

Subject	HoD
ART	NE

### MINDSET in Art

Developing a life-long learning mindset is central to The Hall School Wimbledon Tapestry. We ensure our students are open-minded, inquisitive and able to make the most of their choices and talents.

In Art and Photography teaching, the concept of a growth mindset can be emphasized to encourage students to view Art as step-by-step process of developing techniques that can be developed through practice and repetition in order to acquire an embedded skill set. This is achieved through effort and engagement, rather than a fixed ability. Teachers can use examples of famous artists and photographers who persisted through challenges to achieve success through subtle changes and style development. This will encourage the students and further demonstrate that the artistic process is journey which involves a growth mindset.

### HEALTH AND WELLBEING in Art

With the support of Happy Space, a mental health and wellbeing charity, our learning approach equips our students with the toolkit to develop their minds, their passions and their resilience.

In Art and Photography teaching, teachers can use strategies to promote mental health and wellbeing, such as mindfulness exercises, relaxation techniques, and collaborative problem-solving by working in pairs, small teams or as a whole group. Teachers also provide opportunities for students to reflect on their learning and identify their strengths and weaknesses, which can help build their self-confidence, self-awareness, and resilience. The act of making art or photography itself has therapeutic qualities that are imbedded throughout the process. This induces a feeling of contemplative contentment and assurance. Outdoor Art and Photography lessons can provide a refreshing change of environment and offer opportunities to incorporate physical activity and fresh air into the learning experience, which can help promote mental health and wellbeing. We do this frequently and is constant throughout the craft of photography. For example, teachers often take students outside to do drawings of the school using different methods and media. Photography pupils constantly use the environment as backgrounds or settings for their photography work. In their Art and Photography lessons, students do develop a deeper appreciation and understanding for the natural world through different topics covered and challenged, for example in "*Landscapes and Cityscapes*" the work expands to reflect upon environmental considerations and the impact of mankind. This can help to foster a sense of environmental responsibility and inspire students to use their creative skills and abilities to comment on real-world environmental problems.

### SUSTAINABILITY in Art

We help our students to develop a deep understanding of issues that face mankind today and to be responsible stewards of our planet.

Students learn about up-to-date and current issues in History, starting from yesterday! They are challenged to form opinions on some of the key historical issues of our time, including the environment. These modern issues are used as stimuli for our History exam practice.

### **GLOBAL PERSPECTIVE in Art**

Every one of our students will feel at one with the world in which they live and develop a deep understanding and empathy for all cultures and societies.

In Art and Photography teaching, we as teachers use the whole world as a palette for ideas and possibilities. The programme explores different art periods and movements along with anthropoidal objects to inspire and influence their understanding and working methods. All these different movements originate in different parts of the world and different cities and are consequently linked to particular social and political developments. This phenomenon has been described using the phrase "*Art is never born in a vacuum.*" We as teachers guide and explain the context of these movements to develop the students' understanding of art history. We incorporate examples of artwork before and after historical events which demonstrate the dramatic changes that reflects a cultural change and shift in global perspective. Artists and photographers, currently, have a more cosmopolitan outlook, deriving inspiration for their ideas from a variety of international sources and understand the appropriation aspect of developing their own world view. This can help students to understand how art become more than just mere imitation, but rather more about expressing of viewpoints and perspective in relation to different contexts.

The students do critical studies on famous artists and photographers as part of their coursework, embracing the themes of equality, gender and ethnicity and tolerance. Students are encouraged and guided to enhance their understanding of different developments in the art world, throughout history and the present day, which are analyzed through the lens of global perspective constantly.

### **DIGITAL LITERACY in Art**

Our students will be able to access and engage with the digital world at their fingertips. They will learn how to consume, understand and produce digital work to compete in and contribute to a digital world.

In Art and Photography teaching, teachers can incorporate digital tools and resources into lessons to enhance the learning experience and develop students' digital literacy. Student use iMacs for research and investigation as well as for writing critical studies and using Photoshop. Students use their Smart phones to document process and for voice recordings of one-to-one review work with the teachers. A selection of students also use digital cameras and the department iPad. All homework is set via google classroom which the students access at home on their digital devices.

### **ENTREPRENEURSHIP in Art**

The Hall School Wimbledon Tapestry integrates future-focussed learning and transferable skills in entrepreneurship and innovation in collaboration with 8Billionideas.

In Art and Photography teaching, students can be given opportunities to explore the world of art, learning how artist and photographers developed their own practice and methods and understanding how they became successful, by either being innovative or how they introduced a new perspective. The students can be introduced to the idea of social entrepreneurship, where they use their skills and knowledge to create positive social and environmental impact thought displaying and exhibiting their work. Teachers can encourage students to develop

entrepreneurial skills, such as problem-solving, critical thinking, and risk-taking, by asking “*what if*” questions in relation to the audience/public.

Subject	HoD
COMPUTER SCIENCE	DA

### **MINDSET in Computer Science**

Developing a life-long learning mindset is central to The Hall School Wimbledon Tapestry. We ensure our students are open-minded, inquisitive and able to make the most of their choices and talents.

In computer science education, the concept of a growth mindset can be emphasized to encourage students to view computer science as a skill that can be developed through practice and effort, rather than a fixed ability. Teachers can use examples of successful computer scientists who overcame challenges to achieve success to encourage students to adopt a growth mindset. For instance, the late Grace Hopper, who was a pioneer in computer programming and helped develop the first compiler, is an excellent example of someone who persisted through challenges to achieve success.

Another example is Dr. Li whose research focuses on developing algorithms that can help computers understand visual data such as images and videos. She has also been recognized for her work in promoting diversity in computer science and AI fields.

By adopting a growth mindset, students can develop their skills and become more confident in their abilities. Research has shown that students with a growth mindset are more likely to succeed academically.

### **HEALTH AND WELLBEING in Computer Science**

With the support of Happy Space, a mental health and wellbeing charity, our learning approach equips our students with the toolkit to develop their minds, their passions and their resilience.

In computer science education, teachers can use various strategies to promote mental health and wellbeing. For instance, they can encourage students to practice mindfulness exercises, relaxation techniques, and collaborative problem-solving. Teachers can also provide opportunities for students to reflect on their learning and identify their strengths and weaknesses, which can help build their self-confidence and self-awareness.

Computer science lessons conducted outdoors can offer a refreshing change of environment and provide opportunities to incorporate physical activity and fresh air into the learning experience. This can help promote mental health and wellbeing by providing a break from the monotony of indoor learning environments. Additionally, outdoor lessons can help students develop a deeper appreciation for the natural world and the connections between computer science and the environment. This can foster a sense of environmental responsibility and inspire students to use their computer science skills to tackle real-world environmental problems.

### **SUSTAINABILITY in Computer Science**

We help our students to develop a deep understanding of issues that face mankind today and to be responsible stewards of our planet.

In computer science education, teachers can use examples and problems related to sustainability to engage students in learning about the environment and promote sustainable living. For instance, students can be given opportunities to develop software that helps track carbon footprints or analyze environmental data. Teachers can also incorporate activities that promote recycling, energy conservation, and other sustainable practices.

By applying their computer science skills to real-world problems related to sustainability, students can develop a deeper appreciation for the natural world and the connections between computer science and the environment. This can help foster a sense of environmental responsibility and inspire students to use their computer science skills to tackle real-world environmental problems.

### **GLOBAL PERSPECTIVE in Computer Science**

Every one of our students will feel at one with the world in which they live and develop a deep understanding and empathy for all cultures and societies.

In computer science education, teachers can incorporate examples and problems that reflect a global perspective, using examples from different cultures and countries. This can help students to understand how computer science is used in different contexts and cultures and how it contributes to global problem-solving. Teachers can also encourage students to accept that the development in the computer science field is through global contributions. To promote equality of race, gender, and ethnicity, there are posters of famous computer scientists in the classrooms.

### **DIGITAL LITERACY in Computer Science**

Our students will be able to access and engage with the digital world at their fingertips. They will learn how to consume, understand and produce digital work to compete in and contribute to a digital world.

Digital literacy and computer science knowledge, reasoning, and skills are essential both to prepare students for personal and civic efficacy in the twenty-first century and to prepare and inspire a much larger and more diverse number of students to pursue the innovative and creative careers of the future.

Digital devices such as laptops, tablets can help students access online resources, collaborate with peers, and engage with a range of media more flexibly than ever before

These devices can help students develop computational thinking skills and learn how to code in a fun and engaging way. They can also help teachers create more interactive and collaborative learning experiences in the classroom.

Students can use Google Classroom to access course materials, submit assignments, and communicate with their teachers and classmates

Classroom is available on the web or by using the Classroom app on Android and iOS devices.

In addition to Google Classroom, Google offers a range of other resources for teaching computer science, including CS First, which provides free coding lessons and activities for students of all ages. These resources can help students develop computational thinking skills and learn how to code in a fun and engaging way. They can also help teachers create more interactive and collaborative learning experiences in the classroom.

## **ENTREPRENEURSHIP in Computer Science**

The Hall School Wimbledon Tapestry integrates future-focussed learning and transferable skills in entrepreneurship and innovation in collaboration with 8Billionideas.

There are many strategies that schools can use to help students develop an entrepreneurial mindset.

**Project-based learning:** Encourage students to chart their own course through project-based learning. This approach allows students to work on projects that interest them and develop their own ideas.

**Creativity:** Help students think broadly and unleash their creativity. Encourage them to think outside the box and come up with innovative solutions to problems.

**Bold actions:** Prompt students to take bold actions. Encourage them to take risks and try new things, even if they might fail.

**Collaboration:** Foster collaboration among students. Encourage them to work together on projects and share their ideas with one another.

**Mentorship:** Provide mentorship opportunities for students. Connect them with entrepreneurs and business leaders who can offer guidance and support.

**Real-world experience:** Provide real-world experience for students. Offer internships, job shadowing opportunities, or other experiences that allow students to see how entrepreneurship works in practice.

Subject	HoD
DRAMA	GP

### **MINDSET in Drama**

Developing a life-long learning mindset is central to The Hall School Wimbledon Tapestry. We ensure our students are open-minded, inquisitive and able to make the most of their choices and talents.

Drama lessons give students the opportunity to actively participate in imagined worlds involving a broad spectrum of vocations and knowledge fields, actually helping them rehearse their responses to situations they will be faced with in their adult lives.

The immense stage of the world is represented with props and improvised scenes of rooms, offices and worksites, hotels, streets and local communities, cities, airports, mountains, deserts, a majestic theatrical universe transcending borders, language, race and religion.

Through drama teaching, students work on developing skills such as conflict resolution, listening, body language and communication. Sustained involvement in drama, also improves self-concept, motivation, confidence and higher levels of empathy and compassion for others.

Drama lessons enable students to process their own feelings and emotions. They provide students with the freedom and space to creatively explore and express their ideas. This develops resilience, grit and a growth mindset.

### **HEALTH AND WELLBEING in Drama**

With the support of Happy Space, a mental health and wellbeing charity, our learning approach equips our students with the toolkit to develop their minds, their passions and their resilience.

The lens of theatre helps students better envisage and apprehend human behaviour. This gives students the opportunities to analyse and alter their own realities and social landscapes.

Drama is the most effective tool for sensing and making sense of the world. It enriches students to expand and transcend their conceptions of life.

Drama improves mental health and well-being by reducing depressive symptoms through self-reflection and personal development.

Students are encouraged to explore PSHE topics through drama, enabling them to explore themes, ideas and current issues in a safe environment.

## **SUSTAINABILITY in Drama**

We help our students to develop a deep understanding of issues that face mankind today and to be responsible stewards of our planet.

The use of Google classroom has meant that drama lessons are almost paper free. Students have one workbook, which is used to document notes, ideas and feedback and the rest of the material is accessed on Google classroom.

An awareness, knowledge and understanding are cultivated through topics and themes within the drama scheme of learning. For example, Earthquakes in London by Mike Bartlett, focusses on climate change and the anxieties of the modern world.

## **GLOBAL PERSPECTIVE in Drama**

Every one of our students will feel at one with the world in which they live and develop a deep understanding and empathy for all cultures and societies.

Through topics and texts studied within the drama scheme of learning and the practice of theatre, students are able to understand each other, regardless of their physical, ethnic and cultural differences. For example, in year 7, we look at the rich history of Africa before Transatlantic Enslavement.

## **DIGITAL LITERACY in Drama**

Our students will be able to access and engage with the digital world at their fingertips. They will learn how to consume, understand and produce digital work to compete in and contribute to a digital world.

Students use Google classroom to access classwork and homework and are often asked to create presentations to demonstrate research and learning.

Students learn how to produce and edit digital work through film and radio play topics.

Students use Digital Theatre + which gives them unlimited access to thousands of engaging resources for Performing Arts. Each student has their own personal login to the 24/7 platform and they can use it on any device. Students can watch full length productions and have access to written and video resources.

## **ENTREPRENEURSHIP in Drama**

The Hall School Wimbledon Tapestry integrates future-focussed learning and transferable skills in entrepreneurship and innovation in collaboration with 8Billionideas.

Drama lessons allow students to be transported away from their everyday life and regular patterns of thinking. This can bring new ideas to life and cultivate a creative mindset. Creative application is essential in entrepreneurship.

Through drama lessons, students develop a willingness to take risks and potentially fail. Through improvisation, scripted work and performance opportunities, students put

themselves in unfamiliar situations and do the best that they can with what they have. Things may not always work out and it is important for students to experience setbacks in order to rebound and build resilience.

Through drama and performance, students learn how to communicate with each other and in front of others. They develop the necessary skills to become confident, clear and coherent public speakers.

Acting encourages students to put themselves in someone else's place, to try and assume their emotional state, their life experience and the lens through which they see the world. When students learn empathy, they are able to recognise the importance of every individual and to treat everyone with respect and kindness

Subject	HoD
ENGLISH	SH

### **MINDSET in English**

Developing a life-long learning mindset is central to The Hall School Wimbledon Tapestry. We ensure our students are open-minded, inquisitive and able to make the most of their choices and talents.

English encourages students to engage with a wide range of ideas, to interact with different perspectives and challenge their preconceptions. They are challenged to build resilience and reflect on their own strengths and weaknesses, setting individualised, personal targets by using flash marking.

### **HEALTH AND WELLBEING in English**

With the support of Happy Space, a mental health and wellbeing charity, our learning approach equips our students with the toolkit to develop their minds, their passions and their resilience.

Students are given the opportunity to express themselves and share their opinions with others in a warm, supportive environment. Students get the opportunity to build their confidence by discussing ideas with peers before they share with the whole group.

### **SUSTAINABILITY in English**

We help our students to develop a deep understanding of issues that face mankind today and to be responsible stewards of our planet.

Students learn about up to date and current issues, they are challenged to form opinions on some of the key issues of our time, including the environment. These modern issues are used



as stimuli for our language paper practice - students write letters about campaigns for change that they would like to enact, they write speeches about issues close to their heart and engage with one another's ideas.

### **GLOBAL PERSPECTIVE in English**

Every one of our students will feel at one with the world in which they live and develop a deep understanding and empathy for all cultures and societies.

English helps students to engage with ideas from around the world with writers from different cultures and societies.

We help students to empathise with disparate characters from a wide range of backgrounds. We get students out to the theatre on regular trips to broaden their horizons.

### **DIGITAL LITERACY in English**

Our students will be able to access and engage with the digital world at their fingertips. They will learn how to consume, understand and produce digital work to compete in and contribute to a digital world.

Students are encouraged to become comfortable with electronic communication as we use google classroom and email as a key tool of communication. We teach students how to email properly and in a professional manner to equip them with the digital literacy required for the world of work and post-16 study.

### **ENTREPRENEURSHIP in English**

The Hall School Wimbledon Tapestry integrates future-focussed learning and transferable skills in entrepreneurship and innovation in collaboration with 8Billionideas.

Students learn how to build campaigns, how to write persuasively and how to affect a reader or audience. In Year 7 students create campaigns from scratch and lobby the local MP. This builds as other years write speeches and letters to persuade and convince readers on a wide range of topics.

Subject	HoD

### **MINDSET in Geography**

Developing a life-long learning mindset is central to The Hall School Wimbledon Tapestry. We ensure our students are open-minded, inquisitive and able to make the most of their choices and talents.

**Promoting a Global Perspective** - Geography lessons emphasise the interconnectedness of the world and the importance of understanding diverse cultures, environments, and societies. This encourages students to think beyond their immediate surroundings and develop a curiosity of the world around them.

**Critical Thinking and Problem Solving** - Geography provides ample opportunities for critical thinking and problem-solving. Lessons encourage students to analyse complex issues such as climate change, migration, or resource management, and challenge them to propose innovative solutions.

**Interdisciplinary Learning** - Geography naturally intersects with other subjects like history, economics and science. This cross curricular learning helps students see the connections between different fields of study.

**Field Trips and Experiences** - Students complete field trips to geographical sites, natural wonders, or cultural landmarks. Hands-on experiences can make geography come alive and stimulate curiosity.

**Current Events** - Geography connects knowledge to current events and real-world issues. In lessons we discuss global challenges such as environmental crises, geopolitical conflicts, and humanitarian issues that can inspire students to stay informed and become active global citizens.

### **HEALTH AND WELLBEING in Geography**

With the support of Happy Space, a mental health and wellbeing charity, our learning approach equips our students with the toolkit to develop their minds, their passions and their resilience.

**Discovering Passions** - Geography covers a wide range of topics, from physical geography (e.g., landscapes, climate) to human geography (e.g., cultures, urbanisation). By exploring these various aspects of geography, students may discover their passions and interests. Some may be drawn to environmental issues, while others may find their passion in cultural studies or urban planning.

**Connection to Nature** - Geography often involves the study of natural landscapes, ecosystems, and the environment. Spending time in nature, even through virtual exploration in the classroom, has been linked to improved mental health, reduced stress levels, and increased overall well-being. This connection to nature can be a source of mental rejuvenation for students.

**Mindfulness and Awareness** - Geography encourages students to be present and observant. They learn to pay attention to details, notice patterns, and appreciate the beauty of landscapes. These practices can promote mindfulness and environmental stewardship.

### **SUSTAINABILITY in Geography**

We help our students to develop a deep understanding of issues that face mankind today and to be responsible stewards of our planet.

**Resource Management** - Geography often delves into resource management, covering topics like water scarcity, energy resources, and sustainable agriculture. This knowledge equips students to understand the importance of responsible resource use and conservation.

**Natural Disasters** - Geography education includes the study of natural disasters like earthquakes, tsunamis, and hurricanes. This knowledge prepares students to respond to emergencies and contribute to disaster preparedness and relief efforts.

**Climate Change** - Geography is central to understanding climate change, including its causes, consequences, and mitigation strategies. By studying climate-related phenomena like hurricanes, droughts, and rising sea levels, students gain insight into one of the most pressing global issues.

**Urbanisation and Sustainability** - Geography explores urbanisation and its impact on the environment. Students learn about sustainable urban planning, infrastructure development, and the challenges of rapid urban growth, all of which are critical in addressing contemporary issues related to urbanisation and sustainability.

### **GLOBAL PERSPECTIVE in Geography**

Every one of our students will feel at one with the world in which they live and develop a deep understanding and empathy for all cultures and societies.

**Spatial Awareness** - Geography teaches students to understand the physical and spatial aspects of the world, helping them feel rooted and connected to their environment. This spatial awareness allows them to appreciate the natural beauty and diversity of landscapes.

**Cultural Understanding** - Through human geography, students learn about the cultures, traditions, and ways of life of people from various parts of the world. This exposure helps them develop a deep respect for cultural diversity and an understanding of the common human experiences that connect us all. For example, KS3 follow a bespoke curriculum whereby they 'journey' to different places around the world, such as the Middle East, Russia and Africa.

### **DIGITAL LITERACY in Geography**

Our students will be able to access and engage with the digital world at their fingertips. They will learn how to consume, understand and produce digital work to compete in and contribute to a digital world.

**Digital Mapping and GIS (Geographic Information Systems)** - Geography often involves the use of digital maps and GIS technologies. Students learn how to navigate digital maps, interpret geographical data, and analyse spatial information.

**Online Research Skills** - Geography projects and assignments require students to conduct online research to gather data and information about specific topics. This process helps them develop effective online research skills and discern credible sources from unreliable ones.

**Data Visualisation** - Geography frequently involves the creation of charts, graphs, and maps to visually represent data and patterns. This is especially utilised during the fieldwork

topic whereby students learn how to produce effective data visualisations based from their primary data they have collected.

## **ENTREPRENEURSHIP in Geography**

The Hall School Wimbledon Tapestry integrates future-focussed learning and transferable skills in entrepreneurship and innovation in collaboration with 8Billionideas.

**Pitching and Communication Skills - Geography** encourages students to present their geographic research or entrepreneurial ideas through presentations and pitches which can improve their communication and persuasion skills, vital for entrepreneurship and innovation.

**Entrepreneurial Mindset - Geography** lessons can foster an entrepreneurial mindset by encouraging curiosity, adaptability, resilience, and a willingness to take calculated risks. For example, when learning about coastal management or urban settlements, students may have to make judgements or devise solutions based on a number of factors and various stakeholders.

**Environmental Entrepreneurship - Geography** lessons often include discussions about environmental challenges and sustainability. This can inspire students to explore entrepreneurial opportunities related to environmental conservation, renewable energy, or sustainable agriculture.

Subject	HoD
HISTORY	ND

### **MINDSET in History**

Developing a life-long learning mindset is central to The Hall School Wimbledon Tapestry. We ensure our students are open-minded, inquisitive and able to make the most of their choices and talents.

History encourages students to engage with a wide range of ideas, to interact with different perspectives and challenge their preconceptions. They are challenged to build resilience and reflect on their own strengths and weaknesses, setting individualised, personal targets.

### **HEALTH AND WELLBEING in History**

With the support of Happy Space, a mental health and wellbeing charity, our learning approach equips our students with the toolkit to develop their minds, their passions and their resilience.

Students are given the opportunity to express themselves and share their opinions with others in a warm, supportive environment.  
Students get the opportunity to build their confidence by discussing ideas with peers before they share with the whole group.

### **SUSTAINABILITY in History**

We help our students to develop a deep understanding of issues that face mankind today and to be responsible stewards of our planet.

Students learn about up-to-date and current issues in History, starting from yesterday! They are challenged to form opinions on some of the key historical issues of our time, including the environment. These modern issues are used as stimuli for our History exam practice.

### **GLOBAL PERSPECTIVE in History**

Every one of our students will feel at one with the world in which they live and develop a deep understanding and empathy for all cultures and societies.

Historical study helps students to engage with ideas from around the world with Historical writers from different cultures and societies.  
We help students to empathise with disparate characters from a wide range of backgrounds. We take students out to various historical sites in the U.K. and Europe to broaden horizons.

### **DIGITAL LITERACY in History**

Our students will be able to access and engage with the digital world at their fingertips. They will learn how to consume, understand and produce digital work to compete in and contribute to a digital world.

Students are encouraged to become comfortable with electronic communication as we use Google classroom and Gmail as a key tool of communication. We teach students how to email properly and in a professional manner to equip them with the digital literacy required for the world of work and post-16 study.

### **ENTREPRENEURSHIP in History**

The Hall School Wimbledon Tapestry integrates future-focussed learning and transferable skills in entrepreneurship and innovation in collaboration with 8Billionideas.

Students learn how to build arguments in an essay, how to write persuasively and how to affect a reader or audience. In Year 7 students study History as a specific subject away from general primary study. This emphasis continues for all students from Year 7.

Subject	HoD
MFL	RS

### **MINDSET in MFL**

Developing a life-long learning mindset is central to The Hall School Wimbledon Tapestry. We ensure our students are open-minded, inquisitive and able to make the most of their choices and talents.

MFL encourages students to engage with a wide range of world views, to interact with different perspectives and challenge their preconceptions about their own and other cultures. They are challenged to build resilience and reflect on their own cultural awareness in studying other cultural festivals and traditions, norms and values as they learn about French and German culture and language, both in lessons and in the wider school.

### **HEALTH AND WELLBEING in MFL**

With the support of Happy Space, a mental health and wellbeing charity, our learning approach equips our students with the toolkit to develop their minds, their passions and their resilience.

Pupils are given the opportunity to express themselves and share their opinions with others in a warm, supportive environment in the target language. Pupils get the opportunity to build their confidence by applying vocabulary from different topics in pairs and as a class. For example, we learn about relevant topics such as healthy diet within the context of food and drink, daily routine and sport.

## **SUSTAINABILITY in MFL**

We help our students to develop a deep understanding of issues that face mankind today and to be responsible stewards of our planet.

Pupils learn about current environmental issues, particularly at KS4. They learn how to understand and speak about how to be environmentally-friendly, questioning each other's daily routines in interview situations and gaining an awareness of different environmental issues from a range of authentic sources. They learn how different countries are approaching our current environmental issues.

## **GLOBAL PERSPECTIVE in MFL**

Every one of our students will feel at one with the world in which they live and develop a deep understanding and empathy for all cultures and societies.

MFL helps pupils to engage with ideas from around the world and see themselves as global citizens by using authentic target language resources from different cultures and societies. In school, the pupils regularly enjoy using languages and learning about other cultural ideas, for example, by celebrating different festivals with themed lunches or during the European Day of Languages. Pupils take part in language trips abroad and the school's annual Languages Day to see the target languages used in different ways outside the classroom and to engage with a variety of cultural ideas.

## **DIGITAL LITERACY in MFL**

Our students will be able to access and engage with the digital world at their fingertips. They will learn how to consume, understand and produce digital work to compete in and contribute to a digital world.

Pupils regularly use the Learning Management System (LMS) of Google Classroom to receive their homework and to complete homework tasks. Pupils regularly use MFL-appropriate multimedia applications in home learning and in the classroom to practise and consolidate their language skills. These are also used as a tool for differentiation.

## **ENTREPRENEURSHIP in MFL**

The Hall School Wimbledon Tapestry integrates future-focussed learning and transferable skills in entrepreneurship and innovation in collaboration with 8Billionideas.

Pupils learn about the importance of language skills when choosing their GCSE options and further understand why language and cultural understanding are so beneficial for their future careers. At KS4, they learn about jobs and work-place skills in the target language, including how to write a CV in the target language. They develop key communication skills in the target language, such as expressing opinions and approaching people in the correct register. Language competitions give them an opportunity to stretch themselves creatively.

Subject	HoD
RELIGIOUS STUDIES	CH

### **MINDSET in RS**

Developing a life-long learning mindset is central to The Hall School Wimbledon Tapestry. We ensure our students are open-minded, inquisitive and able to make the most of their choices and talents.

Religious Studies enables students to understand a wide range of perspectives and beliefs about profound questions and contemporary issues. As such, we promote a flexible mindset in our students willing to question and consider their views.

Time is provided during lessons for students to ask questions, to debate, and to think innovatively about how their personal reflections on received wisdom and the ideas that they are presented with.

The importance of reflecting on one's religion or worldview throughout a person's whole life is explored, motivating students to study and question beliefs and practices in ways that they can continue to do critically in the long-term.

### **HEALTH AND WELLBEING in RS**

With the support of Happy Space, a mental health and wellbeing charity, our learning approach equips our students with the toolkit to develop their minds, their passions and their resilience.

We ensure that our conversations about matters of belief and identity take place within a class culture where everyone knows their views and contributions are listened to. As such, every pupil is to feel respected and appreciated as adding to the richness of ideas within our groups.

Study and discussion of controversial and sensitive topics is approached positively and carefully, in a manner appropriate to students' ages and understanding. Rather than shying away from contemporary issues, students are taught a toolkit with which to approach complex topics and to probe the arguments of both others and their own with the mutual respect that underpins our conversations in RS.

By appreciating their own beliefs and by understanding the religions and worldviews around them, students can feel more positive and passionate about their own way of seeing the world. Pupils reflect on the guiding moral and existential principles that they are introduced to, developing their own in a healthy, nurturing environment.

### **SUSTAINABILITY in RS**

We help our students to develop a deep understanding of issues that face mankind today and to be responsible stewards of our planet.

Stewardship is taught from an early age throughout the school's RS curriculum, through religious stories that can be explored to appreciate the role of humans in caring for the world around us.



We critically examine how religious and traditional attitudes towards responsible environmental stewardship link to modern challenges in this regard (e.g., pollution and deforestation).

We also aim to make the RS classroom itself sustainable, taking eco-friendly measures such as saving energy from devices and recycling wherever possible.

### **GLOBAL PERSPECTIVE in RS**

Every one of our students will feel at one with the world in which they live and develop a deep understanding and empathy for all cultures and societies.

We embrace opportunities to learn from either lived experience or personal knowledge of either a religious belief, a festival, or an aspect of a worldview that a student can proudly bring to life and share.

Learning about and from a range of worldviews from different cultures, and their varied expression within different societies, is at the core of Religious Studies at HSW. From Christianity in Latin America to Hindu worldviews to the traditional indigenous spiritual beliefs of different peoples, a global perspective is key to our curriculum.

Religious Studies tackles global issues, asking pupils to critically respond to approaches to these that have been followed through the ages. Comparing and contrasting aspects of religion from the treatment of the environment to their doctrines on complex issues such as the morality of war, our students learn to truly understand and reflect on how cultures and worldviews differ on these topics but also on how much to teach us they have in common.

We aim to provide a range of educational visits that introduce students authentically to their links with different cultures, speaking with religious leaders from those societies and with opportunities to truly appreciate and converse about the role of religion therein.

Many different religious festivals are celebrated and introduced to students across the school, such as through presentations in assembly/form time.

### **DIGITAL LITERACY in RS**

Our students will be able to access and engage with the digital world at their fingertips. They will learn how to consume, understand and produce digital work to compete in and contribute to a digital world.

Use of appropriate technology for learning is embraced and encouraged in the RS classroom.

Students can learn research skills, from finding out more about an aspect of a topic to becoming discerning readers about religion in the media who are able to distinguish reliable and unreliable sources or claims made about a religious group.

Homework is based on Google Classroom and all classroom resources are uploaded there digitally too to promote digital learning in the subject.

### **ENTREPRENEURSHIP in RS**

The Hall School Wimbledon Tapestry integrates future-focussed learning and transferable skills in entrepreneurship and innovation in collaboration with 8Billionideas.

Opportunities to give presentations built into our Religious Studies curriculum to develop public speaking skills.

Project work lessons promote collaboration and teamwork.

Fundamentally, Religious Studies enables students to appreciate the individuals they work with and their own worldviews, setting them up to work and innovate within and beyond our diverse community.

Subject	HoD
SCIENCE	SK

### **MINDSET in Science**

Developing a life-long learning mindset is central to The Hall School Wimbledon Tapestry. We ensure our students are open-minded, inquisitive and able to make the most of their choices and talents.

Science is taught with an emphasis on problem solving and learning through trial and error - part of the scientific method. A focus on the evaluation stage of practical work allows pupils to reflect and improve their approach. Examples of famous scientists' failures are referred to often to demonstrate how failure is an inevitability and how this can lead to growth. This in turn helps pupils to develop a growth mindset.

Regular and low stakes assessments allow pupils to observe incremental improvements in their understanding and knowledge of topics and thus believe that their ability in Science is not fixed, but can be improved with practice.

### **HEALTH AND WELLBEING in Science**

With the support of Happy Space, a mental health and wellbeing charity, our learning approach equips our students with the toolkit to develop their minds, their passions and their resilience.

Science teaching allows pupils to develop a better understanding of self - learning about the organ systems, the brain, neurotransmitters and hormones for example gives pupils an insight into the working of their bodies and minds. Often this increased understanding of the complexity of the human body can give pupils an increased appreciation for it.

Furthermore, learning about health and lifestyle as well as the impact of drugs informs pupils of the negative effects on the body and can help to inform their healthy choices. Learning about reproduction as well as contraception in Biology compliments the PSHE curriculum and gives pupils valuable knowledge that helps them to make informed and healthy choices.

### **SUSTAINABILITY in Science**

We help our students to develop a deep understanding of issues that face mankind today and to be responsible stewards of our planet.

Science is key to tackling complex challenges for humanity such as climate change, loss of biodiversity, and pollution. Topics such as recycling, using Earth's resources, food security, renewable vs non-renewable energy resources as well as global warming educate pupils about the current challenges and emphasis is placed on the importance of finding new, more sustainable solutions.

### **GLOBAL PERSPECTIVE in Science**

Every one of our students will feel at one with the world in which they live and develop a deep understanding and empathy for all cultures and societies.

Learning about science can give pupils an increased awareness that we live in an interdependent world. Through learning about food webs at KS3 level, issues of food security, global warming and pandemics at KS4 level, pupils become aware of the links between organisms and the environment, and eventually our lives and those of others throughout the world. Pupils can appreciate the need for global perspectives to tackle big, real-world problems.

Examples of global scientific successes such as the teamwork required to complete the Human Genome Project in 2014 highlight the need for shared expertise from across the world. Similarly, understanding that binomial nomenclature allows the identification of the same species by anyone anywhere in the world becomes something that pupils appreciate.

### **DIGITAL LITERACY in Science**

Our students will be able to access and engage with the digital world at their fingertips. They will learn how to consume, understand and produce digital work to compete in and contribute to a digital world.

All lesson resources and homework tasks are set on Google Classroom. Tasks often use a variety of online resources including Seneca learning, Phet simulations, videos and occasionally apps. Pupils are sometimes challenged to use the internet responsibly to research a project theme and to create a presentation using Slides (or other) to present their findings.

### **ENTREPRENEURSHIP in Science**

The Hall School Wimbledon Tapestry integrates future-focussed learning and transferable skills in entrepreneurship and innovation in collaboration with 8Billionideas.

Entrepreneurship can be thought to *'refer to an individual's ability to turn ideas into action. It includes creativity, innovation, showing initiative and risk-taking, as well as the ability to plan and manage projects to achieve objectives.'* (EU, 2011)

Problem solving is developed in Science as pupils learn new concepts and are then challenged to apply this to new, often abstract problems and contexts. This develops the ability of applying Science to tackle real word problems in an innovative way.

Science is taught with a focus on inquiry and from KS3 upwards pupils are tasked with planning their own investigations that allow them to accept or reject their own hypotheses. Signposted links to relevant careers also encourage pupils to link their learning to future applications.

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Subject	HoD
MUSIC	TS

### **MINDSET in Music**

Developing a life-long learning mindset is central to The Hall School Wimbledon Tapestry. We ensure our students are open-minded, inquisitive and able to make the most of their choices and talents.

Music is in every person's life, but to understand it will open up a chapter of knowledge so many people dismiss because they say they are "not musical." At HSW I plan to teach our pupils that everyone can access music in a vastly diverse way and that it can only enhance their lives and understanding of the world.

The process of learning to play an instrument is clinically proven to improve brain function and the process of "flow" occurs every time you play. "Flow" is the state of mind where your mind is only doing one thing and not clouded by other tasks or troubles in everyday life. Learning this can only be a positive and every child studying at HSW will learn to play an instrument. This can be in curriculum lessons, or with a private tutor on a weekly basis.

Musicians have to be lifelong learners. To master an instrument takes 10,000 hours of practice which in itself teaches discipline, focus and improves attention span enormously. Even once you have mastered the instrument, there are thousands more songs, genres or techniques to improve on.

Music lessons enable pupils to express themselves creatively. In all schemes of work pupils will learn to appraise music, compose music and perform music giving a wealth of creative opportunity. A creative mind is a happy mind.

### **HEALTH AND WELLBEING in Music**

With the support of Happy Space, a mental health and wellbeing charity, our learning approach equips our students with the toolkit to develop their minds, their passions and their resilience.

Dancing to music is physical, playing an instrument is physical. It encourages you to move and socialise and stay active.

Music improves mental health and well-being by reducing stress, the wellbeing of seeing yourself improve at something every day and personal development towards musical qualifications, or just being able to jam music with friends.

### **SUSTAINABILITY in Music**

We help our students to develop a deep understanding of issues that face mankind today and to be responsible stewards of our planet.

Songs and music have often been based on everyday world issues. Making these subjects accessible and enjoyable can engage people far better in understanding them or being involved in them.

Singing or playing together promotes unity and not solidarity. Concerts and sharing of this give opportunity and platforms for so many activists trying to change the world for the better.

### **GLOBAL PERSPECTIVE in Music**

Every one of our students will feel at one with the world in which they live and develop a deep understanding and empathy for all cultures and societies.

Music from around the world is one of the best ways of teaching pupils about different cultures and how they fit into a global scene. By learning a country's music you learn a lot about it's cultural identity.

Learning about music that is unfamiliar or challenging to pupils will broaden their understanding of how human being are all different, however share in a common theme, that all cultures have Music in some form.

### **DIGITAL LITERACY in Music**

Our students will be able to access and engage with the digital world at their fingertips. They will learn how to consume, understand and produce digital work to compete in and contribute to a digital world.

Pupils studying in KS3 and GCSE will all learn about music technology and its place in the modern world. We will study the use of DAW (Digital Audio Workstations) in their many forms but will be also trained in the use of industry standard software such as Logic. This will broaden their digital literacy at the same time as broadening their music knowledge.

## **ENTREPRENEURSHIP in Music**

The Hall School Wimbledon Tapestry integrates future-focussed learning and transferable skills in entrepreneurship and innovation in collaboration with 8Billionideas.

Music is the perfect example of learning a skill that can make a living in so many ways. From being an instrumental teacher, to being a platinum selling artist to being a music supervisor on a radio station, music can set you up for many entrepreneurial opportunities.

Through performance and rehearsal towards a musical goal, students learn how to be clear and coherent public speakers through communicating with each other and in front of others. They develop the necessary skills to become confident, and leaders.

Subject	HoD
PE and GAMES	RO

## **MINDSET in PE and Games**

Developing a life-long learning mindset is central to The Hall School Wimbledon Tapestry. We ensure our students are open-minded, inquisitive and able to make the most of their choices and talents.

In PE and Games teaching, the concept of a growth mindset can be emphasised to encourage

students to view sports as a skill that can be developed through practice and effort, rather than a fixed ability. Teachers can use examples of famous athletes who persisted through challenges to achieve success to encourage students to adopt a growth mindset.

### **HEALTH AND WELLBEING in PE and Games**

With the support of Happy Space, a mental health and wellbeing charity, our learning approach equips our students with the toolkit to develop their minds, their passions and their resilience.

In PE and Games teaching, teachers can use strategies to promote mental health and well-being, such as mindfulness exercises, relaxation techniques, and collaborative problem-solving. PE and Games teachers will emphasise the link between good mental health and physical activity. Teachers can also provide opportunities for students to reflect on their learning and identify their strengths and weaknesses, which can help build their self-confidence and self-awareness. Outdoor sports lessons can provide a refreshing change of environment and offer opportunities to incorporate physical activity, fitness, and fresh air into the learning experience, which can help promote mental health and well-being.

### **SUSTAINABILITY in PE and Games**

We help our students to develop a deep understanding of issues that face mankind today and to be responsible stewards of our planet.

In PE and Games teaching, teachers can use examples and problems related to sustainability to engage students in learning about the environment and promote sustainable living. Teachers can also incorporate activities that promote recycling, energy conservation, and other sustainable practices. Additionally, students can be given opportunities to apply their sports skills to real-world problems related to sustainability, such as using environmentally friendly sports equipment.

### **GLOBAL PERSPECTIVE in PE and Games**

Every one of our students will feel at one with the world in which they live and develop a deep understanding and empathy for all cultures and societies.

In PE and Games teaching, teachers can incorporate examples and problems that reflect a global perspective, using examples from different cultures and countries. This can help students to understand how sports are played in different contexts and cultures. There are posters of famous athletes and sportspeople in the classrooms which suggest equality of race, gender, and ethnicity. Students are encouraged to accept that the development in the Physical education field is through global contributions.

### **DIGITAL LITERACY in PE and Games**

Our students will be able to access and engage with the digital world at their fingertips. They will learn how to consume, understand and produce digital work to compete in and contribute to a digital world.

In PE and Games teaching, teachers can incorporate digital tools and resources into lessons to enhance the learning experience and develop students' digital literacy. Teachers can also teach students how to use digital tools for problem-solving and data analysis. Teachers will share with students data from fitness challenges throughout the year so pupils can create

their own templates for progress.

### **ENTREPRENEURSHIP in PE and Games**

The Hall School Wimbledon Tapestry integrates future-focussed learning and transferable skills in entrepreneurship and innovation in collaboration with 8Billionideas.

In PE and Games teaching, students can be given opportunities to explore real-world problems and find innovative solutions through independent projects and workshops. Teachers can encourage students to develop entrepreneurial skills, such as problem-solving, critical thinking, and risk-taking. Additionally, students can be introduced to the idea of sports leadership, media, and analysis, where they use their skills and knowledge to create a positive impact.

Subject	HoD
KS2 Curriculum	RS

### **MINDSET in KS2**

Developing a life-long learning mindset is central to The Hall School Wimbledon Tapestry. We ensure our students are open-minded, inquisitive and able to make the most of their choices and talents.

Mindset is both implicit and explicit in what we teach in KS2. Throughout KS2 the children study, and dreams and goals as part of the Jigsaw SoW. The children are encouraged in PSHE to look at their strengths and weaknesses. There is a growth mindset infographic in each classroom. At the beginning of each school year the children sign up to the class charter and set their goals for the year. They are encouraged to outline how they will achieve their goals - whether they will try to be determined, careful, show self control etc. These are displayed for the year and the children are encouraged to go back to their goals and self evaluate how far they have come in achieving them. Assemblies are taught on self-efficacy, kindness, keeping safe and we encourage the children to take responsibility for their own safety with age appropriate information, as well as asking an adult if they need help.

### **HEALTH AND WELLBEING in KS2**

With the support of Happy Space, a mental health and wellbeing charity, our learning approach equips our students with the toolkit to develop their minds, their passions and their resilience.

All children in KS2 will tell you that "HSW" written on their jumpers stands for "Health and Self Worth" as well as "Hall School Wimbledon!" In KS2 we supported Place2Be's Children's Mental Health Week 2023 where we had lessons on team building, making friends and connecting with our community. We mark "Anti Bullying Week", and



celebrate difference through “Odd Sock Day”. The children invented team games, conducted surveys to find out more about their classmates, and decorated the classroom with an “About Me” paper chain. In PSHE UKS2 study a unit on ‘Healthy me’ and how to keep yourself healthy. We have weekly philosophy lessons from Year 3-6, which allow children to express their opinions, value those of others and discuss their own thoughts and emotions.

### **SUSTAINABILITY in KS2**

We help our students to develop a deep understanding of issues that face mankind today and to be responsible stewards of our planet.

KS2 pupils are represented on the HSW Green Council and have been involved in the Keep Britain Tidy Great Big School Clean 2023 and the Great Battery Search sponsored by Duracell. They are encouraged to think about sustainability in the classroom, for example reusing scrap paper, not being wasteful in what they use, and using digital tools where possible for homework projects and presentations. In Year 5, in Geography, children study ‘Enough for everyone’, in which they explore water and food vulnerability, as well as green energy use. Year 6 study “Our Changing World” which looks at how we can be more sustainable in the future and “Trade and Economics” which looks at how countries can trade fairly together. Year 5 and 6 are challenged with a sustainability project for the Chatsworth IDEAS competition.

### **GLOBAL PERSPECTIVE in KS2**

Every one of our students will feel at one with the world in which they live and develop a deep understanding and empathy for all cultures and societies.

Discretely, we teach global citizenship through a “Being Me in My World” unit in LKS2 and UKS2. Pupils study World Religions in RE and they are given the opportunity to tell their friends about their own religion and home cultures, even in some cases leading lessons and assemblies. We celebrate Ramadan and Eid, Diwali, Chinese New Year as well as Easter and Christmas. We mark Black History Month.

### **DIGITAL LITERACY in KS2**

Our students will be able to access and engage with the digital world at their fingertips. They will learn how to consume, understand and produce digital work to compete in and contribute to a digital world.

Children in KS2 study touch typing, creating a range of media, spreadsheets, safe internet use, coding and utilising software. Additionally, they use digital maps in Geography, and research skills in Science and History. In Year 6, the students spend a term writing their own adventure stories using digital tools to make them interactive.

### **ENTREPRENEURSHIP in KS2**

The Hall School Wimbledon Tapestry integrates future-focussed learning and transferable skills in entrepreneurship and innovation in collaboration with 8Billionideas.

KS2 understand that entrepreneurship, to be embedded in a child’s mindset, has to be fostered from a young age. All children in KS2 take part in the yearly Chatsworth IDEAS

competition In Year 6 the English Curriculum includes a topic on Advertising and Influencing. In DT Years 3, 4 and 5 study target markets when designing and making their products.