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# Gosfield School

## Curriculum Outline

<b>Subject:</b> Art		<b>Year:</b> 8
<p><b>General Information:</b>          The structure of the year is to develop existing skills and to introduce new media. Practical skills will build on new techniques and encourage the refinement of existing ones. Understanding will develop through discussion and looking at artists' work. Pupils are assessed formally at the end of each topic and an approach to learning and attainment grade is given. In addition prep is marked and graded and pupils are also given verbal feedback and encouraged to self evaluate all of their work.</p>		
<p><b>FIRST HALF TERM TOPICS</b>  <u>Still Life</u></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Pencil</li> <li>• Pattern</li> </ul> <p>Pupils will work from a still life to produce a drawing and develop this with pattern. They will also research relevant artists and their work</p>	<p><b>SECOND HALF TERM TOPICS</b>  <u>Comic Strip</u></p> <ul style="list-style-type: none"> <li>• Graphics</li> <li>• Typography</li> <li>• Lichtenstein</li> </ul> <p>Pupils will be influenced by the artist to produce their own comic front cover. They will develop layout skills and the use of limited colour for print purposes. Painting skills will be developed</p>	<p><b>THIRD HALF TERM TOPICS</b>  <u>Vessels</u></p> <ul style="list-style-type: none"> <li>• Clay dishes</li> <li>• Painted Pattern</li> </ul> <p>Pupils will learn practical processes of clay and use a press mould for form. They will then transfer their developed patterns using paint inspired by Aboriginal Art</p>
<p><b>FOURTH HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Vessels continued</li> </ul>	<p><b>FIFTH HALF TERM TOPICS</b>  <u>Modigliani Portraits</u></p> <ul style="list-style-type: none"> <li>• Study of the artist</li> <li>• Use of pastels</li> <li>• The influence of African Art on Western Art</li> </ul> <p>Pupils will study the work of Amedeo Modigliani and his portraits. They will experiment with pastels and produce a piece in the style of Modigliani</p>	<p><b>SIXTH HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Portraits continued</li> </ul>

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<b>Subject:</b> Computing		<b>Year:</b> 8
<b>General Information:</b> Pupils receive two timetabled Computing lessons in Year 8. The course is carefully structured to complement the national curriculum requirements, but with an overall aim to extend pupils' ability beyond the basic requirements and encourage them to: <ul style="list-style-type: none"><li>• Use ICT confidently, independently, efficiently and purposefully.</li><li>• Use information sources and IT tools effectively to find, explore, develop, exchange and present information.</li><li>• Decide when and how to use aspects of ICT.</li></ul>		
<b>FIRST HALF TERM TOPICS</b> <b>Data Handling</b> <ul style="list-style-type: none"><li>• Entering and formatting data</li><li>• Using formulae</li><li>• Creating models to answer questions</li><li>• Creating charts and graphs</li><li>• Planning and testing a spreadsheet</li></ul>	<b>SECOND HALF TERM TOPICS</b> <b>The Internet</b> <ul style="list-style-type: none"><li>• Simple, complex and string searches</li><li>• Fact v opinion</li><li>• Trusted websites</li><li>• Bookmarking</li><li>• Developing a search strategy</li></ul>	<b>THIRD HALF TERM TOPICS</b> <b>Programming</b> <ul style="list-style-type: none"><li>• Investigation of Alice programme in preparation for extended project later in year</li></ul>
<b>FOURTH HALF TERM TOPICS</b> <b>Graphics</b> <ul style="list-style-type: none"><li>• Labelling and annotating</li><li>• Graphical modelling</li><li>• Adapting and developing existing images</li></ul>	<b>FIFTH HALF TERM TOPIC TOPICS</b> <b>Programming and Control Systems</b> <ul style="list-style-type: none"><li>• Using control software</li><li>• Writing procedures</li></ul>	<b>SIXTH HALF TERM TOPICS</b> <b>Extended Project</b>

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<b>Subject:</b> Creative Carousel		<b>Year:</b> 8
<p><b>General Information:</b>          The Creative Carousel runs weekly, for a double lesson, throughout the year. Pupils will rotate each term through three different disciplines: Food, Forest School and Performing Arts.          It will appear on pupils' timetables as Creative Carousel and pupils will receive a grade that reflects their approach to learning on Grade Cards. At the end of the year, a written comment for each subject area will be included in the full report.</p>		
<p><b>AUTUMN TERM</b>  <b>Food</b>          Pupils will be using a variety of food preparation skills that will enable them to confidently produce quality food products.</p> <ul style="list-style-type: none"> <li>• A focus will be on understanding how ingredients function in different recipes as well as being able to work independently.</li> <li>• Pupils will learn about the importance of eating a balanced and healthy diet.</li> <li>• Practical lessons will be weekly and an ingredients booklet will show the range of activities that will be taking place throughout the term.</li> </ul>	<p><b>SPRING TERM</b>  <b>Forest School</b>          The opportunity to:</p> <ul style="list-style-type: none"> <li>• Develop personal and social skills (e.g. circle time, develop ownership of their surroundings)</li> <li>• Work through practical problems and challenges (e.g. camp building, rope trail)</li> <li>• Use tools to create, build or manage (e.g. whittling, sawing)</li> <li>• Discover how they learn best, pursue knowledge that interests them (e.g. student led activities)</li> <li>• Learn how to manage failures build confidence in decision making (e.g. no set time limits on activities, natural progression, self-led)</li> <li>• Evaluate risk (e.g. opportunity for group and individual risk assessment)</li> <li>• Develop practical skills (e.g. fire lighting and management)</li> </ul>	<p><b>SUMMER TERM</b>  <b>Performing Arts</b>          The aim of the Performing Arts workshop for Year 8 is to progress their physical skills work from Y7 and develop their vocal skills. This is achieved through:</p> <ul style="list-style-type: none"> <li>• Continuing to develop understanding the importance of skills and focus warm-ups</li> <li>• Learning specific exercises and warm-ups for larynx, lips, tongue and jaw</li> <li>• Developing control of breath and breathing patterns</li> <li>• Posture and technique for specific circumstances</li> <li>• Articulation and enunciation</li> <li>• The effects on an audience of pace, volume and pitch in voice</li> <li>• The effect on an audience of changes in emphases</li> <li>• Use of monologue and duologues for practicing skills</li> <li>• Continuous assessment through self, peer and teacher reflection</li> </ul>

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<b>Subject:</b> English		<b>Year:</b> 8
<p><b>General Information:</b> Throughout Year 8, pupils will build progress through integrating the central skills of reading, writing and speaking/listening. Some units place more of an emphasis on a particular skill, but balance is achieved through the combination of units across the year.</p> <p>Pupils will develop the ability to:</p> <ul style="list-style-type: none"> <li>• Demonstrate sustained, critical analysis of how writers use language to achieve effects, shape meaning and influence the reader</li> <li>• Make comparisons between how and why writers' ideas and perspectives are conveyed</li> <li>• Use a range of devices in their imaginative writing</li> <li>• Refine their spelling, punctuation and grammar skills</li> <li>• Present their ideas to a class and participate in class discussion.</li> </ul> <p>All Year 8 pupils study English for 5 lessons a week. We use a range of texts in class. These are handed out to the pupils at the start of each unit. Each pupil will also complete a reading project on a fiction text of their choice.</p>		
<p><b>FIRST HALF TERM TOPICS</b> <b>Writing Skills</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> <li>• Plan, draft, edit and proof-read</li> <li>• Amend the vocabulary, grammar and structure of their writing purposefully, to improve its coherence and overall effectiveness</li> </ul>	<p><b>SECOND HALF TERM TOPICS</b> <b>Poetry: World War 1 (Wilfred Owen)</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Know the purpose, audience and context of the writing, and to draw on this knowledge to support comprehension</li> <li>• Make critical comparisons across texts</li> <li>• Comment on an author's use of auditory effects and imagery to create meaning</li> </ul>	<p><b>THIRD HALF TERM TOPICS</b> <b>Canon Fire</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Recognise a range of poetic conventions and understanding how these have been used</li> <li>• Study setting, plot and characterisation, and the effects of these</li> <li>• Make critical comparisons across texts</li> <li>• Select and analyse evidence effectively</li> </ul>
<p><b>FOURTH HALF TERM TOPICS</b> <b>Shakespeare: Extracts</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Understand how the work of dramatists is communicated effectively through performance</li> <li>• Summarise and organise material, and support ideas and arguments with any necessary factual detail</li> </ul>	<p><b>FIFTH HALF TERM TOPICS</b> <b>Prose</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Show understanding of the relationships between texts and the contexts in which they were written</li> <li>• Comment on the effects of the author's craft</li> </ul>	<p><b>SIXTH HALF TERM TOPICS</b> <b>Magazine Project</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Plan, draft, edit and proof-read</li> <li>• Consider how their writing reflects the audiences and purposes for which it is intended</li> <li>• Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</li> </ul>

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<b>Subject:</b> French		<b>Year:</b> 8
<p><b>General Information:</b>          Pupils follow the course book Expo1. Throughout KS3 topic areas are visited and revisited to deal with new material. Grammar points are also introduced progressively and reinforced during the course.          Pupils are assessed at the end of each half term in the four areas of language learning: Reading, Writing, Listening and Speaking.</p>		
<p><b>FIRST HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Introducing yourself</li> <li>• Talking about school objects</li> <li>• Colours</li> <li>• Numbers 1-31</li> <li>• Dates</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Gender of nouns (<i>un/une/ le/la</i>)</li> <li>• Adjectival agreements</li> <li>• Alphabet</li> </ul>	<p><b>SECOND HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Talking about your family</li> <li>• Talking about animals</li> <li>• Talking about Christmas in France</li> <li>• Physical descriptions</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Possessive pronouns <i>mon/ma/mes/ ton/ ta/ tes</i></li> <li>• Using negatives <i>ne...pas</i></li> <li>• Plurals of nouns</li> <li>• Adjectival agreements</li> </ul>	<p><b>THIRD HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Talking about where you live</li> <li>• Talking about your house</li> <li>• Describing rooms</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Using <i>er</i> verbs</li> <li>• Using pronouns <i>il/elle</i> and <i>ils /elles</i></li> <li>• Opinions</li> </ul>
<p><b>FOURTH HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Telling the time</li> <li>• Talking about what you do in an evening</li> <li>• Talking about Easter in France</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Using <i>il y a</i></li> <li>• Using <i>tu / vous</i></li> <li>• Using <i>à / au / à l'</i></li> <li>• Opinion words</li> </ul>	<p><b>FIFTH HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Talking about places in the town</li> <li>• Asking and giving directions</li> <li>• Giving opinions</li> <li>• Ordering basic snacks</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Opinion words</li> <li>• Using <i>il y a</i></li> <li>• Negatives</li> <li>• Prepositions</li> </ul>	<p><b>SIXTH HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Expressing opinions on activities</li> <li>• Talking about your daily routine</li> <li>• Ordering snacks and drinks</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Opinion words</li> <li>• Reflexive verbs</li> <li>• Conditional (<i>Je voudrais</i>)</li> </ul>

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# Curriculum Outline

<b>Subject:</b> Games		<b>Year:</b> 8
<p><b>General Information:</b> Year 8 Games focuses on development and refinement of skills needed in games and athletics. Pupils also begin to apply strategies and tactics to competitive situations. Pupils are given the opportunity to apply these skills and strategies in competitive games against external opposition.</p>		
<p><b>FIRST HALF TERM</b></p> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>• Skills: dribbling, passing, heading, shooting, tackling, use of space, speed of decisions</li> <li>• Tactics: patterns &amp; set plays, attacking &amp; defensive strategies, game analysis</li> <li>• Game play, rules, scoring, refereeing</li> </ul> <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>• Skills: passing, dribbling, tackling, shooting</li> <li>• Tactics: patterns of play, positions &amp; responsibilities, set plays, attacking &amp; defensive strategies, game analysis</li> <li>• Game play, rules, scoring &amp; umpiring</li> </ul>	<p><b>SECOND HALF TERM</b></p> <p><b>Rugby</b></p> <ul style="list-style-type: none"> <li>• Skills: passing, movement on &amp; off ball, scoring, defending, &amp; attacking</li> <li>• Tactics: patterns of play &amp; set plays, extend range of attacking &amp; defensive strategies, game analysis</li> <li>• Game play, rules, scoring &amp; begin refereeing</li> </ul> <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>• Skills: passing, dribbling, tackling, shooting</li> <li>• Tactics: patterns of play, positions &amp; responsibilities, set plays, attacking &amp; defensive strategies, game analysis</li> <li>• Game play, rules, scoring &amp; umpiring</li> </ul>	<p><b>THIRD HALF TERM</b></p> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>• Skills: dribbling, passing, heading, shooting, tackling, use of space, speed of decisions</li> <li>• Tactics: patterns &amp; set plays, attacking &amp; defensive strategies, game analysis</li> <li>• Game play, rules, scoring, refereeing</li> </ul> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>• Skills: passing, footwork, shooting, defending, attacking,</li> <li>• Tactics: patterns of play &amp; variety of set plays, extend range of attacking/defensive strategies; game analysis</li> <li>• Game play, rules, scoring &amp; umpiring</li> </ul>
<p><b>FOURTH HALF TERM</b></p> <p><b>Rugby</b></p> <ul style="list-style-type: none"> <li>• Skills: passing, movement on &amp; off ball, scoring, defending, &amp; attacking</li> <li>• Tactics: patterns of play &amp; set plays, extend range of attacking &amp; defensive strategies, game analysis</li> <li>• Game play, rules, scoring &amp; begin refereeing</li> </ul> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>• Skills: passing, footwork, shooting, defending, attacking,</li> <li>• Tactics: patterns of play &amp; variety of set plays, extend range of attacking/defensive strategies; game analysis</li> <li>• Game play, rules, scoring &amp; umpiring</li> </ul>	<p><b>FIFTH HALF TERM</b></p> <p><b>Cricket/Rounders</b></p> <ul style="list-style-type: none"> <li>• Skills: throwing, catching, batting, bowling, and fielding</li> <li>• Tactics, attack &amp; defence strategies, game analysis and evaluation</li> <li>• Game play, rules, scoring &amp; umpiring</li> </ul>	<p><b>SIXTH HALF TERM</b></p> <p><b>Cricket/Rounders</b></p> <ul style="list-style-type: none"> <li>• Skills: throwing, catching, batting, bowling, and fielding</li> <li>• Tactics, attack &amp; defence strategies, game analysis and evaluation</li> <li>• Game play, rules, scoring &amp; umpiring</li> </ul>

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<b>Subject:</b> Geography		<b>Year:</b> 8
<p><b>General Information:</b> In Year 8 the knowledge and skills from Year 7 are built on and more complex topics such as weather and climate are tackled. Assessment is continual in lessons by oral and peer assessments. In addition end of term tests and an end of year exam will be used to help track progress.</p>		
<p><b>FIRST HALF TERM TOPICS</b>  <b>Coastal landscapes and processes</b></p> <ul style="list-style-type: none"> <li>• Waves and tides</li> <li>• Processes; erosion, transportation, deposition</li> <li>• Long Shore Drift</li> <li>• Landforms of erosion</li> <li>• Landforms of deposition</li> <li>• Problems of coastal erosion</li> <li>• Coastal defences</li> <li>• The debate on coastal defence</li> </ul>	<p><b>SECOND HALF TERM TOPICS</b>  <b>Weather and Climate</b></p> <ul style="list-style-type: none"> <li>• Distinction between weather and climate</li> <li>• What causes weather?</li> <li>• How do we measure the weather?</li> <li>• Types of rain and types of cloud</li> <li>• Air pressure and weather</li> <li>• Storm Case Study – causes and effects</li> <li>• What is climate?</li> <li>• Factors that influence climate</li> <li>• Climates around the world</li> </ul>	<p><b>THIRD HALF TERM TOPICS</b>  <b>China</b></p> <ul style="list-style-type: none"> <li>• Overview</li> <li>• Rise of China</li> <li>• Different region</li> <li>• Biodiversity</li> <li>• Cities in China</li> <li>• Tibet</li> <li>• Rivers and dams</li> </ul>
<p><b>FOURTH HALF TERM TOPICS</b>  <b>Climate Change</b></p> <ul style="list-style-type: none"> <li>• What is it?</li> <li>• Causes</li> <li>• Consequences</li> <li>• Actions to be taken</li> </ul>	<p><b>FIFTH HALF TERM TOPICS</b>  <b>Populations</b></p> <ul style="list-style-type: none"> <li>• How fast are we growing?</li> <li>• Manchester</li> <li>• Urbanisation around the world</li> <li>• Why do people move to cities</li> <li>• Slums</li> <li>• Cities of the future</li> </ul>	<p><b>SIXTH HALF TERM TOPICS</b>  <b>Field trip and write up or Crime</b></p> <ul style="list-style-type: none"> <li>• Types of crime</li> <li>• Mapping crime</li> <li>• Criminal mental maps</li> </ul>

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<b>Subject:</b> History		<b>Year:</b> 8
<p><b>General Information:</b> In History, pupils develop the skills to understand past events, analyse cause and effect, recognise patterns and evaluate sources with increasing confidence and sophistication. In Year 8 the course is based on the book <i>Renaissance, Revolution and Reformation: Britain 1485-1750</i>. There are termly attainment tests (sometimes more regularly) and an end of year internal exam.</p>		
<p><b>FIRST HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Themes of the Tudor Period</li> <li>• Henry VII – Gangster</li> <li>• Young Henry</li> <li>• Rome and Divorce</li> <li>• Who’d marry Henry/Six Wives.</li> <li>• Edward VI</li> <li>• Bloody Mary</li> <li>• Nursery Rhymes</li> </ul>	<p><b>SECOND HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Elizabeth I <ul style="list-style-type: none"> <li>- What was she like?</li> <li>- Who should she marry?</li> <li>- Religion?</li> <li>- Appearance?</li> <li>- Mary Queen of Scots</li> <li>- Armada</li> <li>- Legacy</li> </ul> </li> </ul>	<p><b>THIRD HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Life in Tudor England <ul style="list-style-type: none"> <li>- Who’s Who</li> <li>- Leisure</li> <li>- Schools</li> <li>- Fashion</li> <li>- Empire</li> </ul> </li> </ul>
<p><b>FOURTH HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Stuarts <ul style="list-style-type: none"> <li>- November 5<sup>th</sup></li> <li>- Guy and plotters framed?</li> <li>- Witches</li> </ul> </li> <li>• The English Civil Wars <ul style="list-style-type: none"> <li>- Reasons</li> <li>- Sides</li> <li>- Prince Rupert</li> <li>- New Model Army</li> </ul> </li> <li>• Execution of Charles I</li> </ul>	<p><b>FIFTH HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Cromwell <ul style="list-style-type: none"> <li>- A modern man?</li> <li>- Ireland</li> <li>- James Nayler</li> </ul> </li> <li>• Restoration England <ul style="list-style-type: none"> <li>- Cromwell’s Head</li> <li>- Return of the King</li> <li>- Plague</li> <li>- Nasty Rhymes</li> <li>- The Great Fire</li> <li>- Women</li> <li>- Science</li> </ul> </li> </ul>	<p><b>SIXTH HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Industrialisation</li> <li>• Changes</li> <li>• Factories</li> <li>• Towns</li> <li>• Health</li> <li>• Crime</li> <li>• Jack the Ripper</li> </ul>

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<b>Subject:</b> Mathematics		<b>Year:</b> 8
<b>General Information</b> Pupils will be building on their Maths learning in Years 7 to 8 in preparation for the three year GCSE course in Years 9, 10 and 11. Pupils complete various assessments on key topics throughout the year to check and consolidate their learning. In addition, pupils sit an End of Year exam that is graded and compared closely to their targets to check progress made.		
<b>FIRST HALF TERM TOPICS</b> <ul style="list-style-type: none"><li>• Angles and shapes</li><li>• Scale drawings</li><li>• <math>y=mx+c</math></li></ul>	<b>SECOND HALF TERM TOPICS</b> <ul style="list-style-type: none"><li>• Powers and roots</li><li>• Sequences and graphs</li><li>• Quadratics</li></ul>	<b>THIRD HALF TERM TOPICS</b> <ul style="list-style-type: none"><li>• Inequalities, equations and formulae</li><li>• Sketch non-linear graphs</li></ul>
<b>FOURTH HALF TERM TOPICS</b> <ul style="list-style-type: none"><li>• Accuracy and measures</li><li>• Graphical solutions</li></ul>	<b>FIFTH HALF TERM TOPICS</b> <ul style="list-style-type: none"><li>• Pythagoras theorem</li><li>• Trigonometry</li><li>• Volume of cylinders and prisms</li></ul>	<b>SIXTH HALF TERM TOPICS</b> <ul style="list-style-type: none"><li>• Mathematical reasoning</li><li>• Proofs</li><li>• End of Year exam</li></ul>

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<b>Subject:</b> Music		<b>Year:</b> 8
<p><b>General Information:</b>          The structure of the year is to enable all pupils to access to a broad and balanced curriculum for Music, allowing them to develop their existing skills from Year 7 and to introduce new skills. Practical skills build on new techniques and encourage the refinement of existing ones. Understanding will develop through discussion and practical work. Pupils are assessed every half term through Practical Work and Listening Tests.</p>		
<p><b>FIRST HALF TERM TOPICS</b>  <u>Composers</u></p> <ul style="list-style-type: none"> <li>• Major classical genres</li> <li>• Research on composers</li> <li>• Presentation of research</li> <li>• Listening to extracts</li> <li>• Reflection of influences</li> </ul>	<p><b>SECOND HALF TERM TOPICS</b>  <u>Programme Music</u></p> <ul style="list-style-type: none"> <li>• What is Programme Music?</li> <li>• Programme Music Listening Exercise</li> <li>• 'The Sorcerer's Apprentice'</li> <li>• 'Pictures at an Exhibition'-the links between art and music</li> </ul>	<p><b>THIRD HALF TERM TOPICS</b>  <u>Experimental Music</u></p> <ul style="list-style-type: none"> <li>• Historical context of experimental</li> <li>• Exploration of techniques</li> <li>• Composition using techniques</li> <li>• Performance and evaluation</li> </ul>
<p><b>FOURTH HALF TERM TOPICS</b>  <u>Form and Structure</u></p> <ul style="list-style-type: none"> <li>• Ternary Form</li> <li>• Rondo Form</li> <li>• Binary Form</li> <li>• Patterns in music (ground bass, ostinato)</li> </ul>	<p><b>FIFTH HALF TERM TOPIC TOPICS</b>  <u>Film Music</u></p> <ul style="list-style-type: none"> <li>• Describing Film Music using elements of music</li> <li>• Character Motifs</li> <li>• Film Genre Characteristics</li> <li>• Soundtrack Storyboard-Composition (For the Birds)</li> <li>• Harry Potter, Indiana Jones and Superman performance pieces</li> </ul>	<p><b>SIXTH HALF TERM TOPICS</b>  <u>Improvisation around the World</u></p> <ul style="list-style-type: none"> <li>• African Drumming-rhythmic focus</li> <li>• China-exploring the pentatonic scale and melodic improvisation</li> <li>• Indian-exploring ragas and using them to create melodic and rhythmic improvisations within a given structure</li> </ul>

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# Curriculum Outline

<b>Subject:</b> Physical Education		<b>Year:</b> 8
<p><b>General Information:</b> Year 8 Physical Education focuses on development and refinement of skills needed in games and athletics. Pupils also begin to apply strategies and tactics to competitive situations. Pupils are given the opportunity to apply these skills and strategies in competitive games against external opposition.</p>		
<p><b>FIRST HALF TERM</b> <b>Football</b></p> <ul style="list-style-type: none"> <li>• Skills: dribbling, passing, heading, shooting, tackling, use of space, speed of decisions</li> <li>• Tactics: patterns &amp; set plays, attacking &amp; defensive strategies, game analysis</li> <li>• Game play, rules, scoring, refereeing</li> </ul> <p><b>Handball/Basketball</b></p> <ul style="list-style-type: none"> <li>• Skills: dribbling, passing, heading, shooting, tackling, use of space, speed of decisions</li> <li>• Tactics: patterns &amp; set plays, attacking &amp; defensive strategies, game analysis</li> <li>• Game play, rules, scoring, refereeing</li> </ul>	<p><b>SECOND HALF TERM</b> <b>Hockey</b></p> <ul style="list-style-type: none"> <li>• Skills: passing, dribbling, tackling, shooting</li> <li>• Tactics: patterns of play, positions &amp; responsibilities, set plays, attacking &amp; defensive strategies, game analysis</li> <li>• Game play, rules, scoring &amp; umpiring</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• Why and how we warm up</li> <li>• Working and target heart zones</li> <li>• Pacing</li> <li>• Different methods of training</li> <li>• Aerobic and anaerobic activities</li> </ul>	<p><b>THIRD HALF TERM</b> <b>Badminton</b></p> <ul style="list-style-type: none"> <li>• Skills: different types of shot both forehand and backhand, rallies</li> <li>• Different serves</li> <li>• Tactics, court movement, game analysis &amp; evaluation</li> <li>• Game play singles and doubles, rules, scoring &amp; refereeing</li> </ul> <p><b>Trampolining</b></p> <ul style="list-style-type: none"> <li>• Skills: shapes, landings, combinations, turns &amp; advanced twists</li> <li>• Routines</li> <li>• Health and safety issues</li> <li>• Putting out &amp; away</li> </ul>
<p><b>FOURTH HALF TERM</b> <b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Skills; intro &amp; develop running throwing &amp; jumping skills</li> <li>• Measurement: times &amp; distances</li> <li>• Tactics</li> <li>• Competitions</li> </ul>	<p><b>FIFTH HALF TERM</b> <b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Skills; intro &amp; develop running throwing &amp; jumping skills</li> <li>• Measurement: times &amp; distances</li> <li>• Tactics</li> <li>• Competitions</li> </ul>	<p><b>SIXTH HALF TERM</b> <b>Cricket/Rounders</b></p> <ul style="list-style-type: none"> <li>• Skills: throwing, catching, batting, bowling, and fielding</li> <li>• Tactics, attack &amp; defence strategies, game analysis and evaluation</li> <li>• Game play, rules, scoring &amp; umpiring</li> </ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>• Skills: Forehand and back hand ground strokes, volleys, serving, court movement, rallying</li> <li>• Tactics, shot selection, game evaluation &amp; analysis</li> <li>• Game play, rules, scoring &amp; umpiring</li> </ul>

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## Curriculum Outline

<b>Subject:</b> PSHEE		<b>Year:</b> 8
<p><b>General Information:</b> PSHEE at Gosfield School is taught to all pupils from Years 7 - 11. Every pupil will receive one lesson of PSHEE a week. The core themes taught under the PSHEE umbrella are:</p> <ol style="list-style-type: none"> <li>1) Health and Wellbeing</li> <li>2) Relationships</li> <li>3) Living in the Wider World</li> </ol> <p>The aims of PSHEE are to:</p> <ul style="list-style-type: none"> <li>• Improve pupils' knowledge of local and global issues and issues that have an effect over their lives</li> <li>• Help pupils to gain skills and personal qualities that will help them in life after Gosfield School</li> <li>• Help build pupils' understanding of a wide range of issues</li> <li>• Help pupils build confidence and self-esteem</li> <li>• Help pupils become more effective learners</li> <li>• Help pupils develop an awareness of risk, and making appropriate choices based on this awareness</li> <li>• To help raise the pupils' awareness and appreciation of British Values in today's society</li> </ul>		
<p><b>FIRST HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Community</li> <li>• Diversity</li> <li>• Racism</li> <li>• Charity</li> </ul> <p><u>Assessment:</u> A presentation on charity</p>	<p><b>SECOND HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Law, courts and tribunals</li> <li>• The media</li> <li>• Human rights</li> </ul> <p><u>Assessment:</u> A debate on discrimination</p>	<p><b>THIRD HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Social networks</li> <li>• Bullying</li> <li>• First Aid</li> </ul> <p><u>Assessment:</u> First aid test</p>
<p><b>FOURTH HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Team work</li> <li>• Puberty and emotions</li> <li>• Future aspiration</li> </ul> <p><u>Assessment:</u> Written piece on future aspirations</p>	<p><b>FIFTH HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Multiple intelligence</li> <li>• Stereotyping</li> </ul> <p><u>Assessment:</u> To research and write a personal learner profile</p>	<p><b>SIXTH HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Career planning and Kudos software.</li> <li>• Enterprise project</li> </ul> <p><u>Assessment:</u> Enterprise project assessments</p>

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## Curriculum Outline

<b>Subject:</b> RE		<b>Year:</b> 8
<p><b>General Information:</b>          In Years 7-9 pupils have one lesson per week and engage with abstract aspects of faith including beliefs, concepts, truth claims, ethical stances and philosophical ideas.</p> <p>Throughout Years 7-9, pupils extend their understanding of Christianity and other principal religions in a local, national and global context. They deepen their understanding of important beliefs, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities. Pupils enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. They interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs.</p> <p>Pupils reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs. They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues.</p> <p>Pupils spend time studying each of the principal religions represented in Great Britain (Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism) and secular world views, such as Humanism. In addition to focusing on the principal religions of Great Britain pupils spend some time exploring other religious groups and faith perspectives, such as Rastafarianism, Scientology, Baha'i, Aboriginal and Native American religion.</p>		
<b>Year 8 Theme: MAKING MY MARK!</b>		
<p><b>FIRST HALF TERM TOPICS</b>  <b>Focus on Buddhism:</b></p> <ul style="list-style-type: none"> <li>• How can I make my mark on the world?</li> <li>• Conceptual areas –Practices and ways of life</li> <li>• Identity, diversity and belonging</li> </ul>	<p><b>SECOND HALF TERM TOPICS</b>  <b>Focus on Christianity:</b></p> <ul style="list-style-type: none"> <li>• Should Christianity adapt to fit with culture or stand out from it?</li> <li>• Conceptual areas –Practices and ways of life</li> <li>• Identity, diversity and belonging</li> </ul>	<p><b>THIRD HALF TERM TOPICS</b>  <b>Focus on Judaism:</b></p> <ul style="list-style-type: none"> <li>• Should one day be holy?</li> <li>• Conceptual areas –Practices and ways of life</li> <li>• Values and commitments</li> </ul>
<p><b>FOURTH HALF TERM TOPICS</b>  <b>Focus on Humanism and different religions:</b></p> <ul style="list-style-type: none"> <li>• If all religious rituals and ceremonies were banned...</li> <li>• Conceptual areas – Practices and ways of life</li> <li>• Values and commitments</li> </ul>	<p><b>FIFTH HALF TERM TOPICS</b>  <b>Focus on Sikhism:</b></p> <ul style="list-style-type: none"> <li>• What should I follow?</li> <li>• Conceptual areas –Practices and ways of life</li> <li>• Questions of meaning, purpose and truth</li> </ul>	<p><b>SIXTH HALF TERM TOPICS</b>  <b>Focus on Hinduism:</b></p> <ul style="list-style-type: none"> <li>• When is a Hindu a Hindu?</li> <li>• Conceptual areas –Practices and ways of life</li> <li>• Questions of meaning, purpose and truth</li> </ul>

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## Curriculum Outline

<b>Subject:</b> Science		<b>Year:</b> 8
<b>General Information:</b> The Year 7 and 8 Science curriculum will be delivered over a two year course. The course will follow the new National Curriculum programme of study, using Collins KS3 Science resources. Formative Assessment will take place in each topic using Level Assessed Tasks, Investigative Tasks and a range of on-line tasks. Two major progress tests, one in January and one in June, will be used as summative assessment.		
<b>FIRST HALF TERM TOPICS</b> Magnetism & Electricity	<b>SECOND HALF TERM TOPICS</b> Getting the Energy Your Body Needs	<b>THIRD HALF TERM TOPICS</b> Elements, Compounds and their reactions
<b>FOURTH HALF TERM TOPICS</b> Exploring Contact	<b>FIFTH HALF TERM TOPICS</b> Exploring Physical Changes	<b>SIXTH HALF TERM TOPICS</b> Plants and ecosystems

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<b>Subject:</b> Spanish		<b>Year:</b> 8
<p><b>General Information:</b>          Throughout Years 7 - 9 topic areas are visited and revisited to consolidate the learning and to develop knowledge and skills. Grammar points are introduced progressively and reinforced during the course. The textbook used is Mira 2. There are four components involved in language learning: Listening, Speaking, Reading and Writing skills. These four skills are tested in the End of Unit Tests.</p> <p>Pupils require a Spanish/English dictionary.</p>		
<p><b>FIRST HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Saying what you do in your free time</li> <li>• Giving opinions</li> <li>• Describing people</li> <li>• Daily routine</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Present tense (regular and irregular verbs)</li> <li>• Adjective agreements</li> <li>• Comparisons</li> <li>• Reflexive verbs</li> </ul>	<p><b>SECOND HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Nationalities</li> <li>• Learning about Spanish speaking countries</li> <li>• Places in the town</li> <li>• Talking about what you are going to do</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Question words</li> <li>• Irregular present tense verbs</li> <li>• Immediate future tense</li> <li>• Time phrases</li> </ul>	<p><b>THIRD HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Arranging to meet someone</li> <li>• Reasons for not going out</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Time phrase</li> <li>• Modal verbs</li> <li>• The verb tener</li> </ul>
<p><b>FOURTH HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Saying which food you like and dislike</li> <li>• Discussing meal times</li> <li>• Buying food</li> <li>• Discussing a special meal</li> <li>• Giving opinions on food</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Radical changing verbs</li> <li>• Number revision</li> <li>• Preterite tense</li> <li>• Using past, present and future tenses together</li> </ul>	<p><b>FIFTH HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Buying clothes</li> <li>• Talking about school uniform</li> <li>• Revision for exam</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Adjectival agreements</li> <li>• Opinions</li> <li>• Indefinite article</li> <li>• Superlatives</li> </ul>	<p><b>SIXTH HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• A study of Argentina</li> <li>• Discussing outfits for a party</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Comparisons / superlatives</li> <li>• Using present, past and future tenses together</li> <li>• Opinions</li> <li>• Adjectival endings</li> </ul>

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