











SECONDARY CURRICULUM

Hawkings and Parks Overview

'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

Sapphire Bubble OVERVIEW 2020-2021

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 - top marks, garyhall.org.uk Homework is set weekly. This will include practical tasks as well as worksheets.</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. Our English literacy teaching will be based around different books throughout the year. This will include aspects of grammar, spelling and punctuation. HOME LEARNING OPPORTUNITIES - "Private Writing book" homework: Pupils are encouraged to write each week as much as they can about a chosen subject. Emphasis is on writing for pleasure rather than worrying about spellings. Home reading using pupils' reading logs to help guide questions appropriate to pupils ability. Weekly Spellings set at the appropriate level</p>		
Computing	<p>This will be taught cross curricular and opportunities given for students to use a variety of programmes. Online safety will be taught in PSHEE and emphasised wherever appropriate. HOME RESOURCES – NSPCC online, Childnet, internetmatter.com. Online Safety Co-ordinator is also available to support and guide parents.</p>		

Citizenship	Students will investigate the real meaning of Citizenship and what makes a good citizen. They will consider their environments and the people around them and how practicing good citizenship has a positive effect on their communities and then ripples out into the wider world. We will consider some of the things we do at home, at school, in our towns and villages, to improve our own lives and the lives of others. We will also think of ways to be a better citizen and work on some special projects to help our school.		
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 recap Early Britain, Anglo-Saxons and Vikings, then move on to later Middle Ages and Renaissance Britain. They will investigate, amongst other things, the formation of England; knights and chivalry; story-telling and the legend of King Arthur. They will learn how some of the things invented hundreds, sometimes thousands of years ago are either still in use today or paved the way for great changes that directly affect the modern world.		
Careers (Year 9 only)	'Learning About Workplaces'. This exam unit is designed to introduce the students to the world of work. It will enable them find out about different types of work and workplaces. They will understand the meaning of work and learn about the difference between skills and qualities. They will also learn about job sectors, or job 'families', and that many different types of job appear across all sectors.		
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>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>	<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>Year 9 Only Human Life Cycle Different kinds of love Understand expectations in a relationship Parenthood, teenage pregnancy and sexual health Learning about sexual identity and sexual orientation Prejudice including sexism, rascism, disability, gender Appropriate/inappropriate touch Consent</p>
Science	Forces – Investigating push, pull, gravity and friction through practical activities.	Plants – plant reproduction, conditions for growth and germination. Observe the lifecycle of a seed. Observe different environments and habitats	The Human Body – Looking at the digestive system, what nutrients the body needs, a balanced diet, Care of teeth, food chains

Forest Schools	<p>Science @ Forest School Seasons, Weather including temperature. In our outside learning environment students will learn first -hand about the different Seasons, Weather, change in temperature, by investigating and recording their findings and observations.</p>	<p>Science @ Forest Schools In our outside learning we will be looking at animals including humans, looking at habitats. We will be discussing our finding and observations</p>	<p>Science @ Forest Schools In our outside learning we will complete some forest school activities and also incorporating light and sound into the learning</p>
R.E.	<p>How can a Mosque help us to understand the Muslim faith</p> <p>Students will explore the key features of a mosque and investigate what they reveal about Muslim beliefs. We will visit Woking mosque</p> <p>What does the Bible say about friendships and relationships?</p> <p>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.</p>	<p>How did Jesus' teaching challenge people?</p> <p>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.</p> <p>What would Jesus do? (How do the beliefs of Christians influence their actions?)</p> <p>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.</p>	<p>What does it mean to be a Sikh?</p> <p>Students will explore the key beliefs of Sikhism, in particular the concept of equality.</p> <p>How did it all begin?</p> <p>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.</p>
Creative Arts	<p>In Creative Arts, students will look at an artist and copy different aspects of their work. They will develop their skills using different mediums. They will make seasonal crafts. They will do a sewing project. There will be opportunities to work on outside arts projects. The Graphics group will learn what graphic design is and what sets it apart from other art forms. They will study the work of designer Viktor Hertz and apply their knowledge of pictograms to design their own film posters. They will investigate other types of graphics and the different skills required for each. They will then design other graphic work, including calendars and packaging.</p>		
P.E.	<p>Cricket, Dance and 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. English Links – the use of concrete and abstract language including the development of speaking and listening skills. Maths Links – Number, Geometry and Measure Science Links – Human Biology</p>	<p>Orienteering, 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. English Links – the use of concrete and abstract language including the development of speaking and listening skills. Maths Links – Number, Geometry and Measure Science Links – Human Biology PSHE – Team work & Self Evaluation</p>	<p>Ball Skills and Volleyball 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. English Links – the use of concrete and abstract language including the development of speaking and listening skills. Maths Links – Number, Geometry and Measure Science Links – Human Biology PSHE – Team work & Self Evaluation</p>

	PSHE – Team work & Self Evaluation		
DT	<p>Designing and making metal wind chimes. Students will use the design process to research suitable themes for the top of their wind chimes . They will learn about the properties of aluminium and modify their designs to make them feasible. Students will lean how to cut, smooth shape, drill and colour aluminium. They will make and assemble their chimes to a high standard.</p>	<p>Designing and making novelty clocks for a particular person and place. 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. Then then evaluate their own and each other's clocks.</p>	<p>Site specific sculpture. Students will work in two groups to design and make a sculpture for somewhere in the school grounds. They will (if possible) visit a sculpture park for inspiration before designing, and pooling their ideas. Each group will develop a final idea. They will investigate possible materials including reused ones. Each individual within the group will construct a component of the sculpture which will then be assembled into the whole and sited within the grounds.</p>
Enrichment Programme	<p>Enrichment activities play an essential part in enhancing the learning experiences and school life of our students. Theses 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 activities they would like to during outside breaks.</p>		