

Gosfield School

Curriculum Outline

Subject: Art

Year: 9

General Information: Art in this year will be a thematic approach using 'Line' as the initial title. Students will carry out research to generate drawings and designs in a variety of media; this is in line with a GCSE Course. Pupils examine artists' work to inspire ideas, develop skills and designs and refine the final outcomes. Students are assessed formally at the end of each topic where an effort and achievement grade are given. In addition, prep is marked and graded and students are also given verbal feedback and encouraged to self-evaluate all their work.

Autumn Term 1

Line: Monochrome pattern and illusion.

- Experiments with mark making and pattern.
- Artists: MC Escher, Paul Klee.
- Single point perspective drawing; Zentangles; Tessellation.

Assessment: Final outcome.

Autumn Term 2

Line: Monochrome, pattern and illusion.

- Experiments with optical illusion.
- Artist Bridget Riley and Optical Art movement.
- Experimenting with value and space.

Assessment: Final piece.

Spring Term 1

Hundertwasser

Understanding for the principles of Hundertwasser's work

- Experimenting with mixed media; collage, watercolour inks, wax resist and layering.

Assessment: sketchbook work

Spring Term 2

Understanding for the principles of Hundertwasser's work

- Experimenting with mixed media; collage, watercolour inks, wax resist and layering.

Assessment: Final outcome

Summer Term 1

Focus on drawing

- Portraits
- Proportions of the face
- Pencil and biro drawing

Assessment: sketchbook studies

Summer Term 2

Focus on drawing

- Portraits
- Proportions of the face
- Pencil portrait

Assessment: Final composition.



Gosfield School

Curriculum Outline

Subject: Spanish

Year:

9

General Information: Year 9 follow the Claro 2 scheme with additional material to meet our objectives as a department. Students continue to build their skills and knowledge about language. Positive, can-do attitudes are modelled and fostered. Students are equipped with resources to support their resourcefulness and independence.

By the end of Year 9 students will understand how to conjugate regular verbs and key irregular verbs in the present tense, past tense, conditional and how to talk about the future.

Autumn Term 1	Autumn Term 2	Spring Term 1
<u>2: ¡Por fin de vacaciones!</u> Content: Holidays, means of transport, countries Grammar: prepositions, question words, the preterite with regular and irregular verbs Skills: Using "usually", creative writing	<u>2: ¡Por fin de vacaciones!</u> Content: describe what you did on holidays Grammar: near future and past tense together Skills: Describe a photo Zona cultura: Christmas activities	<u>1: Dieta y salud</u> Content: Food and drink. Order food in a restaurant. Healthy diet Grammar: "tu" versus "usted" Skills: making healthy choices
Spring Term 2	Summer Term 1	Summer Term 2

<u>1: Dieta y salud</u> Content: body parts, saying what hurts, health problems and treatments Grammar: verb "doler". Using the Imperative Skills: performing a role play	<u>5: Yo y mi mundo</u> Content: Daily routine, time, relationships Grammar: reflexive verbs, comparatives Skills: examination techniques, improving translation	<u>5: Yo y mi mundo</u> Content: Exam results and feedback. Summer project: Global issues and solutions Grammar: Consolidate future tense, future expressions and the conditional tense Skills: Work as part of a team
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Gosfield School

Curriculum Outline

Subject: Dance

Year 9

Dance in Year 9 is taught on a rotation system with Music and Drama. Students spend one half term in each discipline, after which they select their GCSE option preferences. For the remainder of the academic year, students may opt for which Performing Arts subject to return to.

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.

Rotation Unit 1

Street Dance

- Health & Safety
- Social culture, background and context
- elements of style: moving and grooving, use of character, originality, intention, creativity, and social interaction
- unison, canon, formation, repetition, levels, direction, mirror, dynamics.
- Interpretive skills e.g. timing, focus, fluency, musicality, projection, energy, expression, quality, and emphasis.

Rotation Unit 2

Musical Theatre

- Conventions of MT dance
- Ensemble choreography
- Appreciation of professional works
- Refinement of technique
- Storytelling through dance

Characterisation through dance

Optional Block Unit 3

Dance from a Stimulus

- Set choreography
- Responding to a musical stimulus
- Independent/small group choreography
- Choreographic devices: Unison, Canon, Motif

Optional Block Unit 4

Exploration of Dance Styles through History (Workshops) eg:

- Charleston
- Disco
- Old Skool Musicals
- Dance from different cultures

Optional Block Unit 5

Choreography Challenge

- Principles of Choreography
- Application of chosen style



Gosfield School

Curriculum Outline

Subject: Design & Technology

Year: 9

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	Autumn Term 2	Spring Term 1
<u>Health and Safety</u> • Safe working practices <u>Clock design project based on a favourite book.</u> • Research • Graphic Design • Laser cutting	<u>Clock design project based on a favourite book.</u> • Laser cutting • Assembly • Evaluation	<u>Book Ends project.</u> • Research • Wood joints • Marking tools • Lap jointing

Spring Term 2	Summer Term 1	Summer Term 2
<u>Book Ends project.</u> • Use of wood machining techniques • Wood joints • Design of features in wood • Finishing techniques	<u>Design challenges</u> Booster seat challenge Structures challenge	<u>Design challenges</u> Mathematical vessel design challenge



Gosfield School

Curriculum Outline

Subject: Drama

Year: 9

General Information

In Year 9, Performing Arts is taught on a rotation system, whereby students take lessons in Dance, Drama and Music. From September to February half term, students will study a different Performing Arts discipline each half term. Once students have selected their GCSE Options preferences, we will give students the choice of which of the three disciplines to return to for the remainder of Year 9- this enables them to select an area of particular interest within Performing Arts, or perhaps one they have selected as a GCSE preference.

Within their Drama rotation, they will study Units 1 and 2 below, with those selecting Drama after February half term studying the 'Optional Block' units for the remainder of the year.

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.

Unit 1	Unit 2
Exploration of a Script: Blood Brothers • Stanislavski's Method acting • 'Page to stage' process • Stage directions • Space & levels	Verbatim Theatre • Conventions of Verbatim theatre • Practical exploration of Verbatim techniques • Use of projection, sfx, & music to enhance performance
Assessment in Performing	Live Theatre Experience • Live Theatre Evaluation, completed as an independent project
	Assessment in Creating, Performing

Optional Block

Murder Mystery: Charlotte Dymond • Devising • Improvisation • Hot Seating • Storytelling • Flashback • Conscience Alley • Spotlighting • Creating Tension	Devising from a Stimulus • Devising • Collaboration • Generating Initial Ideas • Devising techniques: three frame stories, spontaneous improvisation • Technical theatre: lighting design	Technical Theatre: Set Design • Elements of Set Design • Model Shoe box sets • Stage in a Box
	Assessment in the style of GCSE Component 1	Assessment in the style of GCSE Component 2



Gosfield School

Curriculum Outline

Subject: English

Year: 9

General Information:

Throughout Year 9, 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. The combination of these skills in Year 9 provides a seamless transition to GCSE, with a focus on being able 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
- Use a range of devices in their imaginative writing
- Refine their spelling, punctuation and grammar skills
- Present their ideas to a class and participate in class discussion.

All Year 9 students study English for 8 lessons per fortnight.

First Half Term Topics

Prose: *Great Expectations* by Charles Dickens

Students will be taught to:

- Read and understand the plot, characters, and key events in the novel
- Explore major themes such as social class, ambition, and personal growth
- Support interpretations with relevant textual references
- Organise ideas clearly in discussion and written responses

Second Half Term Topics

Poetry: *Worlds and Lives* Poetry Anthology

Students will be taught to:

- Read and interpret poems, considering meaning, tone, and mood
- Analyse poetic techniques such as imagery, structure, and language
- Explore themes including identity, relationships, and society
- Support ideas with evidence from the text
- Organise responses clearly in discussion and writing

Third Half Term Topics

Great speeches of the 20th Century

Students will be taught to:

- Analyse key speeches, considering language, tone and persuasive techniques
- Explore context and purpose, understanding audience and historical significance
- Evaluate the effectiveness of rhetorical devices and structure
- Support ideas with textual evidence
- Plan and write their own speeches using persuasive techniques.

Fourth Half Term Topics

Shakespeare: *'Romeo and Juliet'*

Students will be taught to:

- Read and understand key scenes, characters, and plot developments

Fifth Half Term Topics

**Shakespeare: *'Romeo and Juliet'* revision
*Summer examinations.***

- Consolidate understanding of plot, characters and key scenes

Sixth Half Term Topics

Debate Unit

Students will be taught to:

- Understand the structure and purpose of formal debates

• Analyse Shakespeare's language, dramatic techniques, and structure • Explore themes such as love, conflict and fate • Support interpretations with textual evidence • Organise ideas clearly in discussion and written responses	• Practice analysing quotations and supporting interpretations with textual evidence • Develop extended responses into full length essays.	• Analyse and evaluate arguments, considering evidence and persuasive techniques • Develop their own reasoned arguments and counterarguments • Use formal language and rhetorical devices to influence an audience • Organise ideas clearly for spoken and written responses
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Gosfield School
Curriculum Outline 2025-26

Subject: Food Technology

Year: 9

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/covered in each session. An ingredients booklet will show the range of activities that will be taking place throughout the term.

First Half Term

GCSE Skills/topics covered

- Coagulation & denaturation
- General practical skills
- Knife skills
- Use of equipment
- Cooking methods: water-based
- Caramelisation
- NEA1 science investigation changing sugars
- Food safety - Where do bacteria come from?
- Food nutrition - Micro nutrients – nutrients in food, their sources & functions
- Food science – the functional and chemical properties of foods

Second Half Term

GCSE Skills/topics covered

- Dough
- Setting mixtures
- Shortening & aeration
- Dough
- NEA1 science investigation changing fats
- Food Choice - Sensory evaluation & star profiles
- Food nutrition - Micro nutrients – nutrients in food, their sources & functions
- Food science – the functional and chemical properties of foods

Third Half Term

GCSE Skills/topics covered

- Sauce making
- NEA1 science investigation thickening soups & sauces
- Preparing fruit and vegetables
- Time plans
- Food nutrition - Micro nutrients – nutrients in food, their sources & functions
- Food science – the functional and chemical properties of foods

Fourth Half Term GCSE Skills/topics covered • NEA1 science investigation yeast as a raising agent • Prepare, combine, and shape • Puff pastry & caramelisation • Use of the cooker • Food nutrition - Micro nutrients – nutrients in food, their sources & functions • Food science – the functional and chemical properties of foods	Fifth Half Term GCSE Skills/topics covered • Tenderize and marinate • NEA1 science investigation changing flours • Raising agents • Food nutrition - Micro nutrients – nutrients in food, their sources & functions • Food science – the functional and chemical properties of foods	Sixth half Term GCSE Skills/topics covered • NEA1 science investigation changing chemical raising agents • Raising agents - air • Food nutrition - Micro nutrients – nutrients in food, their sources & functions • Food science – the functional and chemical properties of foods
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Gosfield School

Curriculum Outline

Subject: Geography

Year: 9

General Information: Year 9 students start to learn about the GCSE course. Assessment is continual in lessons by oral and peer assessments. In addition, end of term tests and an end of year exam will be used to help track progress. The end of year exam is based on GCSE work to help give an indication of grades at GCSE.

Autumn Term 1 <u>Hazards</u> • Types of Hazards • Earth's structure • Plate Tectonics • Volcanoes • Super volcanoes	Autumn Term 2 <u>Climate change</u> • Human causes of climate change • Natural causes of climate change • The effects of climate change • How can we mitigate climate change • How can we adapt to climate change	Spring Term 1 <u>Migration</u> • Push and pull factors • Impacts • Brexit • Squatter settlements • Case study • How do we improve the quality of life in squatter settlements?
Spring Term 2 <u>Energy</u> • How do we produce energy? • Why is there an increasing demand for energy? • Nuclear energy • Chernobyl	Summer Term 1 <u>Plastics</u> • Garbage patches • Impacts of plastics • How do we reduce our plastic waste? • Independent research project and presentation	Summer Term 2 <u>Geographical skills</u> • Interpreting maps • Graphs • Diagrams • Photos • Field work skills and write up. • UK Geography

Gosfield School

Curriculum Outline

Subject: History

Year: 9

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 9 the course is based on the book: *Technology, War and Identities*. There are termly attainment tests (sometimes more regularly) and an end of year internal exam.

Autumn Term 1	Autumn Term 2	Spring Term 1
Black Americans/ Slavery to Modern Times. - Slave Triangle - Middle Passage - Slave Auction - Life as a Slave - US Civil War - Jim Crow Laws - Civil Rights Movement.	Britain and World War One - How did war start? - Short-term reasons - Long-term reasons - Joining up - Trench warfare - Weapons - Shell shock - Poppy Day - How did countries avoid more war?	Holocaust - What was the Holocaust? - Rise of Hitler - Forms of Persecution - Children. - Olympic Games 1936 - Ghettos - Final solution - Resistance and Resilience. - Liberation - Why should the Holocaust be remembered?
To recap and improve on source skills. Look at interpretation.	To recap and improve on source skills- Look at the skill of interpretation.	Focus on the Historical skill of importance/prioritisation.
Spring Term 2	Summer Term 1	Summer Term 2
Britain and WWII - Causes of WWII - Early German Successes - Dunkirk - Battle of Britain - Barbarossa - D Day - Dropping the bomb Historical skill of causation.	Home Front. - Appeasement - Britain prepares for war. - Blitz - Evacuation - Rationing - Role of Women. - What is 'terrorism'?	Modern - Popular Culture - Civil Rights - Vietnam - Assassination of JFK - Man on the Moon - Cold War.



Gosfield School

Curriculum Outline

Subject: Mathematics

Year: 9

General Information

Students in Year 9 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.

Topics exclusive to the higher paper are in bold.

Autumn Term 1	Autumn Term 2	Spring Term 1
• Converting and ordering FD% • Converting recurring decimals to fractions • Multiplying and dividing fractions • Reciprocals and the reciprocal graph. • Fractions and percentages of amounts • Reverse fractions and percentages • Plotting graphs • Finding the gradient of a graph	• Find the equation of a line $y = mx + c$ • Real life graphs • Interpret the equation of a line with real life graphs. • Draw transformations • Enlargements including fractional and negative scale factors. • Describe combined and single transformations.	• Using ratio notation • Simplifying ratio (1:n) • Sharing in a given ratio • Direct proportion and best buys • Inverse proportion • Capture recapture • Expressing ratio and proportion algebraically. • Review angle properties • Interior and exterior angles in polygons • Missing sides in similar shapes. • Proving similarity

Spring Term 2	Summer Term 1	Summer Term 2
- Pythagoras – finding missing lengths - Proving a triangle is right-angled Trig: Sin / cos and Tan to find missing sides and angles	- Describe probability in words - Theoretical probability - Sample space diagrams Product rule for counting - Experimental probability - Venn diagrams - Two way tables - Percentage of amounts - Percentage increase and decrease	- Constructions Loci - Bearings - Map scales - Plans and elevations



Gosfield School

Curriculum Outline

2025 - 2026

Subject: Music

Year: 9

General Information

In Year 9, Performing Arts is taught on a rotation system, whereby students take lessons in Dance, Drama and Music for a half term at a time. From September to February half term, students will study a different Performing Arts discipline in each half term. Once students have selected their GCSE Options preferences, we will give students the choice of which of the three disciplines to return to for the remainder of Year 9- this enables them to select an area of particular interest within Performing Arts, or one they have selected as a GCSE preference.

Within their Music rotation, they will study Units 1 and 2 below, with those selecting Drama after February half term studying the 'Optional Block' units for the remainder of the year.

Music 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 creating ensemble performances and giving constructive evaluation feedback to others.
- Develop students' performance skills through singing, playing instruments and using IT.
- Develop listening and analytical skills with a focus on musical vocabulary to prepare for GCSE.
- Promote an inquisitive approach to Music.

Assessment will combine self, peer and teacher input.

Unit 1	Unit 2
Music, War and Conflict • MAD T-SHIRT vocabulary • Listening and identifying • Composing and creating • Performing and evaluating Topics explored: Fanfares, Battle Cries, The Haka, The Songs of WW2 and Threnody to the Victims of Hiroshima	Music for Film • Leitmotifs/Themes • Devices used in film music • Aspects of Sound and careers in the film industry • Foley • Composing music for a film scene using Edubandlab
Assessment in Performing & Listening and Appraising	Assessment in Composing and producing

Optional Block

Performing: • Selecting and preparing repertoire suitable for class performance. Assessment in Performing	Composing: • Composing a short piece to a set-brief Assessment in the style of GCSE	Analysing: • Introduction to musical genres making use of the elements of music as in UNIT 1. • Writing about music in a concise way.
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Gosfield School

Curriculum Outline

Subject: Outdoor Learning

Year: 9

General Information:

This year, through Outdoor Learning, we will build on each child's strengths and self-belief while prioritising wellbeing and developing skills that connect learning across natural and school settings. Using our Outdoor Activity Plans and scaffolding approach, pupils will grow through practical skills, managed risk-taking, and a clear focus on health, safety, and responsible behaviour.

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

We will promote holistic wellbeing—physical, mental, emotional, social, and economic—while fostering contribution to society through citizenship, stewardship, and community participation. These experiences will nurture resilience, creativity, teamwork, problem-solving, and ecological awareness, enabling every child to thrive in school, life, and society.

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.

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.

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

Seasonal materials (conkers, leaves, acorns) are used for open-ended play and creativity, encouraging problem-solving and imagination.	Autumn traditions and festivals are celebrated outdoors, linking projects to community, storytelling, and shared experiences.	life cycles within ongoing projects. 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: 9

Subject: Science

General Information: Students will begin their exploration of GCSE-Level material, in preparation for their choice of either the AQA Combined Science (Trilogy) or the AQA Triple Science Options.

Science is for everyone, regardless of their abilities or ambition. It is about understanding the world around us, and our course cover all the essential aspects of GCSE-level Science. Throughout the year, students will delve into Biology, Chemistry and Physics, learning key concepts and undertaking practical activities. Students will cover a range of topics to build a strong foundation of scientific understanding. Practical activities will be an integral part of our learning approach, allowing students to apply what they have learned in a hands-on way.

By the end of the year, students will have a solid grasp of fundamental scientific principles and be well-prepared for their next steps.

Autumn Term	Spring Term	Summer Term
❖ Space ➤ Formation of the Solar System ➤ The Life History of a Star ➤ Planets, Satellites & Orbits ➤ The Expanding Universe ➤ The Beginning and Future of the Universe ❖ Atomic Structure ➤ Atoms ➤ Chemical Equations ➤ Separating Mixtures ➤ Fractional Distillation & Paper Chromatography ➤ History of the Atom ➤ Structure of the Atom ➤ Ions, Atoms & Isotopes ➤ Electronic Structure ❖ Cell Structure & Transport ➤ Microscopy ➤ Animal & Plant Cells ➤ Eukaryotic & Prokaryotic Cells ➤ Specialisation in Animal Cells ➤ Specialisation in Plant Cells ➤ Diffusion ➤ Osmosis ➤ Osmosis in Plants ➤ Active Transport ➤ Exchanging Materials	❖ Conservation & Dissipation of Energy ➤ Changes in Energy Stores ➤ Conservation of Energy ➤ Energy and Work ➤ Gravitational Potential Energy Stores ➤ Kinetic Energy & Elastic Energy Stores ➤ Energy Dissipation ➤ Energy & Efficiency ➤ Electrical Appliances ➤ Energy & Power ❖ The Periodic Table ➤ Development of the Periodic Table ➤ Electronic Structure and the Periodic Table ➤ Group 1 – The Alkali Metals ➤ Group 7 – The Halogens ➤ Explaining Trends ➤ The Transition Elements ❖ Cell Division ➤ Cell Division ➤ Growth & Differentiation ➤ Stem Cells ➤ Ethics of Stem Cells ❖ Energy Transfer by Heating ➤ Energy Transfer by Conduction ➤ Infrared Radiation ➤ Specific Heat Capacity ➤ Heating & Insulating Buildings	❖ Structure & Bonding ➤ States of Matter ➤ Atoms into ions ➤ Ionic Bonding ➤ Giant Ionic Structures ➤ Covalent Bonding ➤ Structure of Simple Molecules ➤ Giant Covalent Structures ➤ Fullerenes & Graphene ➤ Bonding in Metals ➤ Giant Metallic Structures ➤ Nanoparticles ➤ Applications of Nanoparticles ❖ Energy Resources ➤ Energy Demands ➤ Energy from Wind & Water ➤ Power from the Sun & The Earth ➤ Energy & the Environment ➤ Big Energy Issues



ESTABLISHED 1929

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: 9

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 What's Inside the Box

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, output and hybrid devices.

Autumn Term 2: Coding with Python (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: Logic

Pupils will learn:

- the 3 different logic gates used by CPUs;
- how to read and create flowcharts to solve a problem;
- how to convert between binary and denary numbers
- how to convert between binary and the ASCII character set.

Spring Term 2: Networks

Pupils will learn:

- what the internet is;
- how networks are created;
- what hardware is required in a network;
- the different types of network;
- how to protect a network.

Summer Term 1 Spreadsheet Modelling

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.

Summer Term 2: Cybersecurity

Pupils will learn:

- how to identify phishing scams;
- how to report suspected phishing scams;
- examples of social engineering;
- how different types of virus affect the user;
- how to protect your personal information.



Gosfield School

Curriculum Outline

Subject: French

Year: 9

General Information: Year 9 follow the Tricolore 2 6th edition scheme supplemented by the GCSE Foundation course 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 independence.

By the end of Year 9 students will understand how to conjugate all regular verbs and key irregular verbs in the present and Perfect tenses, how to talk about the future using the *future proche* and conditional tenses. They will be equipped to start the GCSE course.

Autumn Term 1

T2 U1: En ville

Content: expressions of quantity (T2 U1) and choice, shopping

Grammar: partitive article (some), the near future tense, choisir (regular IR verbs), vendre (regular RE verbs)

Skills: speaking skills for real life, reading for gist and detail, phonetic sounds *^, gn, c, k, qu*

T2 U2: On fait des projets

Content: Countries in Europe and beyond, transportation and travel plans in the future, what you can do

Grammar: prepositions, partir (to leave), venir (to come), the near future (aller+infinitive), pouvoir (to be able)

Skills: phonetic sounds *è, a/à/â/-as/-at, é/ez/er, u*

Autumn Term 2

T2 U3: De jour en jour

Content: School life in France, uniform, daily routine

Grammar: reflexive verbs, vouloir, apprendre, comprendre

Skills: reading aloud, building written detail, giving opinions

T2 U4: En famille

Content: describing yourself, meeting new people, staying with a French family, daily chores, talking about what you have done recently

Grammar: Perfect Tense of regular verbs

Skills: translation, sequencing, formal/informal forms of address

Spring Term 1

T2 U5 Bon appétit!

Content: Café life in France, describing food and recent meals, menus, likes and dislikes

Grammar: Perfect (past) tense of irregular verbs

Skills: listening for detail, silent final consonants, nasal sounds

Spring Term 2

T2 U6: En voyage

Content: Discuss travel plans, buying tickets, using the 24 hour clock, train travel, a recent day out

Grammar: The Perfect Tense with être

Skills: Building more detailed and more interesting writing

Summer Term 1

3 tenses and Quality of Language

Content: KS3 revision

Grammar: 3 tenses

Skills: Building more detailed and more interesting writing

Summer Term 2

T2 U7: Ça va?

Content: Clothes, parts of the body, going to the doctor's

Grammar: adjectival agreement

Skills: translating, having needs met in the country

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