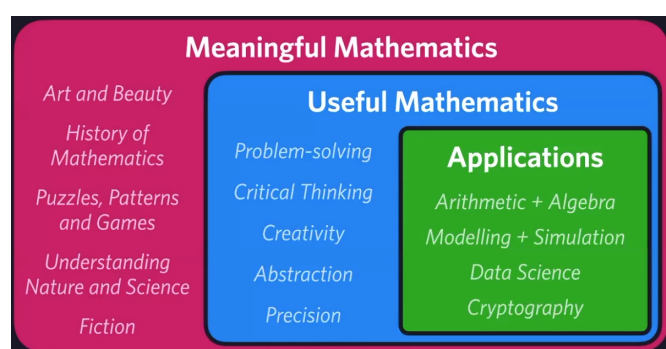
CWS Maths Curriculum Intent

"The mathematician's main reason for existence is to solve problems... therefore, what mathematics really consists of is problems and solutions"

What is mathematics?

Maths has no generally agreed definition, yet it has proved remarkably universal across eras and cultures. From its earliest 'invention' of counting, the history of maths can be seen as an ever-increasing series of abstractions, encompassing number, geometry, algebra and more. Famously described as the language of the universe, maths in modern times is typically categorised into pure (theoretical) maths or applied maths.

The Venn diagram below illustrates some key facets of mathematics.



Maths at Coombe Wood School

In addition to high achieving qualifications, 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.

To do so, pupils require the necessary fluency in important facts, procedures and concepts, and rich experiences in reasoning mathematically, to make progress when solving *unfamiliar* problems.

Mastery learning, and its elements, is one of the most established, research-supported and effective strategies that can improve pupil learning.

Mastery is a responsive cycle of teaching and learning, whereby *all* pupils can achieve a high level of expertise if both time and the instructional methods are varied to better match pupils' individual learning needs.

"A mathematical concept or skill has been mastered when, through exploration, clarification, practice and application over time, a person can represent it in multiple ways, has the mathematical language to be able to communicate related ideas, and can think mathematically with the concept so that they can independently apply it to a totally new problem in an unfamiliar situation." (source - <https://www.mathematicsmastery.org>)

"When the student has mastered a subject and when he receives both objective and subjective evidence of mastery, there are profound changes in his view of himself and of the outer world." (Learning for Mastery Benjamin Bloom, 1968)

We believe that all pupils can succeed in and enjoy mathematics, given the appropriate time and conditions. Our maths curriculum is based on a blend of eastern and western approaches to mastery, as well as *informed* by findings from the *cognitive science of learning*.

Science Curriculum Intent

The aim of the Science course is first and foremost to develop the pupils' understanding of the world around them. The aim is to inspire logical and creative thought and a cohort of pupils who want to know why and how things happen.

This shall be achieved in Science through an exploration of the core concepts of science that explain living things, matter, interactions between objects and energy. The course is structured around building an understanding of Wynne Harlen's 'Big Ideas of Science Education' (2010).

The course heavily features practical work, wherever possible, as a means to translate theory into practice, and ignite enjoyment and passion in pupils.

It is our intention to embed elements of the following structures into learning in Science:

Preconceptions

Being aware of commonly held misconceptions and how to challenge them.

Building time into lessons for dialogic teaching and opportunities for pupils to question their own preconceptions through cognitive conflict.

Spending lessons drawing out and addressing misconceptions prior to task setting.

Modelling

Using models to teach abstract concepts.

Explicitly teaching pupils about models and encouraging pupils to critique them and create their own.

Language of science

Placing a large importance on correctly using scientific vocabulary during lessons and challenging pupils on the clarity of their explanations.

Explicitly teaching scientific vocabulary through 'Look, cover, write, check' and using the etymology of words to aid pupil's comprehension.

Embedding literacy and oracy into lessons by including extending writing tasks and encouraging pupils to verbalise answers.

Developing pupils' vocabulary by including Tier 2 and 3 vocabulary in resources and questioning.

Geography Curriculum Intent

At Coombe Wood School, our Geography Curriculum ultimately aims to inspire and create curious minds; ones which are fascinated to explore both the human and physical world around them. There is a strong emphasis on the fact that Geography is about far more than just being able to locate places on a map. Instead, foundational skills such as these will allow pupils to understand the complexity of our world and appreciate the diversity of cultures that exists across continents. It is through embedding this cultural capital that pupils will be able to build their understanding of the relevant challenges of our time. These issues will be explored through recent case studies, both at a local scale and international level. Such study will allow students to contribute positively as both a local and global citizen, who uses their knowledge to bring together the communities of today and also those of the future.

Our Geography Curriculum is underpinned by the National Curriculum and therefore includes all aspects of human, physical and environmental Geography. As pupils progress through the Key Stages, they will not only strengthen their understanding of these different elements but will be able to make synoptic links between the human and physical environments and processes. Alongside this, students will develop contextual (locational), propositional (theoretical) and procedural (skills) geographical knowledge so that they can think geographically. In lessons, we want to build on these three key pillars of learning, so that they start to 'know like a geographer', 'understand like a geographer' and 'explore like a geographer.' Additionally, Geography will also enable pupils to strengthen many of their transferable skills and deepen their cross-curricular knowledge in a wide range of other subjects such as Science, Maths, English and other Humanities.

Furthermore, as Geography at its core is the study of the world, in lessons we strive to bring that outside world 'in', as much as possible. Through learning rooted in enquiry, students will have opportunities to investigate and interpret concepts and questions. Both GIS and fieldwork trips will enable students to put 'Geography into action.' Whilst the aim here is to develop a students' ability to interpret, analyse and evaluate, it is also to create lasting memories of active and enjoyable learning. Additionally, we strive to ensure that all students have access to further educational opportunities; we do this by offering them the opportunity to attend the Geography Club on a weekly basis, during the co-curricular time allocation.

Our vision in the Geography department is to share our love of the subject and pass this passion on through our teaching and knowledge. We are looking to instil a love of learning that the students will take with them far beyond their time at CWS. To enable this, we want our students to leave the lesson with an enhanced and more sophisticated range of knowledge than when they entered. We will ask them to be critical in their assessments and challenge them to explore viewpoints that they may have never considered before. Ultimately, through the Geography Curriculum, we want students to develop into well-rounded and prepared young adults, who can use their transferable skill-set to achieve great things in their future endeavours.

History Curriculum Intent

History at Coombe Wood School aims primarily at fostering a love for learning and promoting key life skills, such as curiosity, enlightened thinking and tolerance. To achieve this, our teaching is underpinned by the understanding that human events consist of a complex, interesting myriad of factors such as individual agency, geography, cultures and economics. We want our students to go home and teach their families about the fascinating events taught at school.

We aim to continue the long tradition of history being a subject that encourages active engagement and instils academic rigour. Throughout each of our schemes of work and assessments, students will engage with the key historical skills of contextual knowledge, nuanced analysis and consistency of argument to prepare them for the studying of history past Key Stage 3. By focusing on these key skills, students will become proficient in formulating judgements of the past and the present based upon evidence and critical thinking.

In Years 7 and 8 we aim to give students a solid foundation of historical knowledge by exploring the chronology of Britain and the world between 1066 and the present day. This will include in depth analysis of events such as the Norman conquest, the Black Death, the English Civil War, the Industrial Revolution and the rise of both Hitler and Stalin. Chronological study in these formative years will therefore instil an understanding of how the modern world has been shaped by key events of the recent and distant past.

Our history curriculum takes a unique approach for Year 9, shifting to a more thematic approach to the subject. Such an approach permits students to develop the use of memory recall over an extended time period and facilitates deeper analysis and understanding. Furthermore, a thematic approach enhances the study of history by making it more relatable to their present experience and reveals the development of core British values, such as democracy and freedom.

This strong foundation will be further enriched and expanded in GCSE by studying broader topics within the wider world such as 'Medicine through Time 1000-Present', 'Elizabethan England', 'the Cold War', and 'Conflict in America: at home and abroad 1954-1975' (focusing on Vietnam and the Civil Rights Movement).

History is famously a cross curricular subject and our curriculum aims to utilise this by working closely with other departments to facilitate a more immersive educational experience. Given the heavily written aspect of historical expression and the irreplaceable role that history plays in shaping English Literature, our curriculum works closely with the English Department to assist excellent progress across many subjects.

By the end of Year 11, history students will have benefited from their studies both academically and as a citizen. The ability to recall contextual knowledge and to formulate a logical judgement based on evidence will not only benefit their study of history but also other academic subjects. The understanding of the development of our modern British values and having a strong sense of how our past fits in with the wider world will equip our students with all the necessary skills to navigate through the modern world as tolerant, enlightened thinkers who can contribute positively to the communities around them.

Philosophy, Beliefs and Ethics Curriculum Intent

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

PBE at Coombe wood school is a vibrant and academically rigorous subject, which covers multiple religious and non-religious world views. As a department we aim to challenge young people to explore religion and belief in a way that enhances their transferable skills. Learning in PBE will support the development of our students' literacy and reasoning skills whilst allowing them to gain a better understanding of the world around them.

We believe that the continued importance of religion and belief in the public life, which is seen through the media's substantial coverage of issues relating to religion and belief, whether debates about ethical issues or coverage of conflicts with religious elements, highlights the importance of ensuring that all young people become religiously literate in a way that enables them to understand and question the accuracy of claims about different belief systems regardless of whether they are themselves religious or not.

Further to this, in a world that appears more and more dominated by technology we believe that students need to be given the space to question and develop their own sense of moral purpose and spiritual identity. To consider the very purpose of human existence and to reflect upon the things that matter to them, In essence to carry on the traditional quest for meaning which stems right back to ancient Greek philosophers such as Plato and Aristotle. Our young people are growing up in a world which is radically different to the one that many of us grew up in, and this rapid development shows no signs of stopping. We need to ensure our students are not just academically, but spiritually, morally, culturally and socially prepared to take their place in a society that none of us are able to predict.

PBE at KS3:

Students will focus on the 6 World Religions, understanding their beliefs and practices and how these have shaped their communities. They will also study philosophical ideas and debates with a focus on individuals such as Plato, Aristotle and Descartes. Students are encouraged to ask wider questions about the world we live in and make a decision about the role of religion and belief in a world that seems to be growing more secular. Students will cover ethical theories and debate their usefulness in today's society and apply all these teachings to literature, with each year group reading a contemporary work of fiction and assessing the influence philosophy, beliefs and ethics has on the writer and also its relevance in modern society.

Year 7 - The Lion, the Witch and the Wardrobe by C.S. Lewis

Year 8 - The Good Muslim by Tahmima Anam

Year 9 - The Hunger Games by Suzanne Collins

PBE (GCSE Religious Studies) at KS4:

At KS4 students will begin studying for their GCSE in Religious Studies, building upon the skills developed at KS3.

Students will study Christianity and Islam in depth, looking at their beliefs and practices and how this influences the day to day living of these groups, particularly in modern society. Students will compare these ideas to those with no religious beliefs and consider whether these groups are the same or different. As well as the in-depth study of Christianity and Islam, students will also be studying four themes, which cover wider philosophical, moral and ethical issues in society: Relationships, Life and Death, Good and Evil and Human Rights.

Classics & Latin Department Intent Statement

Students of classical subjects engage directly with the major cultural achievements of the ancient Greek and Roman worlds, which have had an enduring influence on the western world for two millennia. The students of CWS will be exposed to some of the best things thought and said by humanity, in literature, history, philosophy and the visual arts, and invited to appreciate and enjoy these works within their cultural context, as well as analyse how these have affected our society today.

Our chosen course, *Suburani*, is designed to develop students' reading competence in Latin, within the cultural context of the Roman empire of the 1st century AD. The course aims to engage students in the reading passages by presenting them with characters who represent the full range of Roman society, from the poor living on the streets and in rundown flats, to the households of senators and the emperor. Students will have the opportunity to learn about prejudice and privilege in the ancient world, encouraging them to reflect on their lives and the lives of others – an important quality in a modern, multi-cultural society.

Students will be encouraged to cross subject boundaries through thinking that touches on language, literature and civilisation. They will learn to interpret and analyse ancient texts, whether in original language or translation, artefacts and architecture as well as link different sources and infer meaning from sometimes fragmentary or partisan evidence. This will equip them with the skills to read modern sources of information, such as social media posts and articles, critically, and with consideration of their origins and audiences. Students will gain a deep understanding of grammar, which will encourage accurate use of language and enhance their understanding of all languages. Students will also learn to discuss literary style and select and evaluate evidence from a passage in order to create consistent and well-supported arguments.

Students will finish their classical studies with an understanding of and respect for the Classics, and how they have shaped our world.

Modern Foreign Languages Curriculum Intent

'Learning a language is not a genetic gift, it is a social gift'
Frank Smith

At CWS we believe that learning a language should be accessible to all pupils as it fosters pupils' curiosity, contributes to a mutual and deeper understanding of the world, develops a sense of global citizenship and provides 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.

At CWS pupils are given the opportunity to study either French or Spanish for 3 years at KS3 and actively encouraged to continue their language learning into KS4 and beyond.

Our teaching aim at CWS is for pupils to become fluid communicators with a broad cultural awareness necessary in our multilingual and multicultural world. Pupils will gain a strong phonetic knowledge to enable them to converse confidently and reinforce many of the literacy skills already understood in their first language. They will learn how to manipulate grammar to allow them to personalise information and retain core phrases that can be recycled in a large number of real-life situations. Through this knowledge and confidence they will become resilient and competent linguists who are open-minded and versatile communicators.

The CWS MFL department employs a range of strategies to ensure that students learn in an enjoyable, positive and inclusive environment. All members of staff have attended training by Dr Gianfranco Conti (a well-respected MFL teacher and neuroscientist) on his Extensive Processing Instruction (EPI) method. To enable our students to become successful language learners, we have reviewed our curriculum and created teaching resources to implement the EPI principles into our lessons. In 2020 – 2021 our main focus is on fully implementing the EPI approach with Year 7. Elements of it will also be brought into Year 8 and Year 9 teaching although this will be combined with existing teaching material.

Our EPI approach includes:

- Sentence Builders central to all lessons, enabling students to build accurate sentences
- Extensive drilling of chunks of language through games and speaking activities
- Focus on listening and speaking skills at the start of every unit of work
- Use of texts that are 95% comprehensible to build fluency
- Explicit teaching of language learning and decoding skills
- Regular 'pop up' grammar sessions
- Systematic revisiting of knowledge to produce deep and durable learning.

Where opportunities arise, MFL teaching links with the wider school's curriculum in areas such as Health Related Fitness, Maths, English, Art, Philosophy Beliefs and Ethics, History, Geography, Food Tech, etc., by allowing students to transfer skills and knowledge from one classroom to another.

Furthermore, the MFL team aim to provide a wide range of extra-curricular language opportunities to enthuse and motivate young linguists such as Language Club, food

tasting experiences, whole school quizzes as well as global celebrations such as of International Day of Languages, La Francophonie and Día de la Hispanidad which highlights the importance and appreciation of the diverse world in which we live in. As the school grows, so will the variety of activities that we will be able to offer such as Translation Bee competitions, visits abroad, theatre and film experiences, as well as developing further links with our primary feeder schools and linking with HE institutions and businesses.

Creative Arts Curriculum Intent

"Every child is an artist, the problem is staying an artist when you grow up"
Pablo Picasso

Through an enriched and diverse curriculum, The Creative Arts Department provides students opportunities to utilise their imagination, take creative risks and develop a strong skill set in Art and Design & Technology. Students develop confidence, learn to work independently and create personal outcomes. This gives them a range of transferable skills for the future and the best possible start to a career in the creative industries.

Art and Design & Technology skills and concepts are engrained with experience and experimentation using 2D, 3D and New Media to create different visual outcomes whilst developing organisational skills through sketchbook practice. Students engage with a variety of contemporary art, design and culinary styles as well as traditional forms including a wide range from different cultures and contexts. Their ability to critically analyse the work of others and understand the relevance, impact and importance of artists, designers and the creative industries will increase with each project studied. Students will also gain knowledge of different materials, ingredients, processes and techniques as they experiment and explore each creative process and specialism.

Students' learning is enhanced with a broad and exciting extra curricular programme open to all abilities.

Art

Art at CWS delivers a blend of traditional and contemporary and forces students to question how we define Art. Each term-long project includes opportunities to learn and improve their skills and knowledge in a wide range of Art forms followed by a series of outcomes where students can develop, refine, record and present a personal response. Throughout KS3, students learn to refine skills, techniques and processes in 2D, 3D and Digital Media (including Photography). Students are encouraged to take creative risks, develop more conceptual outcomes and consider how their Artwork may be viewed and interpreted as they progress. This is supported with a broad range of contextual references from different cultures, time periods and Art forms which helps inspire a genuine interest and appreciation for the Arts as well as original visual responses.

GCSE Art & Design allows students to refine their skills and knowledge further before independently selecting different pathways to follow as they complete their personal portfolios. Students are organised, confident and experimental in their approach to extended projects and can make informed decisions about what is successful and what has the potential to be refined further. The intention and process behind each Artwork the students create is intrinsic to the Art curriculum at CWS as it gives purpose, value and opportunities to reflect on the Artwork produced.

Graphics

A balanced, exciting and diverse approach to Graphic Design provides students with a wide range of opportunities to explore real world applications for design. In each project, hand made methods for creating unique and visually stimulating outcomes including drawing, photography and printmaking are combined with different CAD software packages (2D Design, Photoshop, Illustrator) that are used in the Creative Industries today. These projects give students a clear sense of progression in the design process and an opportunity to create independent and innovative design outcomes.

Throughout KS3, Graphics students develop technical knowledge and skills to create more complex outcomes in Adobe Creative Suite. GCSE Graphics builds on these experiences to develop, record and refine their knowledge and skills before presenting professional final outcomes as part of their extended coursework project. The role and importance of the audience in student design work is clear throughout each key stage and is made clearer through various contextual studies, research tasks and assessment activities.

Graphics at CWS makes clear links with other areas of the curriculum including HRF, English and the wider school community whilst sharing a range of links with other Creative Arts specialisms. Varied design styles, techniques, including local Artists and Designers provide students with intriguing and engaging starting points to their own personal ideas and projects and foster interest into various opportunities and careers within Design.

Product Design

A hands-on creative approach stimulates student's ability to work with a range of materials, tools and equipment safely for their Product Design studies. At KS3 they start by developing the fundamental skills and knowledge to support high quality practical outcomes. Each project is designed to be progressively more challenging than the last to prepare students for the D&T GCSE. The projects allow the students to develop their confidence with hand skills, CAD/CAM and a range of processes using specialist equipment to turn their ideas into functioning prototypes.

Students become adept at researching, designing, making and evaluating during their projects. They will research other design movements and look at existing products to spark inspiration and curiosity. In turn, this helps them understand more about technology and the built world while helping them to come up with their own original prototypes.

At GCSE, students study a two year course where they will have the opportunity to create a portfolio in response to a chosen context. They will develop and manufacture their own prototype using problem solving skills, techniques and processes to fully answer the brief. Weekly theory lessons and independent work will help to secure and underpin the knowledge they need to complete the project work and be successful in the exam at the end of the course.

Fashion & Textiles

Fashion and Textile design provides pupils with the tools to be creative and to develop their skills and knowledge in a practical way. Students are challenged through research and experimentation by a curriculum that fosters independence and a love of learning. With a focus on experimenting with materials and creativity of final outcome, students learn to apply their knowledge in a highly skilled way. Students will also develop their critical understanding of the theoretical and conceptual issues central to the practice of art, fashion & textiles, and the social, historical and cultural context in which it is practised.

At KS3, students are immersed in a vast array of creative crafts, techniques and processes to develop their skills, both traditional and experimental. Each project is progressively more challenging than the last, building up the skill set required for KS4 and KS5.

At GCSE, students study a two year course in which the students develop a portfolio of fashion design and textile artwork inspired by a range of designers. In Y11, they will create a body of work and a final piece in response to a chosen theme. For this project

students can choose to specialise in either textile art or fashion and clothing.

Food & Nutrition

As part of their work with food, students will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking that will open the door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables students to feed themselves and others affordably and well, now and in later life. CWS students will learn and develop an understanding about energy, nutrients, water and fibre, diet and health and nutritional needs throughout life. Students are encouraged to use all the ingredients to make healthy, nutritious and predominantly savoury dishes for their families in line with the principles of The Eatwell Guide. Whilst learning and developing an understanding about food safety, including the preparation and safe storage of food, and sound microbiological food safety principles when buying, storing, and preparing food and how to use equipment safely; health and safety at work.

CWS allows students to develop into rounded citizens, taking into consideration economic, environmental, ethical, religious and socio-cultural influences on food availability, production processes, and diet and health choices.

Students have the opportunity to apply the principles of nutrition and healthy eating in learning between subjects and beyond the classroom as an understanding of nutrition and food ultimately fuels better academic success across the curriculum.

Performing Arts Curriculum Intent

Performing Arts at Coombe Wood school aims to provide students with an understanding and appreciation of the following Art forms; Dance, Drama and Music. Within the three disciplines, students focus on the fundamentals of creating, performing and appreciation which in turn allows them to develop into well-rounded practitioners.

The main objective of Performing Arts at CWS is to celebrate the talents of our students and inspire a love of learning through the Arts. Our curriculum focuses on social, historical and cultural topics that assist in broadening the students' understanding of the world we live in. In key stage 3 students learn and develop practical and theoretical skills to support them with future study. Guidance on supporting and developing students' health, fitness and well-being is integrated into the curriculum to support the school ethos. The extra-curricular programme is built on offering all students a variety of opportunities to learn and develop new skills. Events such as the school choir, dance club, school musical production, annual Performing Arts showcase and participation in Dance festivals and competitions allows students to understand the demands of the Performing Arts industry, showcase their talents and represent the core values of CWS.

Studying Performing Arts provides CWS students with transferable life skills. As a department we encourage students to be creative, resilient and inquisitive learners. Students are required to be responsible learners by being organised, disciplined and focused. They are expected to work independently as well as in groups developing team work, leadership and communication skills that assist in supporting and bringing out their best.