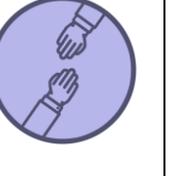


SECONDARY CURRICULUM

'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 8 HAWKING OVERVIEW 2019-2020

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 <u>HOME LEARNING OPPORTUNITIES</u> - 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. <u>HOME LEARNING OPPORTUNITIES</u> - "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	<p>In English Literature pupils will be studying different books throughout the year incorporating reading, writing, speaking and listening and to enhance their learning. Each group will have one term working on their text with a dedicated drama specialist.</p>		
Computing	<p>Individual programmes in Computer skills , Basic Programming skills with a strong focus on online behaviour and Internet Safety</p>		

	HOME RESOURCES – NSPCC online, Childnet, internetmatter.com. Online Safety Co-ordinator is also available to support and guide parents.		
Citizenship	Students will begin to understand what democracy is. They will look into where it came from and at the role the Magna Carta played in shaping democracy worldwide. They will learn that not all countries are governed in this way and learn to appreciate that, although far from perfect, it is probably the fairest system. They will be able to draw parallels with the way we run our school council and the way we elect our politicians. They will meet the Mayor of Guildford and investigate the purpose of the local council; understand the difference between local and national government and investigate the role of The Queen.		
Our World	'How Our Past Affects our Today'. The purpose of this course is to is to develop students' understanding of the role history plays in the lives we live today. They will compare and contrast events from the past with their lives in the present day. They will study Early Britain, Anglo-Saxons and Vikings, the later Middle Ages and Renaissance Britain. They will investigate, amongst other things, the formation of England, knights and chivalry, story-telling and archaeology. They will learn how some of the things invented hundreds of years ago are either still in use today or paved the way for great changes that directly affect the modern world.		
Business Enterprise	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. Advertising, selling, money handling and making products		
P.S.H.E.E/ Citizenship (Personal, Social, Health and Economic Education)	<p>Understanding my body and feelings - types of feelings, zones of regulations, managing feelings and behaviour,</p> <p>Personal hygiene - Looking after yourself including personal hygiene, hormones and puberty.</p> <p>Healthy eating – fueling my body with the correct food and drink – Why?</p>	<p>Relationships and Sex Education - Students will develop an understanding their bodies and what is private</p> <ul style="list-style-type: none"> • Understand how their bodies have changed. • Understand what 'consent' is and saying 'No' • Understand in greater details different kind of relationships • Recognises what does a healthy relationship look like? • Develop further an understanding of appropriate behaviour e.g. public and private 	<p>Personal safety, around the home, out and about and internet safety.</p> <ul style="list-style-type: none"> • Being safe at home. • Internet safety. • Basic first aid • Green cross code <p>Making and keeping friends and social skills. Making and keeping friends. Self confidence and self-esteem Turn taking Resolving problems</p>
Science	<p>Light – How the eye works, looking after your eyes, colours in the spectrum, light and shadows, light sources, refraction and reflections</p> <p>Electricity - What needs electricity? Types of renewable energy & circuits</p>	<p>Sound & Hearing - How the ear works, sound waves and decibels, looking after your hearing</p>	<p>Evolution & Inheritance – How humans have developed over the years, what we have inherited from our parents, what are the similarities in siblings. Cross breeding in dogs and evolution of animals.</p>
Forest Schools	<p>Science @ Forest School</p> <p>Seasons, Weather & Plants -In our outside learning environment students will learn first -hand about the different Seasons, Weather and plants, by investigating and recording their findings and observations. Working towards achieving the John Muir explore award which involves environmental games, fire lighting, tool craft, cooking. Also conserving our environment.</p>		

<p>R.E.</p>	<p>Islam – what it means to be a Muslim. Main beliefs, Places of worship, traditions and celebrations</p> <p>Why is light an important sign at Christmas? To explore the concept of light as a theme during Christmas, but also beyond that, into the lives of Christians – and for some pupils, an opportunity to reflect on light as a theme across different religions.</p>	<p>Who did Jesus say I am? To focus on the Christian belief that Jesus Is the son of God and investigate the statements Jesus used about himself. There are opportunities within this unit to investigate why Jesus used these ideas to express who he was, and to reflect on what they mean for Christians.</p> <p>Did Jesus have to die? To investigate the reasons why Christians believe Jesus dies – and what Jesus himself said about it. This unit ideally follows the unit ‘Adam, Eve, Christmas, Easter: what are the connections?’, as during it, pupils will have studied some key texts that help answer the question in this unit. It will also draw on learning across the key stage and explore key concepts of ‘sacrifice’ and ‘atonement’ for Christians.</p>	<p>How can a synagogues help us to understand the Jewish Faith? To explore the key features of a synagogues and investigate what they reveal about Jewish Beliefs. A visit to a synagogues is strongly recommended for this unit, as it really helps bring a faith to life, but the same outcomes could be achieved by ‘virtual’ visit or by looking at photos.</p> <p>What does it mean to be a Jew? To build on the aspects of Judaism previously covered by looking at the idea of being a chosen people, developing a deeper understanding of religious writings, and reflecting on what it might mean to be a Jew.</p>
<p>Arts Award</p>	<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.</p> <p>Animation – Students to work independently and collaboratively to learn how animation works and design and produce their own piece of animation film.</p> <p>The graphics group will learn what graphic design is and what sets it apart from other art forms. They will study the work of the illustrator Llew Meijer and apply their knowledge to designing their own 2020 calendar. They will investigate different types of graphic design and the different skills required for each, eventually designing a variety of posters for next summer’s Gosfest.</p>		
<p>P.E.</p>	<p>Ball Skills, Volleyball & Trampolining Students will learn new and improving existing individual skills, being able to combine skills, develop tactical awareness, recognise how they 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>Orienteering, Trampolining, Boccia & Fitness Students will learn new and improving existing individual skills, being able to combine skills, develop tactical awareness, recognise how they 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>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 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>DT</p>		<p>Designing and making enamelled copper jewellery. Students will visit Wisley Gardens and observe the butterflies to gain inspiration for their designs. They will learn</p>	

		how to do observational drawings and colour rendering. They will learn about the properties of metals and use appropriate tools to cut and smooth the copper sheet. They will use the kiln to enamel their jewellery to accurately match their observational drawings. If there is time, students will undertake a short second project to solve a practical problem.	
Cooking & Nutrition			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.
Swimming	<p>Water skills Working on specific skills that are transferable into different swimming activities and helping to build water confidence.</p> <p>Distance badges Increase endurance and technique in a variety of swimming strokes.</p>		<p>Water skills Working on specific skills that are transferable into different swimming activities and helping to build water confidence.</p> <p>Distance badges Increase endurance and technique in a variety of swimming strokes.</p> <p>Lifesaving Working on personal survival and life saving.</p>
Judo	These sessions will help develop balance, strength and co-ordination. They are of benefit to the mind, body and spirit.		
Enrichment Programme	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.		