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**Gosfield School**

## Curriculum Outline

<b>Subject:</b> Art		<b>Year:</b> 9
<p><b>General Information:</b>          Art in this year will take a thematic approach using 'Coast' as the title. Pupils will then produce initial research to generate drawings and designs in a variety of media; this is in line with the GCSE Course. It is aimed at using primary research to inspire ideas, develop skills and designs and refine the final outcomes. Pupils are assessed formally at the end of each topic where 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>  <b>Coast: Drawing and Pastels</b></p> <ul style="list-style-type: none"> <li>• Observational drawing</li> <li>• Study of artist Amiria Gale</li> <li>• Study of the artist Maggie Hambling</li> </ul> <p>Pupils will develop drawings with pencil and paint using Gale's and Hambling's work for inspiration. They can also use pastels for experimentation. They will experiment with modeling, stippling, texture, and mixed media</p>	<p><b>SECOND HALF TERM TOPICS</b>  <b>Coast: Continued</b>          Drawings and pastel work develop</p>	<p><b>THIRD HALF TERM TOPICS</b>  <b>Coast: Graphic design</b></p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Branding</li> <li>• Graffiti</li> </ul> <p>Pupils will explore designs of skateboards/ surf boards and trainers and produce designs. They will be introduced to dyes, ink and bleach to develop the graphics.</p> <p>Use of on line Graffiti creator will support the development of personal logos and tags</p>
<p><b>FOURTH HALF TERM TOPICS</b>  <b>Coast: Continued</b>          Graphic design work continues</p>	<p><b>FIFTH HALF TERM TOPIC TOPICS</b>  <b>Coast: Ceramic Forms and mixed media</b></p> <ul style="list-style-type: none"> <li>• Visit to the East Coast</li> <li>• Photographs from shells/ landscape/ marine life</li> <li>• Pots and mixed media</li> </ul> <p>Pupils will have a visit to the east coast to look at coastal life and take photos to inspire mixed media work. This can be small detailed work from rocks, shells and stones for ceramic form, or photos of the architecture and seascape for a mixed media drawing/ painting</p>	<p><b>SIXTH HALF TERM TOPICS</b>  <b>Coast: Continued</b>          Ceramic and mixed media work continues</p>

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## Curriculum Outline

<b>Subject:</b> Computing		<b>Year:</b> 9
<p><b>General Information:</b>  Pupils receive two timetabled Computing lessons in Year 9. 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:</p> <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>		
<p><b>FIRST HALF TERM TOPICS</b>  <b>Data Handling</b></p> <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>	<p><b>SECOND HALF TERM TOPICS</b>  <b>The Internet</b></p> <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>	<p><b>THIRD HALF TERM TOPICS</b>  <b>Coding</b></p> <ul style="list-style-type: none"> <li>▪ Investigation of Python software.</li> <li>▪ Practice doing simple instructions</li> </ul>
<p><b>FOURTH HALF TERM TOPICS</b>  <b>Graphics</b></p> <ul style="list-style-type: none"> <li>▪ Labelling and annotating</li> <li>▪ Graphical modelling</li> <li>▪ Adapting and developing existing images</li> <li>▪ Creating graphics from scratch</li> </ul>	<p><b>FIFTH HALF TERM TOPIC TOPICS</b>  <b>Programming and Control Systems</b></p> <ul style="list-style-type: none"> <li>▪ Using control software</li> <li>▪ Writing procedures</li> </ul>	<p><b>SIXTH HALF TERM TOPICS</b>  <b>Extended Project</b>  GCSE level extended project</p>

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## Curriculum Outline

<b>Subject:</b> Creative Carousel		<b>Year:</b> 9
<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: Performing Arts, Food and Forest School.</p> <p>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>Performing Arts</b>          The aim of the Performing Arts workshop for Year 9 is to give an introduction to GCSE Drama in terms of knowledge and understanding, creativity and basic skills. This is achieved through:</p> <ul style="list-style-type: none"> <li>• Understanding the importance of skills and focus warm-ups</li> <li>• Understanding "What is Drama?"</li> <li>• The importance of Theatre Practitioners, focusing on Stanislavsky</li> <li>• Drama exercises using Stanislavsky's methods</li> <li>• Units and Objectives</li> <li>• The Magic "If"</li> <li>• Emotional Memory</li> <li>• Use of Monologue and Duologue scripts in developing character</li> <li>• Exercises in vocal projection</li> <li>• Understanding how voice can shape character</li> <li>• Exercises in proxemics</li> <li>• Understanding how proxemics shape character</li> <li>• The overall understanding of intent for audience</li> <li>• Continuous assessment through self, peer and teacher reflection</li> </ul>	<p><b>SPRING TERM</b>  <b>Food</b>          Pupils will be building on practical skills already learnt, as well as applying new ones to enable them to make a range of quality foods products that demonstrate ability and confidence.</p> <ul style="list-style-type: none"> <li>• We will be focusing on dishes from around the globe and looking at how different cultures provide a healthy balanced diet</li> <li>• Pupils will cook each week and a recipe book will be provided in the first lesson</li> </ul>	<p><b>SUMMER TERM</b>  <b>Forest School</b>          The opportunity to:</p> <ul style="list-style-type: none"> <li>• Develop personal, social and exam/revision technique 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. pupil led activities)</li> <li>• Learn how to manage failures and 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>

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## Curriculum Outline

<b>Subject:</b> English		<b>Year:</b> 9
<p><b>General Information:</b> Throughout Year 9, 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. The combination of these skills in Year 9 provides a seamless transition to GCSE, with a focus on being able 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 9 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>Fiction and Imaginative Writing</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers</li> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> </ul>	<p><b>SECOND HALF TERM TOPICS</b> <b>Unseen Poetry</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Select and synthesise evidence from different texts</li> <li>• Maintain a critical style and develop an informed personal response</li> <li>• Use textual references, including quotations, to support and illustrate interpretations</li> </ul>	<p><b>THIRD HALF TERM TOPICS</b> <b>Shakespeare: <i>Romeo and Juliet</i></b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Know the purpose, audience for and context of the writing and to draw on this knowledge to support comprehension</li> </ul>
<p><b>FOURTH HALF TERM TOPICS</b> <b>Shakespeare: <i>Romeo and Juliet</i></b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Know the purpose, audience for and context of the writing and to draw on this knowledge to support comprehension</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>• Know the purpose, audience for and context of the writing and to draw on this knowledge to support comprehension</li> <li>• Analyse the language, form and structure used by a writer to create meanings and effects</li> </ul>	<p><b>SIXTH HALF TERM TOPICS</b> <b>Non-Fiction and Transactional Writing</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Evaluate texts critically and support this with appropriate textual references</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>• Write for a range of purposes</li> </ul>

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## Curriculum Outline

<b>Subject:</b> French		<b>Year:</b> 9
<p><b>General Information:</b>  Pupils follow the course book Expo 3 which has two tiers: Green as the standard copy and Red as the extension. 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>Talking about TV programmes, films and books</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Using direct object pronouns</li> <li>Revision of the past with <i>avoir</i> and <i>être</i></li> <li>Reflexive verbs in the present and past</li> <li>Revision of the future with <i>aller</i> + infinitive</li> </ul>	<p><b>SECOND HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>Talking about future plans</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>The future tense including irregular stems of <i>avoir</i> and <i>être</i></li> <li>Modal verbs + the infinitive</li> </ul>	<p><b>THIRD HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>Talking about health issues</li> <li>Visiting the doctor</li> <li>At the chemist</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Illness expressions with <i>avoir</i></li> <li>Revision of reflexive verbs in the past</li> <li>Negatives <i>ne...jamais</i>, <i>ne...plus</i> and <i>ne...que</i></li> <li>The imperative using <i>vous</i> and <i>tu</i> forms</li> <li>Revision of emphatic pronouns</li> </ul>
<p><b>FOURTH HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>Describing what you used to do</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>The imperfect tense</li> <li>Relative pronouns <i>qui</i> and <i>que</i></li> <li>Revision of a range of tenses</li> </ul>	<p><b>FIFTH HALF TERM TOPIC TOPICS</b></p> <ul style="list-style-type: none"> <li>Describing a typical day</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Using <i>ir</i> and <i>re</i> verbs</li> <li>Use verb tables to find the present tense of irregular verbs</li> <li>Pronunciation practice of different letter combinations which make the same sound</li> </ul>	<p><b>SIXTH HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>Revision for school exams</li> <li>Discussing world issues</li> <li>Being able to give opinions on topical issues</li> </ul>

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## Curriculum Outline

<b>Subject:</b> Geography		<b>Year:</b> 9
<p><b>General Information:</b>          Year 9 pupils start to learn about the GCSE course. 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. The end of year exam is based on GCSE work to help give an indication of grades at GCSE.</p>		
<p><b>FIRST HALF TERM TOPICS</b>  <u>Hazards</u></p> <ul style="list-style-type: none"> <li>• Types of Hazards</li> <li>• Plate Tectonics</li> <li>• Tropical storms</li> <li>• Seismic hazards</li> </ul>	<p><b>SECOND HALF TERM TOPICS</b>  <u>Climate Change</u></p> <ul style="list-style-type: none"> <li>• What is climate change</li> <li>• What causes climate change</li> <li>• How can climate change be managed</li> <li>• Implications for the future</li> </ul>	<p><b>THIRD HALF TERM TOPICS</b>  <u>Ecosystems</u></p> <ul style="list-style-type: none"> <li>• What are ecosystems</li> <li>• Types of ecosystem</li> <li>• Food chains and Webs</li> <li>• Nutrient cycling</li> </ul>
<p><b>FOURTH HALF TERM TOPICS</b>  <u>Coasts</u></p> <ul style="list-style-type: none"> <li>• Processes</li> <li>• Landforms</li> <li>• Case studies</li> <li>• Management and at risk areas</li> </ul>	<p><b>FIFTH HALF TERM TOPICS</b>  <u>Geographical skills</u></p> <ul style="list-style-type: none"> <li>• Interpreting maps</li> <li>• Graphs</li> <li>• Diagrams</li> <li>• Photos</li> </ul>	<p><b>SIXTH HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Field work skills and write up</li> </ul>

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## Curriculum Outline

<b>Subject:</b> History		<b>Year:</b> 9
<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 9 the course is based on the book: <i>Technology, War and Identities</i> . There are termly attainment tests (sometimes more regularly) and an end of year internal exam.		
<b>FIRST HALF TERM TOPICS</b> Black Americans/ Slavery to Modern Times. <ul style="list-style-type: none"> <li>• Slave Triangle</li> <li>• Middle Passage</li> <li>• Slave Auction</li> <li>• Life as a Slave</li> <li>• US Civil War</li> <li>• Jim Crow Laws</li> <li>• Civil Rights Movement.</li> </ul>	<b>SECOND HALF TERM TOPICS</b> Britain and World War One <ul style="list-style-type: none"> <li>• How did war start?</li> <li>• Short-term reasons</li> <li>• Long-term reasons</li> <li>• Joining up</li> <li>• Trench warfare</li> <li>• Weapons</li> <li>• Shell shock</li> <li>• Poppy Day</li> <li>• How did countries avoid more war?</li> </ul>	<b>THIRD HALF TERM TOPICS</b> Holocaust <ul style="list-style-type: none"> <li>• What was the Holocaust?</li> <li>• Rise of Hitler</li> <li>• Forms of Persecution</li> <li>• Children.</li> <li>• Olympic Games 1936</li> <li>• Ghettos</li> <li>• Final solution</li> <li>• Resistance and Resilience.</li> <li>• Liberation</li> <li>• Why should the Holocaust be remembered?</li> </ul>
<b>FOURTH HALF TERM TOPICS</b> Britain and WWII <ul style="list-style-type: none"> <li>• Causes of WWII</li> <li>• Early German Successes</li> <li>• Dunkirk</li> <li>• Battle of Britain</li> <li>• Barbarossa</li> <li>• D Day</li> <li>• Dropping the bomb</li> </ul>	<b>FIFTH HALF TERM TOPICS</b> Home Front <ul style="list-style-type: none"> <li>• Appeasement</li> <li>• Britain prepares for war</li> <li>• Blitz</li> <li>• Evacuation</li> <li>• Rationing</li> <li>• Role of Women.</li> <li>• What is 'terrorism'?</li> </ul>	<b>SIXTH HALF TERM TOPICS</b> Modern <ul style="list-style-type: none"> <li>• Popular Culture</li> <li>• Civil Rights</li> <li>• Vietnam</li> <li>• Assassination of JFK</li> <li>• Man on the Moon</li> <li>• Cold War</li> </ul>

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## Curriculum Outline

<b>Subject:</b> Mathematics		<b>Year:</b> 9
<b>General Information</b> Pupils will be following the new Edexcel GCSE examination course (9-1). There are three examinations which will be taken at the end of Year 11 (one Non Calculator and two Calculator Papers). Each paper lasts 1 hour 30 minutes.  Pupils have 5 lessons per week with their Maths teacher over the course in Years 9, 10 and 11. Much of Year 9 is focusing on developing previously learnt topics and putting them into context.		
<b>FIRST HALF TERM TOPICS</b> <ul style="list-style-type: none"><li>• Basic Number</li><li>• The four rules with decimals</li><li>• Geometry and measures</li><li>• Converting between units</li><li>• Scale drawings</li><li>• Nets and isometric grids</li></ul>	<b>SECOND HALF TERM TOPICS</b> <ul style="list-style-type: none"><li>• Statistics</li><li>• Frequency tables</li><li>• Line graphs</li><li>• Averages</li><li>• Angle facts</li><li>• Angles in polygons and parallel lines</li><li>• Special quadrilaterals</li><li>• Bearings</li></ul>	<b>THIRD HALF TERM TOPICS</b> <ul style="list-style-type: none"><li>• Prime factors, LCM and HCF</li><li>• Squares and roots</li><li>• Using a calculator</li><li>• Rounding and approximation</li><li>• Decimals and rounding</li></ul>
<b>FOURTH HALF TERM TOPICS</b> <ul style="list-style-type: none"><li>• Reciprocals</li><li>• Four rules with fractions</li><li>• Linear graphs and equations</li><li>• Gradient of a line</li><li>• <math>y=mx+c</math></li><li>• Finding the equation of a line from its graph</li><li>• Real life graphs</li></ul>	<b>FIFTH HALF TERM TOPICS</b> <ul style="list-style-type: none"><li>• Simultaneous equations</li><li>• Substitution</li><li>• Expanding brackets</li><li>• Factorisation</li></ul>	<b>SIXTH HALF TERM TOPICS</b> <ul style="list-style-type: none"><li>• Quadratic expansion</li><li>• Quadratic factorisation</li><li>• Changing the subject of a formula</li><li>• End of Year exams</li></ul>

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## Curriculum Outline

<b>Subject:</b> Music		<b>Year:</b> 9
<p><b>General Information:</b>          The structure of the year is to enable all pupils to access a broad and balanced curriculum for Music, allowing them to develop their existing skills from Year 8 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 TOPIC TOPICS</b>  <b>6 Decades of Pop Music</b></p> <ul style="list-style-type: none"> <li>• Exploring the history of pop music</li> <li>• Understanding genres</li> <li>• Research into listening habits</li> <li>• Listening tests and comparisons</li> </ul>	<p><b>SECOND HALF TERM TOPICS</b>  <b>Cover Performance</b></p> <ul style="list-style-type: none"> <li>• Pupil vote for cover choice</li> <li>• Listening to covers</li> <li>• Song analysis</li> <li>• Song transcription and adaptation</li> <li>• Class performance, recording and evaluation</li> </ul>	<p><b>THIRD HALF TERM TOPICS</b>  <b>Blues</b></p> <ul style="list-style-type: none"> <li>• 12 bar Blues structure and walking bass line</li> <li>• Improvisation</li> <li>• Historical Context- examining the slave trade</li> <li>• Blues Lyrics</li> <li>• The influence of Blues on Jazz</li> </ul>
<p><b>FOURTH HALF TERM TOPICS</b>  <b>Music and the Media</b></p> <ul style="list-style-type: none"> <li>• Exploring how and why music is used within the media</li> <li>• To compose a radio jingle</li> <li>• To compose a TV theme</li> <li>• Listening tests to identify different ways music is used in media</li> <li>• Quiz Show, whole class performance</li> </ul>	<p><b>FIFTH HALF TERM TOPICS</b>  <b>Song Writing</b></p> <ul style="list-style-type: none"> <li>• Strophic song writing</li> <li>• Basic chord patterns</li> <li>• Basic melody and contrast construction</li> <li>• Ensemble rehearsals and performance</li> <li>• Evaluation and comparison with hit songs</li> </ul>	<p><b>SIXTH HALF TERM TOPICS</b>  <b>Devised SoW</b></p> <ul style="list-style-type: none"> <li>• Group devised SOW</li> <li>• Understanding of planning, facilitation, materials and assessment</li> <li>• Collaboration and accomplishment of own project</li> </ul>

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## Curriculum Outline

<b>Subject:</b> Physical Education		<b>Year:</b> 9
<p><b>General Information:</b> Year 9 Physical Education focuses on development of advanced skills needed in games and athletics. Pupils also 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>Handball/Basketball</b></p> <ul style="list-style-type: none"> <li>• Skills: passing, dribbling, shooting, heading, creating space, movement on and off ball</li> <li>• Tactics: attack/defence strategies, set plays, game evaluation &amp; analysis</li> <li>• Game play, rules, scoring &amp; 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: positions &amp; responsibilities, attack/defence strategies</li> <li>• Game play, rules, scoring &amp; refereeing</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• Why and how we warm up</li> <li>• Muscles</li> <li>• Working and target heart zones</li> <li>• Pacing</li> <li>• Different methods of training</li> <li>• Leading sessions</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, 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, advanced twists</li> <li>• Somersault progressions</li> <li>• Routines</li> <li>• Health and safety issues</li> <li>• Putting out &amp; away trampolines</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</li> <li>• 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> Games		<b>Year:</b> 9
<p><b>General Information:</b> Year 9 Physical Education focuses on development of advanced skills needed in games and athletics. Pupils also 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>Rugby</b></p> <ul style="list-style-type: none"> <li>• Skills: passing, scoring, creating space, movement on and off ball</li> <li>• Tactics: attack/defence strategies, set plays, game evaluation &amp; analysis</li> <li>• Game play, rules, scoring &amp; refereeing</li> </ul> <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>• Skills: passing, dribbling, tackling, shooting</li> <li>• Tactics: positions &amp; responsibilities, attack/defence strategies</li> <li>• Game play, rules, scoring &amp; refereeing</li> </ul>	<p><b>SECOND HALF TERM</b></p> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>• Skills: passing, dribbling, shooting, heading, creating space, movement on and off ball</li> <li>• Tactics: attack/defence strategies, set plays, game evaluation &amp; analysis</li> <li>• Game play, rules, scoring &amp; refereeing</li> </ul> <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>• Skills: passing, dribbling, tackling, shooting</li> <li>• Tactics: positions &amp; responsibilities, attack/defence strategies</li> <li>• Game play, rules, scoring &amp; refereeing</li> </ul>	<p><b>THIRD HALF TERM</b></p> <p><b>Rugby</b></p> <ul style="list-style-type: none"> <li>• Skills: passing, scoring, creating space, movement on and off ball</li> <li>• Tactics: attack/defence strategies, set plays, game evaluation &amp; analysis</li> <li>• Game play, rules, scoring &amp; refereeing</li> </ul> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>• Skills: passing; footwork, shooting, movement on and off ball, attacking &amp; defensive play</li> <li>• Tactics: attack/defence strategies, set plays, game analysis &amp; evaluation</li> <li>• Game play, rules, scoring &amp; umpiring</li> </ul>
<p><b>FOURTH HALF TERM</b></p> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>• Skills: passing, dribbling, shooting, heading, creating space, movement on and off ball</li> <li>• Tactics: attack/defence strategies, set plays, game evaluation</li> <li>• Game play, rules, scoring &amp; refereeing</li> </ul> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>• Skills: passing; footwork, shooting, movement on and off ball, attacking &amp; defensive play</li> <li>• Tactics: attack/defence strategies, set plays, game analysis &amp; evaluation</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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## Curriculum Outline

<b>Subject:</b> PSHEE		<b>Year:</b> 9
<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>• Decisions and choices</li> <li>• Options and transition to GCSE years</li> <li>• Skills and diversity</li> <li>• Smart decisions</li> </ul> <p><b>Assessment:</b>          A written piece on careers and smart decisions</p>	<p><b>SECOND HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Careers</li> <li>• Enterprise project</li> <li>• Money management</li> </ul> <p><b>Assessment:</b>          Enterprise project assessment</p>	<p><b>THIRD HALF TERM TOPIC</b></p> <ul style="list-style-type: none"> <li>• Stress</li> <li>• Dangers of smoking</li> <li>• Alcohol</li> <li>• Drugs</li> </ul> <p><b>Assessment:</b>          Written piece on the dangers of alcohol abuse</p>
<p><b>FOURTH HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Emotions</li> <li>• Relationships</li> <li>• Body image</li> </ul> <p><b>Assessment:</b>          A poster on the link between media and body image</p>	<p><b>FIFTH HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• CCTV</li> <li>• The law</li> <li>• Environmental issues</li> </ul> <p><b>Assessment:</b>          Speech on the use of CCTV</p>	<p><b>SIXTH HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Celebrities</li> <li>• Consumer</li> <li>• Parenting</li> </ul> <p><b>Assessment:</b>          To make an information leaflet on parenting</p>

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<b>Subject:</b> RE		<b>Year:</b> 9
<p><b>General Information:</b></p> <p>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 9 Theme: EXPRESS MYSELF!</b>		
<p><b>FIRST HALF TERM TOPICS</b></p> <p><b>Focus on Buddhism:</b> The power of image</p> <p>Conceptual areas - Expressing meaning Identity, diversity and belonging</p>	<p><b>SECOND HALF TERM TOPICS</b></p> <p><b>Focus on Islam:</b> The power of words</p> <p>Conceptual areas - Expressing meaning Identity, diversity and belonging</p>	<p><b>THIRD HALF TERM TOPICS</b></p> <p><b>Focus on Christianity:</b> What does the Bible say about?</p> <p>Conceptual areas - Expressing meaning Values and commitments</p>
<p><b>FOURTH HALF TERM TOPICS</b></p> <p><b>Focus on Sikhism:</b> What does it mean to have faith?</p> <p>Conceptual areas - Expressing meaning Values and commitments</p>	<p><b>FIFTH HALF TERM TOPICS</b></p> <p><b>Focus on Judaism:</b> Time to take responsibility?</p> <p>Conceptual areas - Expressing meaning Values and commitments</p>	<p><b>SIXTH HALF TERM TOPICS</b></p> <p><b>Focus on Christianity:</b> Do miracles happen?</p> <p>Conceptual areas - Expressing meaning Questions of meaning, purpose and truth</p>

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## Curriculum Outline

<b>Subject:</b> Science		<b>Year:</b> 9
<p><b>General Information:</b>            Year 9 pupils will start the AQA GCSE Triple Science course (Biology, Chemistry and Physics), with a view to introducing the practical skills and key concepts that form the basis for each subject. This broad based introduction enables all pupils to have the option of taking Combined (Single), Co-ordinated (Double) or Triple Science in Year 10 &amp; 11.</p> <p>Internally set and marked topic tests will take place throughout the year, but the terminal examinations for the course will not take place until the end of Year 11.</p>		
<p><b>FIRST HALF TERM TOPICS :</b>  <b>Chemistry</b>  <b>5.1</b> Atomic structure and the periodic table  <b>5.1.1.1</b> Atoms ,elements and compounds  <b>5.1.1.2</b> Mixtures  <b>5.1.1.3</b> Model of the atom  <b>5.1.1.4</b> Atomic Charges  <b>5.1.1.5</b> Size and mass of atoms  <b>5.1.1.6</b> Electronic structure  <b>5.1.2.1</b> Periodic table  <b>5.1.2.2</b> development of periodic table  <b>5.1.2.3</b> Metals /non-metals  <b>5.1.2.4</b> Group I  <b>5.1.2.5</b> Group II  <b>5.1.2.6</b> Group 7</p>	<p><b>SECOND HALF TERM TOPICS :</b>  <b>Physics</b>  <b>4.1</b> Energy  <b>4.1.1.1</b> Energy stores and systems  <b>4.1.1.2</b> Changes in Energy  <b>4.1.1.3</b> Energy changes in systems</p>	<p><b>THIRD HALF TERM TOPICS:</b>  <b>Biology</b>  <b>4.1</b> Cell biology  <b>4.1.1</b> Cell structure  <b>4.1.1.1</b> Eukaryotes/ prokaryotes  <b>4.1.1.2</b> Animal / plant cells  <b>4.1.1.3</b> Cell specialization  <b>4.1.1.4</b> Cell differentiation  <b>4.1.1.5</b> Microscopy  <b>4.1.2.1</b> Chromosomes  <b>4.1.2.2</b> Mitosis / cell cycle  <b>4.1.2.3</b> Stem cells  <b>4.1.3</b> Transport in cells  <b>4.1.3.1</b> Diffusion  <b>4.1.3.2</b> Osmosis</p>
<p><b>FOURTH HALF TERM TOPICS:</b>  <b>Chemistry</b>  <b>5.2</b> Bonding and properties of matter  <b>5.2.1.1</b> Chemical bonds  <b>5.2.1.2</b> Ionic bonding  <b>5.2.1.3</b> Ionic compounds  <b>5.2.1.4</b> Covalent bonding  <b>5.2.1.5</b> Metallic bonding  <b>5.2.2.1</b> Three states of matter  <b>5.2.2.2</b> State symbols  <b>5.2.2.3</b> properties of ionic compounds  <b>5.2.2.4</b> Properties of small compounds  <b>5.2.2.5.</b> Polymers  <b>5.2.2.6</b> Giant covalent molecules  <b>5.2.2.7</b> Metals and alloys  <b>5.2.2.8.</b> Metals as conductors  <b>5.2.3.1</b> Diamond  <b>5.2.3.2</b> Graphite  <b>5.2.3.3</b> Graphene /fullerenes</p>	<p><b>FIFTH HALF TERM TOPICS:</b>  <b>Physics</b>  <b>4.1.1.4</b> Power and work done  <b>4.1.2.1</b> Energy transfer in a system  <b>4.1.2.2</b> Efficiency  <b>4.1.3</b> National &amp; Global energy resources</p>	<p><b>SIXTH HALF TERM TOPICS:</b>  <b>Biology</b>  <b>4.2</b> Organisation  <b>4.2.1</b> Principles of organisation  <b>4.2.1.1</b> Organisational hierarchy  <b>4.2.2.1.</b> The human digestive system  <b>4.2.2.2</b> Heart &amp; blood vessels</p>

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<b>Subject:</b> Spanish		<b>Year:</b> 9
<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 3. 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 for use at home.</p>		
<p><b>FIRST HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Talking about yourself and your family</li> <li>• Saying what you do on the computer</li> <li>• Talking about films and television programmes</li> <li>• Talking about music</li> <li>• Saying what you did last weekend</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>• Opinion phrases</li> <li>• Verb – soler</li> <li>• Near future tense</li> <li>• Preterite tense</li> </ul>	<p><b>SECOND HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Saying what you did last weekend</li> <li>• Describing your school</li> <li>• Discussing school subjects</li> <li>• Opinions on teachers</li> <li>• Christmas in Spain</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Preterite tense</li> <li>• Time phrases</li> <li>• Prepositional pronouns</li> <li>• Comparisons and superlatives</li> </ul>	<p><b>THIRD HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Discussing school rules</li> <li>• Future plans</li> <li>• The parts of the body</li> <li>• Saying what hurts</li> <li>• Buying medical supplies</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Verbs followed by infinitives</li> <li>• Se puede / se debe</li> <li>• Future tense</li> <li>• Desde hace</li> <li>• Verb - doler</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 what you eat</li> <li>• Healthy and unhealthy lifestyles</li> <li>• Revision for exam</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Using past, present and future tenses together</li> <li>• Para and infinitive</li> </ul>	<p><b>FIFTH HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Revision for exam</li> <li>• Discussing what jobs you do at home</li> <li>• Discussing pocket money</li> <li>• Discussing jobs</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Present tense revision</li> <li>• Adjectival endings</li> <li>• Conditional tense</li> </ul>	<p><b>SIXTH HALF TERM TOPICS</b></p> <ul style="list-style-type: none"> <li>• Discussing languages in the world of work</li> <li>• Discussing if you win the lottery</li> <li>• Travel by train</li> <li>• Tourist information</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Future tense</li> <li>• Using 3 tenses together</li> </ul>

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