

Gosfield School

Curriculum Outline

Subject: COMPUTING

Year: 7

General Information:

Computers are integral to the life of students here at Gosfield. The course is designed to give all the confidence and understanding that they need to use them efficiently and effectively whilst appreciating and understanding how they work and how they are programmed. The course includes ICT components and COMPUTER SCIENCE components with clear progression and challenge in every area.

First Half Term

E-Safety:

- Computer Systems
- Input/Output devices.
- Internal Components.
- Operating system and application software differences

Second Half Term

Collecting, analysing and presenting data:

- Practical use of the internet
- Presentation Skills (Basic)
- Building a website (WYSIWYG)

Third Half Term

Networks and the Internet:

- Network topologies
- Internet security
- Social Media

Fourth Half Term

Introduction to Spreadsheets:

- Formatting and Conditional formatting
- Use of text
- Use of numerical data
- Basic formulae. SUM / AVERAGE

Fifth Half Term

Introduction to programming:

- Intro to Python
- Print and Input statements

Sixth Half Term

Animation:

- Introduction to Scratch #1
- Introduction to The Wick Editor
- 25+ frames

Gosfield School

Curriculum Outline

Subject: Physical Education

Year: 7

General Information: Year 7 Physical Education and Games focuses on introducing and developing key fundamental skills needed in games and athletics. Students are also given the opportunities to apply these skills and strategies in competitive games against external opposition.

Autumn Term 1

Health-Related Fitness

- Warm-ups/Cool downs
- Fartlek/Interval training
- Circuit training

Athletics

- Sprinting technique
- Middle-distance technique
- Long Jump techniques
- Triple Jump techniques

Autumn Term 2

Badminton

- Skills: different types of shot both forehand and backhand, rallies
- Introduce serves
- Tactics
- Game play (singles and doubles), rules and scoring

Handball

- Skills: passing, dribbling, tackling, shooting
- Tactics: basic principles of attack/defence
- Game play, rules & scoring

Spring Term 1

Trampolining

- Skills: shapes, landings, combinations, twists, turns
- Routines
- Health & safety issues
- Putting out & away trampolines

Volleyball

- Skills: Serve, set shot, volley, smash
- Tactics: basic principles of attack/defence
- Game play, rules & scoring

Spring Term 2

Basketball

- Skills: passing, dribbling, shooting, heading, creating space, movement on and off ball
- Tactics: principles of attack/defence; set plays
- Game play, rules and scoring

Alternative Sports

(Hockey, Dodgeball, Gaelic Football etc)

- Skills: passing, dribbling, shooting, heading, creating space, movement on and off ball
- Tactics: principles of attack/defence; set plays
- Game play, rules and scoring

Summer Term 1

Athletics

- Skills; intro & develop running throwing & jumping skills
- Measurement: times & distances
- Tactics
- Competitions

Summer Term 2

Tennis

- Skills: Forehand and back hand ground strokes volleys, serving, court movement
- Rallying
- Game play, rules & scoring

Cricket/Rounders

- Skills: throwing, catching, batting, bowling, and fielding
- Tactics
- Game play, rules and scoring

Gosfield School
Curriculum Outline

Subject: Design Technology

Year: 7

General Information: Design and Technology at Gosfield School is taught to all students from Years 3 - 9. This scheme of work has been developed to enable students to learn how to work safely and to apply their knowledge of CAD/CAM, Research techniques, communication skills and User centred design. In addition, they will consider the factors that affect design decisions such as the environment and modern materials.

Design technology, or DT, is the study of design, development, application, implementation, support and management of computer and non-computer-based technologies for the express purpose of communicating product design intent and constructability.

The core themes taught under the Design and Technology umbrella are:

1. Problem Solving
2. Communication
3. Evaluation Skills

The aims of Design and Technology

- * Students will deepen their knowledge and understanding of the design process
- * Students will further develop research techniques;
- * Students will develop the creative, technical and practical expertise needed to perform tasks confidently
- * Students will build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users;
- * Students will evaluate and test their ideas and products and the work of others.

Lessons will be weekly with practical tasks supporting theory work covered in each session.

<p>Autumn Term1</p> <p>Health and Safety</p> <ul style="list-style-type: none"> • Safe working practices • Desk tidy/Mobile phone stand. • Specifications and evaluations 	<p>Autumn Term 2</p> <p>Systems and Controls</p> <ul style="list-style-type: none"> • Arduino programming • User centered design 	<p>Spring Term 1</p> <p>CAD/CAM</p> <ul style="list-style-type: none"> • Noughts and Crosses • Laser Cutter training • 3D Printing
<p>Spring Term 2</p> <p>Design</p> <ul style="list-style-type: none"> • Orthographic/Working drawings • Isometric Drawing • Sketching 	<p>Summer Term 1</p> <p>Mood Light</p> <ul style="list-style-type: none"> • Brief • Research • Specification • Design 	<p>Summer Term 2</p> <p>Mood Light</p> <ul style="list-style-type: none"> • Planning • Manufacture • Evaluation

Gosfield School
Curriculum Outline

Subject: English

Year: 7

General Information:

Throughout Year 7, students will develop the ability to:

- Use a range of devices in their imaginative writing
- Refine their spelling, punctuation and grammar skills
- Read and comprehend texts, commenting on a writer's choice of language
- Write analytical essays
- Present their ideas to a class and participate in class discussion.

Our overall aim is for Year 7 students to extend and apply their grammatical knowledge to analyse more challenging texts. Study skills that will be developed and reinforced throughout the year are: listening, presenting, analysing, comprehending, note taking, using evidence.

All Year 7 students study English for 8 lessons per fortnight; two of these will be literacy and language lessons, focusing on reading, writing, spelling and vocabulary.

As part of our Covid Catch Up strategies, we will use each half term to focus on specific skills; checking for understanding, building up stamina and providing platforms for extension. Interventions will usually be carried out within the class setting with differentiated work and targeted support, monitored by the teacher.

Autumn Term 1

Transition Unit: Speeches

Students will be taught to:

- Use a range of persuasive language techniques
- Plan, draft, edit and proof-read their work
- Write accurately, fluently and effectively to meet the needs of their audience
- Speak confidently in public

Covid Catch Up: This is a new topic introduced for all Year 7 students so that all are at the same starting point. Use of differentiated tasks and targeted interventions during lessons.

Autumn Term 2

Prose

Students will be taught to:

- Make inferences when referring to evidence in a text
- Explore setting, character and themes in a novel

Assessment

Reading – analysis of writer's techniques to create the world in the novel

Writing – use understanding of the novel to write from the point of view of a character

Covid Catch Up: Topic brought forward to monitor skills taught during lockdown. Frequent opportunities for analytical and creative writing. Use of target interventions and differentiated tasks.

Spring Term 1

Shakespeare: 'A Midsummer Night's Dream'

Students will be taught to:

- Comment on the author's use of imagery
- Know some context for Shakespeare's writing
- Be able to write to persuade and to advise

Assessment

Reading - analysis of imagery created through writer's use of language, focusing on a key scene or extract

Writing - write advice to a character using a range of persuasive techniques

Covid Catch Up: To be planned in response to needs identified in the Autumn Term. Building on reading skills from Autumn Term 2. Revise persuasive language features from Autumn Term 1 for use in writing tasks.

<p>Spring Term 2</p> <p>Journeys Through Time – A Brief Introduction to Science Fiction Students will be taught to:</p> <ul style="list-style-type: none"> Analyse an extract from ‘The Time Machine’ and to consider the impact that Victorian society and living conditions had upon Wells’ writing <p>Assessment Reading - essay focusing on an extract from the novel ‘The Time Machine’ Writing - informative writing about context of the Victorian era</p> <p>Covid Catch Up: Build on reading skills from Poetry and Shakespeare units. Frequent opportunities for analytical writing. Targeted interventions within class.</p>	<p>Summer Term 1</p> <p>Poetry Students will be taught to:</p> <ul style="list-style-type: none"> Make inferences when referring to evidence in a prose text Recognise a range of poetic conventions and how these have been used <p>Assessment Reading - analyse a set poem, focusing on how poetic conventions have been used for effect Writing - descriptive writing using a poem as inspiration</p> <p>Covid Catch Up: To be planned in response to needs identified in the Spring Term. Continue building on reading skills from previous topics.</p>	<p>Summer Term 2</p> <p>Poetry Students will be taught to:</p> <ul style="list-style-type: none"> Make inferences when referring to evidence in a prose text Recognise a range of poetic conventions and how these have been used <p>Assessment Reading - analyse a set poem, focusing on how poetic conventions have been used for effect Writing - descriptive writing using a poem as inspiration</p> <p>Covid Catch Up: Frequent analytical writing opportunities to consolidate skills taught during Year 7. Targeted interventions focusing on reading skills.</p>
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Gosfield School
Curriculum Outline 2020-21

Subject: Food Technology

Year: 7

General Information:

This scheme of work has been developed to enable students to learn how to cook a range of dishes safely and hygienically and to apply their knowledge of nutrition. In addition, they will consider the factors that affect food choice, food provenance and food science.

Aims

- Students will deepen their knowledge and understanding of food and nutrition;
- Students will further develop food preparation and cooking techniques;
- Students will be able to apply their knowledge to make informed choices;
- Students will investigate where food comes from and the processes involved in food production;
- Students will begin to understand the scientific principles involved in food;
- Students will develop the creative, technical and practical expertise needed to perform everyday tasks confidently;
- Students will build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users;
- Students will evaluate and test their ideas and products and the work of others.

Lessons will be fortnightly with practical tasks supporting theory work covered in each session. An ingredients booklet will show the range of activities that will be taking place throughout the term.

COVID – initially we will not be undertaking practical sessions but hopefully we will be able to try practical tasks in the Spring term, if not before. Some practical tasks may need to be simplified but theory content will remain the same with greater depth being covered when no practical being performed.

<p>Autumn Term 1</p> <ul style="list-style-type: none"> • Preparing for practical work • Food safety - Washing up • Weighing and measuring • Food safety - Using the hob safely • Food choice - Sensory Evaluation 	<p>Autumn Term 2</p> <ul style="list-style-type: none"> • Using equipment • Knife skills • Fruit & vegetable preparation skills • Food commodities – fruit 	<p>Spring Term 1</p> <ul style="list-style-type: none"> • Food nutrition - Introduction to why we eat food • Food nutrition - Introduction to the Eatwell Guide • Food provenance – where does the food come from & how is it grown
<p>Spring Term 2</p> <ul style="list-style-type: none"> • Food provenance – how our food is reared & caught • Food provenance – food miles & transportation • Food commodities – soya, tofu, beans, nuts & seeds, and meat alternatives 	<p>Summer Term 1</p> <ul style="list-style-type: none"> • Food science - Butter, oil, margarine; shortening & aeration • Food science - Investigation of making pastry with different fats • Food science - Aeration 	<p>Summer Term 2</p> <ul style="list-style-type: none"> • Food safety - How to write a time plan • Plan for practical assessment • Practical assessment

Gosfield School Curriculum Outline

Subject: LOTC (Forest School)

Year: 7

General Information: Gosfield School is ideally, geographically placed to offer children a wide variety of outdoor learning opportunities. Forest School is intended to provide well structured, quality learning with the child at its heart.

Forest School is exactly what it implies. It is a woodland based approach to learning and teaching. The methodologies of the Forest School approach can be used in the school setting and are based on research about how children learn and develop. Sessions are 'child-led', in collaboration with the Forest School leader and the adult helpers; some being the children's class teachers, based on their interests and ideas. It is a collaborative process which helps to give children ownership of their learning. Sessions are carefully structured by the leader and children are fully involved in risk assessment and management.

The Forest School Leader follows the six Principles of Forest School deemed as the correct criteria for the good practice of providing Forest School.

Forest School is a unique educational experience and process that offers children the opportunity to succeed and develop confidence and self-esteem through 'child-led' hands-on learning experiences in a woodland environment.

Children engage in motivating and achievable tasks and activities throughout the year and in almost all weathers. Children will work with tools, play, learn boundaries of behaviour; both physical and social, grow in confidence, self-esteem and motivation whilst developing an understanding of the natural world.

In Year 7 students have the added incentive of working towards and achieving the Gosfield Outdoor Learning Awards which range from bronze, silver, gold to diamond.

Autumn Term 1

- The opportunity through 'child-led' seasonal sessions to:
- Develop personal and social skills (e.g.: circle time, develop ownership of the surroundings)
- Work through practical problems and challenges (e.g.: camp building, rope trail)
- Use tools to create, build or manage (e.g.: whittling, sawing)
- Discover how they learn best, pursue knowledge that interests them (e.g.: pupil led activities)
- Learn how to manage failures build confidence in decision making (e.g.: no set time limits on activities, natural progression, self-led)
- Evaluate risk (e.g.: opportunity for group and individual risk assessment)
- Develop practical skills (e.g.: fire lighting and management)
- Develop resilience of working and learning in the changing seasons.
- Working towards GLOtC awards

Autumn Term 2

- Continuing 'child-led' seasonal sessions: to develop personal and social skills (e.g.: circle time, develop ownership of the surroundings)
- Work through practical problems and challenges (e.g.: camp building, rope trail)
- Use tools to create, build or manage (e.g.: whittling, sawing)
- Discover how they learn best, pursue knowledge that interests them (e.g.: pupil led activities)
- Learn how to manage failures build confidence in decision making (e.g.: no set time limits on activities, natural progression, self-led)
- Evaluate risk (e.g.: opportunity for group and individual risk assessment)
- Develop practical skills (e.g.: fire lighting and management)

Spring Term 1

- Continuing 'child-led' seasonal sessions to develop personal and social skills (e.g.: circle time, develop ownership of the surroundings)
- Work through practical problems and challenges (e.g.: camp building, rope trail)
- Use tools to create, build or manage (e.g.: whittling, sawing)
- Discover how they learn best, pursue knowledge that interests them (e.g.: pupil led activities)
- Learn how to manage failures build confidence in decision making (e.g.: no set time limits on activities, natural progression, self-led)
- Evaluate risk (e.g.: opportunity for group and individual risk assessment)
- Develop practical skills (e.g.: fire lighting and management)
- Develop resilience of working and learning in the changing seasons.
- Working towards GLOtC awards

	<ul style="list-style-type: none"> • Develop resilience of working and learning in the changing seasons. • Working towards GLOtC awards 	
<p>Spring Term 2</p> <ul style="list-style-type: none"> • Continuing 'child-led' seasonal sessions to develop personal and social skills (e.g.: circle time, develop ownership of the surroundings) • Work through practical problems and challenges (e.g.: camp building, rope trail) • Use tools to create, build or manage (e.g.: whittling, sawing) • Discover how they learn best, pursue knowledge that interests them (e.g.: pupil led activities) • Learn how to manage failures build confidence in decision making (e.g.: no set time limits on activities, natural progression, self-led) • Evaluate risk (e.g.: opportunity for group and individual risk assessment) • Develop practical skills (e.g.: fire lighting and management) • Develop resilience of working and learning in the changing seasons. • Working towards GLOtC awards 	<p>Summer Term 1</p> <ul style="list-style-type: none"> • Continuing 'child-led' seasonal sessions to develop personal and social skills (e.g.: circle time, develop ownership of the surroundings) • Work through practical problems and challenges (e.g.: camp building, rope trail) • Use tools to create, build or manage (e.g.: whittling, sawing) • Discover how they learn best, pursue knowledge that interests them (e.g.: pupil led activities) • Learn how to manage failures build confidence in decision making (e.g.: no set time limits on activities, natural progression, self-led) • Evaluate risk (e.g.: opportunity for group and individual risk assessment) • Develop practical skills (e.g.: fire lighting and management) • Develop resilience of working and learning in the changing seasons. • Working towards GLOtC awards 	<p>Summer Term 2</p> <ul style="list-style-type: none"> • Continuing 'child-led' seasonal sessions to develop personal and social skills (e.g.: circle time, develop ownership of the surroundings) • Work through practical problems and challenges (e.g.: camp building, rope trail) • Use tools to create, build or manage (e.g.: whittling, sawing) • Discover how they learn best, pursue knowledge that interests them (e.g.: pupil led activities) • Learn how to manage failures build confidence in decision making (e.g.: no set time limits on activities, natural progression, self-led) • Evaluate risk (e.g.: opportunity for group and individual risk assessment) • Develop practical skills (e.g.: fire lighting and management) • Develop resilience of working and learning in the changing seasons. • GLOtC awards awarded • Parent invite to summer session

Gosfield School
Curriculum Outline

Subject: Geography

Year: 7

General Information: The focus in Year 7 is to develop Geographical skills and basic knowledge for use in future years. The topics include a variety of human and physical elements, so the students have an overall view of Geography.

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>Autumn Term 1</p> <p>OS and Atlas Maps</p> <ul style="list-style-type: none"> • Global Connections • Scale • Map Types; plans, mental maps, OS maps • Map Sketches • Distance, directions, height and relief • Atlas skills • Continents and countries 	<p>Autumn Term 2</p> <p>Settlement & Shopping</p> <ul style="list-style-type: none"> • Choosing a place to settle (site factors) • The growth of towns • Settlement Patterns • Land-use on OS maps • Urban decline and regeneration • The need to house • Sustainable Development • Shopping Hierarchy • Out of town shopping centres 	<p>Spring Term 1</p> <p>Plate Tectonics</p> <ul style="list-style-type: none"> • Layer of earth • Tectonic Plates • Plate movements • Earthquakes • Tsunamis • Volcanoes • How to cope
<p>Spring Term 2</p> <p>Rivers and Flooding</p> <ul style="list-style-type: none"> • Water cycle • How water moves through a river basin • Parts of a river basin • Processes at work; erosion, transportation, deposition • Landforms created by rivers • Rivers and people 	<p>Summer Term 1</p> <p>Exploring Britain</p> <ul style="list-style-type: none"> • Our Island Home • Weather • Who we are • Where we live • UK in the world 	<p>Summer Term 2</p> <p>Finishing off topics and mini project work.</p>

Gosfield School

Curriculum Outline

Subject: History

Year: 7

General Information: In History, students develop the skills to understand past events, analyse cause and effect, recognise patterns and evaluate sources with increasing confidence and sophistication. In Year 7 the course is based on the book: *Invasion, Plague, and Murder: Britain 1066-1485*. There are termly attainment tests (sometimes more regularly) and an end of year internal exam.

First Half Term Topics

- Who do we study in history?
- Famous figures
- Anachronisms
- Chronology
- Use of evidence and sources

Second Half Term Topics

- What was England like before 1066?
- The Battle of Stamford Bridge
- The Battle of Hastings
- The conquest of England
- The Feudal System

Third Half Term Topics

- Crown v the Church
- Becket
- Richard the Lionheart
- Was King John bad?
- Robin Hood?
- State v Barons/ Magna Carta

Fourth Half Term Topics

- Life in the Middle Ages
 - Village
 - Towns
 - Fun
 - Fashion
 - Music
 - Food
 - Knights
 - Heraldry

Fifth Half Term Topics

- Black Death
- Healing the sick
- How healthy were the Kings?
- Peasants Revolt
- Keeping the peace
- Punishment

Sixth Half Term Topics

- Castles/ Siege of Rochester Castle
- Where to build a Castle.
- Who lives in a Castle.
- Development and Decline of Castles.
- Weapons
- War of the Roses.

Gosfield School
Curriculum Outline

Subject: Mathematics

Year: 7 Higher

General Information

Students in year 7 and 8 follow the Pearson KS3 Maths Progress Scheme. Students in the Year 7 higher group will be working from Delta 1 textbook. The work completed will be preparation for the 3 year GCSE scheme starting in Year 9

Students will complete various assessments on key topics throughout the year to check and consolidate their learning. Formal assessments will be sat at the end of each topic, when appropriate in the Scheme of Work, and students will always be given advanced notice of any assessment with dates and information set on Show My Homework. In addition, students sit an End of Year exam that is graded and compared to their targets to check progress made.

COVID CATCH UP: Class teachers will frequently assess prior knowledge prior to a new topic. This may be in various forms including, but not limited to, in class strategies, the use of online programmes and homework. This knowledge will form part of our internal review of all learning opportunities. Consequently, each class may work faster or slower than the outline below.

First Half Term Topics	Second Half Term Topics	Third Half Term Topics
<ul style="list-style-type: none"> • Mental maths • Negative numbers • Factors, multiples and primes • Powers and roots • Two way tables and bar charts • Averages and range • Grouped data • Graphs • Pie charts 	<ul style="list-style-type: none"> • Algebraic expressions • Writing formulae • Brackets and powers • Factorising • Arithmetic with fractions • Mixed numbers 	<ul style="list-style-type: none"> • Angles and parallel lines • Triangles • Quadrilaterals • Polygons • Working with decimals • Fractions, decimals and percentages
Fourth Half Term Topics	Fifth Half Term Topics	Sixth Half Term Topics
<ul style="list-style-type: none"> • Solving equations • Trial and improvement • Metric and imperial units • Ratios • Proportion • Proportional reasoning 	<ul style="list-style-type: none"> • Triangles, parallelograms, trapeziums • Compound shapes • 3D solids • Surface area and volume • Sequences • Nth term • Coordinates and line segments 	<ul style="list-style-type: none"> • Consolidation/Revision • End of Year exams

Gosfield School
Curriculum Outline

Subject: Mathematics

Year: 7 Foundation

General Information

Students in Year 7 and 8 follow the Pearson KS3 Maths Progress Scheme. Students in the Year 7 foundation group will be working from either the Theta 1 or Pi 1 textbooks, dependent upon their ability. The work completed will be preparation for the 3 year GCSE scheme starting in Year 9

Students will complete various assessments on key topics throughout the year to check and consolidate their learning. Formal assessments will be sat at the end of each topic, when appropriate in the Scheme of Work, and students will always be given advanced notice of any assessment with dates and information set on Show My Homework. In addition, students sit an End of Year exam that is graded and compared to their targets to check progress made.

COVID CATCH UP: Class teachers will frequently assess prior knowledge prior to a new topic. This may be in various forms including, but not limited to, in class strategies, the use of online programmes and homework. This knowledge will form part of our internal review of all learning opportunities. Consequently, each class may work faster or slower than the outline below.

<p>First Half Term Topics</p> <ul style="list-style-type: none">• Mental maths• Negative numbers• Factors, multiples and primes• Square and triangle numbers• Averages and comparing data• Grouping and displaying data	<p>Second Half Term Topics</p> <ul style="list-style-type: none">• Functions• Simplifying expressions• Formulae• Decimals and rounding• Length, mass, capacity• Perimeter and area• Working with decimals	<p>Third Half Term Topics</p> <ul style="list-style-type: none">• Simplifying fractions• Fractions and decimals• Percentages• Calculating probability• Experimental probability
<p>Fourth Half Term Topics</p> <ul style="list-style-type: none">• Direct proportion• Ratios• Scales and measures• Proportions and fractions/percentages• Measuring and drawing angles• Angles in a triangle• Quadrilaterals	<p>Fifth Half Term Topics</p> <ul style="list-style-type: none">• Sequences and patterns• Coordinates• Straight line graphs• Term-to-term rules• Congruency and enlargements• Symmetry• Reflections• Rotations• Translations	<p>Sixth Half Term Topics</p> <ul style="list-style-type: none">• Consolidation/Revision• End of Year exams

Gosfield School

Curriculum Outline

Subject: MUSIC

Year: 7

General Information:

Three main areas - **Listening, performing and composition**. All of these are supported by theory and historical context with a view to enabling all pupils to access a variety of musical styles through practical engagement.

First Half Term

Reading Treble Clef

- Identifying notes on treble stave.
- Up to one ledger line.
- Identifying white notes on piano keyboard.

Listening: Identifying Orchestral Instruments.

Elements: Pitch

Performing Ode to Joy.

Composing using 5 notes (C-G)

Second Half Term

More Treble Clef

- Adding the Accidentals
- Identify black notes on piano

Listening:

Elements: Pitch

Performing: Jingle Bells and other Carols.

Composing: Christmas melody

Third Half Term

Treble Clef 2 Ledger Lines

- Encourage use of BOTH hands.

Listening: Vivaldi Winter

Elements: Pitch including chromatics

Performing: Winter

Composing: Using chromatics (12 notes)

Fourth Half Term

Treble Clef 2 Ledger Lines

- Encourage use of BOTH hands.

Listening: Baroque Music

Elements: Rhythm & Pitch

Performing: Vivaldi Spring

Composing: Program music

Fifth Half Term

Minim, Crotchet, Quaver, Semibreve

- Understand and explore minimalist music.

Listening: Minimalism.

Reich, Glass & Reilly.

Elements: Rhythm

Performing: Reich Clapping Music

Composing: Minimalist cells

Sixth Half Term

Introduction to chords and tonality.

- Major & Minor. Plus simple chord progressions.

Listening: Primary triads

Elements: Tonality

Performing: Blues and Rock and Roll

Composing: Using primary triads.

Gosfield School
Curriculum Outline

Subject: Politics

Year: 7

General Information:

Politics is a subject that teaches children about the country and the world we live in. It teaches them about how the country is run and decisions made. It allows them time to study current affairs and to debate the issues that surround the world today. We will follow a prescribed outline, but, also focus on events as they happen around the world.

Autumn Term 1

- Introduction to Politics
- How can you run a country?
- Democracy V's Dictatorship
- Democracy in the UK.

Autumn Term 2

- Political parties.
- Political Spectrum
- Manifesto's. How do you get elected?
- How does the electoral system work in the UK and abroad?
- Does every vote count?
- Getting into power.

Spring Term 1

- How do you get elected?
- How does the electoral system work in the UK and abroad?
- Does every vote count?
- Getting into power.

Spring Term 2

- Mock elections
- Parliamentary System.
- Forming a Government.

Summer Term 1

- How are laws made?
- Does Westminster need reforming?
- What is the role of an MP?

Summer Term

- Apart or together?
- How are we governed?
- US political system.

Gosfield School

Curriculum Outline

Subject: PSHEE

Year: 7

General Information: PSHEE at Gosfield School is taught to all students from Years 7 - 11. The core themes taught under the PSHEE umbrella are:

- 1) Health and Wellbeing
- 2) Relationships
- 3) Living in the Wider World

The aims of PSHEE are to:

- Improve students' knowledge of local and global issues and issues that have an effect over their lives
- Help students to gain skills that will help them in life after Gosfield School
- Help build students' understanding of a wide range of issues
- Help students build confidence and self-esteem
- Help students become more effective learners
- Help students develop an awareness of risk, and making appropriate choices based on this awareness
- To help raise the students awareness and appreciation of British Values in today's society

Autumn Term 1

- Getting to know each other and transition to senior school
- Good manners
- Why School?
- Relationships (healthy and unhealthy)

Assessment: A presentation on a dream school

Autumn Term 2

- Health, viruses, bacteria and vaccination
- Mental health
- Teenager under construction
- Anti bullying Week

Assessment: A Poster to Promote Healthy Living

Spring Term 1

- Being an aspirational student
- The importance of self esteem
- What are wants and needs and how do I know the difference
- Ethical shopping

Assessment: An information leaflet about ethical shopping

<p>Spring Term 2</p> <ul style="list-style-type: none">• The Monarchy• Charity• Current affairs• Popular Culture <p><u>Assessment:</u> Monarchy debate</p>	<p>Summer Term 1</p> <ul style="list-style-type: none">• Introduction to careers and Kudos software• Transitions• Career portfolios <p><u>Assessment:</u> Careers certificate</p>	<p>Summer Term 2</p> <ul style="list-style-type: none">• Enterprise project <p><u>Assessment:</u> Enterprise project assessment</p>
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Gosfield School

Curriculum Outline

Subject: Religion, Ethics and Philosophy

Year: 7

General Information: In Years 7-9 students have one lesson every two weeks and engage with abstract aspects of faith including beliefs, concepts, truth claims, ethical stances and philosophical ideas.

Throughout Years 7-9, students 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. Students 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.

Students 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.

Students 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.

<p>Autumn Term 1</p> <p>Beginnings</p> <ul style="list-style-type: none"> • Mini Me • Does God exist? • Creation Stories <p>Conceptual areas – Beliefs teaching and Sources Identity, diversity and belonging</p>	<p>Autumn Term 2</p> <p>Leaders</p> <ul style="list-style-type: none"> • Jesus the Leader • Main Events in Jesus' Life • Miracles <p>Conceptual areas – Beliefs teaching and Sources</p>	<p>Spring Term 1</p> <p>Leaders</p> <ul style="list-style-type: none"> • Moses • Muhammad • Guru Nanak • Buddah <p>Conceptual areas – Beliefs teaching and sources Values and commitments</p>
<p>Spring Term 2</p> <p>Festivals</p> <ul style="list-style-type: none"> • Passover • Ramadam • Divali • Chinese New Year <p>Conceptual areas – Beliefs teaching and sources Values and commitments</p>	<p>Summer Term 1</p> <p>Special Buildings</p> <ul style="list-style-type: none"> • Home and Belongings • Churches • Mosques <p>Conceptual areas – Beliefs teaching and sources</p>	<p>Summer Term 2</p> <p>Philosophy</p> <ul style="list-style-type: none"> • Different types of argument and reasoning <p>Conceptual areas – Questions of meaning, purpose and truth</p>

Gosfield School

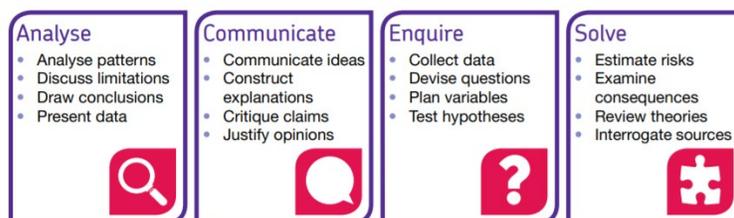
Curriculum Outline

Subject: Science

Year: 7

General Information: Year 7 will study topics across the three sciences; Biology, Chemistry and Physics. They will study the key concepts in each of these areas which will prepare them for the AQA GCSE. The course follows a good mixture of both theory and practical work. Students will have several opportunities to develop key scientific skills that are fundamental to enabling students to live in an increasingly scientific and technological world. They will develop the following skills to allow them to work scientifically:

Enquiry processes: working scientifically



Internally set and marked topic tests will take place throughout the year with an end of year test, covering all topics, to be sat in the Summer Term

Autumn Term

Biology: Cells

- Cells, tissues and organs
- Organ systems
- Structure of plant and animal cells
- Specialised cells
- Use a light microscope to observe and draw cells
- Explain how to use a microscope
- Adaptation of uni-cellular organisms

Chemistry: Elements, Compounds & Mixtures

- Classifying substances as an element, mixture or compound and as molecules or atoms
- Name simple compounds
- Symbols of hydrogen, oxygen, nitrogen, carbon, hydrogen, iron, zinc, copper, sulphur, aluminium, iodine, bromine, chlorine, sodium, potassium and magnesium
- Simple chemical formulae

Spring Term

Biology: Human & Plant Reproduction

- The menstrual cycle
- Fertilisation
- Implantation
- The placenta and foetus
- Causes of low fertility in males and females
- Flower structure
- Sexual reproduction in flowering plants
- Pollination
- Seed dispersal

Chemistry: Acids & Alkalis

- pH values of acids, alkalis and neutral solutions
- Properties of acids and alkalis
- Hydrochloric, sulfuric and nitric acid are strong acids and acetic and citric acids are weak acids
- pH depends on the strength of the acid: strong acids have lower pH values than weak acids
- Indicators
- What pH shows
- Neutralisation reactions

Summer Term

Biology: Variation

- Inherited and environmental causes
- Discontinuous and continuous variation
- Importance of variation for the survival of a species
- How variation helps a particular species in a changing environment
- Adaptation

Physics: Current, Voltage & Resistance

- Current as a movement of electrons
- Series and parallel circuits
- Draw a circuit diagrams
- Measuring voltage
- Voltage as an electrical push from the battery
- Resistance
- How voltage and resistance affect the way components work in terms of energy
- Using an analogy like water

<ul style="list-style-type: none"> Name the elements present and their relative proportions in compounds Draw particle diagrams <p>Chemistry: Particles</p> <ul style="list-style-type: none"> Properties of solids, liquids and gases Kinetic theory Temperature change in terms of particles gaining or losing energy Changes in states Melting point and boiling point Gas pressure Diagrams of particles to explain observations about changes of state, gas pressure and diffusion 	<ul style="list-style-type: none"> Use of neutralisation reactions Making a neutral solution from an acid and alkali <p>Physics: Contact Forces</p> <ul style="list-style-type: none"> Force diagrams Friction and drag forces Resultant forces and equilibrium Stretching and compression forces What happens to the length of a spring when the force on it changes 	<p>in pipes to explain why part of a circuit has higher resistance</p> <ul style="list-style-type: none"> Static electricity Attraction and repulsion of electric charge How objects become charged <p>Physics: Gravity & Universe</p> <ul style="list-style-type: none"> Mass and weight All objects exert a gravitational force on every other object Gravity increases with mass and decreases with distance Gravity holds planets and moons in orbit around larger bodies Weight (N) = mass (Kg) x gravitational field strength (N/Kg) g on Earth = 10 N/Kg. On the moon it is 1.6 N/Kg Draw a force diagrams The solar system Day and year length, seasons and the visibility of objects from Earth Differences in daylight hours and amounts of sunlight during the year Appearance of planets or moons from diagrams showing their position in relation to the Earth and Sun. Galaxies E.g. Milky Way Light takes minutes to reach Earth from the Sun, four years from our nearest star and billions of years from other galaxies Space exploration
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Gosfield School
Curriculum Outline

Subject: Spanish

Year: 7

General Information: 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 1. 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.

Students require a Spanish/English dictionary.

As part of our Covid Catch Up strategies, we will use each half term to focus on specific skills: checking for understanding and providing platforms for extension. Interventions will usually be carried out within the class setting with differentiated work and targeted support, monitored by the teacher.

<p>Autumn Term 1</p> <ul style="list-style-type: none"> • Introductions and personal information • Items in the school bag • Classroom instructions • The alphabet <p>Grammar</p> <ul style="list-style-type: none"> • <i>Ar verb endings</i> • <i>Question words</i> • <i>Numbers up to 31</i> • <i>Indefinite / definite articles</i> • <i>Plurals</i> <p>Covid Catch Up: Introductory lessons to cater for beginners. Extension work provided for those with prior knowledge.</p>	<p>Autumn Term 2</p> <ul style="list-style-type: none"> • School subjects • Opinions of subjects • Telling the time • The school day • What you eat at lunchtime <p>Grammar</p> <ul style="list-style-type: none"> • <i>Regular verbs in the present tense</i> • <i>Opinions</i> • <i>Adjectival agreements</i> • <i>Qualifiers</i> • <i>Comparisons</i> <p>Covid Catch Up: Frequent opportunities to check all 4 skills. Targeted group interventions within class if necessary. Unit test this half term to assess all skills.</p>	<p>Spring Term 1</p> <ul style="list-style-type: none"> • Your family • Animals • Describing oneself and others • Numbers 31 - 100 <p>Grammar</p> <ul style="list-style-type: none"> • <i>Possessive adjectives</i> • <i>Ser / estar / tener</i> • <i>Connectives</i> • <i>Comparisons</i> • <i>Negatives</i> <p>Covid Catch Up: To be planned in response to the needs identified from the Autumn Term.</p>
<p>Spring Term 2</p> <ul style="list-style-type: none"> • Leisure time • Saying which sports you like / dislike • Saying what you are going to do 	<p>Summer Term 1</p> <ul style="list-style-type: none"> • Countries in Europe • Saying where you live • Describing your house • Describing your bedroom • Daily routine 	<p>Summer Term 2</p> <ul style="list-style-type: none"> • Describing your town • Saying what places are in your town • Giving directions • Spanish festivals

<p>Grammar</p> <ul style="list-style-type: none"> • <i>Irregular verbs (present tense)</i> • <i>Opinions</i> • <i>Simple future tense</i> • <i>Time expressions</i> <p>Covid Catch Up: Unit test to take place this half term to check progress. Specific skills tbc.</p>	<ul style="list-style-type: none"> • Revision for exam <p>Grammar</p> <ul style="list-style-type: none"> • <i>Prepositions</i> • <i>Radical changing verbs</i> • <i>Reflexive verbs</i> • <i>Adjectival agreements</i> • <i>Opinions</i> <p>Covid Catch Up: To be planned in response to the needs identified from the Spring Term.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • <i>Comparisons / superlatives</i> • <i>Prepositions</i> • <i>Opinions</i> <p>Covid Catch Up: Revision for End of Year exam to be planned in response to identified needs.</p>
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