Behaviour for Learning and Health Related Fitness at Coombe Wood School

Teamwork
We communicate with confidence and inspire others through our actions and words.
We take part, never give up and cooperate with our whole community.
We show empathy and offer help if someone needs our support.

Respect
We are polite and cooperative towards all members of the CWS community.
When someone is talking, we listen and offer positive body language.
We say thank you, open doors for people and cherish our learning environments.

Enjoyment
We are positive learners and thrive on the challenges our teachers set us in class.
We approach every task with a positive mind-set and get the most out of every situation.
We train hard, perform at the top of our game and take enjoyment from what we achieve.

Discipline
We show self-control at all times and understand that things may not always ‘go our way.’
We know that our rules are there to help us and follow them first time, every time.
We find reasons to be focused, rather than finding reasons not to be.

Sportsmanship
We recognise the importance of fairness and are prepared to be honest about what is fair.
We are proud of what we achieve and proud of what others achieve.
We value our community and say ‘well done’ to others when they achieve great things.

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

During the first term of Year 7, we will not be setting traditional homework to students.

Instead, students have this curriculum booklet which outlines many fantastic tasks that they can do in term one and indeed 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.

During term 1, students will also be provided with self-regulation, revision and independent learning skills training through PSHE lessons.

As a result of these curriculum booklets and self-regulation training, by Christmas of Year 7 we want students to be fully engaged and curious about their subjects and be equipped with the skills to work independently at home.

Relevant and useful homework will then begin to be set from January of Y7 onwards, 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.

That does not mean though that you should discard your curriculum booklet at Christmas! There are some great ideas of fun things to do in here so work with it for the whole of year 7.

Enjoy!

From the teaching staff at CWS.
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.


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.

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.
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 7, students will study a wide range of texts, including science fiction and dystopia, Shakespeare and a novel. Students will also take part in a fortnightly reading lesson to further develop evaluative skills and to promote a lifelong love of literature.

<table>
<thead>
<tr>
<th>Term 1a</th>
<th>Term 1b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Fiction and Dystopia</td>
<td></td>
</tr>
<tr>
<td>Exploring a Novel</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2a</th>
<th>Term 2b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poetry: Love and War</td>
<td></td>
</tr>
<tr>
<td>Shakespearean Villains</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3a</th>
<th>Term 3b</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Art of Rhetoric</td>
<td></td>
</tr>
<tr>
<td>Study of a Play</td>
<td></td>
</tr>
</tbody>
</table>

**Get curious with the following optional activities:**

- Take a guided tour of the Globe Theatre and write a diary entry from the point of view of a ‘groundling’.
- Visit your local library and check out a book that interests you – why not bring it to a reading lesson and give the class your review?
- Use the internet to check out some of Wilfred Owen’s war poetry.
- Take one of London’s literary walking tours in order to find out more about well-known local authors.
- Watch a video summary of a Shakespeare play.
- Find an example of a famous speech. Take notes on what makes the speech successful.
Literacy Curriculum

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

- Literacy workshops that students complete during PM registration in order to both support and challenge.

- High frequency words for each subject are collated each half term and displayed on the Coombe Wood School website. Students may refer to these words in order to improve their comprehension, spelling and to feel more comfortable about their use in class.

- We have invested in an innovative literacy improvement tool called Bedrock Vocabulary. It is a website that helps children to learn critical academic vocabulary. Parents are also able to log on to see what vocabulary their children are learning.

- Literacy intervention groups run throughout the year in order to work with students who may need a little more support with spelling or other key literacy skills.

- Students take part in teacher-led guided reading once a fortnight. This helps to improve important skills such as comprehension, analysis and to expand vocabulary.

**We will be working on:**

<table>
<thead>
<tr>
<th>Term 1a</th>
<th>- Sentence forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1b</td>
<td>- Identifying word classes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2a</th>
<th>- Homophones; accuracy of punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2b</td>
<td>- Spellings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3a</th>
<th>- Use of connectives; punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 3b</td>
<td>- Active and passive voice</td>
</tr>
</tbody>
</table>
“Math is the language of the universe. So the more equations you know, the more you can converse with the cosmos [universe]”

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

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

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

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

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

**Revision**
https://www.drfrostmaths.com/index.php

Videos: https://vle.mathswatch.co.uk/vle

Practice questions: https://corbettmaths.com/contents/

& answers: https://corbettmaths.com/2015/03/13/worksheet-answers/

Daily 5-a-day: https://corbettmaths.com/5-a-day/gcse/

& answers: https://corbettmaths.com/2016/08/31/september-answers/

https://mathsbot.com/

Free eBook (PDF):
Get Curious
Weekly puzzles: [https://parallel.org.uk/](https://parallel.org.uk/) [teacher code is "73u91k"]
[https://brilliant.org/courses/#math-foundational](https://brilliant.org/courses/#math-foundational)
[https://mathigon.org/courses#recreational](https://mathigon.org/courses#recreational)
More videos: [https://epsilonstream.com/topic/editorspicks/](https://epsilonstream.com/topic/editorspicks/)
Activities: [https://nrich.maths.org/secondary](https://nrich.maths.org/secondary)

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

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

Please encourage your child to practice what they have learned on a regular basis; frequent quizzing and flashcards are generally considered as effective techniques. To develop curiosity, allow your child to use their number skills while shopping (paying and working out their change mentally), telling the time (e.g. converting 12 to 24 hours), cooking (e.g. measuring, using scales), etc. When possible, try to get your child to teach you what they have learned. This will improve their fluency and communication, as well as getting an enjoyment for sharing their knowledge and develop a genuine passion for the subject.

Revision guides
[https://corbettmaths.com/revision-cards/](https://corbettmaths.com/revision-cards/)
# Maths and Numeracy Curriculum

**Term 1 - 6.5 weeks**  
- Unit 1: Place Value + Rounding ~ 1.5 weeks  
- Unit 2: Mental strategies for Addition and Subtraction ~ 1 week  
- Unit 3: Written algorithms for Addition and Subtraction ~ 1 week  
- Unit 4: Ordering directed numbers + Inequalities + Coordinates in all four quadrants (with simple graph regions) ~ 1 week  
- Unit 5: Number Theory (multiples, factors, primes, square, cube, etc.) + Carroll's bilateral (2-way) table + Frequency trees ~ 1.5 weeks

**October half term - 1 week**  
- Unit 6: Intro to Venn diagrams & Set Notation ~ 1.5 week  
- Unit 7: Mental strategies & Written algorithms for Multiplication and Division + Median & Mean averages ~ 2.5 weeks  
- Unit 8: Prime Factorisation + Exponents (using 64 as base) ~ 2 weeks  
- Unit 9: TIME and Time-tables (& distance-tables) ~ 1 week

**Christmas and New Year holiday - 2 weeks & 2 days**

**Term 3 - 6 weeks**  
- Unit 10: Units (metric) and Conversion ~ 1.5 weeks  
- Unit 11: Area & Perimeter of Rectangles (squares) and Triangles (rhombus and kite) + Tiling/ Packaging problems + Intro to Histograms ~ 2 weeks  
- Unit 12: Order of Operations (Grouping, Exponents, Multiply and Divide, Subtract and Add) ~ 1.5 weeks  
- Unit 13: Review U1-U12 ~ 0.5 week

**February half term - 1 week**  
- Unit 14: Properties of Fractions + Pictograms ~ 3 weeks  
- Unit 15: Ratio (such is Pi) + Scale ~ 2.5 weeks

**Easter holiday - 2 weeks**  
- Unit 16: Intro to Algebra (notation, conventions, Identities and Formulae) ~ 2.5 weeks  
- Unit 17: Estimating, Measuring, Drawing and Naming Angles & Straight Line properties ~ 2 weeks

**May half term - 1 week**  
- Unit 18: Line and Rotational Symmetry ~ 1 week  
- Unit 19: Properties of Triangles and Quadrilaterals ~ 1.5 weeks  
- Unit 20: Changing the Subject (rearranging) ~ 1.5 weeks  
- Unit 21: (Interior/Exterior) Angles in Polygons + Tessellation ~ 2.5 weeks

**SUMMER HOLIDAY! - 6 weeks**
Science Curriculum

Biology, Chemistry & Physics

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

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

We live in an amazing city for science. Places to visit to discover more about science:

- Visit the Science Museum and find out how scientists were able to crack top secret codes that helped us win WW1 and WW2.
- Visit the Natural History Museum and find out about the new dinosaur they have discovered.
- Visit the Royal Observatory Greenwich and go stargazing.

Programmes to watch to discover more about science:

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

Podcasts to listen to to build curiosity:

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Biology</th>
<th>Chemistry</th>
<th>Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn 1</td>
<td>Breathing</td>
<td>Elements</td>
<td>Electromagnets</td>
</tr>
<tr>
<td>Autumn 2</td>
<td>Digestive system</td>
<td>Periodic Table</td>
<td>Forces</td>
</tr>
<tr>
<td>Spring 1</td>
<td>Respiration</td>
<td>Types of reaction</td>
<td>Pressure</td>
</tr>
<tr>
<td>Spring 2</td>
<td>Photosynthesis</td>
<td>Chemical energy</td>
<td>Energy transfer</td>
</tr>
<tr>
<td>Summer 1</td>
<td>Evolution</td>
<td>Climate change</td>
<td>Waves</td>
</tr>
<tr>
<td>Summer 2</td>
<td>Inheritance</td>
<td>Recycling</td>
<td>Radiation</td>
</tr>
</tbody>
</table>
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.
- Download the Myzone app to view your MEPS and track your progress. Myzone is the most accurate and versatile wearable fitness tracker available. When using the device at school you will gain a whole new understanding of how the body adapts during exercise and be rewarded for the EFFORT you put in, regardless of your current fitness level.
- Think about making healthy food choices when possible.
- Make healthy lifestyle choices e.g. can you walk instead of using the bus?
- Try out a free outdoor gym if you have one near your house?
- Aim for at least 150 minutes of moderate exercise or 75 minutes of vigorous intensity based exercise per week as recommended by the World Health Organisation (WHO).
- Try and keep to a maximum of two hours per day using electronic media including TV and turn off small screens before 9.00pm.
- For interesting and varied exercise ideas try out The Body Coach TV for kids & school workout videos [www.youtube.com/user/thebodycoach1/videos](http://www.youtube.com/user/thebodycoach1/videos)

- Discover and learn more about Myzone through the CWS website.

- Take part in organised sport outside of school.
  Get inspired by sport and find out how you can take part in a wide range of activities in your local area. [www.bbc.co.uk/sport/get-inspired](http://www.bbc.co.uk/sport/get-inspired)

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

Share how you are being an independent learner outside of school with Mr Smith or your tutor to earn 'Enjoyment' Achievement Points.
All students will have a Headteacher’s period once every two weeks. This is not a lesson that will take you forward to GCSE, A level or degree. Nor is it a lesson that will be assessed at regular intervals. However, it is a crucial opportunity for students to stop, think and learn about the world around them.

We will be looking at current affairs and how they affect our lives. The exact topics that we cover will depend on national and international events that occur throughout the year.

Through studying contemporary world issues and events, students will learn crucial skills and rich information that will serve them well in their GCSEs. They will learn to debate, discuss, create and articulate their views about the world around us.

Get curious at home! -

- Follow national and international news stories either by watching the news, reading quality newspapers or going online and looking at apps or websites of reputable news agencies. BBC and Sky News are a pretty good benchmark to work from.
- Find a story or a report that interests you, whether environmental, musical, sporting, political or otherwise.
- We will have a section of each lesson set aside for students to talk to the class about things they have been finding out about. You could earn rewards points for talking passionately about a national or international issue that interests you, you could prepare this at home.
- You might choose to create a PowerPoint which emphasises your concerns, to show to your classmates.

GET PASSIONATE ABOUT THE WORLD AROUND YOU BECAUSE IT IS GOING TO BE YOUR WORLD FOR A VERY LONG TIME! FIND OUT ABOUT IT. IF YOU HAVE AN OPINION ON SOMETHING, DEVELOP IT AT HOME IN A WAY THAT SUITS YOU AND SHARE IT WITH THE CLASS.
Art Curriculum

Skills

In this topic, students will learn about the fundamental skills of Art & Design. This will include lessons that focus on colour, pattern and mark making as well as an introduction into various forms of Art from different movements and artists such as Henri Matisse and Vincent Van Gogh. To develop confidence, students will create a range of preparatory work in their sketchbooks. Final outcomes will include an original colour wheel, a colour reduction poly print and a final Impressionist landscape painting to show students' understanding of the key skills explored.

Get curious:
- Download and experiment with the Adobe Colour application on a smart device.
- Visit urban areas and take photographs of city skylines to use within your final piece for this topic.

Alice in Wonderland

Within their second term, students will have the opportunity to use their imagination through developing and depicting bizarre ideas and scenes inspired by Surrealism and Alice in Wonderland. This project will begin with research into Salvador Dali and Rene Magritte, followed by developing their own surreal pieces of work. Pupils will use a variety of mediums to widen their skill set and develop their independence within Art and Design. Final outcomes will include physical and digital collages, illustrations and a final mixed-media surreal eye, involving experimentation with Adobe Photoshop.

Get curious:
- Visit the International Surrealism room at the Tate Modern (free, Natalie Bell Building, Level 2 East).
- Read Alice's Adventures in Wonderland or watch Alice in Wonderland (1951/2010).

2D to 3D

In the final project of the year, students will explore the many ways artists use 2D shapes and 3D forms to represent the figure. After studying different techniques for drawing the human body proportionally, students will research artists such as Alberto Giacometti and Barbara Hepworth, who broke these rules when forming their sculptures. Pupils will then design and create their own three-dimensional outcomes. The unit will focus on experimentation with more unusual materials such as string, wire and soap to create the final pieces, as well as the ability to transform 2D illustrations into 3D outcomes.

Get curious:
- Collect and experiment with unusual everyday materials to create artwork.
- Research the key term for this topic: form (https://www.bbc.co.uk/bitesize/guides/zypp3k7).
In this topic students will learn about branding and corporate identity through a series of scaffolded activities to develop confidence and skills in Graphic Design. Students will experience various development tasks which will highlight the importance of creative risk taking and target audience in the design industry. This topic includes a balance of hand drawn design activities and digital experimentation using Adobe Creative Cloud. As students gain more experience and confidence with the design process they are given the opportunity to apply the skills they have learned in this topic in Logo designs for our house teams. This will involve final logo designs and collaborative bunting to showcase each house.

Get curious
- Visit the permanent exhibition at the Design Museum (free)
- Download a logo apps quiz on your device.
- Collect different brands and adverts to share in class

Students will be introduced to various hand made textiles methods in this project as they design and create decorative bunting for the different subject areas within school. Pupils will begin by learning to sew using hand embroidery techniques, with the opportunity to learn running stitch, back stitch, cross stitch and satin stitch. They will then apply these skills throughout the topic alongside other textiles skills including shibori, appliqué and printing. Materials featured in their final bunting will vary from cotton and felt to fabric dyes and inks.

Get curious
- Visit the V&A Museum and the Fashion & Textile Museum.
- Experiment with tie-dye at home, create a t-shirt or cushion cover by following an online guide.

In the final term, students will learn how to utilise different forms of computer aided design (CAD) and computer aided manufacturing (CAM) to create professional looking design work. Students will be introduced to Techsoft 2D Design before creating a series of hand drawn clock designs. These will be manufactured on the new laser cutter before learning how to assemble their final product. This project will also require students to research, illustrate and assess their own work as they refine their final design. This term will also feature a knowledge test on all aspects of Design & Technology covered this Academic Year.

Get curious
- Create your own unique revision aid for remembering the CAD/CAM process
Geography is a subject which creates a sense of appreciation for the vastly different cultures and conditions that exist across the world. Overall, Geography aims to understand how our planet works, the impact people have on it and how best to protect it for the future.

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

<table>
<thead>
<tr>
<th>YEAR 7 TOPICS</th>
<th>Why not check out:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Map skills and the local area</strong></td>
<td>OS Map Zone:</td>
</tr>
<tr>
<td>● Can you follow your route to school on Google maps?</td>
<td><a href="http://www.ordnancesurvey.co.uk/mapzone/">www.ordnancesurvey.co.uk/mapzone/</a></td>
</tr>
<tr>
<td>● Do you know what an OS map is?</td>
<td>Google Earth:</td>
</tr>
<tr>
<td>● Do you know the history of Croydon?</td>
<td><a href="http://www.google.co.uk/intl/en_uk/earth/">www.google.co.uk/intl/en_uk/earth/</a></td>
</tr>
<tr>
<td><strong>Brazil</strong></td>
<td></td>
</tr>
<tr>
<td>● Can you find it on a map?</td>
<td></td>
</tr>
<tr>
<td>● Have you seen the films Rio/Rio 2?</td>
<td></td>
</tr>
<tr>
<td>● What do you know about the Amazon?</td>
<td></td>
</tr>
<tr>
<td><strong>Tectonics</strong></td>
<td></td>
</tr>
<tr>
<td>● Where do you find volcanoes and earthquakes?</td>
<td></td>
</tr>
<tr>
<td>● What sort of damage do they cause?</td>
<td></td>
</tr>
<tr>
<td>● Is there anything you can do to prepare?</td>
<td></td>
</tr>
<tr>
<td><strong>Food</strong></td>
<td></td>
</tr>
<tr>
<td>● Where does your food come from?</td>
<td></td>
</tr>
<tr>
<td>● What impact does it have on the environment?</td>
<td></td>
</tr>
<tr>
<td>● Is there enough food on the planet for everyone?</td>
<td></td>
</tr>
</tbody>
</table>

Why not check out:

Brazil Tourism: www.visitbrasil.com/
Virtual tour of a favela: https://artsandculture.google.com/project/rio-de-janeiro

Have you watched the films San Andreas, 2012, or The Impossible? Do you think these are realistic portrayals? National Geographic facts: www.natgeokids.com/uk/discover/geography/physical-geography/volcano-facts/

Why not check out:

BBC Teach: www.youtube.com/watch?v=9Opt06QF9WY
"Those who do not learn from history are doomed to repeat it."

Edmund Burke

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

The teaching of history will encourage students to understand the present world more deeply by studying the past as well as developing key skills that are applicable to many other subjects.

In Year 7, we will study a broad period of history that will start in 1050 and will end in 1750. By the end of the year, students will have studied the impact of the Norman Conquest of England, the friction between church and state which led to the assassination of Thomas Becket, as well as two of the most turbulent events in English history: the English Reformation and the English Civil War.

Learning Quest

<table>
<thead>
<tr>
<th>Term/Topic 1</th>
<th>Term/Topic 2</th>
<th>Term/Topic 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norman Conquest</td>
<td>Black Death</td>
<td>English Reformation and the English Civil War</td>
</tr>
<tr>
<td>Watch the videos 1 - 6 (<a href="https://www.youtube.com/watch?v=lsK4JX0co8I&amp;list=PLcvEcrsF_9zK2bOCseaghBlucwf9pcsFX">https://www.youtube.com/watch?v=lsK4JX0co8I&amp;list=PLcvEcrsF_9zK2bOCseaghBlucwf9pcsFX</a>)</td>
<td>Read the summary pages 1 - 6 and make notes: <a href="https://www.bbc.co.uk/bitesize/guides/z7r7hyc/revision/1">https://www.bbc.co.uk/bitesize/guides/z7r7hyc/revision/1</a></td>
<td>Watch the video (<a href="https://www.youtube.com/watch?v=k7JfepqEdX2E&amp;list=PLQxqdpVmpR2R3agHF51_yTtHUmkJdv8a&amp;pbjreload=10">https://www.youtube.com/watch?v=k7JfepqEdX2E&amp;list=PLQxqdpVmpR2R3agHF51_yTtHUmkJdv8a&amp;pbjreload=10</a>)</td>
</tr>
<tr>
<td>Read the information, watch the video and complete the knowledge test (<a href="https://www.bbc.com/bitesize/guides/zsjnb9q/revision/1">https://www.bbc.com/bitesize/guides/zsjnb9q/revision/1</a>)</td>
<td>Read information, watch the video and complete the knowledge test <a href="https://www.bbc.com/bitesize/guides/z7r7hyc/test">https://www.bbc.com/bitesize/guides/z7r7hyc/test</a></td>
<td>Read information, watch the video and complete the knowledge test(<a href="https://www.bbc.com/bitesize/guides/zky82hv/revision/7">https://www.bbc.com/bitesize/guides/zky82hv/revision/7</a>)</td>
</tr>
</tbody>
</table>
French & Spanish

Lessons per week: 3

What will students study in Year 7?
Pupils will study a range of topics during the course of Year 7 using contexts familiar to them and giving them insight into the everyday life and culture of France / Spain and other French / Spanish-speaking countries. Topics include giving information about themselves, talking about their school, free time, family, where you live and what you do on the weekend. The four skills are Listening, Speaking, Reading and Writing and most lessons will contain all four elements. There is a strong focus on translation and use of authentic materials in line with the new GCSE Modern Foreign Language specification and pupils will also learn about key, grammatical concepts.

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

What can parents/carers do to support their child?

Ensure your child has a French / Spanish bilingual dictionary that they bring to every lesson (E.g. The Oxford or The Collins dictionaries for French or Spanish are suitable.)

Encourage your child to put ‘post-its’ around the house to label the vocabulary recently learnt and key phrases. Learn and ‘test’ vocabulary together in small chunks regularly. Research has shown that the best and most effective way to learn a foreign language is ‘little but often’.

Encourage your child to take an interest in French / Spanish events in the news and to try to pick up any associated vocabulary.

Discuss with your child what topic they are working on (refer to Scheme of Work overview in the front of their exercise book) – they will probably be pleased to try and teach you and be keen to talk to you in the newly learnt language.

Whatever you do, please be positive, encouraging and do listen to and read through their work - even if you don’t understand it all!

**What independent learning can students do to make progress and get curious?**

**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

- Cook a dish from a French / Spanish speaking country.
- Take some photos, create a poster.
- Find out about 3 festivals that take place in French / Spanish speaking countries.
- Change your social media app settings to French / Spanish for an hour, a day or even a week!

- List 10 French / Spanish words that have made it into the English language (e.g. chauffeur from the French and patio from the Spanish.)
- Learn the Happy Birthday song in French / Spanish.
- Listen to a French / Spanish song a few times and sing along.
- Find out the names of this year’s 5 most popular musicians or bands in France / Spain.
- Find out about 5 famous scientists, artists, writers, explorers or sports players who are from countries where French / Spanish is the official language.
- Write a short paragraph in English about a French / Spanish speaking country that you would like to visit and why.
- Find out about 4 well known buildings or monuments that can be found in a French / Spanish speaking country.
- Find out the capital cities of 10 French / Spanish speaking countries.
- Find a French / Spanish language video or cartoon on YouTube and watch it.
- Find out which foreign languages are spoken by staff at CWS.

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

Show my Homework – Look out for resources put on there to support learning.
www.wordreference.com is a fantastic online dictionary. Please avoid using translation engines such as Google to translate phrases and sentences as the quality of translation is poor. Work submitted using any translation engines will not be marked and will need to be redone.
www.quizlet.com is great for revision of vocabulary and key phrases. Ask your teacher for your username and password.
www.pearsonactivelearn.com allows you to practise listening and reading tasks as well as vocabulary and grammar revision. Ask your teacher for your username and password.
http://www.bbc.co.uk/languages/french/ OR http://www.bbc.co.uk/languages/spanish/
www.duolingo.com
www.language-gym.com
https://www.quia.com/web Select your language under the ‘Shared activities’ heading.
Welcome to Performing Arts. Over the coming year, students will explore the medium of performing arts through the study of music, dance and drama.

**Music**

In music we will be exploring a range of musical styles and developing important skills. In particular we will be developing keyboard and vocal skills and learning how to read, interpret, appraise and create music.

Task: Watch the 2007 film 'Hairspray'. This is a musical theatre show turned into a movie. What can you learn about the musical theatre style of singing through listening to the songs? What other musical theatre shows have been turned into films recently? Do your best to find and watch them and then have a go at singing along to your favourite musical theatre song.

**Drama**

In drama we will be exploring creative expression and storytelling through developing expressive skills such as body language, vocal tone and facial expression. Students will devise their own pieces around certain themes as well as working from famous scripts and plays, including Shakespeare’s Hamlet.

Task: Visit Shakespeare’s Globe Theatre in central London to learn about the most famous playwright in British history who has had a huge and lasting impact on our language, our culture and the world of theatre. If this is not possible then at least explore their website that also has lots of information as well as animations of some of his plays and educational games. [https://www.shakespearesglobe.com/learn/playground-2/](https://www.shakespearesglobe.com/learn/playground-2/)

**Dance**

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

Task: Find and watch the movie Step Up 2. This movie is about dancers who specifically perform in the style of street dance. After watching the film think of 5 different words or phrases that characterise the street style of dance. Now pick a piece of music that you heard in the movie or a different hip hop song and use it to create your own street dance routine. If possible try and incorporate some moves that you saw in the movie.
Philosophy, Beliefs & Ethics

Why study Philosophy, Beliefs & Ethics (PBE)?

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

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

Students in English schools are required to study PBE.

Successful PBE students are:

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

Get Curious

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

What can you do to support your child?

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

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

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