






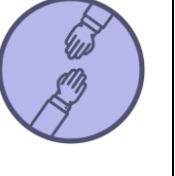




SECONDARY CURRICULUM

'A nurturing and responsive curriculum which serves our students.' Richard Baird OBE, Rochford Review

Our Secondary Curriculum is driven by and designed with the aim to nurture and develop our 10 essential 'Key Tools' (refer to Gosden Graduate Toolbox Doc.) . These outcomes form our 'Gosden Graduate Toolbox' and as a Department we believe they are essential in preparing our Gosden Learners for their individual pathways post 16.

									
Functional Literacy Skills	Functional Numeracy Skills	Functional ICT Skills	Emotional Wellbeing	Healthy Lifestyle	Healthy Relationships	Life Skills	Sense of Belonging	Creative Thinker	Qualifications and Achievements

YEAR 9 OVERVIEW 2018-2019

Subject	AUTUMN	SPRING	SUMMER
Functional Maths	<p>Number – Counting forwards and backwards, addition, subtraction, multiplication, division, fractions and place value. Measures – Time, money, weight, length, capacity and temperature Geometry – properties of 2D and 3D shapes including positions and directions Statistics – Carrying out surveys, interpreting data and presenting data in charts and graphs Functional Skills – practical maths in everyday situations HOME LEARNING OPPORTUNITIES - lots of handling money opportunities , spending, budgeting and saving pocket money, number based online and board games , wearing a watch and talking about time including days of the week, months and the seasons, reading timetables. Free online maths games - https://uk.ixl.com/math</p>		
Functional English	<p>Literacy; providing opportunities to develop understanding of texts including the use of descriptive language, characters and settings. Opportunity to develop speaking and listening skills through paired and group work. Work on key literacy skills including reading/writing/spelling of High Frequency words. Read Write Inc Groups – Small group literacy programme covering phonics, writing, vocabulary development, grammar, punctuation and spelling, whilst working on letter formation and handwriting practice. Daily reading time. HOME LEARNING OPPORTUNITIES - "My Writing book" homework: Pupils are encouraged to write about whatever inspires or motivates them, be it writing diary extracts or writing a story. They will be set different tasks and asked questions based upon what they have written. Reading together a variety of texts, reading together a book and then watching film version and discussing differences and similarities. Listening to audio extracts of the books online and of other book. Look at similarities and differences. Daily home reading using pupils' reading logs to help guide questions appropriate to pupils ability.</p>		
English Literature including drama			
Computing	Students will be expanding their computer skills focusing on publishing software tools and techniques in order to work towards a WJEC exam unit.		

Science	<p>Students will complete 2 modules of the WJEC Exam Unit Health and Safety – what is health and safety, reading signs and symbols, creating health and safety posters Human Biology The functions of the skeleton, bones, muscles and joints. The circulatory system, respiratory system, digestive system including healthy eating. The brain and senses including looking after them. Reproduction</p>		
Citizenship	<p>Crime and the justice system: Understanding what crime is - Learning how crime can affect young people and ruin communities. Helping to develop students' sense of right and wrong and better understand consequences. Things that influence us: Friends and family - Understanding how our values and opinions are shaped by those around us. Things that influence us: Social media, news and advertising - Increasing awareness of how we are influenced. Considering how the media presents information and how advertising can persuade us to see ourselves and those around us.</p>		
P.S.H.E.E/ Citizenship (Personal, Social, Health and Economic Education)	Me and My Relationships It's OK to be different <u>Personal Hygiene</u> – body parts, differences between males and females, human life cycle, puberty (physical & emotional changes) Personal hygiene – sweating, germs, bacteria, viruses, oral hygiene	Health & Wellbeing <u>Safe & Unsafe Drugs</u> Dangers of smoking, passive smoking & alcohol. My World <u>Stereotypes</u> – identify racial, ethnic and gender stereotypes. Challenging prejudice and celebrating difference	Keeping Safe <u>First Aid</u> <u>Stranger Danger</u> My World <u>Being an Active Citizen</u> How to help, being part of a group,
R.E.	How can a Mosque help us to understand the Muslim faith Students will explore the key features of a mosque and investigate what they reveal about Muslim beliefs. We will visit Woking mosque What does the Bible say about friendships and relationships? Students will explore what the Bible has to say about identity, friendships and relationships. During this unit, pupils will reflect on the reality that relationships often break down but that Christians believe that they can be repaired through forgiveness.	How did Jesus' teaching challenge people? Students will investigate some of Jesus' teachings from major texts such as the Sermon on the Mount/Plain and Jesus' 'new commandment' in John 13:34 and what impact these had at the time, and have on the lives of Christians now. What would Jesus do? (How do the beliefs of Christians influence their actions?) Students to see how Christians try to follow the example and teachings of Jesus. Pupils will investigate how the beliefs of Christians lead them to act with compassion and care towards others and the environment.	What does it mean to be a Sikh? Students will explore the key beliefs of Sikhism, in particular the concept of equality. How did it all begin? To begin to investigate the ways in which people from religious and non-religious perspectives try to answer the question of how the world began – and evaluate whether pupils think it's possible to know for sure.
Arts Award	<p>The whole of key stage 3 will have the opportunity to experience a range of art forms including animation, art, drama and graphics. Each term will be based on a theme, (this term is silent movies) working towards a show case at the end of the year. This programme will prepare the students to start an Arts Award qualification in their next academic year. Animation – Students to work independently and collaboratively to learn how animation works and design and produce their own piece of animation film. Graphics Students will understand the difference between graphic design and other art forms. They will learn about communicating a message in an effective way and will produce a range of graphics including posters, leaflets and logos. Art - Students will have the opportunity to work with different mediums. They will look in depth at the artist Paul Klee and his different styles. They will also use owls as a focus for using clay, collage and for drawing and painting.</p>		
P.E.	Ball Skills & Trampolining Students will learn new and improving existing individual skills, being able to combine skills, develop tactical awareness, recognise how they	Volleyball, Boccia & Fitness Students will learn new and improving existing individual skills, being able to combine skills, develop tactical awareness, recognise how they can improve	Cricket & Athletics Students will learn new and improving existing individual skills, being able to combine skills, develop tactical awareness, recognise how they can improve and

	<p>can improve and remember and follow safety rules.</p> <p>English Links – the use of concrete and abstract language including the development of speaking and listening skills.</p> <p>Maths Links – Number, Geometry and Measure</p> <p>Science Links – Human Biology</p> <p>PSHE – Team work & Self Evaluation</p>	<p>and remember and follow safety rules.</p> <p>English Links – the use of concrete and abstract language including the development of speaking and listening skills.</p> <p>Maths Links – Number, Geometry and Measure</p> <p>Science Links – Human Biology</p> <p>PSHE – Team work & Self Evaluation</p>	<p>remember and follow safety rules.</p> <p>English Links – the use of concrete and abstract language including the development of speaking and listening skills.</p> <p>Maths Links – Number, Geometry and Measure</p> <p>Science Links – Human Biology</p> <p>PSHE – Team work & Self Evaluation</p>
Business Enterprise	<p>Student will be involved in the setting up and running a business for the year. Taking on different roles within the company and hopefully make a profile.</p> <p>Advertising, selling, money handling and making products</p>		
Careers	<p>WJEC Units - Learning about Workplaces – introduction to the world of work. Students will learn about different types of work and work places, beginning to match them to their own specific strengths and interests and identifying areas of improvement. Students will learn that there are many different jobs within an organization and begin to learn how to conduct their own research into different types of job.</p>		
Cooking & Nutrition	<p>3 course meal including – hygiene and safety, use of equipment including the oven, following recipes, measuring, washing up, healthy eating, food groups, nutrition, balanced diets.</p>		
Outdoor Learning		<p>Science @ Forest School</p> <p>Food Chains and Webs - In our outside learning environment students will learn first -hand about the food chains and webs.</p> <p>Working towards achieving the John Muir explore award which involves environmental games, fire lighting, tool craft, cooking. Also conserving our environment.</p> <p>Students will also have the opportunity to develop their Maths skills including money handling and working with different units of measure. Helping with the Garden Shop students will weigh, count and price up produce to be sold. Student will also sell produce around the school enabling real life money handling experiences.</p> <p>Maths Links –Measurement, Shape & Space, & Number</p>	
DT			<p>Designing and making novelty clocks for a particular person and place.</p> <p>Students use primary and secondary research to identify a need for a novelty clock. They use this to devise three original ideas and develop a final idea. They then use a wide variety of different materials and Computer Aided Design and Manufacture to make their clock to a high standard.</p>
Enrichment Programme	<p>Enrichment activities play an essential part in enhancing the learning experiences and school life of our students. Clubs are aimed at developing key life skills including teamwork, problem solving, creative thinking, self-esteem, healthy lifestyle choices, communication and social skills. Students are able to select the enrichment activities they would like to do each term. The enrichment programme is run every lunch time.</p>		

