



Year
9



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
SCHOOL**

Coombe Wood School Mission Statement

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

TEAMWORK

RESPECT

ENJOYMENT

DISCIPLINE

SPORTSMANSHIP

STRIVING TO BECOME THE HEALTHIEST SCHOOL IN THE COUNTRY

Introduction to your curriculum booklet

In year 9, the curriculum booklet will provide learning opportunities in addition to the homework set by teachers.

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

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

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

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

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

Please keep this booklet in a safe and accessible place, we firmly believe that there are great ideas, fun activities and tasks in here that will engage and stimulate interest in subjects for the whole of year 9.

Enjoy!

From the teaching staff at CWS.



TEAMWORK • RESPECT • ENJOYMENT • DISCIPLINE • SPORTSMANSHIP



Metacognition

Metacognition & Self Regulated Learning

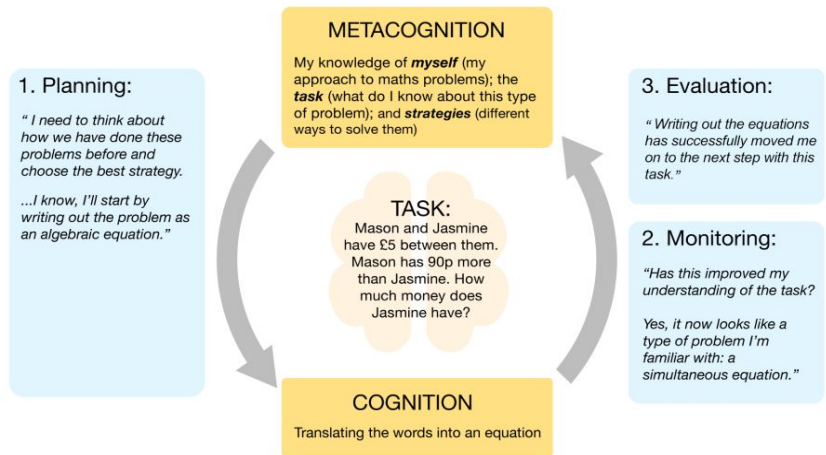
According to research carried out by the Education Endowment Foundation, focusing on metacognition and self-regulated learning can result in students experiencing an average of seven months additional progress.

<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 Mrs N Lattimore, the member of staff responsible for the programme.

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

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

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

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

Parents/Carers

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



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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.

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 Year 9, students will study a wide range of texts, including George Orwell's *Animal Farm*, Shakespeare's *Julius Caesar* and Victorian Crime Fiction. Students will also take part in weekly writing lessons to support them in becoming increasingly effective writers with a life-long love of literature.

Term 1a	Reading focus: George Orwell's <i>Animal Farm</i> Writing focus: Writing to Persuade
Term 1b	Reading focus: Victorian Crime Fiction Writing focus: Narrative Writing
Term 2a	Reading focus: <i>Julius Caesar</i> Writing focus: Writing to Argue
Term 2b	Reading focus: Autobiography Writing focus: Writing to Explain
Term 3a	Reading focus: Willy Russell's <i>Blood Brothers</i> Writing focus: Writing to Inform and Advise
Term 3b	Reading focus: Unseen poetry Writing focus: Descriptive Writing

Get curious with the following optional activities:

- Research George Orwell and create a poster with facts about his life.
- Watch a video summary of *Julius Caesar* and create a comic strip of events in the play.
- Find a Sherlock Holmes story online and give it a read!
- Explore the British Library's website page on Shakespeare:
<https://www.bl.uk/shakespeare>
- Explore the Blood Brothers course on Seneca Learning.



Literacy Curriculum

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

- Students complete literacy workshops during PM registration on Tuesdays. These have been designed by our literacy coordinator in order to both support and challenge students to develop essential literacy skills.
- High frequency words for each subject are collated each half term and given to parents. Students may refer to these words in order to improve their comprehension, spelling and to feel more prepared and comfortable about their use in class.
- Students are given personalised reading lists in order to encourage independent reading.
- There are regular opportunities for students to read independently in tutor time and in lessons.
- Students will be given knowledge organisers and SPAG placemats with key spellings, punctuation and grammatical concepts..
- Targeted literacy and reading intervention groups run throughout the year in order to work with students who may need a little more support with spelling or other key literacy skills..

We will be working on:

Term 1a Term 1b	<ul style="list-style-type: none">- Sentence structures- Punctuation
Term 2a Term 2b	<ul style="list-style-type: none">- Paragraphing and discourse markers- Spelling
Term 3a Term 3b	<ul style="list-style-type: none">- Sentence moods- Word classes

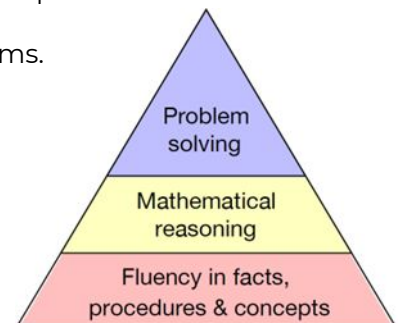


“Math is the language of the universe. So the more equations you know, the more you can converse with the cosmos [universe]”

Neil deGrasse Tyson (American astrophysicist, author and science communicator)

The ultimate aim is for our pupils to demonstrate **mathematical thinking and problem solving**. To do so, pupils require the necessary fluency in important facts, procedures and concepts, and rich experiences in reasoning mathematically, to make progress when solving unfamiliar problems.

*“A mathematical concept or skill has been **mastered** when, through exploration, clarification, practice and application over time, a person can represent it in multiple ways, has the mathematical language to be able to communicate related ideas, and can think mathematically with the concept so that they can independently apply it to a totally new problem in an unfamiliar situation.”*



Get Curious

Interactive textbook: <https://mathigon.org/activities> [class code: UFFS-HZR7]
Interactive courses: <https://brilliant.org/courses/math-fundamentals/>
Weekly puzzles: <https://parallel.org.uk/> [class code: 73u91k]
TED Education maths videos: <https://ed.ted.com/lessons?category=mathematics>
UK Maths Challenge questions: <https://www.drfrostmaths.com/browse.php?mode=ukmt>

Dr Frost for pre-tests and home learning: <https://www.drfrostmaths.com/index.php>
Corbett Maths for more videos and practice: <https://corbettmaths.com/contents/>

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

Revision textbook: **Pearson Edexcel GCSE (9-1) Mathematics: Purposeful Practice Book - Foundation (Edexcel GCSE Maths 2015) Paperback**
Free helpbook (PDF): http://m4ths.com/uploads/3/5/2/1/35219558/lite_book_-_free_copy.pdf
Revision flashcards: <https://corbettmaths.com/revision-cards/>
Online textbooks: <https://www.pearsonactivelearn.com/app/login>
(<https://www.activelearnprimary.co.uk/login?c=0>)

Virtual Manipulatives

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



Maths Curriculum

Homework expectations for Dr Frost Maths (DFM):

- Details/Expectations of HW are outlined in lessons and recorded by pupils into their planners. This information is also shared on Show My Homework, as well as Dr Frost (which sends a notification to the pupil's school Gmail address).
- **DFM tasks can be viewed under the DFM tab 'Work Set', where homework due dates can also be found. Pupils must ensure that they attempt *all* tasks in a timely manner. An issue that arises the day before the homework is due is not a reasonable excuse.**
- **DFM tasks are colour coded. Pupils have 'mastered' the topic(s) when the task turns a shade of green, meaning that they have scored 70% or higher (e.g. 7/10). Topic Test medals require 75% (e.g. 9/12). They can reattempt the tasks but it is highly recommended that they download and use the DFM powerpoints and/or watch video tutorials.**
- Mathematics is an interconnected subject in which pupils should make rich, fluent connections between mathematical ideas. Pupils who are successful at GCSE and beyond will have consistently demonstrated resilience by **rising up to challenges and learning from mistakes**. They will have shown positive attitudes towards learning, especially at Key Stage 3 (Years 7-9) with key concepts.

Assessments

Smaller (formative) assessments take place a few weeks after each unit has been taught. Pupils are expected to revise, consolidate and challenge their own learning regularly. Larger, cumulative (and summative) assessments take place typically in the first couple of weeks of the academic year (baseline/API), before/after the December break (AP2), and finally once more before the summer break (AP3).

What parents can do to support learning?

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

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

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

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



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Numeracy Curriculum

We want all pupils to view mathematics as something they should be curious about, its significance and that it is really fun! All pupils need to learn, develop and be confident with numeracy skills; it will serve them well throughout their schooling, day-to-day life and future aspirations. Numeracy is promoted at Coombe Wood School through the following:

- Numeracy workshops that pupils attempt during registration every three weeks. These engage pupils and help us to identify gaps in their times tables, arithmetic and basic numeracy. With regular practice and motivation, these sessions encourage our pupils to become more fluent over time, enabling them to better access other mathematical concepts.
- Times Tables Rockstars for those pupils who require deliberate practice.
- At the start of most maths lessons, all pupils participate in regular retrieval using 'Corbett 5-a-Day'. These 5 daily random questions check whether pupils can recall previous skills from memory.
- Pupils are instructed to reflect upon and improve on topics from verbal feedback, their written feedback sheets and Topic Tests. The Maths department use online platforms (e.g. Dr Frost maths) to set homework and direct revision. For some occasions, worksheets will also be made available for pupils to take home and practise further.
- A maths dictionary that contains the origins of words and the way in which their meanings have changed throughout history.

Term 1	Baseline assessments using: <ul style="list-style-type: none">- Numeracy Ninjas- Times Tables Rockstars- Dr Frost Times Tables Year 9 will focus on key topics such as fractions, decimals, percentages, directed numbers, etc. Parents are notified for home support.
Term 2	Progress is monitored and the support, in school and at home, is adjusted for some pupils where required.
Term 3	Progress is measured and parents are consulted about further deliberate practice.

Improve your times tables

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

Numeracy and Foundation GCSE practice (with answers on separate webpages)

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



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Biology, Chemistry & Physics

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

What we are learning this year:

Term	Biology	Chemistry	Physics
Autumn 1	Cell structure and microscopy	Atomic structure	Energy changes in a system
Autumn 2	Cell division	Groups of the Periodic Table	Power and efficiency
Spring 1	Digestion and enzymes	Bonding and structure of substances	Electricity
Spring 2	Circulatory system		
Summer 1	Infection and response	Quantitative chemistry	Particle model: Density
Summer 2		Chemical changes	Particle model: Heat

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.

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

- <https://www.bbc.co.uk/bitesize/subjects/zng4d2p>
- <https://www.educationquizzes.com/ks3/science/>
- <https://quizlet.com/> (Search for the topic you want to revise)
- <https://www.s-cool.co.uk/gcse/>



Science Curriculum



Biology, Chemistry & Physics

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

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



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

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



Here are some podcasts to listen to build curiosity:

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



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

- <https://www.sciencenewsforstudents.org/>
- <https://www.dogonews.com/category/science>
- <https://sciencejournalforkids.org/>
- <https://kids.frontiersin.org/>



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Health Related Fitness

To support the effort you will be putting into HRF at Coombe Wood School as you endeavour to discover and reach your personal best, please look at the suggestions and support material included below.

- Join **at least 1 extra-curricular** school club.
- The World Health Organisation (WHO) says all **young people** should: aim for an average of **at least 60 minutes** of moderate intensity **physical activity** everyday across the week. **This should be everyone's aim!**
- Download the **Myzone app** to view your MEPS and track your progress.
- Log into your CWS email to view your personal myzone effort report after the every HRF lesson. This will provide detailed feedback on how your body adapts during exercise and allow you to gain a deeper understanding.
- Learn more about Myzone online at www.myzone.org or through the CWS website.
- Think about making healthy food choices and 'smart swaps' when possible.
- Make healthy lifestyle choices. For example; can you walk or ride a bike instead of using the bus? Could you go outside to play and keep active rather than playing games online?
- Try and keep to a maximum of two hours per day using electronic devices and social media including TV and turn off small screens before 9.00pm.
- Health is not just physical wellbeing. Download a mindfulness app (e.g. headspace) and dedicate specific time to support your mental wellbeing.

BE HAPPY, HEALTHY AND ACTIVE

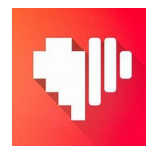
- ★ The Darebee YouTube channel has a huge exercise library with hundreds of different exercises demonstrated and explained for you to copy. Use the different video examples to create your own workout using the knowledge you are continuing to amass in HRF and Games lessons.

<https://www.youtube.com/channel/UCXe7DaqwzCQUkneU38FeUGg>



- ★ Think you do not have any time to exercise? Think again! The 'Fit in 5' YouTube channel has 5 minute whole body workouts with lots of modifications so everyone can have a go. Support your physical wellbeing whenever you have a few minutes spare.

https://www.youtube.com/channel/UChC6eVXHkXobinXcr-d_nuw/videosNyHlwtQ



COOMBE WOOD
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Health Related Fitness

We recommend the following Local Sports Agencies and clubs:

Future Gymnastics
Luol Deng Foundation
Roundwood Netball Club
Volenti Academy Boys & Girls
Futsal @SinclairFdn



There are so many wonderful sports in the world and lots of possibilities to learn new sports in the Croydon area - There really is something for everyone. Taking part in ANY sport outside of school is great for your wellbeing.

Get inspired by sport and find out how you can take part in a wide range of activities by heading to <https://www.bbc.co.uk/sport/get-inspired> or look on the HRF noticeboard for more information on local clubs and activities (not just those taught at CWS).

AQA

Are you considering **GCSE PE**? Support your interest in this subject and see how it differs from HRF by completing these online GCSE PE lessons.

1. <https://theeverlearner.com/course-64/lesson/the-bones-of-the-skeleton-7>
2. <https://theeverlearner.com/course-64/lesson/skill-and-ability-3>
3. <https://theeverlearner.com/course-64/lesson/pathway-of-air-and-exchange-of-gases-7>

Share how you are being an independent learner outside of school with the HRF Department to earn 'Enjoyment' Achievement Points and make it onto the CWS Sportagram display.



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Art Curriculum

Art in Context



Within this project, students will delve into the social and political influences and impact of Art. They will enhance both their critical analysis skills and their understanding and use of visual language through a range of workshops that heavily feature mixed media and contemporary Artists. Alongside classwork, pupils will undertake a research project of their choice as their homework. This topic will prepare students for many aspects of GCSE-style working including contextual research, independent study and experimental practice.

Get Curious:

Collect newspaper articles and save links from reliable online websites that discuss current affairs you are passionate about.

Light & Shadow

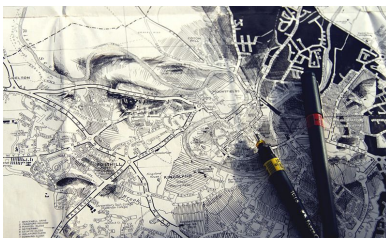


Students will explore light and shadow through a series of experimental activities which include photography and observational drawings. This playful project will challenge students to take risks and develop a stronger understanding of how light can be manipulated to create artwork. Students will also be studying a wide range of Artists and Photographers from around the world that have explored light in unique and creative ways. A particular lesson to look forward to involves painting with different light sources in long exposure photography.

Get Curious:

Take a series of black and white photos to explore how light and shadows fall across different objects..

Journeys



In the final term, pupils will be guided to use the independent working skills they have picked up throughout the year to complete their first GCSE-style unit. This will provide the opportunity to have a 'test-run' of the creative process before those who have chosen the subject begin their formal coursework in Key Stage 4. The project will investigate the concept of 'Journeys' through an extensive range of mediums and feature a large focus on the GCSE Assessment Objectives to ensure pupils have a thorough understanding of them.

Get Curious:

Create a Pinterest board or visual mind-map of GCSE sketchbook page photographs that inspire you.



**COOMBE WOOD
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Design & Technology Curriculum

Welcome to Design & Technology. Over the course of the year students will study across 4 different specialisms including Resistant Materials (3D Design), Graphic Design, Fashion & Textiles and Food Technology. Each specialism will last 9 Weeks and include a wide range of exciting practical tasks as well as various theory, design and research activities to inspire the most innovative and creative outcomes.

3D Design

Bug House	<p>In this year 9 introductory workshop project students will learn how to use a variety of hand tools and machines to make a unique and personal bug hotel designed to be used in a small garden. The project will incorporate aspects of research and designing in order to realise individual ideas that will be manufactured from a combination of pine wood and reclaimed materials. Students will be taught how to safely use hand tools such as tenon saws, coping saws, mitre saws, files and rasps and also machinery such as hegner saws, pillar drills and sanding machines. There will be plenty of opportunity to individualise designs.</p> <p>Get Curious: Look at design magazines and websites such as Elle Decoration, Blueprint and Design Week for influences. Visit London museums and galleries such as The Design Museum and the V&A and keep an eye out for design festivals and articles in newspapers and supplements. Watch design and make programmes on TV such as Grand Designs, Repair Shop, and Abstract on Netflix:</p>
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Graphic Design

Book Jackets	<p>Students will study the art of book design in this cross curricular project. After researching different styles of book jackets, publishers and box sets, students will design and create their own limited edition book jacket for the books they are currently reading in their English Lessons. This project will also involve opportunities for developing hand drawn designs into professional digital outcomes which include advertising design and laser cut bookmarks. The structure of research, design, and development work on Adobe Creative Suite aims to develop students' ability to work independently and prepare students for a GCSE project in Graphic Communication.</p> <p>Get Curious: Visit your local bookshop to look at the differences between different genres of books and the different types of illustrations. What other forms of Graphic Communication can you see in a bookshop or Library.</p>
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Design & Technology Curriculum

Fashion & Textiles

Sugar Skulls & Transformation Challenge	<p>Students research the 'Day of the dead' festival. They then design and create a sugar skull decoration. They learn about heat sublimation and use a heat press to print their design onto fabric. To enhance their designs further students add hand embroidery using a range of stitches. They will practice using the sewing machines with confidence and control for study and neat construction of their sugar skull.</p> <p>Students will think creatively to transform something old into something new. Students will start by sourcing an unwanted garment or fabric. They will then design and create a new item of clothing from their unwanted item.</p> <p>Get Curious: Follow London fashion week 2020 (18 september- 22 september). Catwalk shows will be posted on youtube and on Vogue. Search the hashtag #LFW on twitter and instagram. Find a designer that inspired you and design your own outfit. .</p>
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Food Technology

Making Choices	<p>Students will begin by reviewing how to work within a kitchen hygienically and safely. We will continue to develop a repertoire of knowledge, understanding and skills to create a wide range of dishes with increased complexity, for a wide range of people. Students will be exploring the factors that influence food choices including special dietary needs, and information provided on food packaging.</p> <p>Get Curious: Write a diary detailing the foods you have eaten in a day. Have a look at the 8 tips for healthy eating on the NHS website, https://www.nhs.uk/live-well/eat-well/eight-tips-for-healthy-eating/. Have you met each of the 8 tips? Can you make any suggestions to improve your diet?</p>
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Geography Curriculum

Geography in Year 9 is continuing to develop understanding of Geography to 'Think like a Geographer'. By building on exam skills, the students will be preparing for the GCSE curriculum that they may wish to pursue in key stage four. These skills will enable students to assess and evaluate the key questions and challenges in Geography today.

YEAR 9 TOPICS

The Middle East

- > What challenges occur in the Middle East today?
- > How can development vary between different countries in the Middle East
- > Oil dependency and the impact of supply and demand

A deeper look into the different cultures in the Middle East:

<https://www.allaroundthisworld.com/learn/west-asia-and-the-middle-east-2/#.YXJisRrMKU>

Climate Change

- > What are the causes of climate change?
- > What are the impacts of climate change?
- > What is being done to help prevent further damage to our earth?

Check this out:

<https://www.wwf.org.uk/get-involved/schools/resources/climate-change-resources>

Or this:

<https://www.oxfam.org.uk/education/home-learning-activities/climate-action/>

Population: Past, present and future

- > What is the population of the World?
- > Why is our population changing?
- > What challenges will the world face with a growing population?
- > What can we do to manage the change sustainably?

Why not check out:

If the world were 100 people video:

www.youtube.com/watch?v=A3nllBT9ACg

Countries by income:

www.gapminder.org/dollar-street/matrix

Fieldwork

- > What do we want to research?
- > What methods will we use in order to record our results?
- > What ways can we present our data?
- > What can you tell me about your results?
- > What could you do to improve your results in the future?

Check out this website for a step by step guide for fieldwork:

<https://www.geography-fieldwork.org/qcse/before-starting/#primary-nav>

Complete an online fieldwork on an urban area in your locality (Croydon)

<https://www.geography-fieldwork.org/qcse/urban/#primary-nav>

People and Environment Issues

- > What resources can we find in our world's forests?
- > How are humans damaging these ecosystems?
- > Why is there a growing demand for energy resources?

Learn more about being changes that you can make to your energy consumption:

<https://www.alliantenergykids.com/RenewableEnergy/RenewableEnergyHome>



"People are trapped in history and history is trapped in them."

James Baldwin

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

Year 9 is a unique year for Key Stage 3 in that it is taught thematically rather than chronologically. The overarching themes in our study are democracy, freedom and equality. This approach allows students to analyse how the modern world and our current British values have been shaped over the course of the last 1000 years. We will start by looking at the Holocaust and the creation of universal human rights before focusing on the rise of democracy and freedom for women and minorities in Britain.

Year 9 will culminate by studying the GCSE thematic topic 'Medicine through time' to give students a flavour of history GCSE and to further study in a thematic format. .

Learning Quest

Topic 1	The Holocaust	Read the information, make notes, watch the video and complete the knowledge test https://www.bbc.co.uk/bitesize/guides/zkfk7ty/revision/1
Topic 2	Rise of Democracy	Read the information, make notes, watch the video and complete the knowledge test https://www.bbc.co.uk/bitesize/guides/zbtg87h/revision/1
Topic 3	Freedom for Women	Read the information, make notes, watch the video and complete the knowledge test https://www.bbc.co.uk/bitesize/guides/zy2vcdm/revision/1
Topic 4	Freedom for Minorities	Read the information, make notes, watch the video and complete the knowledge test https://www.bbc.co.uk/bitesize/guides/zy7fr82/revision/1
Topic 5/6	Medicine through Time	Read the information, make notes, watch the video and complete the knowledge test https://www.bbc.co.uk/bitesize/guides/zxq6wx/s/revision/1



French or Spanish

Lessons per week: 2

What will students study in Year 9?

Pupils will study a range of topics during the course of Year 9 which will build on knowledge obtained during Years 7 & 8. Using contexts familiar to them, they will gain further insight into the everyday life and culture of France / Spain and other French/Spanish-speaking countries. Topics include describing what you do in the week, describing birthday celebrations, talking about films, food in the context of healthy eating, how we can take care of ourselves both mentally and physically and finishing with a tour of a French / Spanish city. Year 9 students will consolidate their working knowledge and application of the past, present and future tenses as well as develop more complex structures in order to enrich their communication in the foreign language. Year 9 students, following the topic of films, will study a film linked to a country of the language they are studying as well as take part in a House Language Competition. Lessons will have a strong focus on listening, phonics and reading activities to prepare students to then be able to speak and write in the language spontaneously and accurately. Activities have been designed to be fun and engaging whilst having a clear and meaningful purpose.

Assessments:

Pupils will be informally assessed as they work through the subunits with a formal graded assessment set at the end of each unit of study and an end of year assessment in the summer term.

What can parents/carers do to support their child?

- Ensure your child has a small to medium sized French / Spanish bilingual dictionary that they must bring to every lesson (E.g. The Oxford or The Collins dictionaries for French or Spanish are suitable.)
- Learn and 'test' vocabulary together in small chunks regularly. Research has shown that the best and most effective way to learn a foreign language is 'little but often'.
- Encourage your child to take an interest in French / Spanish events in the news and to try to pick up any associated vocabulary.
- Discuss with your child what topic they are working on (Refer to the Sentence Builders in their exercise book or Vocabulary Lists) – they will probably be pleased to try and teach you and be keen to talk to you in the newly learnt language or even read short texts that they have worked with in class.
- Whatever you do, please be positive, encouraging and do listen to and read through their work - even if you don't understand it all!



Be independent; Be curious:

The Great Modern Foreign Language Challenge
Challenge yourself to find out more about the French / Spanish language and the cultures of those countries where the language is spoken. Stuck for ideas? Here are some to get you started. Present your findings in an attractive way for it to be displayed in the classroom.



MFL Curriculum

Watching tasks & Listening Tasks:

- When you next watch a film, change the language to French / Spanish whilst keeping the subtitles in English. How does it sound to you? Are you able to pick up any words?
- Find a Spanish / French film, cartoon or soap opera and watch and listen to it in its original language. Consider the intonation and the gestures people use to express themselves. In what way is it different to English or other languages that you know?
- Extr@s: This is a series, available on YouTube, aimed at teenagers learning Spanish / French. It is set out in the style of 'Friends' and there will be a lot of vocabulary that you will recognise and new words that you will pick up. Open YouTube and from there search for 'Extr@s Spanish' OR 'Extr@s French'. There are 13 episodes in total!
- Listen to French / Spanish songs on You Tube. You can also use the following websites to find songs and complete activities: French (<https://lyricstraining.com/fr/>); Spanish (<https://lyricstraining.com/es/>).
- For any of the above tasks, write a short paragraph in English giving information on what you watched or listened to, if you changed any of the language settings, what you thought of it (focus as well on the sound of the language, intonation, gestures), what you picked up or learnt from it. Give your opinion – would you recommend others to watch/listen to it?

Research tasks:

- Prepare a presentation or poster on any of the following:
- Research a famous French / Spanish sports person or celebrity.
- Find a typical French / Spanish menu. Select one of the dishes and find out more about it – what ingredients does it take? How is it prepared?
- Research a town or city in France / Spain. Describe its geographic location, what can one do there, etc..

Trip or visit:

- If you get the chance to visit a French / Spanish speaking country, complete a short project on the region you visited in English. You could write a diary, in English, about a trip to France / Spain you have been on and include photos. How many phrases in French / Spanish can you include in your diary?

Student-led task:

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

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

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

www.wordreference.com is a fantastic online dictionary.

www.quizlet.com is great for revision of vocabulary and key phrases. Your teacher will issue you with a username and password.

www.pearsonactivelearn.com allows you to practise listening and reading tasks as well as vocabulary and grammar revision. Your teacher will issue you with a username and password.

www.language-gym.com Your teacher will issue you with a username and password so you will be able to play lots of really cool games to train your brain in languages.

<http://www.bbc.co.uk/languages/french/> OR <http://www.bbc.co.uk/languages/spanish/>

www.duolingo.com

<https://www.education.vic.gov.au/languagesonline/default.htm> - great for practising grammar:

<https://www.quia.com/web> Select your language under the 'Shared activities' heading.

Also, for French, see 'Français Immersion' on YouTube for some fun French practice with Thomas.

For Spanish, go to 'Notes in Spanish' ([https://www.notesinspanish.com/category/beginners-](https://www.notesinspanish.com/category/beginners-podcast/)

podcast/). Here you can access the beginners and intermediate podcasts from Ben and Marina. Ask your teacher if you would like the transcripts to the podcasts.



**COOMBE WOOD
SCHOOL**

Performing Arts Curriculum

Welcome to Performing Arts. Over the coming year, students will explore the medium of Performing Arts through the study of Dance, Drama and Music. In Year 9 the curriculum is planned to prepare and support the students in preparation for Key Stage 4 study at GCSE or BTEC. For every topic students focus on the fundamentals of creating, performing and appreciation and explore different Performing Arts pathways.

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. There are many opportunities for all students to become involved in the Performing Arts both in lessons and through extra-curricular activities

Dance

Autumn Term	Stimuli & Motif Development: The Ingredients of Choreography. Get Curious: A stimulus is a starting point used to choreograph a dance. Some examples include an object, word, theme and event. What would be your ideal stimulus in creating a dance?
Spring Term	Dance Styles: Hip Hop Dance Get Curious: The topic will focus on the Hip Hop dance company Boy Blue Entertainment. Learn some key motifs from 'Emancipation of Expressionism' with Gemma Hoddy, one of the dancers. https://www.youtube.com/playlist?list=PLqn0Ch-DkHjs8Gd4hvY_Swf9k134UnpBa
Summer Term	Technology in Dance: Dance for Camera Get Curious: What do you think a choreographer has to think about when creating a piece of choreography for camera? List your ideas, thinking about the movement content and production features such as lighting, costume, location and use of camera. https://youtu.be/of-JJiy2ltk

Useful Websites and Resources:

- YouTube for Dance tutorials and workshops.
- Boy Blue Dance Company: <http://boyblueent.com>
- James Cousins Dance Company:
<https://www.jamescousinscompany.com>
- Access Croydon and Dance Umbrella: <https://www.danceumbrella.co.uk>
- Croydon Schools Dance Association: <http://www.csdance.org.uk>
- Sadler's Wells Theatre: <https://www.sadlerswells.com>



Performing Arts Curriculum

Drama

Autumn Term	Physical Theatre: Frantic Assembly and DV8 Get Curious: Watch the video on 'What is Physical Theatre' led by the movement director of Frantic Assembly's adaptation of <i>The Curious Incident of the Dog in the Nighttime</i> . https://youtu.be/P_HfdiC7tZU
Spring Term	Performing from a Text: Teechers Get Curious: 'Teechers' is made up of a cast of 3 actors who play multiple roles. Watch the trailer and reflect on the acting skills the actors need to use to portray the different characters. https://youtu.be/w-ch9F-7TZY
Summer Term	Devising from a stimulus: performance or design Get Curious: Research the possible career paths of a performer and a designer in Drama, Theatre and Production. https://www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs#js=on

Useful Websites and Resources:

- The National Theatre: <https://nationaltheatre.org.uk>
- BBC Bitesize: <https://www.bbc.co.uk/teach/ks3-drama/zrihcqt>
- Frantic Assembly Company: <https://www.franticassembly.co.uk>
- DV8 Physical Theatre Company: <https://www.dv8.co.uk>

Music.

Autumn Term	Hip Hop and Rap Music Get Curious: Where do these musical styles originate from? Have a look at the websites below and create your own rap. Hip Hop https://www.bbc.co.uk/bitesize/guides/zqbjq6f/revision/2 Rap https://www.bbc.co.uk/bitesize/topics/z3dqhyc/articles/zvtjwty
Spring Term	Solo/Ensemble Performance in response to a stimulus Get Curious: Find a piece of music that you would love to perform - it can be a solo or an ensemble (group) piece. It can be in any style and for any instrument or voice. If you choose an instrumental piece, make sure it is for an instrument you can play e.g. keyboard.
Summer Term	Ensemble: Ukuleles Get Curious: Learn the names of the strings of the ukuleles Work out how to understand chord diagrams. https://www.youtube.com/watch?v=eGh7E8dJw8Y

Useful Websites & Resources

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



Philosophy, Beliefs & Ethics

In year 9 students will continue their search for meaning through an examination of various ethical systems. They will question the very nature of reality and consider if seeing really is believing! Students will then consider what might happen after death and examine evidence for and against an afterlife. Students will also study the main beliefs and teachings of the Buddha, Siddhartha Gautama and consider if any of the teachings are useful for today, before considering how both religious and non-religious people may respond to moral dilemmas, and the role the media plays in shaping the ideas we have regarding religion and belief.

YEAR 9 TOPICS

Is there a right way to live?

- What is morality?
- Moral systems - Utilitarianism
- Moral systems - Natural Moral Law
- Moral systems - Situation Ethics
- Applied ethics- Animal testing
- Applied ethics- Environment

Websites

<http://www.bbc.co.uk/ethics/guide/>
https://www.youtube.com/watch?v=FOoffXFpAlU&list=PLa_ZSYFNmJvvtPCcfy-xQljsJDyhMtWe

Books/ films

There are a multitude of fiction books and films which deal with ethical issues. Here are just a few
 Marvel Universe – a variety of ethical issues are considered
 My sister's keeper - organ donation
 Me before you - Euthanasia
 Pig Heart Boy - Organ Donation
 Equally why not try to link your learning to modern issues from the news- such as war, prejudice, discrimination

How can we know anything? An introduction to metaphysical philosophy

- Ultimate questions
- How do we know anything?
- Can we trust our senses?
- Philosophy in film

Website

<https://kids.kiddle.co/Philosophy>
<https://www.youtube.com/watch?v=cYC74mJ-4po&list=PLLiykcLlICqPE0q9BiMexLFi-lrq9GUwX>

Books and films

The Matrix
 The Truman show
 The pig who wanted to eat himself- Stephen Law
 The complete philosophy files
 Sophie's World - Jostein Gaarder

Is there a life after death?

- Why do people believe in life after death?
- What do religions teach? Abrahamic Religions vs. Eastern Religions
- Evidence for life after death- Reincarnation
- Evidence of life after death- Near Death experiences
- Should we celebrate life or mourn death?

Websites

<https://www.bbc.co.uk/bitesize/guides/zn6ncdm/revision/1>
<https://www.britannica.com/topic/reincarnation>

Books and Films

The boy who lived before - Channel 4 documentary
 Heaven is for Real: A Little Boy's Astounding Story of His Trip to Heaven and Back - Todd Burpo



Philosophy, Beliefs & Ethics

YEAR 9 TOPICS

Who was Siddhartha Gautama?

- Origins of Buddhism
- Buddhism in modern society
- Who was the Buddha?
- What do Buddhists believe?
- How do Buddhists respond to suffering?

Websites

<https://www.bbc.co.uk/bitesize/topics/zs86n39/articles/zmcsmfr>
<https://kids.kiddle.co/Buddhism>

Books and Films

7 years in Tibet
The little Buddha

Religion and the Media

- How does the Media portray religion?
- Islamophobia
- Religion and current events

Websites

<https://www.bbc.co.uk/bitesize/guides/z33c7ty/revision/3>

Books and films

Newspapers
News

Moral Decision Making (The Hunger Games)

- How should we make decisions?
- Is sacrificing oneself a good act?
- How do religious people make decisions

Website

<https://www.bbc.co.uk/bitesize/guides/zwxm97h/revision/1>

Books and Film

Hunger Games (book and movie)
Maze Runner
My sister's keeper
Everything, Everything



Classics Curriculum

In their Classics lessons at CWS, students will be studying the new Latin reading course 'Suburani', which follows the lives of an ordinary family, living in the back streets of Rome. Whilst learning the Latin language, students will also be learning all about the Roman world, through characters that represent a full range of Roman society, from the poor living on the streets and in rundown flats, to the households of senators and the emperor. Students will begin the course in the exciting and sometimes dangerous city of Rome, during the reign of emperor Nero. Later in the year, they will be transported to Roman Britain, and given the opportunity to learn about our Roman heritage. In their Classical studies, students will learn to interpret and analyse ancient sources, whilst considering their cultural context, and use them to make judgments about the ancient world and draw comparisons with modern life.

These are some of the topics for the year:



Romulus and Remus



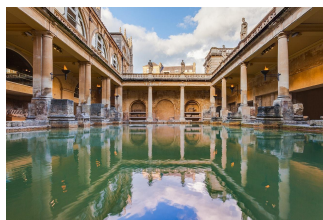
Chariot racing



Roman religion



Boudica



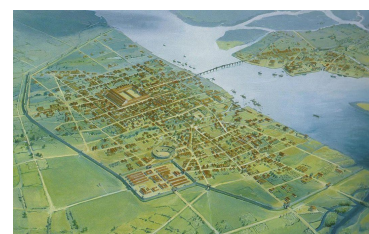
Aquae Sulis



The forum



Roman army



Londinium

Get curious:

- Borrow and read one of the Classics novels available at school.
- Research the Roman or Greek gods and create a poster showing what each god looked like and what they were worshipped for.
- Listen to a classical story and create a storyboard of the events (<http://classictales.educ.cam.ac.uk/>).
- Take a virtual tour of one of the Greek galleries at the British Museum (<https://www.britishmuseum.org/collection/galleries>).
- Visit the British Museum and learn about Greek and Roman life (Room 69) and the Roman Empire (Room 70).
- Visit the Roman London gallery in the Museum of London.
- Research the Roman army and draw a labelled diagram of a Roman soldier (<https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/zqbnfq8>).
- Read about the 12 labours of Hercules and create a news report about your favourite one. (<https://greece.mrdonn.org/greekgods/hercules.html>).
- Watch *Horrible Histories: The Movie – Rotten Romans!*
- Watch the Disney film *Hercules!*



