



Coombe Wood School - Curriculum Intent Statement

Our mission statement and core values

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

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

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

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

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

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

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

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

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

Health Related Fitness Intent

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

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

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

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

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

*Coombe Wood School defines physical literacy as;

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

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

Physical Literacy:

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

English Department Curriculum Intent

At Coombe Wood School, our English curriculum is underpinned by the premise that all students should be challenged and supported to achieve their potential. We want to expand students' horizons, ensuring that they leave Coombe Wood School as effective, literate communicators, who recognise the importance of language and literature for life and the world more generally. As such, our

curriculum is designed to promote a love of literature and reading, whilst also equipping students with essential literacy skills - both written and verbal - throughout.

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

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

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

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

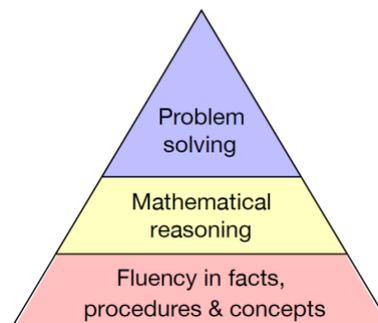
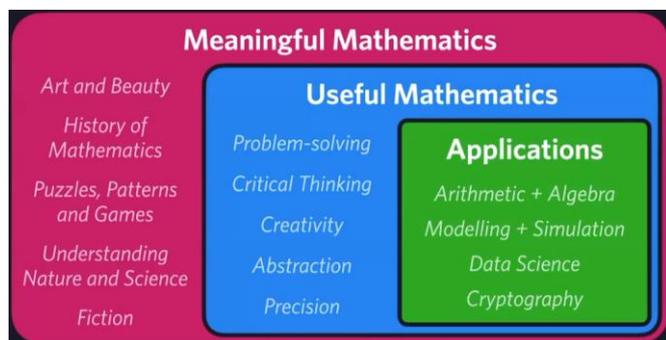
CWS Maths Curriculum Intent

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

What is mathematics?

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

The Venn diagram below illustrates some key facets of mathematics.



Maths at Coombe Wood School

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

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

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

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

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

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

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

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

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

Science Curriculum Intent

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

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

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

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

Preconceptions

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

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

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

Modelling

Using models to teach abstract concepts.

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

Language of science

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

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

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

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

Geography Curriculum Intent

In Geography our curriculum vision is clear and student focused:

Developing our subject vision:

In Geography, we aim to deliver a very engaging and exciting curriculum that not only develops the skills necessary to progress academically, but also improves students' skills socially and develops students into well-educated and prepared young adults. We have created the course so that it will develop students' *contextual (locational), propositional (theoretical) and procedural (skills)*

geographical knowledge so that they may think geographically. In Geography lessons, we want to build on these three key pillars of learning, so that students start to *'know like a geographer'*, *'understand like a geographer'* and *'explore like a geographer'*.

In Geography, our students will:

- Grow to be effective geographers who not only make outstanding progress and achievement in Geography, but will also engage with, and enjoy their learning.
- Become confident and resilient learners who will be skilled in exploring Geographic principles.
- In Geography, we want to build on these three key pillars of learning, so that they start to *'know like a geographer'*, *'understand like a geographer'* and *'explore like a geographer'*.

In Geography our Strategic Intent is to develop a curriculum that:

- Creates a culture of high aspirations and achievement in Geography. Developing achievement will come through developing new and engaging lessons. We will also strive to utilise current affairs and modern case studies, so the students start to develop a greater awareness of their links to the curriculum that they are learning.
- Tailors learning of Geography students around the needs of individuals. Students will have a number of opportunities to develop and succeed. Students will also be encouraged to progress and reflect on their learning through regular assessment, be that formative or summative.
- We aim to develop the curriculum so that learners will be aware of their success through regular verbal and written feedback in lessons. We will create a range of challenge tasks, so that the students feel they are pushed to develop even more and strive for a higher level of understanding.

In Geography our Curriculum Principles are student centred:

Our curriculum is both varied and exciting, covering a wide range of aspects through KS3, starting with the development of skills through the unit *'Geography - Skills and Introductions'*, which focuses on the basics of what Geography is all about. We will then move through a range of topics, considering areas such as *'What is the real cost of buying smartphones'* and *'Where are our world's borders and what way do they affect the countries they mark?'*

Into KS4, we are following the OCR B Geography specification. It is the most focused on development of key Geographic skills, while also covering very important parts of our own existence. Topics will include areas such as *'Will there ever be a war over water?'*. We will also look at fieldwork skills, and taking the students into new surroundings and educating them on methods of data collection, pushing them to be confident in group activities and *'taking the initiative'* when working with peers.

Our vision in the Geography department is to share our love of the subject and pass this passion on through our teaching and knowledge. We are looking to see students who are more self-aware of the decisions they make and how these can have not just a local effect, but a global one too.

We want our students to leave the lesson with a developed and more sophisticated range of knowledge than when they entered. We will ask them to be critical in their assessments of different aspects of the topic, whilst also asking them to consider how the choice made can be more sustainable. Their skill in developing knowledge will truly develop them into well-rounded individuals who can go on to do great things in their future endeavours.

History Curriculum Intent

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

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

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

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

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

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

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

Curriculum Intent PBE (Philosophy, Beliefs and Ethics)

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

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

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

Year 7:

Students will ask questions surrounding the very nature of religion; investigating what it means to be religious in a more secular world and discovering the basics of the 6 main world religions. They will then examine the place and purpose of stories in our lives, with a specific focus on the stories of the Old Testament and the way in which people of the past have explained the unexplainable. We will consider why such stories are important and look for connections between these, ancient Greek myths and contemporary works of fiction with a specific focus on the Lion, the Witch and the Wardrobe. Students will also learn about the key events in Jesus' life and consider whether his teachings are still relevant in what appears to be a secular age.

Year 8:

Students will look at more philosophical aspects of PBE, they will begin their study by looking at how many of our inspirational leaders have been influenced by a deeply held faith and learn how many people are inspired to achieve great things as a result of belief. We will examine the lives and motivations of people such as Martin Luther King, Mahatma Gandhi, Malala and Maximillion Kolbe. We will also examine the debates between science and religion, considering if there is a conflict here particularly over the creation of the universe. Students will then consider how people have searched for the meaning of life and humanity in the past and how artificial intelligence is opening up these age old philosophical debates today. Students will also look at several arguments for the proof of God's existence. Within this year, students will undertake an in-depth study of the religion of Islam, focusing on some of the challenges facing Muslims around the globe today, whilst considering the teachings and practices of the faith and what belief means to the believer.

Year 9:

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 the issue of suffering and evil in the world and how both religious and non-religious people may be called to respond to such issues in both a theoretical and practical way.

Classics Department Intent Statement

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

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

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

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

Modern Foreign Languages Curriculum Intent

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

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

language is a lifelong skill for education, employment and leisure not just in this country but throughout the world.

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

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

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

Our EPI approach includes:

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

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

Furthermore, the MFL team aim to provide a wide range of extra-curricular language opportunities to enthuse and motivate young linguists such as Language Club, food tasting experiences, whole school quizzes as well as global celebrations such as of International Day of Languages, La Francophonie and Día de la Hispanidad which highlights the importance and appreciation of the diverse world in which we live in. As the school grows, so will the variety of activities that we will be able to offer such as Translation Bee competitions, visits abroad, theatre and film experiences, as well as developing further links with our primary feeder schools and linking with HE institutions and businesses.

Performing Arts Curriculum Intent

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

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

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

Creative Arts curriculum Intent

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

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

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

CWS head teacher's period intent statement

'Head teacher's period is not about telling students what to think. It is about presenting them with the facts and letting them form their own reasoned opinions of the world around them.'

Head teacher's period is delivered to year 7 for one lesson per fortnight. The intent of this lesson is firstly to deliver the relevant aspects of the National Curriculum Citizenship programme of study for Key Stage 3 (elements of which are then enhanced through further study in other subject areas.) Secondly, the overall intent is to educate students in matters relevant to the current contextual situations within which they live. This second intent is more fluid than the first and lessons are adapted throughout the year to allow for discussion on contemporary events.

Lessons develop an understanding of British values and encourage students to 'display and develop the human values of teamwork, respect, enjoyment, discipline and sportsmanship in their daily lives as they journey together towards discovering and reaching their true personal bests,' as our mission statement says. The current topics for head teacher's period are blended together as follows:

- Road safety, online safety and protecting yourself against crime including knife crime
- Understanding global differences in living standards
- The role of Artificial Intelligence in the future job market
- CPR (Call Push Rescue) training
- Managing money in adulthood
- Democracy and the political systems in the UK including manifestos and elections
- The freedoms and rights of UK citizens
- The role of the police in London and the UK
- The criminal justice system
- Volunteering and contributing as a UK citizen

(Time each lesson is also dedicated to allowing students to discuss any other current affairs topics that they are passionate about, concerned about or simply curious about.)

Understandably with these topics, much of the lesson structure is based around debating and group work which is facilitated by the head teacher's period being taught in smaller practical groups of between 18-24 students. Deeper thinking challenges are posed at the start of lessons and encourage students to develop a wider understanding of how different areas of society link together.

Students not only learn knowledge that is transferable into other subjects that they will go on to study at GCSE, but the lessons may also ignite a passion within them to explore other areas of life. They may as a result go on to join clubs and societies at CWS to further their interests in these areas – for example debating club, journalism club or some of our planned outdoor conservation learning activities such as beekeeping.