

# Gosfield School

## Curriculum Outline

**Subject:** Art

**Year:** 7

**General Information:** The structure of the year is to enable all students access to a broad and balanced curriculum for Art. Students will be introduced to new techniques and through a balance of 2D and 3D will be able to develop existing skills. The emphasis on the development of both presentation and vocabulary skills will be important; the use of appropriate subject language will also be integral. Students are assessed formally at the end of each topic and an effort and achievement grade is given. In addition, prep is marked and graded, and students are also given verbal feedback and encouraged to self-evaluate all of their work.

### Autumn Term 1

#### Festivals

- Colour theory
- Pattern
- Culture

Exploring the theme students will learn about different cultures and traditions and encourage individual responses in 3D.

Assessment: Sketchbook

### Autumn Term 2

#### Festivals

- Colour theory
- Pattern
- Culture

Exploring the theme students will learn about different cultures and traditions and encourage individual responses in 3D.

Assessment: Completed sculpture

### Spring Term 1

#### African Art

- Culture
- Pattern
- Print

Through the use of pattern and colour students will develop individual pieces of Art in 2D.

Assessment: Sketchbook

### Spring Term 2

#### African Art

- Pattern
- Print

Through the use of print making students will develop individual patterns and designs.

Assessment: Pattern

### Summer Term 1

#### Drawing

- Observation skills
- Pencil drawing
- Using grids

Pupils use a grid to create a shoe drawing focusing on proportion, texture, detail and tone.

Assessment: Timed drawing

### Summer Term 2

#### Outdoor Art

- Andy Goldsworthy
- Cyanotypes
- Mandalas

A series of lessons working outdoors using the grounds as inspiration.

Assessment: Exam on Painting analysis.



## Gosfield School

### Curriculum Outline

**Subject:** Spanish

**Year:** 7

**General Information:** Year 7 follow the Claro 1 scheme with additional material to meet our objectives as a department. Beginners quickly build basic skills and knowledge about language, using existing language acquisition skills; those with prior learning are acknowledged and encouraged to share and utilise extra vocabulary to communicate. Positive, can-do attitudes are modelled and fostered. Students are expected to explore and develop their memorising skills through vocabulary tests. Students are equipped with resources to support their resourcefulness and independence.

By the end of Year 7 students will understand how to conjugate regular verbs and key irregular verbs in the present tense and how to talk about the future

| <b>Autumn Term 1</b>                                                                                                                                                                                                                                                                                      | <b>Autumn Term 2</b>                                                                                                                                                                                                                                                                             | <b>Spring Term 1</b>                                                                                                                                                                                                                     |
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| <p><u>1: Me presento</u></p> <p>Content: greetings, say how you are, basic numbers, colours and basic opinions</p> <p>Grammar: gender and number of nouns, basic questions</p> <p>Skills: working out meaning, remembering gender, phonetic sounds, "ll, ñ"</p> <p>Zona cultura: Dia de la Hispanidad</p> | <p><u>2: Me presento</u></p> <p>Content: Classroom items, saying if you have brothers and sisters, numbers up to 100, pets, eye and hair colour</p> <p>Grammar: masculine, feminine, possessive pronouns</p> <p>Skills: working out meaning, phonetic sounds</p> <p>Zona cultura: La Navidad</p> | <p><u>3: Mi burbuja</u></p> <p>Content: Physical and character descriptions</p> <p>Grammar: verbo tener subject pronouns, adverbs of frequency</p> <p>Skills: remembering vocabulary, reading a text</p> <p>Zona cultura: Las Fallas</p> |

| <b>Spring Term 2</b>                                             | <b>Summer Term 1</b>                                                            | <b>Summer Term 2</b>                                          |
|------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------|
| <u>4: Mis pasatiempos</u>                                        | <u>5a: Mis pasatiempos</u>                                                      | <u>5b: Mis pasatiempos</u>                                    |
| Content: Hobbies, sports, giving opinions about sports           | Content: weather, getting to know Spanish musicians                             | Content: VUELA video                                          |
| Grammar: verbs "jugar" and "hacer"                               | Grammar: conjunctions, comparatives                                             | Grammar: adjectives, plurals, tener + verb, estar + adjective |
| Skills: adding interest in writing, connectives, phonetic sounds | Skills: examination technique, listening, reading and writing with longer texts | Skills: verb conjugation                                      |
|                                                                  | Zona cultural: los deportes estrella                                            |                                                               |



## Gosfield School

### Curriculum Outline

**Subject: Dance**

**Year: 7**

#### **General Information:**

Dance Aims to:

- Help students to develop into rounded individuals who are confident, creative, cooperative, collaborative and considerate.
- Develop students' ability to work creatively and express themselves through dance.
- Train and develop students' performance skills in relation to a wide range of dance styles.
- Help students to consider the elements of different dance styles
- Promote a passion and interest in the Performing Arts.

Assessment will combine self, peer and teacher input.

#### **Autumn Term**

##### **The Elements of Dance**

- Health & Safety in Dance
- Dynamics
- Actions
- Space
- Relationships

#### **Spring Term 1**

##### **Jazz**

**Dance Technique:** syncopated movements, polyrhythmic movements, contraction, extension, use of parallel and turn out, isolations

**Performance Technique:** accuracy, balance, strength, co-ordination, core stability, posture, flexibility

#### **Spring Term 2**

##### **Lyrical Dance**

- Emotion through movement
- Illustrating song lyrics
- Dancing in unison
- Dynamics
- Development of feedback

#### **Summer Term 1**

##### **Disco**

- Improvisation
- Rhythm
- Energy
- Timing
- Style
- Musicality
- Movement memory

#### **Summer Term 2**

##### **Choreography Challenge**

- House Competition
- Solo/duo/trio choreography
- Revision of dance styles



## 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, manufacturing skills and evaluation techniques. In addition, they will consider the factors that affect design decisions such as the environment and modern materials.

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

1. Problem Solving
2. Communication
3. Manufacturing techniques
4. 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><b>Autumn Term1</b></p> <p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>• Wood workshop safety</li> </ul> <p><b>Bug Hotel project</b></p> <ul style="list-style-type: none"> <li>• Wood materials</li> <li>• Measuring and marking out</li> </ul> | <p><b>Autumn Term 2</b></p> <p><b>Bug Hotel project</b></p> <ul style="list-style-type: none"> <li>• Use of hand tools for wood</li> <li>• Use of belt sander</li> <li>• Glueing and pinning</li> </ul>                             | <p><b>Spring Term 1</b></p> <p><b>Bug Hotel project</b></p> <ul style="list-style-type: none"> <li>• Wood finishing</li> <li>• Evaluating and client appraisal</li> </ul>             |
| <p><b>Spring Term 2</b></p> <p><b>Textiles – pencil case</b></p> <ul style="list-style-type: none"> <li>• H&amp;S of the sewing machine</li> <li>• Sewing machine driving test</li> <li>• Stitches</li> <li>• Choosing fabrics</li> </ul>                                   | <p><b>Summer Term 1</b></p> <p><b>Textiles – pencil case</b></p> <ul style="list-style-type: none"> <li>• Dyeing and patterning techniques</li> <li>• Inserting zips</li> <li>• Assembly of parts</li> <li>• Evaluations</li> </ul> | <p><b>Summer Term 2</b></p> <p><b>Graphic techniques</b></p> <ul style="list-style-type: none"> <li>• Sketching technique</li> <li>• Isometric</li> <li>• Working drawings</li> </ul> |

**Gosfield School**  
**Curriculum Outline**

**Subject: Drama**

**Year: 7**

**General Information:**

Drama Aims to:

- Help students to develop into rounded individuals who are confident, creative, cooperative, collaborative and considerate.
- Develop their ability to work well as a team through the process of making theatre and giving constructive evaluation feedback to others.
- Train and develop students' performance skills in relation to a wide range of theatrical styles and genres
- Help students to consider the elements integral to creating effective Theatre especially the key dramatic techniques.
- Promote a passion and interest in the Performing Arts.

Assessment will combine self, peer and teacher input.

**Autumn Term 1**

**The Actor's Toolkit**

- Non-Verbal Communication
- Vocal performance skills
- Audience Awareness
- Audience behaviour and response
- Team building

**Assessment in Creating and Performing**

**Autumn Term 2**

**Harry Potter & Creating Magic**

- Story to script
- Characterisation
- Stage Directions
- Split stage
- Evaluation skills
- Physical theatre
- Performance poetry
- Movement
- Exaggeration
- Use of Music

**Spring Term 1**

**Peter Pan Theatre Analysis**

- Experience of 'live' theatre
- Analysis and evaluation of performance skills
- Audience response

**Assessment in Evaluating**

**Spring Term 2**

**Drama Styles: Mime**

- Practitioner focus: ET The Mime, Silent Rocco, Mr Bean
- Conventions of mime
- Non-naturalism
- Use of space
- Refinement of NVC

**Summer Term**

**Exploration of a Script: Rehearsal Techniques and Performance**

- Non-naturalism
- Characterisation
- Conscience Alley
- Space & levels
- Sustaining a role
- Learning lines
- Action/Reaction
- Blocking
- Rehearsal techniques: Hot Seating, ROTW
- 'Page to Stage' processes

**Assessment in Creating, Performing, Evaluating**



## 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.

**First Half Term Topics**

**Transition Unit Twisted Fairytales and speech writing**

Students will be taught to:

- Select and refer to evidence in texts
- Plan, draft, edit and proof-read their work
- Write accurately, fluently, effectively and at length for pleasure
- Plan, draft, edit and proof-read

**Second Half Term Topics**

**Private Peaceful by Michael Morpurgo**

Students will be taught to:

- Make inferences when referring to evidence in a text
- Comment on how language, including figurative language and vocabulary choice present meaning
- Plan and compose an analytical essay.

**Third Half Term Topics**

**Non fiction writing and Poetry**

Students will be taught to:

- Make inferences when referring to evidence in a Non fiction text
- Write using non-fiction styles
- Recognise a range of poetic conventions and how these have been used

| Fourth Half Term Topics                                                                                                                                                                                                                                                                           | Fifth Half Term Topics                                                                                                                                                                                                                                                                               | Sixth Half Term Topics                                                                                                                                                                                                                                |
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| <p><b>Shakespeare: 'A Midsummer Night's Dream'</b></p> <p>Students will be taught to:</p> <ul style="list-style-type: none"> <li>• Comment on the author's use of imagery</li> <li>• Know some context for Shakespeare's writing</li> <li>• Be able to write to persuade and to advise</li> </ul> | <p><b>Dystopian writing</b></p> <p>Students will be taught to:</p> <ul style="list-style-type: none"> <li>• Make inferences from evidence in dystopian prose texts.</li> <li>• Use descriptive devices effectively in writing tasks.</li> <li>• Explore the context of dystopian writing.</li> </ul> | <p><b>Prose</b></p> <p>Students will be taught to:</p> <ul style="list-style-type: none"> <li>• Make inferences when referring to evidence in a prose text</li> <li>• Recognise a range of poetic conventions and how these have been used</li> </ul> |

**Gosfield School**  
Curriculum Outline 2025-26

**Subject:** Food Technology

**Year: 7**

**General Information:**

This scheme of work has been developed to enable pupils 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**

- Pupils will deepen their knowledge and understanding of food and nutrition;
- Pupils will further develop food preparation and cooking techniques;
- Pupils will be able to apply their knowledge to make informed choices;
- Pupils will investigate where food comes from and the processes involved in food production;
- Pupils will begin to understand the scientific principles involved in food;
- Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently;
- Pupils 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;
- Pupils will evaluate and test their ideas and products and the work of others.

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

| <b>First Half Term</b>                                                                                                                                                          | <b>Second Half Term</b>                                                                                                                                      | <b>Third Half Term</b>                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Preparing for practical work<br>Food safety - Washing up<br>Weighing and measuring<br>Food safety - Using the hob safely<br>Food choice - Sensory Evaluation                    | Using equipment<br>Knife skills<br>Fruit & vegetable preparation skills<br>Food commodities – fruit                                                          | Food nutrition - Introduction to why we eat food<br>Food nutrition - Introduction to the Eatwell Guide<br>Food provenance – where does the food come from & how is it grown |
| <b>Fourth Half Term</b>                                                                                                                                                         | <b>Fifth Half Term</b>                                                                                                                                       | <b>Sixth Half Term</b>                                                                                                                                                      |
| Food provenance – how our food is reared & caught<br>Food provenance – food miles & transportation<br>Food commodities – soya, tofu, beans, nuts & seeds, and meat alternatives | Food science - Butter, oil, margarine; shortening & aeration<br>Food science - Investigation of making pastry with different fats<br>Food science - Aeration | Food safety - How to write a time plan<br>Plan for practical assessment<br>Practical assessment                                                                             |

# 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.

|                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Autumn Term 1</b><br><br>OS and Atlas Maps <ul style="list-style-type: none"> <li>• Atlas skills</li> <li>• Continents and oceans</li> <li>• Latitude and longitude</li> <li>• What types of maps can you get?</li> <li>• Direction</li> <li>• Grid references</li> <li>• How do we represent height on maps</li> <li>• Scale</li> </ul> | <b>Autumn Term 2</b><br><br>OS and Atlas maps                                                                                                                                                                               | <b>Spring Term 1</b><br><br>The UK <ul style="list-style-type: none"> <li>• Physical features</li> <li>• Human features</li> <li>• Population</li> <li>• Climate</li> <li>• Weather – why does it rain more in the west?</li> <li>• Anticyclones</li> <li>• Depressions</li> <li>• Settlement hierarchy</li> <li>• Greenfield / brownfield</li> <li>• Sustainable homes</li> </ul> |
| <b>Spring Term 2</b><br><br>The UK                                                                                                                                                                                                                                                                                                          | <b>Summer Term 1</b><br><br>Microclimate enquiry <ul style="list-style-type: none"> <li>• Microclimates</li> <li>• Local features</li> <li>• School site fieldwork</li> <li>• Conclusions</li> <li>• Evaluations</li> </ul> | <b>Summer Term 2</b><br><br>Global ecosystems <ul style="list-style-type: none"> <li>• Biomes</li> <li>• TRF</li> <li>• Deserts</li> <li>• Cold environments</li> <li>• Climate graphs</li> </ul>                                                                                                                                                                                  |

# 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

### General Information

Students in Year 7 follow the Maths Pad KS3 Maths Scheme.

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

As a result of how different pupils learn, teachers may adjust their approach to teaching by altering the flow of topics dependent on the level at which the pupils are working. The flow of topics will also depend on the group a pupil is in. Consequently, each class may work faster or slower than the outline below. Higher topics only are shown in bold.

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| <b>Autumn Term 1</b> <ul style="list-style-type: none"> <li>• Writing and reading integer and decimal numbers</li> <li>• Inequalities</li> <li>• Rounding numbers</li> <li>• <b>Number bases</b></li> <li>• Written calculation methods</li> <li>• <b>Multiplying and dividing decimals</b></li> </ul> | <b>Autumn Term 2</b> <ul style="list-style-type: none"> <li>• Ordering negative numbers</li> <li>• Negative number calculations</li> <li>• Improper and mixed fractions</li> <li>• Fractions of an amount</li> <li>• Equivalent</li> <li>• Fraction calculations</li> </ul>                                                                                                                                                                     | <b>Spring Term 1</b> <ul style="list-style-type: none"> <li>• Index notation</li> <li>• Laws of indices</li> <li>• <b>Zero power</b></li> <li>• <b>Negative indices</b></li> <li>• <b>Calculating and estimating roots.</b></li> <li>• Indices and order of operations</li> </ul> |
| <b>Spring Term 2</b> <ul style="list-style-type: none"> <li>• Intro to algebra</li> <li>• Collecting like terms</li> <li>• Multiplying and <b>dividing</b> algebraic terms</li> <li>• Writing expressions</li> <li>• Substitution</li> <li>• Solving 1 and 2 step equations</li> </ul>                 | <b>Summer Term 1</b> <ul style="list-style-type: none"> <li>• <b>Error intervals</b> and estimation</li> <li>• <b>Using standard form</b></li> <li>• Estimating and converting metric measures.</li> <li>• Calculating perimeters / circumference</li> <li>• Analogue clocks and time conversions (Support only)</li> <li>• Line notation</li> <li>• <b>Properties of quadrilaterals</b></li> <li>• Area of 2d shapes using formulae</li> </ul> | <b>Summer Term 2</b> <ul style="list-style-type: none"> <li>• <b>Using Pythagoras to find diagonals</b></li> <li>• Converting FD%</li> <li>• Finding % of an amount</li> <li>• <b>Percentage change</b></li> </ul>                                                                |

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## Gosfield School

Curriculum Outline  
2025-2026

**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

##### Baseline Assessments

##### The Orchestra

- The role of the conductor
- The string family

##### Rhythmic Notation

- Crotchets, quavers minims, rests & semibreves
- Time signatures
- Body percussion and class singing

**Listening:** Identifying Orchestral Instruments

**Elements:** Instrumentation, Timbre & Rhythm

**Performing:** Various rhythmic pieces as a class and Own compositions

**Composing** 4 – bar rhythms

#### Second Half Term

##### The Orchestra Continued

- The woodwind Family

##### The Elements of Music

- Assessment test

##### Further Rhythmic Notation

- Semiquavers, triplets and quaver rests
- Bucket drumming

**Listening:** Identifying woodwind Instruments

**Elements:** Instrumentation, Timbre & Rhythm

**Performing:** Student demonstrations and various rhythmic pieces as a class and Own compositions

**Composing** 8 – bar rhythms

#### Third Half Term

##### The Orchestra Continued

- The brass family

##### Further Notation

- Pitch
- 4 bar melodies in C

##### Using Musescore Software

- An Introduction
- Composing for a solo instrument

**Listening:** Various Related Orchestral Pieces & student compositions

**Elements:** Pitch, Rhythm, Timbre, Instrumentation, Melody

**Performing:** Student own Compositions

**Composing:** 4-bar melodies

#### Fourth Half Term

#### Fifth Half Term

#### Sixth Half Term

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>The Orchestra Continued</b></p> <ul style="list-style-type: none"> <li>• The percussion family</li> </ul> <p><b>Composing 8 – bar Melodies</b></p> <ul style="list-style-type: none"> <li>• Developing the 4 bars</li> <li>• Exam preparation</li> </ul> <p><b>Developing the Use of Musescore</b></p> <ul style="list-style-type: none"> <li>• Composing in Parts</li> <li>• Ostinato</li> </ul> <p><b>Listening:</b> Various Related Orchestral Pieces &amp; student compositions</p> <p><b>Elements:</b> Pitch, Rhythm, Timbre, Instrumentation, Melody, Texture &amp; Structure</p> <p><b>Performing:</b> Student own Compositions</p> <p><b>Composing:</b> 8 - bar melodies, developing to 16 – bars ostinato piece</p> | <p><b>Exam Preparation</b></p> <ul style="list-style-type: none"> <li>• Revisiting 8 – bar melodies</li> </ul> <p><b>Basic Keyboard Skills</b></p> <ul style="list-style-type: none"> <li>• Graded Levels for RH, LH and both hands together</li> </ul> <p><b>Listening:</b> White Rose of Athens</p> <p><b>Elements:</b> Pitch, Rhythm, Timbre, Structure, Melody, Harmony, Metre, Tonality, Texture</p> <p><b>Performing:</b> White Rose of Athens</p> <p><b>Composing:</b> 8- bar Melodies</p> | <p><b>Learning the Ukulele</b></p> <ul style="list-style-type: none"> <li>• String Identification</li> <li>• Left Hand positioning</li> <li>• Finger picking</li> <li>• Strumming</li> <li>• Chords I, IV and V</li> <li>• Minor/major</li> <li>• Strumming techniques</li> </ul> <p><b>Listening:</b> Hey Ho, Best Day of My Life, Seniorita, Stay With Me, Riptide (advanced)</p> <p><b>Elements:</b> All</p> <p><b>Performing:</b> Singing and playing along to the above pieces</p> <p><b>Composing:</b> Short warm – ups using primary chords and call and response</p> |
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## Gosfield School

### Curriculum Outline

**Subject:** Outdoor Learning

**Year:** 7

**General Information:** This year, through Outdoor Learning, we will be extending the principles of Forest School to provide broader opportunities for every child. By using a variety of natural and school-based settings, children will apply their curiosity and skills across different areas of the curriculum. Through regular sessions and our Outdoor Activity Plans, supported by the scaffolding approach, each child will build on their experiences, linking practical skills with wider learning.

The key elements we will be working on include: installing a new kitchen garden, creating a themed memorial garden, caring for livestock, enhancing biodiversity through hedge planting and habitat projects across the school grounds, extending den building to be more exciting and age-appropriate, and developing environmental awareness by recording rainfall and temperature.

Our focus will be on deepening resilience, creativity, teamwork, and ecological awareness, ensuring every child develops the confidence and responsibility to thrive both within school and in the wider world.

#### Autumn Term 1

- At the beginning of the year, children notice the early changes of Autumn—leaves, seeds, and weather shifts—building curiosity and seasonal awareness.
- Children begin planning and setting up long-term outdoor projects (e.g., garden beds, habitat areas, creative structures) with their own ideas contributing to the design.
- Seasonal materials (conkers, leaves, acorns) are used for open-ended

#### Autumn Term 2

- As Autumn continues, children explore and adapt outdoor projects while experiencing changes in weather—wind, rain, and shorter days—building resilience and creativity.
- They continue caring for gardens, habitats, or structures started earlier in the year, noticing how seasonal change affects progress.
- Autumn traditions and festivals are celebrated

#### Spring Term 1

- With the arrival of Spring, children observe signs of new growth—buds, blossoms, and emerging wildlife—building curiosity and a sense of renewal.
- They engage in planting and tending activities, strengthening responsibility, care, and understanding of life cycles within ongoing projects.
- Seasonal stories,

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| play and creativity, encouraging problem-solving and imagination.                                                                                                                                                                                                                                                                                                                                                                                                                                                         | outdoors, linking projects to community, storytelling, and shared experiences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | songs, and celebrations of Spring are shared outdoors, fostering creativity, language, and cultural awareness.                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Spring Term 2</b> <ul style="list-style-type: none"> <li>• As Spring develops, children explore the outdoors as it becomes more vibrant, noticing insects, flowers, and wildlife returning with warmer weather.</li> <li>• They expand ongoing outdoor projects such as gardening, habitat creation, or creative structures, building teamwork and problem-solving skills.</li> <li>• Seasonal celebrations and shared outdoor experiences highlight growth, change, and connection to the wider community.</li> </ul> | <b>Summer Term 1</b> <ul style="list-style-type: none"> <li>• At the start of summer, children enjoy longer days outdoors, noticing how plants, trees, and habitats flourish in the warmer weather.</li> <li>• They take part in practical outdoor activities such as gardening, building, creative play, outdoor cooking, and developing bushcraft skills, encouraging independence and collaboration.</li> <li>• Seasonal storytelling, games, and shared experiences bring a sense of celebration, connecting children with nature and each other.</li> </ul> | <b>Summer Term 2</b> <ul style="list-style-type: none"> <li>• As summer progresses, children reflect on their outdoor projects, seeing them take shape and celebrating the success of what they have created together.</li> <li>• They deepen independence through extended activities such as gardening, habitat care, outdoor cooking, and developing bushcraft skills.</li> <li>• Shared celebrations, storytelling, and seasonal traditions round off the year, fostering pride, community, and connection with nature.</li> </ul> |

# Gosfield School

## Curriculum Outline

**Subject: Science**

**Year: 7**

### General Information:

This course is designed to ignite curiosity and foster a deep understanding of the fundamental principles of biology, chemistry, and physics. Beginning with a comprehensive exploration of scientific inquiry and methodology, students will embark on a hands-on journey, engaging in a variety of practical activities to reinforce their learning.

Throughout the course, students will be encouraged to think and work like scientists, with curiosity and investigation at the core of their learning experience. Regular knowledge checks and practical assessments will ensure that students are making progress and mastering essential scientific concepts.

By the end of the year, students will have developed a solid foundation in scientific thinking and methodology, equipping them with the skills to approach problems analytically and creatively.

The outline below aims to give an idea of the different areas that will be examined in detail over the course of the year.

| Autumn Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Spring Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Summer Term                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>❖ Working Scientifically <ul style="list-style-type: none"> <li>➤ Asking Scientific Questions</li> <li>➤ Working Safely</li> <li>➤ Planning Investigations</li> <li>➤ Recording Data</li> <li>➤ Presenting Data</li> <li>➤ Analysing Data</li> <li>➤ Evaluating Data</li> </ul> </li> <li>❖ Cells <ul style="list-style-type: none"> <li>➤ Observing Cells</li> <li>➤ Plant &amp; Animal Cells</li> <li>➤ Specialised Cells</li> <li>➤ Movement of Substances</li> <li>➤ Unicellular Organisms</li> </ul> </li> <li>❖ Particles &amp; Their Behaviour <ul style="list-style-type: none"> <li>➤ The Particle Model</li> <li>➤ States of Matter</li> <li>➤ Density</li> <li>➤ Melting &amp; Freezing</li> <li>➤ Boiling</li> <li>➤ Further Changes of State</li> <li>➤ Diffusion</li> </ul> </li> <li>❖ Forces <ul style="list-style-type: none"> <li>➤ Introduction to Forces</li> <li>➤ Squashing &amp; Stretching</li> <li>➤ Drag Forces &amp; Friction</li> <li>➤ Forces at a Distance</li> <li>➤ Balanced &amp; Unbalanced Forces</li> </ul> </li> <li>❖ Structures &amp; Function of Body Systems <ul style="list-style-type: none"> <li>➤ Levels of Organisation</li> <li>➤ Gas Exchange</li> <li>➤ Breathing</li> <li>➤ Skeleton</li> <li>➤ Movement: Joints</li> <li>➤ Movement: Muscles</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>❖ Elements, Atoms &amp; Compounds <ul style="list-style-type: none"> <li>➤ Elements</li> <li>➤ Atoms</li> <li>➤ Compounds</li> <li>➤ Chemical Formulae</li> </ul> </li> <li>❖ Sound <ul style="list-style-type: none"> <li>➤ Waves</li> <li>➤ Sound</li> <li>➤ Loudness &amp; Pitch</li> <li>➤ Detecting Sound</li> <li>➤ Echoes &amp; Ultrasound</li> </ul> </li> <li>❖ Light <ul style="list-style-type: none"> <li>➤ Light</li> <li>➤ Reflection</li> <li>➤ Refraction</li> <li>➤ The Eye and The Camera</li> <li>➤ Colour</li> </ul> </li> <li>❖ Reproduction <ul style="list-style-type: none"> <li>➤ Adolescence</li> <li>➤ Reproductive Systems</li> <li>➤ Fertilisation &amp; Implantation</li> <li>➤ Development of a Foetus</li> <li>➤ The Menstrual Cycle</li> <li>➤ Flowers &amp; Pollination</li> <li>➤ Fertilisation &amp; Germination</li> <li>➤ Seed Dispersal</li> </ul> </li> <li>❖ Reactions <ul style="list-style-type: none"> <li>➤ Chemical Reactions</li> <li>➤ Word Equations</li> <li>➤ Oxidation Reactions</li> <li>➤ Decomposition Reactions</li> <li>➤ Using Ratios</li> <li>➤ Conservation of Mass</li> <li>➤ Exothermic &amp; Endothermic</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>❖ Space <ul style="list-style-type: none"> <li>➤ The Night Sky</li> <li>➤ The Solar System</li> <li>➤ The Earth</li> <li>➤ The Moon</li> </ul> </li> <li>❖ Acids &amp; Alkalis <ul style="list-style-type: none"> <li>➤ Acids &amp; Alkalis</li> <li>➤ Indicators &amp; pH</li> <li>➤ Neutralisation</li> <li>➤ Making Salts</li> </ul> </li> </ul> |



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# Gosfield School

## **SENIOR SCHOOL PE PROGRAMME**

|                   | Sept – Oct Half Term                       | Oct Half term – Christmas                  |  | Christmas to Feb Half Term                           | Feb Half term to Easter                        |  | Summer Term                                    |
|-------------------|--------------------------------------------|--------------------------------------------|--|------------------------------------------------------|------------------------------------------------|--|------------------------------------------------|
| YEAR 7, 8, 9 Boys | Basketball Group 1<br><br>Football Group 2 | Basketball Group 1<br><br>Football Group 1 |  | Rackets Sports Group 1<br><br>Rackets Sports Group 2 | Attacking Principles of Play Group 1 & Group 2 |  | Athletics until Half term<br><br>Tennis & Golf |
| Year 7,8,9 Girls  | Netball                                    | Football                                   |  | Attacking Principles of Play                         | Racket Sports                                  |  | Athletics until Half term<br><br>Tennis & Golf |

Boys PE – Groups 1 & 2 will be finalised after the First week of term and pupils will be informed of what group they are in



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# Gosfield School

## **SENIOR SCHOOL GAMES PROGRAMME**

|                             | Autumn Term                                                                                                                               | Spring Term                                                                                                                                                                                                                                                                                                                                                                                                                                  | Summer Term                                                                                                                                                                                                                                                                                                                 |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>YEAR 7 &amp; 8 BOYS</b>  | Football                                                                                                                                  | Rugby<br>or<br>Basketball and Touch Rugby                                                                                                                                                                                                                                                                                                                                                                                                    | Athletics & Cricket<br><br>(45 mins of each for the first 3 weeks,<br>then cricket only)                                                                                                                                                                                                                                    |
| <b>YEAR 7 &amp; 8 GIRLS</b> | Hockey                                                                                                                                    | Netball                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                             |
| <b>YEAR 9 BOYS</b>          | Football                                                                                                                                  | Rugby<br>or<br>Basketball and Touch Rugby                                                                                                                                                                                                                                                                                                                                                                                                    | Athletics & Cricket<br><br>(45 mins of each for the first 3 weeks,<br>then cricket only)                                                                                                                                                                                                                                    |
| <b>YEAR 9 GIRLS</b>         | Hockey                                                                                                                                    | Netball                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                             |
| <b>YEAR<br/>10, 11,</b>     | <p>Hockey all girls<br/>Football Boys all boys</p> <p>There will be U15 &amp; U16 Hockey, Netball and<br/>Football Fixtures this term</p> | <p><b>Choice of</b><br/>Rugby<br/>Rugby Touch<br/>Netball<br/>Basketball</p> <p>Table Tennis / Badminton / Weights<br/>(These choices are subject to change<br/>depending on facility and staff availability)</p> <p>If in previous years you have played Netball or<br/>Football for school it will be expected you play<br/>these sports in this term's games afternoon</p> <p>There will be U16 rugby, Netball Fixtures this<br/>term</p> | <p><b>Choice of</b><br/>Girls Cricket<br/>Boys Cricket<br/>Athletics (team)</p> <p>(These choices are subject to change<br/>depending on facility and staff availability)</p> <p>If in previous years you have played Cricket for<br/>school it will be expected you play this sport in<br/>this term's games afternoon</p> |





## Gosfield School

### Curriculum Outline

**Subject:** Computing

**Year:** 7

**General Information:** Pupils will develop their e-safety awareness, digital soft skills and text-based coding skills throughout the course of the year.

#### **Autumn Term 1: e-safety and Computer Hardware**

Pupils will learn:

- how to be safe online;
- what the 6 main internal components inside a computer are and what they do;
- what input and output devices are;
- what different software is available
- what the difference is between input and output devices.

#### **Autumn Term 2: Coding with micro:bit using JavaScript**

Pupils will learn:

- how program input buttons;
- how to program gestures;
- how to display string values;
- how to display integer values;
- how to display icons;
- how to use loops.

#### **Spring Term 1: Spreadsheets**

Pupils will learn:

- how to enter data into a cell;
- how to format a cell;
- how to create a graph using data in a table;
- how to use basic formulae.

#### **Spring Term 2: Coding with Python I (Beginners)**

Pupils will learn:

- how to use the print function;
- how to ask users for inputs;
- how to convert string values to integers;
- how to use if arguments;
- how to use loops.

#### **Summer Term 1: Fake News and AI**

Pupils will learn:

- how to identify fake news;
- understand how AI can be used to facilitate fake news;
- how to use age appropriate AI tools;
- what to do if they suspect something they have read is fake news.

#### **Summer Term 2: Coding with Python II (Beginners)**

Pupils will learn:

- how to use if arguments;
- how to use character casting;
- how to use boolean operators;
- how to use rational operators;
- how to program Turtle.



## Gosfield School

### Curriculum Outline

**Subject:** French

**Year:** 7

**General Information:** Year 7 follow the Tricolore 1 6<sup>th</sup> edition scheme with **additional material** to meet our objectives as a department. Beginners quickly build basic skills and knowledge about language, using existing language acquisition skills; those with prior learning are acknowledged and encouraged to share and utilise extra vocabulary to communicate. Positive, can-do attitudes are modelled and fostered. Students are expected to explore and develop their memorising skills through vocabulary tests. Students are equipped with resources to support their resourcefulness and independence.

By the end of Year 7 students will understand how to conjugate regular ER verbs and key irregular verbs in the present tense and how to talk about the future using the *future proche* (je vais + infinitive)

#### Autumn Term 1

##### 1: Bonjour!

Content: greetings, say how you are, basic numbers, classroom objects and commands

Grammar: gender and number of nouns

Skills: working out meaning, remembering gender, phonetic sounds *c, qu, é*

#### Autumn Term 2

##### 2: J'habite ici

Content: say where you live and understanding others, higher numbers, days of the week and spell aloud using the French alphabet

Grammar: prepositions for 'in', asking a question

Skills: working out meaning, phonetic sounds *i, y, j, ge, gi*

#### Spring Term 1

##### 3: Chez moi

Content: family and friends, possession, house and home

Grammar: singular of avoir (to have) and être (to be), **subject pronouns**, possessives including 'le \_\_\_ de', masculine and feminine

Skills: remembering vocabulary, reading a text, phonetic sounds *è, a, à, as, at, u, ch, s liaison/ z*

#### Spring Term 2

##### 4: Notre planète

Content: talk about nature, animals, use adjectives, ask questions and express opinions.

Grammar: adjectival agreement, making verbs negative, plural nouns, Tu/Vous

Skills: adding interest in writing, connectives, phonetic sounds *oi, ou*

#### Summer Term 1

##### 5a: Au cours de l'année

Content: asking and giving the date, important dates and festivals around the world, personal description

Grammar: **subject pronouns**, avoir and être, adjectival agreement

Skills: examination technique, listening, reading and writing with longer texts

#### Summer Term 2

##### 5b: Au cours de l'année

Content: birthday presents, higher numbers and prices, clothing, shopping

Grammar: adjectives, plurals, **full paradigm ER verbs using porter, using the near future with acheter/ recevoir/ donner/ porter**

Skills: verb conjugation, phonetic sounds *ui*

