

Gosfield School

Curriculum Outline

Subject: Art

Year: 8

General Information: The structure of the year is to develop existing skills, and to introduce new media and influences. Practical skills will build on new techniques and encourage the refinement of existing ones. Understanding will develop through discussion and looking at artists' work/art movements. Students are assessed formally at the end of each topic and an effort and achievement grade is given. In addition prep and sketchbook work is marked and graded; students are given verbal feedback and evaluate each topic outcome.

First Half Term Topics

Pop Art

- Artists: Romero Britto, Roy Lichtenstein, Keith Haring, Yayoi Kusama, Butron Morris.
- Pupils work with coloured pencils, pens, collage and paint to explore the above artists.

Assessment: sketchbook and homework

Second Half Term Topics

Pop Art

- Artists: Romero Britto, Roy Lichtenstein, Keith Haring, Yayoi Kusama, Butron Morris.
- Pupils work with coloured pencils, pens, collage and paint to explore the above artists.

Assessment: Paper plate piece

Third Half Term Topics

Aboriginal Art

- Painted Pattern/ group work
- Study examples and meanings.

Students will transfer their developed patterns using paint inspired by Aboriginal Art.

Assessment: sketchbook and homework

Fourth Half Term Topics

Aboriginal Art

- Painted Pattern/ group work
- Study examples and meanings.

Students will transfer their developed patterns using paint inspired by Aboriginal Art.

Assessment: Group painting task

Fifth Half Term Topic Topics

End of year assessment

- Still life pencil drawings of shoes
- Beginning with line work and composition
- Progressing to mark making, tone and value

Assessment: 4 hour still life drawing

Sixth Half Term Topics

Natural Form

- Observational drawing
- Focus on the elements, line, pattern and value.
- Refinement and experimentation of work so far.
- Focus on the elements, texture, colour and shape.

Assessment: sketchbook and homework



Gosfield School

Curriculum Outline

Subject: Spanish

Year:

8

General Information: Year 8 follow the Claro 1 scheme with additional material to meet our objectives as a department. Beginners quickly build upon their basic skills and knowledge about language. 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 8 students will understand how to conjugate regular verbs and key irregular verbs in the present tense, conditional and how to talk about the future

Autumn Term 1

4: Donde vivo yo

Content: talking about the area where you live, describing your house, rooms and dream home

Grammar: using the verb "vivir". Conditional tense

Skills: Using expressions, creative

Autumn Term 2

4: Donde vivo yo

Content: Household chores, places in town, asking and giving directions

Grammar: verb "ir", use of the Imperative

Skills: Repair strategies when speaking

Spring Term 1

5: De paseo por mi ciudad

Content: Discussing plans for the weekend, comparing urban and rural environments,

Grammar: Comparatives, the near future, the Imperfect tense

writing Zona cultura: Las Islas Canarias	Zona cultura: La Navidad en los países de Latinoamérica	Skills: finding and using synonyms Zona cultura: Bilbao
Spring Term 2 <u>6: Todo lo que estudio</u> Content: school subjects, opinion about school subjects, timetable, telling the time, describe the school environment, talking about extracurricular activities Grammar: verb "estudiar". "Se puede" "se debe". Using "antes de" and "después de" Skills: describing a picture, answering questions in a listening	Summer Term 1 <u>6: Mis planes</u> Content: discussing future plans. Revision lessons Grammar: using future expressions Skills: examination technique, listening, reading and writing with longer texts Zona cultural: Las Islas Canarias	Summer Term 2 <u>6: Mis planes</u> Content: Exam results and feedback. Future plans and future expressions. Grammar: Future tense Skills: verb conjugation



Gosfield School

Curriculum Outline

Subject: Dance

Year: 8

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

Street Dance

- Health & Safety in Dance
- Elements of Street Dance: centre of gravity, isolations, attitude, dynamic contrasts
- Dance performances: Focus, timing, energy, confidence

Spring Term 1

Musical Theatre

- Storytelling through Dance
- Creating Characters through Dance
- Expression, physicality, action & meaning
- Conventions of Musical Theatre
- Solo, duet and ensemble performance

Spring Term 2

Contemporary Dance

- Flexibility
- Creativity
- Teamwork
- Floor work
- Falling and recovering
- Spiralling
- Contracting and releasing,
- Leaning and tilting

Summer Term 1

Dance in the Media

- Energetic, dynamic movement
- Use of props and costumes
- Emotional expression
- Dance for screen
- Dance for Social Media

Summer Term 2

Choreography Challenge

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



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 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.

Autumn Term 1 Health and Safety • Soldering safety and workshop practices Sound Amplifier project • PCB's and what they are for • Insertion and soldering of discreet components • IC's	Autumn Term 2 Sound Amplifier project • Assembling flying leads and wires • LED's • Speakers • Circuit testing	Spring Term 1 Sound Amplifier project • Understanding laser cutting of acrylic sheet • Line bending of acrylic • Final assembly of sound amplifier • Evaluation
Spring Term 2 Wooden money box project • Understanding hardwoods, softwoods and manmade board • Marking out methods • Jointing techniques	Summer Term 1 Wooden money box project • Cutting lap joints • Dovetail pinning • Glueing and clamping • Creating 'flush' joints • Designing and personalizing a product • Varnishing techniques	Summer Term 2 Graphic techniques and end of year exam • Rendering techniques • Design sheet layout • End of year examination

Gosfield School
Curriculum Outline

Subject: Drama

Year: 8

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

Drama Styles: Silent Movie & Melodrama

- Conventions of styles:
- Silent Movie & Melodrama
- Freeze Frames
- Stock characters
- Non Verbal Communication

Autumn Term 2

Theatre Analysis: National Theatre Collection

- Experience of 'live', professional theatre
- Analysis and evaluation of technical skills within professional works

Assessment in Evaluation

Spring Term 1

Page to Stage: 'Great Brits of the Stage'

- Stage positions
- Structure & Flashback
- Space, props, set
- Stanislavski's Objectives (motivation)
- Characterisation
- Status & Levels
- 'Page to stage' rehearsal process

Spring Term 2

Physical Theatre

- Conventions of Physical Theatre
- Body As Prop
- Practitioner Exploration: Frantic Assembly

Assessment in Creating & Performing

Summer Term 1

Devising

- Devising skills
- Collaboration
- Rehearsing & refining ideas

Assessment in Performing & Evaluating

Summer Term 2

Technical Theatre

- Costume design
- Sound design
- Set design

Assessment in Creating (theatrical design)



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.

First Half Term Topics

Non-Fiction and Transactional Writing

Students will be taught to:

- Evaluate texts critically and support this with appropriate textual references
- Organise information and ideas, using structural and grammatical features to
- Develop oracy skills

Second Half Term Topics

Treasure Island

Students will be taught to:

- Show understanding of the language and structure of a whole text.
- Develop vocabulary used to identify plot and structure.
- Demonstrate knowledge of non-fiction writing techniques.

Third Half Term Topics

Drama: Shakespeare's Henry V

Students will be taught to:

- Draw on knowledge of literary and rhetorical devices from their reading
- Explore literary and dramatic devices in their analytical work.

Fourth Half Term Topics Poetry: World War 1 Students will be taught to: • Use a range of analytical terms. • Understand the links between language, form and structure. • Comment on the effects of the author's craft	Fifth Half Term: Gothic Writing Students will be taught to: • Analyse and evaluate Gothic texts using textual references • Identify and use key Gothic features such as atmosphere, setting, and suspense • Adapt Gothic techniques in their own imaginative writing.	Fifth Half Term Topics Oracy: Debate unit Students will be taught to: • Use a range of rhetorical terms • Develop group and individual organisation • Comment on the effects of structure in speech. • Develop debating skills
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Gosfield School
Curriculum Outline 2025-26

Subject: Food Technology

Year: 8

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.

First Half Term	Second Half Term	Third Half Term
Food nutrition - Macro nutrients; Carbohydrates & Proteins: sources & functions Recap of HATTIE Food commodities – potatoes & vegetables	Food nutrition - Macro nutrients; Fats: sources & functions Food provenance – Meat & Fish	Food science - Denaturation & coagulation of protein Food waste Food safety - Food labelling
Fourth Half Term	Fifth Half Term	Sixth Half Term
Food safety - Traffic light labelling & allergens Food science - Chemical raising agents Food science - Methods of heat transfer & sauce making	Food commodities – cereals; oats & rice Food safety - Time plan, special points, Introduction to dovetailing Planning for practical assessment	Practical assessment Food Provenance - Seasonal food Food science - Making butter/scones - emulsions

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.

Autumn Term 1 Weather and climate • Distinctions between weather and climate • Factors effecting temperature and rainfall • How does air pressure impact the weather • What is climate change • Local and global impacts of climate change • How can climate change be managed • Is the weather becoming more extreme? • Investigating an example of extreme weather	Autumn Term 2 Development • What is development? • How can we measure development? • Graphing development • Mapping development • What has caused the development gap? • Ghana • Causes of development gap in Ghana • How to decrease the development gap in Ghana • Fairtrade • Debt • Trade • Goat aid	Spring Term 1 Environmental concerns
Spring Term 2 Africa	Summer Term 1 Antarctica • Comparing polar regions • Physical Geography of Antarctica • How are animals adapted to live in Antarctica • Antarctic treaty • Antarctic Tourism	Summer Term 2 Geography of crime

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

- 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

Continue to work on historical skills-source work.

Autumn Term 2

- Elizabeth I
 - What was she like?
 - Who should she marry?
 - Religion?
 - Appearance?
 - Mary (Q of S)
 - Armada
 - Legacy

Continue to work on historical skills-Causation and essay writing.

Spring Term 1

- Life in Tudor England
 - Who’s Who
 - Leisure
 - Schools
 - Fashion
 - Empire

To work on prioritising and importance.

Spring Term 2

- Stuarts
 - November 5th
 - Guy and plotters framed?
 - Witches
- The Eng Civil Wars
 - Reasons
 - Sides
 - Prince Rupert
 - New Model Army
- Execution of Charles I

To work on source skills

Summer Term 1

- Cromwell
 - A modern man?
 - Ireland
 - James Nayler
- Restoration England
 - Cromwell’s Head
 - Return of the King
 - Plague
 - Nasty Rhymes
 - The Great Fire
 - Women
 - Science

Summer Term 2

- Industrialisation
- Changes
- Factories
- Towns
- Health
- Crime
- Jack the Ripper

Presentation and historical skills



Gosfield School

Curriculum Outline

Subject: Mathematics

Year: 8

General Information

Students in Year 8 follow the Maths Pad KS3 Maths Scheme.

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. 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 students learn, teachers may adjust their approach to teaching by altering the flow of topics dependent on the level at which the students are working. The flow of topics will also depend on the group a student is in. Higher topics only are shown in bold.

Autumn Term 1	Autumn Term 2	Spring Term 1
- Algebra collecting like terms and multiplying terms - Simplifying algebraic fractions - Expanding brackets / double brackets - Factoring / quadratics - Angle notation	- Angles on straight line, in triangles and round a point - Angles on parallel lines - Angles in quadrilaterals - Writing and using formulae - Rearranging 1 and 2 step formulae	- Area of 2d shapes - Area of circles, part circles and compound shapes - Properties of 3d shapes - Surface area of cuboids - Nets of 3d shapes (support only) - Volume of cuboids and prisms
Spring Term 2	Summer Term 1	Summer Term 2
- Solving 1 and 2 step equations involving indices Solving multi-step equations Solving equations with variables on both sides - Set up and solve equations - Factors / multiples HCF / LCM using prime number decomposition	Patterns in odd and even number calculations - Sequences of numbers - Nth term - Recognising a function written in algebra - Use functions and tables of values - Plotting straight line graphs - Plotting non-linear graphs	- Reading and using graphs in statistics - Collecting data - Calculating averages



Gosfield School

Curriculum Outline
2025 – 2026

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

History of Music

The Stone Age

- Creating an Instrument
- Brief history/ environment/uses of music
- Presentations of Instruments

Medieval Music

- Sacred vs secular
- Plainchant
- Early notation
- The drone
- The Jongleur
- Keyboard skills, Jongleur's Dance
- Job application

Extended Musescore

- Writing for 4 instrumental parts in the Dorian mode

Listening: Various Medieval pieces

Elements: All

Performing: Dorian improv

Composing: Medieval Piece in the Dorian Mode

Second Half Term

History of Music

Baroque

- Characteristics and developments of era
- The harpsichord
- Ornaments
- Key composers
- Pachelbel's Canon
- Ground Bass, as a harmonic device
- Keys, chords and Melodies

Further Musescore

- Various stages

Keyboards Skills

- Christmas Songs

Listening: Various Baroque pieces and modern examples of Ground Bass
Elements: Structure, Harmony, Tonality, Pitch and Rhythm

Performing: Pachelbel's Ground Bass and various student – composed parts
Composing: Parts on top of a Ground Bass

Third Half Term

History of Music

Pachelbel's Canon Revisited

- Revision for exam

Classical

- Characteristics and developments of the era
- Development of the orchestra
- Haydn, Mozart and Beethoven
- Student Detectives (composer's lives)

Keyboard Skills

- Graded Ode to Joy, Surprise Symphony

Listening: Haydn, Mozart and Beethoven pieces

Elements: All

Performing: Surprise Symph, Ode to Joy

Composing: 8 bar melody

Fourth Half Term History of Music Classical Continued..... Keyboard Skills - Graded Ode to Joy & 'Surprise' Symphony Romantic - Characteristics and developments of era - Programme Music - Artists Gallery - Nationalism Keyboard Skills - In the Hall of the Mountain King Listening: Greig, Rimsky – Korsakov, Tchaikovsky, Smetana and Mussorgsky Elements: All Performing: Alberti Bass, Surprise Symph, Ode to Joy, In the Hall of the Mountain King Composing: 8 bar melody with Alberti Bass	Fifth Half Term History of Music Modern/20th Century - Characteristics and developments of era - The score - Extended performance techniques - Minimalism - Phase shifting - Aleatoric music Introduction to Edubandlab - Arranging a Dance Track - Looping Listening: Cage, Reich, Riley and Berio Elements: All Performing: Reich's Clapping Music Composing: Students' own "Clapping Music" phrases	Sixth Half Term History of Music Extended EduBandlab - Automation - Dynamics - Panning - FX - Recording with the mic to add vocals Composing Techniques (extension) - Using the input and editor window - Quantizing - Further FX Listening: Various Dance Tracks from chosen genre, arrangements produced by peers. Performing: Student vocals into Bandlab Composing: Student's own Dance Track (extension work)
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Gosfield School

Curriculum Outline

Subject: Outdoor Learning

Year: 8

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, while nurturing holistic wellbeing—physical, mental, emotional, social, and economic—fostering a strong sense of contribution, 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)

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

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.

are used for open-ended play and creativity, encouraging problem-solving and imagination.	festivals are celebrated outdoors, linking projects to community, storytelling, and shared experiences.	Seasonal stories, songs, and celebrations of Spring are shared outdoors, fostering creativity, language, and cultural awareness.
Spring Term 2 - As Spring develops, children explore the outdoors as it becomes more vibrant, noticing insects, flowers, and wildlife returning with warmer weather. - They expand ongoing outdoor projects such as gardening, habitat creation, or creative structures, building teamwork and problem-solving skills. - Seasonal celebrations and shared outdoor experiences highlight growth, change, and connection to the wider community.	Summer Term 1 - At the start of summer, children enjoy longer days outdoors, noticing how plants, trees, and habitats flourish in the warmer weather. - They take part in practical outdoor activities such as gardening, building, creative play, outdoor cooking, and developing bushcraft skills, encouraging independence and collaboration. - Seasonal storytelling, games, and shared experiences bring a sense of celebration, connecting children with nature and each other.	Summer Term 2 - As summer progresses, children reflect on their outdoor projects, seeing them take shape and celebrating the success of what they have created together. - They deepen independence through extended activities such as gardening, habitat care, outdoor cooking, and developing bushcraft skills. - Shared celebrations, storytelling, and seasonal traditions round off the year, fostering pride, community, and connection with nature.

Gosfield School

Curriculum Outline

Year: 8

Subject: Science

General Information: Continuing from their work in Year 7, this Science course aims to embed curiosity and deep thinking across the umbrella of science. Year 8 will begin with a further exploration of the mechanics of scientific inquiry and methodology, as they will be engaging in another year of learning reinforced by practical activities.

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
❖ Health & Lifestyle ➤ Nutrients ➤ Food Tests ➤ Unhealthy Diet ➤ Digestive System ➤ Bacteria & Enzymes in Digestion ➤ Drugs ➤ Alcohol ➤ Smoking ❖ The Periodic Table ➤ The Elements ➤ Physical Properties of Metals & Non-Metals ➤ Chemical Properties of Metals & Non-Metals ➤ Groups & Periods ➤ The Elements of Group 1 ➤ The Elements of Group 7 ➤ The Elements of Group 0 ❖ Electricity & Magnetism ➤ Static Charge ➤ Circuits & Current ➤ Potential Difference ➤ Resistance ➤ Series & Parallel Circuits ➤ Magnets & Magnetic Fields ➤ Electromagnets ➤ Using Electromagnets	❖ Biological Processes ➤ Photosynthesis ➤ Leaves ➤ Plant Minerals ➤ Aerobic Respiration ➤ Anaerobic Respiration ❖ Separation Techniques ➤ Pure Substances ➤ Mixtures ➤ Solutions ➤ Solubility ➤ Filtration ➤ Evaporation & Distillation ➤ Chromatography ❖ Energy ➤ Food & Fuels ➤ Energy Resources ➤ Conservation of Energy ➤ Energy & Temperature ➤ Energy Transfer: Particles ➤ Energy Transfer: Radiation ➤ Energy Transfer: Forces ➤ Energy & Power ❖ Metals & Other Materials ➤ Metals & Acids ➤ Metals & Oxygen ➤ The Reactivity Series ➤ Metal Displacement Reactions ➤ Extracting Metals ➤ Ceramics ➤ Polymers ➤ Composites	❖ Ecosystems & Adaptation ➤ Food Chains & Webs ➤ Disruption to Food Chains & Webs ➤ Ecosystems ➤ Competition ➤ Adapting to Change ❖ Motion & Pressure ➤ Speed ➤ Motion Graphs ➤ Pressure in Gases ➤ Pressure in Liquids ➤ Pressure on Solids ➤ Turning Forces ❖ Inheritance ➤ Variation ➤ Continuous & Discontinuous ➤ Inheritance ➤ Natural Selection ➤ Extinction ❖ The Earth ➤ The Earth and its Atmosphere ➤ Sedimentary Rocks ➤ Igneous & Metamorphic Rocks ➤ The Rock Cycle ➤ The Carbon Cycle ➤ Global Heating ➤ Climate Change ➤ Recycling



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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 Football Group 2	Basketball Group 1 Football Group 1		Rackets Sports Group 1 Rackets Sports Group 2	Attacking Principles of Play Group 1 & Group 2		Athletics until Half term Tennis & Golf
Year 7,8,9 Girls	Netball	Football		Attacking Principles of Play	Racket Sports		Athletics until Half term 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
YEAR 7 & 8 BOYS	Football	Rugby or Basketball and Touch Rugby	Athletics & Cricket (45 mins of each for the first 3 weeks, then cricket only)
YEAR 7 & 8 GIRLS	Hockey	Netball	
YEAR 9 BOYS	Football	Rugby or Basketball and Touch Rugby	Athletics & Cricket (45 mins of each for the first 3 weeks, then cricket only)
YEAR 9 GIRLS	Hockey	Netball	
YEAR 10, 11,	Hockey all girls Football Boys all boys There will be U15 & U16 Hockey, Netball and Football Fixtures this term	Choice of Rugby Rugby Touch Netball Basketball Table Tennis / Badminton / Weights (These choices are subject to change depending on facility and staff availability) If in previous years you have played Netball or Football for school it will be expected you play these sports in this term's games afternoon There will be U16 rugby, Netball Fixtures this term	Choice of Girls Cricket Boys Cricket Athletics (team) (These choices are subject to change depending on facility and staff availability) If in previous years you have played Cricket for school it will be expected you play this sport in this term's games afternoon



Gosfield School

Curriculum Outline

Subject: Computing

Year: 8

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 HTML Script

Pupils will learn:

- how to be safe online;
- what HTML script is;
- be able to use HTML tags to create a webpage;
- to be able to use CSS to format a webpage.

Autumn Term 2: Coding with Python I (Back to Basics)

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.

Spring Term 1: An Introduction to Binary

Pupils will learn:

- how to convert between binary and denary numbers;
- how to add binary numbers together;
- how to convert between binary and hexadecimal numbers;
- how to convert between denary and hexadecimal numbers.

Spring 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.

Summer Term 1: Coding with Python II (Intermediates)

Pupils will learn:

- how to use f-strings;
- how to store variables;
- how to manipulate user inputs;
- how to use character casting;
- how to use boolean operators;
- how to use rational operators.

Summer Term 2: Vector Drawings

Pupils will learn:

- how to create a graphic using a vector tool;
- how to export and import SVG files;
- understand why vector drawings are used;
- manipulate existing vector drawings.



Gosfield School

Curriculum Outline

Subject: French

Year: 8

General Information: Year 8 continue to follow the Tricolore 1 and 2 6th edition scheme with **additions** to meet our objectives as a department. Students revise, reuse and build upon their foundations, expanding and reinforcing their skills and knowledge of French. Positive, can-do attitudes are modelled and fostered. Students are equipped with resources to support their resourcefulness and independence.

By the end of Year 8 students will understand how to conjugate all regular verbs and key irregular verbs in the present tense, how to talk about the future using the *future proche* and to describe recent events using the fundamentals of the Passé Composé.

Autumn Term 1 <u>T1 U6: Qu'est-ce que tu fais? (<i>On joue bien</i>)</u> Content: what you play/do at the weekend Grammar: full paradigm ER verbs revision Skills: asking questions, phonetic sounds <i>au, er, et, ey, ez</i> at the end of a word <u>T1 U7: En ville</u> Content: about town, directions, town activities, your area, making future plans, opening times and prices (T2 U1) Grammar: adjectives, <i>il y a/ il n'y a pas de</i>, prepositions <i>to</i> and <i>at</i>, <i>aller</i> (to go) Skills: reading and listening to longer texts, phonetic sounds silent <i>-h, t, -te</i> at the end of words, <i>th, on, om</i>,	Autumn Term 2 <u>T1 U8: Une journée scolaire</u> Content: = time, daily routine, school subjects, my favourite things, my school, school in French-speaking countries Grammar: simple reflexives, definite articles, <i>faire</i> (to do), <i>which/what</i>, plural possessives Skills: speaking, translating, presenting, phonetic sounds <i>im, in, r</i>	Spring Term 1 <u>T1 U9: C'est bon ça!</u> Content: meals in France, food items, likes and dislikes, being "à table", planning meals, expressions of quantity (T2 U1) and choice, shopping Grammar: partitive article (some), the near future tense, <i>choisir</i> (regular IR verbs), <i>vendre</i> (regular RE verbs) Skills: speaking skills for real life, reading for gist and detail, phonetic sounds <i>^, gn, c, k, qu</i>
Spring Term 2 <u>T1 U10: Amuse-toi bien!</u> Content: sport, music and other leisure activities, a special day in the present and past Grammar: <i>jouer à/de, faire de</i>, talking about recent activities – basic past perfect tense Skills: translating, phonetic sounds <i>x, un, um, sion, tion</i>	Summer Term 1 Content: Revision and exam preparation on all topics Grammar: Working in 2/3 tenses (present + other) Skills: listening, speaking, reading writing, all phonetic sounds	Summer Term 2 <u>T2 U2: On fait des projets</u> Content: Countries in Europe and beyond, transportation and travel plans in the future, what you can do Grammar: prepositions, <i>partir</i> (to leave), <i>venir</i> (to come), the near future (<i>aller+infinitive</i>), <i>pouvoir</i> (to be able) Skills: phonetic sounds <i>è, a/à/â/-as/-at, é/ez/er, u</i>

