

Gosfield School

Curriculum Outline

Subject: COMPUTING

Year: 8

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
- The CPU/ALU
- Storage and networks

Second Half Term

Collecting, analysing and presenting data

- Producing graphs and charts
- Building a website
- Basic HTML

Third Half Term

Computational thinking

- Flow diagrams
- Algorithms
- Logic Circuits

Fourth Half Term

Spreadsheets

- Look-up Tables (Database)
- Date/Time & Currency

Fifth Half Term

Python

- If statement
- Nested If statement
- Greater Than, Less Than, Equals To
- Magic 8 Ball game programme

Sixth Half Term

Animation

- Scratch #2
- The Wick Editor
- 100+ Frames
- 2+ Objects
- More layers and onion-skinning

Gosfield School

Curriculum Outline

Subject: Physical Education

Year: 8

General Information: Year 8 Physical Education and Games focuses on 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.

<p>Autumn Term 1</p> <p><u>Health-Related Fitness</u></p> <ul style="list-style-type: none"> • Warm-ups/Cool downs • Fartlek/Interval training • Circuit training <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Sprinting technique • Middle-distance technique • Long Jump techniques • Triple Jump techniques 	<p>Autumn Term 2</p> <p><u>Badminton</u></p> <ul style="list-style-type: none"> • Skills: different types of shot both forehand and backhand, rallies • Introduce serves • Tactics • Game play (singles and doubles), rules and scoring <p><u>Handball</u></p> <ul style="list-style-type: none"> • Skills: passing, dribbling, tackling, shooting • Tactics: basic principles of attack/defence • Game play, rules & scoring 	<p>Spring Term 1</p> <p><u>Trampolining</u></p> <ul style="list-style-type: none"> • Skills: shapes, landings, combinations, twists, turns • Routines • Health & safety issues • Putting out & away trampolines <p><u>Volleyball</u></p> <ul style="list-style-type: none"> • Skills: Serve, set shot, volley, smash • Tactics: basic principles of attack/defence • Game play, rules & scoring
<p>Spring Term 2</p> <p><u>Basketball</u></p> <ul style="list-style-type: none"> • Skills: passing, dribbling, shooting, heading, creating space, movement on and off ball • Tactics: principles of attack/defence; set plays • Game play, rules and scoring <p><u>Alternative Sports</u> (Hockey, Dodgeball, Gaelic Football etc)</p> <ul style="list-style-type: none"> • Skills: passing, dribbling, shooting, heading, creating space, movement on and off ball • Tactics: principles of attack/defence; set plays • Game play, rules and scoring 	<p>Summer Term 1</p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Skills; intro & develop running throwing & jumping skills • Measurement: times & distances • Tactics • Competitions 	<p>Summer Term 2</p> <p><u>Tennis</u></p> <ul style="list-style-type: none"> • Skills: Forehand and back hand ground strokes volleys, serving, court movement • Rallying • Game play, rules & scoring <p><u>Cricket/Rounders</u></p> <ul style="list-style-type: none"> • Skills: throwing, catching, batting, bowling, and fielding • Tactics • Game play, rules and scoring

Gosfield School
Curriculum Outline

Subject: Design & Technology

Year: 8

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 pupils 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 Term 1</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>Textiles</p> <ul style="list-style-type: none"> • Mobile Phone Sock • Design choices • Safe machine operation 	<p>Summer Term 1</p> <p>Jewellery</p> <ul style="list-style-type: none"> • Brief • Research • Specification • Design 	<p>Summer Term 2</p> <p>Jewellery</p> <ul style="list-style-type: none"> • Planning • Manufacture • Evaluation

Gosfield School
Curriculum Outline

Subject: English

Year: 8

General Information:

Throughout Year 8, students 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.

Students will develop the ability to:

- Demonstrate sustained, critical analysis of how writers use language to achieve effects, shape meaning and influence the reader
- Make comparisons between how and why writers' ideas and perspectives are conveyed
- Refine their spelling, punctuation and grammar skills
- Present their ideas to a class and participate in class discussion.

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

Autumn Term 1

Prose

Students will be taught to:

- Show understanding of the relationships between texts and the contexts in which they were written
- Comment on the effects of the author's craft

Assessment

Reading - analysis of writer's craft within the chosen novel, focusing on a key theme

Writing - creative writing from the point of view of a character in the novel

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

Autumn Term 2

Prose

Students will be taught to:

- Show understanding of the relationships between texts and the contexts in which they were written
- Comment on the effects of the author's craft

Assessment

Reading - analysis of writer's craft within the chosen novel, focusing on a key theme

Writing - creative writing from the point of view of a character in the novel

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

Spring Term 1

Shakespeare: Extracts

Students will be taught to:

- Understand how the work of dramatists is communicated effectively through performance
- Summarise and organise material, and support ideas and arguments with any necessary factual detail

Assessment

Reading - analysis of key scene or extract, focusing on language used to present ideas to the audience

Writing - write for the purpose of informing the reader

Covid Catch Up: To be planned in response to needs identified in the Autumn term. Focus on key reading skills.

<p>Spring Term 2</p> <p>Canon Fire Students will be taught to:</p> <ul style="list-style-type: none"> • Recognise a range of poetic conventions and understanding how these have been used • Study setting, plot and characterisation, and the effects of these • Make critical comparisons across texts • Select and analyse evidence effectively <p>Assessment Reading - an analytical essay comparing two of the texts studied in class Writing - creative writing using one of the texts as inspiration</p> <p>Covid Catch Up: Build on comprehension and reading skills from Autumn Term and Shakespeare topic. Targeted group interventions in class.</p>	<p>Summer Term 1</p> <p>Poetry: World War 1 (Wilfred Owen) Students will be taught to:</p> <ul style="list-style-type: none"> • Know the purpose, audience and context of the writing, and to draw on this knowledge to support comprehension • Make critical comparisons across texts • Comment on an author’s use of auditory effects, imagery and language <p>Assessment Reading – an analytical essay comparing two of the poems studied, focusing on imagery and language</p> <p>Covid Catch Up: To be planned in response to needs identified in Spring 2. Targeted group interventions in class. Use of differentiated tasks. Focus on comprehension and reading skills.</p>	<p>Summer Term 2</p> <p>Writing Skills Students will be taught to:</p> <ul style="list-style-type: none"> • Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing • Plan, draft, edit and proof-read • Amend the vocabulary, grammar and structure of their writing purposefully, to improve its coherence and overall effectiveness <p>Assessment Writing - create a piece for a specific purpose and audience, using appropriate language techniques</p> <p>Covid Catch Up: Frequent opportunities for targeted interventions and differentiated tasks focusing on SPAG.</p>
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Gosfield School
Curriculum Outline 2020-21

Subject: Food Technology

Year: 8

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"> • Food nutrition - Macro nutrients; Carbohydrates & Proteins: sources & functions • Recap of HATTIE • Food commodities – potatoes & vegetables 	<p>Autumn Term 2</p> <ul style="list-style-type: none"> • Food nutrition - Macro nutrients; Fats: sources & functions • Food provenance – Meat & Fish 	<p>Spring Term 1</p> <ul style="list-style-type: none"> • Food science - Denaturation & coagulation of protein • Food waste • Food safety - Food labelling
<p>Spring Term 2</p> <ul style="list-style-type: none"> • Food safety - Traffic light labelling & allergens • Food science - Chemical raising agents • Food science - Methods of heat transfer & sauce making 	<p>Summer Term 1</p> <ul style="list-style-type: none"> • Food commodities – cereals; oats & rice • Food safety - Time plan, special points, Introduction to dovetailing • Planning for practical assessment 	<p>Summer Term 2</p> <ul style="list-style-type: none"> • Practical assessment • Food Provenance - Seasonal food • Food science - Making butter/scones - emulsions

Gosfield School
Curriculum Outline

Subject: LOTC (Forest School)

Year: 8

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 8 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: French

Year: 8

General Information: Students follow the course book, *Allez*. Throughout KS3 topic areas are visited and revisited to deal with new material. Grammar points are also introduced progressively and reinforced during the course. Students are assessed at the end of each half term in the four areas of language learning: Reading, Writing, Listening and Speaking.

Students have not previously studied French in Year 7 so no Covid Catch Up is required.

<p>Autumn Term 1</p> <ul style="list-style-type: none"> • Introducing yourself • Describing yourself • Colours • Numbers 1-31 • Dates <p>Grammar</p> <ul style="list-style-type: none"> • Gender of nouns <i>(un/une/ le/la)</i> • Adjectival agreements • Alphabet 	<p>Autumn Term 2</p> <ul style="list-style-type: none"> • Talking about your family • Talking about your personality • Talking about animals • Physical descriptions <p>Grammar</p> <ul style="list-style-type: none"> • Possessive pronouns <i>mon/ma/mes/ ton/ ta/ tes</i> • Using negatives <i>ne...pas</i> • Plurals of nouns • Adjectival agreements 	<p>Spring Term 1</p> <ul style="list-style-type: none"> • Talking about school • Talking about school subjects • Giving opinions about subjects and teachers <p>Grammar</p> <ul style="list-style-type: none"> • Opinion phrases • Comparisons • Depuis structure • Connectives
<p>Spring Term 2</p> <ul style="list-style-type: none"> • Talking about where you live • Describing your house • Talking about hobbies <p>Grammar</p> <ul style="list-style-type: none"> • Using <i>il y a</i> • Using <i>er verbs</i> • Using <i>time phrases</i> • Opinion words • Connectives 	<p>Summer Term 1</p> <ul style="list-style-type: none"> • Talking about hobbies • Revision for end of year exam <p>Grammar</p> <ul style="list-style-type: none"> • Opinion words • Using <i>il y a</i> • Negatives • Prepositions 	<p>Summer Term 2</p> <ul style="list-style-type: none"> • Talking about your town • Saying what there is in your town • Giving opinions about your town <p>Grammar</p> <ul style="list-style-type: none"> • Opinion words • Using <i>on peut + infinitive</i> • Conditional (<i>Je voudrais</i>)

Gosfield School
Curriculum Outline

Subject: Geography

Year: 8

General Information: 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>Autumn Term 1</p> <p>Populations</p> <ul style="list-style-type: none"> • How fast are we growing? • Manchester • Urbanisation around the world • Why do people move to cities • Slums • Cities of the future <p>Continue to work on Geography skills.</p>	<p>Autumn Term 2</p> <p>Weather and Climate</p> <ul style="list-style-type: none"> • Distinction between weather and climate • What causes weather? • How do we measure the weather? • Types of rain and types of cloud • Air pressure and weather • Storm Case Study – causes and effects • What is climate? • Factors that influence climate • Climates around the world <p>Continue to work on Geography skills.</p>	<p>Spring Term 1</p> <p>China</p> <ul style="list-style-type: none"> • Overview • Rise of China • Different region • Biodiversity • Cities in China • Tibet • Rivers and dams <p>Continue to work on Geography skills.</p>
<p>Spring Term 2</p> <p>Climate Change</p> <ul style="list-style-type: none"> • What is it? • Causes • Consequences • Actions to be taken <p>Continue to work on Geography skills.</p>	<p>Summer Term 1</p> <p>Coastal landscapes and processes</p> <ul style="list-style-type: none"> • Waves and tides • Processes; erosion, transportation, deposition • Long Shore Drift • Landforms of erosion • Landforms of deposition • Problems of coastal erosion • Coastal defences • The debate on coastal defence <p>Continue to work on Geography skills.</p>	<p>Summer Term 2</p> <p>Field trip and write up or Crime</p> <ul style="list-style-type: none"> • Types of crime • Mapping crime • Criminal mental maps <p>Continue to work on Geography skills.</p>

Gosfield School
Curriculum Outline

Subject: History

Year: 8

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 8, the course is based on the book *Renaissance, Revolution and Reformation: Britain 1485-1750*. There are termly attainment tests (sometimes more regularly) and an end of year internal exam.

Autumn Term 1	Autumn Term 2	Spring Term 1
<ul style="list-style-type: none"> • Themes of the Tudor Period • Henry VII – Gangster • Young Henry • Rome and Divorce • Who’d marry Henry/Six Wives. • Edward VI • Bloody Mary • Nursery Rhymes <p>Continue to work on historical skills-source work.</p>	<ul style="list-style-type: none"> • Elizabeth I <ul style="list-style-type: none"> - What was she like? - Who should she marry? - Religion? - Appearance? - Mary (Q of S) - Armada - Legacy <p>Continue to work on historical skills- Causation and essay writing.</p>	<ul style="list-style-type: none"> • Life in Tudor England <ul style="list-style-type: none"> - Who’s Who - Leisure - Schools - Fashion - Empire <p>To work on prioritising and importance.</p>
Spring Term 2	Summer Term 1	Summer Term 2
<ul style="list-style-type: none"> • Stuarts <ul style="list-style-type: none"> - November 5th - Guy and plotters framed? - Witches • The Eng Civil Wars <ul style="list-style-type: none"> - Reasons - Sides - Prince Rupert - New Model Army • Execution of Charles I <p>To work on source skills</p>	<ul style="list-style-type: none"> • Cromwell <ul style="list-style-type: none"> - A modern man? - Ireland - James Nayler • Restoration England <ul style="list-style-type: none"> - Cromwell’s Head - Return of the King - Plague - Nasty Rhymes - The Great Fire - Women - Science 	<ul style="list-style-type: none"> • Industrialisation • Changes • Factories • Towns • Health • Crime • Jack the Ripper <p>Presentation and historical skills</p>

Gosfield School
Curriculum Outline

Subject: Mathematics

Year: 8 Higher

General Information

Students in year 7 and 8 follow the Pearson KS3 Maths Progress Scheme. Students in the Year 8 higher group will be working from Delta 2 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.

<p>Autumn Term 1</p> <ul style="list-style-type: none"> • Prime factors • Laws of indices • Powers of 10 • Calculating and estimating • Simplifying expressions • Expanding and factorising • Substituting and solving 	<p>Autumn Term 2</p> <ul style="list-style-type: none"> • Plans and elevations • Surface area and volume of prisms • Circumference and area of a circle • Cylinders • Pythagoras' theorem • Direct proportion • Distance-time graphs • Rates of change 	<p>Spring Term 1</p> <ul style="list-style-type: none"> • Reflections • Translations • Rotations • Enlargements • 2D shapes and 3D solids • Recurring decimals • Using percentages • Percentage change
<p>Spring Term 2</p> <ul style="list-style-type: none"> • Accurate drawing • Constructions • Loci • Comparing probabilities • Mutually exclusive events • Estimating probability • Experimental probability • Tree diagrams 	<p>Summer Term 1</p> <ul style="list-style-type: none"> • Maps and scales • Bearings • Scales and ratio • Congruent and similar shapes • Plotting linear graphs • The gradient • $y = mx + c$ • Parallel and perpendicular lines • Inverse functions 	<p>Summer Term 2</p> <ul style="list-style-type: none"> • Consolidation/Revision • End of Year exams

Gosfield School
Curriculum Outline

Subject: Mathematics

Year: 8 Foundation

General Information

Students in year 7 and 8 follow the Pearson KS3 Maths Progress Scheme. Students in the Year 8 foundation group will be working from either the Theta 2 or Pi 2 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>Autumn Term 1</p> <ul style="list-style-type: none"> • Calculating with negatives • Powers and roots • Brackets • Prime, Multiples and factors • Area of a triangle, parallelogram, trapezium • 3D shapes • Surface area 	<p>Autumn Term 2</p> <ul style="list-style-type: none"> • Pie charts • Tables • Stem and leaf diagrams • Comparing data • Scatter graphs • Algebraic powers • Expressions and brackets • Factorising • Equations 	<p>Spring Term 1</p> <ul style="list-style-type: none"> • Conversion graphs • Distance-time graphs • Line graphs • Ordering decimals • Rounding • Calculations with decimals • Using ratios
<p>Spring Term 2</p> <ul style="list-style-type: none"> • Quadrilaterals • Alternate angles and proof • Exterior and interior angles • Arithmetic with fractions • Fractions, decimals, reciprocals • Mixed numbers 	<p>Summer Term 1</p> <ul style="list-style-type: none"> • Direct proportion graphs • Gradients • Equations of straight lines • Fractions and decimals • Equivalent proportions • Percentages of amounts 	<p>Summer Term 2</p> <ul style="list-style-type: none"> • Consolidation/Revision • End of Year exams

Gosfield School

Curriculum Outline

Subject: MUSIC

Year: 8

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	Second Half Term	Third Half Term
<p>Ground Bass</p> <p>Listening: Pachelbel's Canon Elements: Pitch & TEXTURE Performing Pachelbel's Canon Composing own ground bass and using variety of textures.</p> <p>Monophonic Unison Homophonic Polyphonic</p>	<p>Chord Progressions</p> <p>Listening: Christmas & Pop Elements: Pitch & Texture Performing: Jingle Bells and other Carols. Lieutenant Kije. Composing: Christmas melody. How to make music sound "Christmassy".</p>	<p>Programme Music</p> <p>Listening: Vivaldi & Beethoven Elements: Instrumentation & Timbre Performing: Melodies of Beethoven and Vivaldi Composing: Using a variety of instruments and exploring timbre.</p>
<p>Fourth Half Term Programme Music</p> <p>Listening: Strauss/Bartok/Vaughan-Williams & Folk Songs Elements: Instrumentation & Timbre Performing: Folk melodies Composing: Using variety of instruments and exploring timbre.</p>	<p>Fifth Half Term World Music</p> <p>Listening: Various Elements: Scales (Pentatonic) Performing: Pentatonic scales and drones. Composing: Black notes on piano + Percussion.</p>	<p>Sixth Half Term Pop Music which incorporates Ground Bass, a programme or World Music. Listening: Various inc. Peter Gabriel & Paul Simon Performing: Pop songs as described above. Composing: Free using technology</p>

Gosfield School
Curriculum Outline

Subject: Politics

Year: 8

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

- Role of the Media
- Why should the press be free?
- Fact from Fiction
- Is the media honest and truthful?

To re-cap work on political governance and political parties.

Autumn Term 2

- How is the Media regulated?
- Does the Media report or shape public opinion?
- What is the EU- How does it work?

Continue to work on debates and formulating an argument.

Spring Term 1

- Argue for and against the EU
- EU simulation exercise
- Look at the work of MEPs

Debates and arguments- skills of presentation.

Spring Term 2

- What is the UN?
- Is the UK membership of the UN useful?
- Model UN role play

Summer Term 1

- Commonwealth
- NATO and other trans-national organisations

Summer Term 2

- How to contribute to a Democratic society
- Find and research a local issue and look and research the various methods used to make an impact

Gosfield School Curriculum Outline

Subject: PSHEE

Year: 8

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 and personal qualities 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

Diversity and equality

- Community
- Diversity
- Racism
- Charity

Assessment: A presentation on charity

Autumn Term 2

The Law and Human Rights

- Law, courts and tribunals
- The media
- Human rights

Assessment: A debate on discrimination

Spring Term 1

Online Safety, Bullying and First Aid

- Social networks and how images online affect the way you see yourself
- Bullying
- First Aid

Assessment: First aid

Spring Term 2

Growing Up

- Puberty and emotions
- Strong feelings in relationships including sexual attraction
- Mental Health

Assessment: Written piece on future aspirations

Summer Term 1

Future skills

- Multiple intelligence
- Stereotyping

Assessment: research and write a personal learner profile

Summer Term 2

Careers and Enterprise

- Career planning and Kudos software.
- Enterprise project

Assessment: Enterprise project assessments

Gosfield School

Curriculum Outline

Subject: Religion, Ethics and Philosophy

Year: 8

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>Festivals</p> <p>Holy Books</p> <ul style="list-style-type: none"> • Jewish Scriptures • Bible • Qu'ran • Hindu Scriptures <p>Conceptual areas – Practices and ways of life</p> <p>Identity, diversity and belonging</p>	<p>Autumn Term 2</p> <p>Islam</p> <ul style="list-style-type: none"> • 5 pillars of Islam • Halal • Islamic Law <p>Conceptual areas – Practices and ways of life</p> <p>Identity, diversity and belonging</p>	<p>Spring Term 1</p> <p>Signs and Symbols</p> <ul style="list-style-type: none"> • Christian Symbols • World Religions • Jewish Symbols • Islamic Art • Buddhism • Sikhism 5Ks <p>Conceptual areas – Practices and ways of life</p> <p>Values and commitments</p>
<p>Spring Term 2</p> <p>Pilgrimages</p> <ul style="list-style-type: none"> • Places of Pilgrimage • Christian Pilgrimage • Hajj Pilgrimages • Hindu Pilgrimage <p>Conceptual areas – Practices and ways of life</p>	<p>Summer Term 1</p> <p>Religion and The Environment</p> <ul style="list-style-type: none"> • Whose world is it? • Different Attitudes to the environment • Coastal Erosion <p>Conceptual areas –Questions of meaning, purpose and truth</p>	<p>Summer Term 2</p> <p>Is Religion Dangerous?</p> <ul style="list-style-type: none"> • War • Conflict Resolution • Terrorism • Pacifism <p>Conceptual areas Questions of meaning, purpose and truth</p>

Values and commitments		
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Gosfield School

Curriculum Outline

Subject: Year: 8

Subject: Science

General Information: Year 8 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. A high-quality Science education provides the foundations for understanding the world through the specific disciplines of Biology, Chemistry and Physics. Science has changed our lives and is vital to the world's future prosperity, and all students will be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, students will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They will be guided to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

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	Spring Term	Summer Term
<p>Biology: Interdependence</p> <ul style="list-style-type: none"> • Food chains and food webs • Interdependence in food webs and population changes • Predator-prey relationships • Effects of pollution and competition • Environmental changes and toxic materials • Insect pollination of food crops • Issues with human food supplies in terms of insect pollinators <p>Chemistry: Separating Techniques</p> <ul style="list-style-type: none"> • Pure substances have fixed melting and boiling points • Mixtures may be separated due to differences in their physical properties • Different separation 	<p>Biology: Digestion</p> <ul style="list-style-type: none"> • A balanced diet contains carbohydrates, lipids, proteins, vitamins, minerals, dietary fibre and water, for its cells' energy, growth and maintenance • Health effects of unbalanced diets from data provided • Calculate food requirements for a healthy diet • Iron is a mineral important for red blood cells • Calcium is a mineral needed for strong teeth and bones • Vitamins and minerals are needed in small amounts to keep the body healthy • Digestive system • Adaptations of digestive tissues and organs <p>Chemistry: Chemical Reactions</p> <ul style="list-style-type: none"> • In chemical reactions bonds 	<p>Biology: Evolution</p> <ul style="list-style-type: none"> • Natural selection. • Adaptation. • Extinction.. • Evaluating theories. • Biodiversity. • Variation helps against environment changes, avoiding extinction. • A lack of biodiversity can affect an ecosystem. • Preserving biodiversity. <p>Chemistry: Climate Greenhouse gases. Composition of the atmosphere, Carbon cycle. How human activities affect the carbon cycle. Greenhouse effect and global warming. Evidence for global warming.</p> <p>Physics: Sound & Light</p> <ul style="list-style-type: none"> • Sound as a longitudinal wave • How amplitude and frequency affect loudness

<p>techniques</p> <ul style="list-style-type: none"> • Air, fruit juice, sea water and milk are mixtures • Liquids have different boiling points • Dissolving • Solubility curves • Chromatography <p>Physics: Speed</p> <ul style="list-style-type: none"> • Resultant force and speed • $\text{speed} = \frac{\text{distance (m)}}{\text{time (s)}}$ • Drawing distance-time graphs • Interpreting distance-time graphs • Higher the speed of an object, the shorter the time taken for a journey. • Label changes in motion on a graph • Speed of an object varies depending on the observer 	<p>are broken (requiring energy) and new bonds formed (releasing energy)</p> <ul style="list-style-type: none"> • Exothermic and endothermic reactions • Energy level diagrams during changes of state • Combustion • Thermal decomposition • Word equations for reactions • Conservation of mass • Use particle diagrams to show what happens in a reaction <p>Physics: Magnetism</p> <ul style="list-style-type: none"> • Magnetic fields • Magnetic fields and forces • Attraction and repulsion • Field lines flow from the north-seeking pole to the south-seeking pole • Navigation using Earth's magnetic field • Electromagnets • How the strength of electromagnets can be changed • Uses of electromagnets and permanent magnets 	<p>and pitch</p> <ul style="list-style-type: none"> • Sound does not travel through a vacuum. • Speed of sound in air • Reflection, transmission and absorption by different media • Describe the amplitude and frequency of a wave from a diagram or oscilloscope picture • Reflection and absorption of light • Refraction of light • Ray diagrams • Speed of light • Different colours of light have different frequencies • Coloured lights • How lenses may be used to correct vision
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Gosfield School
Curriculum Outline

Subject: Spanish

Year: 8

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 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.

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"> • Saying what you do in your free time • Giving opinions • Describing people • Daily routine <p>Grammar</p> <ul style="list-style-type: none"> • Present tense (regular and irregular verbs) • Adjective agreements • Comparisons • Reflexive verbs <p>Covid Catch up: Frequent opportunities to revise Listening and Speaking skills in response to remote learning.</p>	<p>Autumn Term 2</p> <ul style="list-style-type: none"> • Nationalities • Learning about Spanish speaking countries • Places in the town • Talking about what you are going to do <p>Grammar</p> <ul style="list-style-type: none"> • Question words • Irregular present tense verbs • Immediate future tense • Time phrases <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"> • Arranging to meet someone • Reasons for not going out <p>Grammar</p> <ul style="list-style-type: none"> • Time phrase • Modal verbs • The verb tener <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"> • Saying which food you like and dislike • Discussing mealtimes 	<p>Summer Term 1</p> <ul style="list-style-type: none"> • Buying clothes • Talking about school uniform 	<p>Summer Term 2</p> <ul style="list-style-type: none"> • A study of Argentina • Discussing outfits for a party

<ul style="list-style-type: none"> • Buying food • Discussing a special meal • Giving opinions on food <p>Grammar</p> <ul style="list-style-type: none"> • Radical changing verbs • Number revision • Preterite tense • Using past, present and future tenses together <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"> • Prepositions • Adjectival agreements • Opinions • Indefinite article • Superlatives <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"> • Comparisons / superlatives • Using present, past and future tenses together • Opinions • Adjectival endings <p>Covid Catch Up: Revision for End of Year exam to be planned in response to identified needs.</p>
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