Maidstone Grammar School
for Girls

Non sibi sed omnibus

Year 10 Curriculum Information 2023-24

A Reference Booklet
for Parents and Carers

Contact: Mr B White, Assistant Headteacher

A forward-thinking community with a tradition of excellence

Introduction

Dear Parents and Carers

I hope this booklet about the subjects your daughter is studying in Year 10 will be of interest to you. It contains a lot of valuable information and provides an overview of the curriculum.

The first few introductory pages of the booklet give an outline of the Year 10 curriculum at MGGS; what subjects your daughter is studying, details about the National Curriculum and our approach to assessment and homework.

After the introduction, you will find a summary about each subject in Year 10; what work will be covered, how your daughter will be assessed, what progress is expected, the types of homework likely to be set, useful websites and how parents and carers can help.

It would be very helpful if you could spend some time with your daughter going through this booklet together as it will 'map out' the year ahead for her.

GCSE studies began in Term 6, 2022 and for some core subjects earlier than this. In order to ensure a balanced programme of study some restrictions are placed on the choice of subjects. All students take English (leading to two GCSEs in English Language and English Literature), GCSE Religious Studies, GCSE Mathematics and a Science course (leading to either a Combined Science award which is worth **two GCSE grades** or **three GCSEs** in Biology, Chemistry and Physics). Students also study four more courses (options) to complete their GCSE programme, which must include at least one Modern Foreign Language course and at least one Humanities course.

All students follow non-examined enrichment courses in core Physical Education and through the school's Focus Days in Personal, Social & Health Education, Citizenship and Careers Education, Information, Advice & Guidance.

Throughout Years 10 and 11 students will be encouraged to become involved in their own self-assessment and, through discussion with their teachers, encouraged to identify their strengths and areas for further development in order to plan future learning needs. At MGGS, we call this process ***Assessment as Learning***. Thinking skills will become increasingly important to students and their GCSE studies, particularly the higher order thinking skills which are linked to grade 9, 8, & 7 style examination questions. Students will be encouraged to use a wide range of thinking tools such as *Thinking Maps* to help enhance their learning.

Early on in their courses students will be given GCSE estimated (sometimes referred to as 'target' grades. These realistic yet challenging estimates will be an indication of what the school believes each student could achieve provided she continues to work hard. **Please note that estimated grades are <u>not</u> predicted grades**. We appreciate that a set of high estimated grades can sometimes be seen as quite daunting but the purpose of these estimates is *not* to make students feel under excessive pressure but rather for the grades to be used in an informed way by students, parents and teachers to monitor progress and identify where additional help and support may be needed.

There will be an opportunity for students and their parents to attend a Year 10 consultation evening to discuss on-going progress, with further information about progress being given via tracking reviews. Following Year 10 internal school examinations a full report will be compiled and sent home.

When in Year 11, students will be given predicted grades for their GCSE subjects following the mock GCSE examinations. These predicted grades will help students when considering post-16 choices as will discussions in guidance meetings and at the Year 11 parents' consultation evening. An interim tracking review and a full report about progress is also compiled and sent home before the end of Year 11 studies.

Parents of Pupil Premium students should note that financial assistance will be made available to support students with their GCSE studies and GCSE option choices. For example, financial assistance can be provided for the purchasing of specialist materials and equipment needed in some GCSE courses, revision resources and support for attending particular events and trips. **No pupil premium student should be put off from choosing an option course because of any financial constraints.** Parents can contact Mr Walker for further information about this.

MGGS is MEGA

Mindset

Our MGGS Mindset programme is well established across the school, promoting the idea that students need vision, significant effort, effective systems, varied practice and a good attitude in order to achieve their full potential. We firmly believe that these skills, traits and habits can be learned and developed, and have lots of activities designed to assist with this.

We look at different aspects in each Key Stage, focusing on attitude in Key Stage 3, adding vision and systems in Key Stage 4, before looking at the whole programme in the Sixth Form.

Students receive explicit teaching about MGGS Mindset during special year group sessions led by senior staff. This is supported by subject specific activities, as well as mentoring, form activities and assemblies.

Enquiry, Extension, Enrichment

We seek to develop curious learners and promote scholarship, including activities to extend students' understanding in all lessons. We want our students to be well rounded and, as a result, we have designed a diverse and comprehensive Curriculum and Sixth Form Extra programme for all Key Stages.

In Key Stage 3, students attend timetabled Big Questions lessons, extending learning beyond the National Curriculum and applying their skills to new contexts. In Key Stage 4, students explore thinking and reasoning and practise being reflective learners, alongside a programme of Core PE that is designed to promote lifelong fitness and activity. In the Sixth Form, students are able to choose options to learn for leisure, as well as having the opportunity to undertake additional qualifications, including the LIBF Personal Finance course and the highly-regarded Extended Project Qualification.

Google

At MGGS we believe that technology should be embedded within teaching and learning throughout the school and that we should use both existing and emerging technologies as a means of preparing our students for the digital age. Learning to use digital resources appropriately and effectively is an essential part of education.

We teach, collaborate and communicate via Google throughout the school. New students often comment on how Google has transformed their learning. All our current Year 7s have their own chromebook and this is being further extended across the school. There are Google Classrooms and Drives for subjects, houses and many other groups, including Student Voice, Careers and the Aspire UCAS Early Entry group. Additionally, MGGS has been selected by the DfE to be a Computing Hub school, one of only 30 in the country.

Advanced Thinking

Our students are equipped with tools designed to reorganise, frame and extend their thinking, promoting deeper learning.

Students will be introduced to Advanced Thinking as part of their induction to the school and will then practise these in lessons across all subjects. Students also have an opportunity to attend training sessions to develop their use of these invaluable tools during the revision season.

Advanced thinking is embedded in all we do, and there are opportunities to celebrate this through outreach days, competitions and the Festival of Thinking in the Autumn term.

Year 10 at a glance

Term 6, 2022	Start of all GCSE courses (NB some core subjects may have started earlier)
September 2022	Continuation of all GCSE courses
October 2022	Year 10 Tracking Review 1- helps monitor student progress
March 2023	Year 10 school examinations
January 2023	Year 10 Tracking Review 2- helps monitor student progress
November 2022	Parents' evening
April 2023	Year 10 reports (Tracking Review 3)
Summer 2023	Public examinations in Astronomy (as appropriate)

NB Some of the above dates may be subject to change.

Please see independent learning (homework) timetables in the letter attached.

The Key Stage 4 Curriculum at MGGS

At Key Stage 4 some subjects are studied by all students whereas others are optional in order to ensure a broad and balanced programme of study.

GCSE Examination courses that ALL students are required to take are: **English** (leading to two GCSEs in **English Language** and **English Literature), Mathematics, Religious Studies, Science**: leading to either a Combined Science award worth two GCSE grades or three individual GCSEs in **Biology, Chemistry** and **Physics**

OPTION COURSES: all students have to choose four courses of which at least one must be an MFL course and at least one must be a Humanity course.
Modern Foreign Languages courses: GCSE **French,** GCSE **German,** GCSE **Spanish**.
Humanities courses: GCSE **Geography** and GCSE **History.**
Additional Options courses: GCSE **Art,** GCSE **Computer Science**, GCSE **Food Preparation and Nutrition** or GCSE **Design Technology (Product Design** or GCSE **Art Textiles),** GCSE **Drama,** GCSE **Music**, GCSE **Physical Education** and GCSE **Dance.**

GCSE Art and Design (Art, Craft and Design)

Intent	Implement	Impact
At GCSE, students in art are expected to generate and refine independent projects and explore a broad range of appropriate media for their projects. As such, the aim in year 10 is for students to build on their foundation of knowledge and utilise this independently, with teacher support on a 1:1 basis, both verbally in lessons and via written feedback. The students need to develop project building skills, and should become able to work through the design process cycle accordingly.	Students get the opportunity to complete one extended project, ending in a personal outcome which they produce during their year 10 exam (which is 10 hours over 2 days). They will then reflect on this project and their assessment, and begin a second project to be continued into year 11. These two projects make up their Unit 1: Portfolio (60% of final GCSE grade)	By the end of Year 10, students should understand how to generate ideas and concepts, analyse artwork in a purposeful manner and refine their work into an outcome. Students should also have developed a deeper understanding of their own creative strengths and the areas of Art, Craft and Design in which they excel, so they know to pursue these areas in Year 11.

	Term 1	Term 2	Term 3
Advance Thinking Skills focus	**Bloom's Taxonomy, Q Matrix**	**Assessment AS learning, Persistence, Striving for Accuracy, Bloom's Taxonomy**	**Assessment AS learning, Persistence, Striving for Accuracy, Bloom's Taxonomy**
Skills	Idea generation, idea development, idea refinement.	Practical and technical refinement, various skills on a 1:1 basis	Practical and technical refinement, planning a personal outcome, various skills on a 1:1 basis
Knowledge	How to analyse an artist's work. How to present an art sketchbook. Knowledge of various, independently chosen contexts.	How to make practical work better How to combine ideas from multiple artists in a personal way.	How to resolve ideas and concepts into a piece of successful artwork. How to visually communicate a theme.
Assessment	The 'NEWSFEED' document becomes more student driven. Every 2 weeks, students reflect on their progress, the teacher gives grading and feedback and then the students use this to create an action plan for the following fortnight.		
	Grade banding/ATL and detailed comment every 2 weeks in each students 'Newsfeed' document.	Grade banding/ATL and detailed comment every 2 weeks in each students 'Newsfeed' document.	Grade banding/ATL and detailed comment every 2 weeks in each students 'Newsfeed' document.

	Term 4	Term 5	Term 6
ATS Focus	**Assessment AS learning, Persistence, Striving for Accuracy, Bloom's Taxonomy**	**Bloom's Taxonomy, Q Matrix**	**Assessment AS learning, Persistence, Striving for Accuracy, Bloom's Taxonomy**
Skills	Presenting a personal outcome	Idea generation, idea development, idea refinement, various skills on a 1:1 basis	Practical and technical refinement, various skills on a 1:1 basis

Knowledge	How to present a personal response. What makes a strong art project holistically.	How to generate complex concepts. Knowledge of various, independently chosen contexts.	How to make practical work better How to combine ideas from multiple artists in a personal way.
Assessment	The 'NEWSFEED' document becomes more student driven. Every 2 weeks, students reflect on their progress, the teacher gives grading and feedback and then the students use this to create an action plan for the following fortnight.		
	Summative Assessment/exam grade and feedback	Grade banding/ATL and detailed comment every 2 weeks in each students 'Newsfeed' document.	Grade banding/ATL and detailed comment every 2 weeks in each students 'Newsfeed' document.

How parents can support:	Encourage your child to use the whole of their designated homework time on making sure their work is completed to the best of their ability. We also recommend taking your child to art exhibitions and galleries to inspire them.
Useful links	**https://www.studentartguide.com/** **www.timeout.com/london/art/top-10-art-exhibitions-in-london** **https://www.tate.org.uk/kids**

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement, for example we encourage students to spend their full 1 hour a week homework on their work independently, following the advice given to them in their newsfeeds.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons, for example we arrange a trip for year 10 to gather visual imagery to inspire their projects. We also promote internal and external competitions through our 'Art Vision Extra' Google classroom.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources. For example, it is used to store supportive resources (on the Art Students shared drive) to help students in a variety of ways throughout their creative journey. We also use Google routinely for student reflection and teacher feedback via the 'newsfeed'.	Advanced thinking and metacognition is integrated into students' learning throughout the GCSE Art course in order to help them to identify and address areas that they can refine and improve, which is intrinsic to their creative journey at this level. Students will utilise several key thinking skills in appropriate ways to support their project work, for example using the Q-Matrix to help them generate ideas and questions to address in their projects.

GCSE Computer Science

Intent	Implementation	Impact
The increasing use of technology in all aspects of society makes confident, creative and productive use of computing an essential skill for life. The GCSE Computer Science course aims to develop the students' problem solving and programming skills including the design of effective algorithms and the designing, writing, testing and refining of code. They will need to have a sound understanding of theoretical concepts and relational databases.	The GCSE Computer Science course comprises two papers and is delivered by two teachers with three hours a fortnight allocated for problem solving and programming and two hours a fortnight for Computing Concepts. ***We follow the AQA exam board specification - 8525*** Our paper 1 section of the course focuses on units 3.1 - Fundamentals of Algorithms 3.2 - Programming *Students will gain an understanding of these topics by completing practical tasks such as programming, designing algorithms, and answering exam-style questions.* Our paper 2 section of the course focuses on units 3.3 - Fundamentals of data representation 3.4 - Computer Systems 3.5 - Fundamentals of computer networks *Students get an understanding of these topics with classroom practice, answering questions from workbooks, reflecting on their longer question responses and strengthening their knowledge in the units.*	Students should be able to ➔ develop their capability, creativity and knowledge in computer science and information technology ➔ develop and apply their analytic, problem-solving, design, and computational thinking skills to design solutions ➔ understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to transfer information safely on the network

	Term 1	Term 2	Term 3
Skills	➔ Numeracy skills - binary and hexadecimal number systems, multiplication and division ➔ Literacy skills - Key CS vocabulary ➔ Cross-reference knowledge of sound waves from Physics.	➔ Numeracy skills - Mental arithmetic skills - multiplication, addition and division ➔ Literacy skills - Key Computer Science vocabulary ➔ Cross-reference knowledge of logic gates and electronic circuits from Physics.	➔ Numeracy skills - Mental arithmetic skills - multiplication, addition and division ➔ Literacy skills - Key Computer Science vocabulary. ➔ Cross-curriculum knowledge of magnetism, transistors and capacitors. AO1 & AO2: Demonstrate & Apply knowledge and

		AO1 & AO2: Demonstrate & Apply knowledge and understanding of the key concepts and principles of computer science.	understanding of the key concepts and principles of computer science.
Knowledge	<u>Paper 1</u> 3.2.10 The Structured Approach - Using subroutine, procedures and functions. Decomposing problems into smaller steps. 3.1.1 Representing Algorithms - Using flowcharts and pseudocode to represent algorithms. <u>Paper 2</u> 3.3.6 Representing Images - Understand pixels, bitmap images and calculating file sizes 3.3.7 Representing Sound - Converting analogue sound to digital format, understanding factors affecting quality of sound. 3.3.8 Data Compression - Be able to compress data using lossy and lossless compression techniques.	<u>Paper 1</u> 3.2.3 Arithmetic Operations - Integer and modulo division. 3.1.1 Representing Algorithms - Using abstraction and tracing simple algorithms. 3.2.6 Data Structures - Working with single dimensional arrays and lists. 3.2.8 String handling operations 3.2.9 Random number generation <u>Paper 2</u> 3.4.2 Boolean Logic - designing and building circuits to simulate properties of simple gates (NOT, AND, OR and XOR). 3.4.1 and 3.4.3 Hardware and Software & Classification of the types of software. 3.4.5 - Computer Systems - Gain knowledge and be able to differentiate between the various types of memory.	<u>Paper 1</u> 3.2.12 Robust and Secure Programming - Data validation, verification, syntax and logic errors. 5 Programming Skills - Design, write, test and refine code. <u>Paper 2</u> 3.4.5 - Computer Systems - Components of the CPU (Von Neumann Architecture) - Getting a detailed understanding of the science behind different types of storage devices - Be able to compare the features of one storage device over another.
Assessment	Paper 1 - Google Quiz on subroutines / procedures / functions. Paper 1 - Summative assessment on all term 1 content. Paper 2 - Summative assessment on Unit 3.3	Paper 1 - Google Quiz on integer / modulo division and data structures. Paper 1 - Summative assessment on all term 2 content. Paper 2 - Summative assessment on Logic gates & classification of hardware and software.	Paper 1 - Google Quiz on robust and secure programming. Paper 2 - Formative assessment on Computer Systems using Educake quizzes.

	Term 4	**Term 5**	**Term 6**
Skills	➔ Numeracy skills - Mental arithmetic skills - multiplication, addition and division, averages etc. ➔ Literacy skills - Key Computer Science vocabulary.	➔ Literacy skills - Key Computer Science vocabulary relevant to computer networks. ➔ Group work for creating posters ➔ Resilience and Practise	➔ Mastering Python programming skills - create a game which would provide 10 hours of independent programming experience. ➔ AO3: Analyse problems in computational terms:

			- to make reasoned judgements - to design, program, evaluate and refine solutions.
Knowledge	<u>Paper 1</u> 3.2.6 Data Structures - Working with and tracing two dimensional arrays and lists. <u>Paper 2</u> 3.4.5 - Computer Systems - Understand and be able to explain the CPU processing cycle (Fetch-Decode-Execute) - Understand the technology behind Cloud Storage and issues / advantages of the Cloud. - Differentiate between an embedded system and a computer system.	<u>Paper 1</u> 3.1.3 Linear Search Algorithm - Understanding and being able to code the algorithm. 3.1.3 Binary Search Algorithm - Understanding and recognising the code for the algorithm. 3.1.2 Efficiency of Algorithms - Particularly focusing on comparing efficiency of linear and binary search techniques. <u>Paper 2</u> 3.5 - Fundamentals of Computer Networks - A quick look at the types of network (LAN, WAN and PAN) - An introduction to wired and wireless networks - A detailed understanding of the hardware components required to establish a network. - Network Topologies (Star and Bus)	<u>Paper 1</u> 3.2.7 File handling* - Legacy topic from previous specification, still taught to facilitate programming projects. <u>Paper 2</u> 3.5 - Fundamentals of Computer Networks - Understanding the network protocols, network layers and security. - Working world experience - network tour to gain practical understanding of the school's network
Assessment	Year 10 examination. Assessment on 2D Arrays in Paper 1. Assessed independent learning on Paper 2 topics.	Paper 1 - Google Quiz on searching techniques. Paper 1 - Summative assessment focusing on searching techniques, tracing algorithms and data structures. Paper 2 - Summative assessment on Fundamentals of computer networks.	Paper 1 - 10 hour programming project : Game-based. Paper 2 - Summative assessment on Fundamentals of computer networks, Unit 3.5.

How parents can support:	Homework is set on a weekly basis via the Google Classroom platform. Homework tasks are provided to reinforce and practise the key vocabulary learnt during the week, and further programming tasks and predicting outcome activities. **Students are provided with Bronze, Silver, Gold challenges at the end of Year 9 / start of Year 10. In order to attain a grade 7 or higher in the GCSE course, students should invest 60 - 90 mins working on these challenges independently each week.**

	Pupils are encouraged to keep up to date with technology news that can be used in class discussions and update their electronic portfolio with opinions on current technological news as well as classwork and homework. Parents are encouraged to support their children in these learning.
Useful Resources and links	AQA GCSE Computer Science Revision Guide, workbook and revision cards **from CGP** GCSE Computer Science textbooks from Hodder Publication / PGOnline. **Parents will be provided with an opportunity to purchase this at a discounted price in Term 1.** BBC Bitesize KS4 Videos supporting the GCSE learning http://www.bbc.co.uk/technology - Latest technology news

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	Advanced thinking gives pupils the power to improve their outcomes by encouraging deeper thinking. It helps to develop and deepen students' subject knowledge. We use a variety of tools consistently across subjects and within lessons to promote advanced thinking

GCSE Dance

Intent	Implementation	Impact
The curriculum has been designed around the AQA specification. It covers the theoretical content and NEA (both practical and coursework). We run the practical and theoretical elements alongside each other to further embed the GCSE content and expectations. The aim is to ensure pupils are able to make links between topics and content to confidently apply their knowledge to the exam questions.	At GCSE students are taught by a dance specialist and subject knowledge is vital to ensure effective delivery. The GCSE theoretical content is taught fortnightly and is also looked at practically. NEA content is moderated by other GCSE Dance teachers	Pupils' practical and theoretical progress is recorded, monitored and tracked throughout the year. Subgroups are monitored with relevant and appropriate interventions put into place when needed. The aim is for pupils to achieve the highest grade possible, whilst developing their practical technique and choreography skills, as well as their ability to analyse, interpret and evaluate professional dance works.

	Term 1		Term 2	
Big question	Practical *Can I develop my physical and expressive skills?*	Theory *How is the intention of 'A Linha Curva' shown through the constituent features?*	Practical *Can I perform a set phrase?* *Can I choreograph using a stimulus?*	Theory *Can I apply my knowledge of choreography to short theory questions?*
Skills	How to perform on stage Undertake technique exercises How to connect with an audience Working collaboratively Evaluate other's choreography and performance Explore a variety of dance movements	Describing examples of the constituent features from the dance piece. Explaining how these features help to show the choreographic intention. Structuring a 6-mark response.	How to perform a set phrase (teacher) Performing with the accuracy of direction and timing. How to connect with an audience. Working collaboratively to create choreography. Interpreting a stimulus to create an intention.	Being able to interpret short exam questions. Describing intentions using different stimuli. Identifying key choreography skills. Linking the use of choreography skills to a choreographic intention.
Knowledge	The different physical skills and how we can improve these over time. The different expressive skills and how we can improve these in rehearsals. Safe dance practice.	Knowing how to apply knowledge in a structured exam question. Knowing the difference between the stimulus and choreographic intention for the piece.	The different physical skills and how we can improve these over time. The different expressive skills and how we can improve these in rehearsals. The elements of dance and how to use these in choreography. Knowing choreographic devices. Safe dance practice.	Knowing how to apply knowledge in short exam-style questions. Knowing how to use the elements of dance and choreographic devices to show an intention.
Assessment	Teacher, peer and self-assessment. End-of-term assessment, using duet/trio criteria with mental skills from a performance.	Teacher, peer and self-assessment. One 6-mark 'explain' question-based on 'A Linha Curva'.	Teacher, peer and self-assessment End-of-term assessment of a contemporary phrase and a choreography piece.	Teacher, peer and self-assessment Shortened Section A exam questions.

	Term 3		Term 4	
Big question	Practical *Can I learn and perform the set phrase 'Breathe'?*	Theory *How is the intention of 'Within Her Eyes' shown through the constituent features?*	Practical *Can I perform a set phrase on my own?*	Theory *Can I apply my knowledge of safe dance practice to theory questions?*

Skills	How to perform on stage How to connect with an audience Evaluate other's performance Replicating a set phrase with accuracy.	Describing examples of the constituent features from the dance piece. Explaining how these features help to show the choreographic intention. Sharing personal interpretations. Structuring a 12-mark response.	How to perform a set phrase (teacher) Performing with an accuracy of direction and timing. How to connect with an audience. Working collaboratively to create choreography. Interpreting a stimulus to create an intention.	Being able to interpret short exam questions. Identifying safe dance practice from practical lessons.
Knowledge	The different physical skills and how we can improve these over time. The different expressive skills and how we can improve these in rehearsals. Safe dance practice.	Knowing how to apply knowledge in a structured exam question. Knowing the difference between the stimulus and choreographic intention for the piece.	The different physical skills and how we demonstrate these effectly. Demonstrating technical skills. The different expressive skills and how to apply these in performance. Safe dance practice.	Knowing how to apply knowledge in short exam-style questions. Knowing how to give reasons why safe dance practice is important.
Assessment	Teacher, peer and self-assessment. End-of-term assessment, using the mark scheme to assess 'Breathe'	Teacher, peer and self-assessment. One 12-mark 'discuss' question-based on 'Within Her Eyes'.	Teacher, peer and self-assessment End-of-term assessment of a contemporary phrase and a choreography piece.	Teacher, peer and self-assessment Shortened Section A exam questions.

	Term 5		**Term 6**	
Big question	Practical *Can I learn and perform my performance trio piece?*	Theory *How is the intention of 'Emancipation of Expressionism' shown through the constituent features?*	Practical *Can I learn and perform the set phrase 'Flux'?* *Can I choreograph using a stimulus?*	Theory *Can I compare and contrast the constituent features of the anthology works?*
Skills	How to perform on stage How to collaborate with other dancers. How to develop set phrase material. How to connect with an audience Evaluate other's performance	Describing examples of the constituent features from the dance piece. Explaining how these features help to show the choreographic intention. Sharing personal interpretations. Structuring a 12 mark response.	How to perform a set phrase Performing with accuracy of direction and timing. How to connect with an audience. Working collaboratively to create choreography. Interpreting a stimulus to create an intention.	Being able to identify similarities and differences in the constituent features of two anthology pieces. Being able to articulate these similarities and differences.
Knowledge	Knowing how to use our physical, technical and expressive skills in performance. Knowing how to communicate a choreographic intention to an audience. Safe dance practice.	Knowing how to apply knowledge in a structured exam question. Knowing the difference between the stimulus and choreographic intention for the piece.	The different physical skills and how we can improve these over time. The different expressive skills and how we can improve these in rehearsals. The elements of dance and how to use these in choreography. Knowing choreographic devices. Safe dance practice.	Knowing how to compare and contrast constituent features Knowing how to structure an answer effectively.
Assessment	Teacher, peer and self-assessment. End of term assessment, using the duet/trio mark scheme to assess the trio.	Teacher, peer and self-assessment. One 12 mark 'discuss' question based on 'Emancipation of Expressionism'.	Teacher, peer and self-assessment End of term assessment of all performance work and the choreography piece.	Teacher, peer and self-assessment One 12 mark 'compare and contrast' question on two anthology pieces.

How parents can support:	Encourage pupils to attend extracurricular dance inside and outside of school. Encourage pupils to watch dance at home, in cinemas and in theatres. Discuss with students any developments from dance in the news. Watch practical video footage and discuss their performance.
Useful links	**https://youtube.com/playlist?list=PL5KoVP-rN1Wr2_1ELiniByXSMGj7WgTHH** **http://static.roh.org.uk/learning/Infra-final.pdf** **https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary**

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.

GCSE Design Technology - Product Design

Intent	Implementation	Impact
GCSE DT is concerned with the fast paced, ever-changing, technological advances which affect society and the way in which we live our everyday lives. Studying DT provides students with the skills necessary to thrive in a future world of immersive technologies, sustainable design, augmented reality and smart materials. Students are required to undertake the iterative design process of exploring, creating and evaluating. DT equips students with the tools and skills needed to thrive in an increasingly technological world. It is our intention that students become familiar with a range of materials and processes to be able to design and make a range of products.	Students learn about a broad range of design processes, material techniques and specialist equipment. They also explore the following aspects relating to the design world of today: historical; social; cultural; environmental; and economic factors. Students combine both a practical application and a theoretical underpinning in all of their work and seek to understand the processes and techniques used by those in industry. Elements of the course are delivered through focused practical tasks with a focus on working with timbers, metals, polymers and compliant materials. Students carry out a mock NEA task to prepare them for the live NEA studies in Year 11.	Students become knowledgeable about a wide range of material categories including, but not limited to,: timbers; metals; polymers; composites; textiles; electronics; papers and boards. The breadth of transferable skills developed through studying DT allows students to problem solve in creative and unexpected ways. This unique blend of skills highlights the honed abilities of a well-rounded individual capable of achieving varied career aspirations. through developing links with industry experts, students are able to see DT in practice in the real world. Students become more aware of the world around them and can link their knowledge of materials, processes and physiological/ psychological/social needs to those stemming from DT.

	Term 1	Term 2	Term 3
Skills	• Ability to recognise and differentiate materials according to their physical/working properties. • Practical application of wasting, forming and addition processes on polymers and electronics. • Practical application of surface finishes. • Practical application of CAD skills.	• Design communication - general skills. • Design communication - 2 point perspective. • Design communication - isometric. • Design communication - orthographic. • Design communication - rendering. • Design communication - exploded drawings. • Practical application of wasting, forming and addition processes on metals.	• How to respond to a set design task. • How to investigate a context/theme. • How to write a design brief and specification. • How to generate design ideas.
Knowledge	• Principle of good design (Rams). • Properties and categories of materials. • The use of CAD/CAM. • Properties of polymers. • Wasting, forming and addition processes of polymers. • Systems approach to design. • Process of soldering. • Surface finishes for timbers.	• Wasting, forming and addition processes of papers and boards. • Wasting, forming and addition processes of metals. • Wasting, forming and addition processes of textiles. • Surface finishes for metals. • Tolerances, quality control checks and material management.	• Scales of production. • The work of others - individual designers and brands/companies. • Design strategies and prototype development. • Non-examined assessment requirements and assessment criteria. • An iterative approach to a design task.
Assessment	Specialist principles practical outcomes.	Term 2 assessment specialist principles.	Designing and making principles mock NEA task.

	Term 4	Term 5	Term 6

Skills	• How to develop design ideas. • How to model design proposals. • How to evaluate a design task.	• Practical application of wasting, forming and addition processes on timbers.	• How to respond to a set design task. • How to investigate a context/theme.
Knowledge	• Non-examined assessment requirements and assessment criteria. • An iterative approach to a design task. • Developments in new materials.	• Stock forms and selecting timbers. • Shaping and processing timbers. • Wasting, forming and addition processes of timbers.	• Industry and enterprise in DT. • Sustainability and the environment in DT. • People, culture and society in DT. • Anthropometrics and ergonomics. • Non-examined assessment requirements and assessment criteria. • An iterative approach to a design task.
Assessment	Mock examination.	Specialist principles practical outcomes.	Term 6 assessment core principles. NEA section A.

How parents can support:	The department aims to help parents/carers by supplying as much as we can to allow students to make a speedy start to units of work with appropriate high quality materials and resources specific to the topics. Most of the resources are single use, therefore we would be appreciative of ensuring that your daughter has access to these by completing the contributions letter sent home and returning it with payment as soon as possible. Costings are calculated to ensure that these are the absolute minimum for the provision of the materials. On occasions your daughter may be required to provide additional decorative or specialist materials to enhance her practical work.
Useful links	• All lessons/resources are posted onto Google Classroom • www.technologystudent.com

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.

GCSE Design Technology - Food Preparation & Nutrition

Intent	Implementation	Impact
GCSE Food Preparation and Nutrition focuses on nurturing practical cooking skills to give students a strong understanding of nutrition, food provenance and the working characteristics of food materials. Students experience a blend of both written and practical tasks to allow opportunities to embed their learning and to master the practical skills necessary to produce successful, high quality dishes. Students must understand not only how to make a range of dishes, but also the science and psychology behind such dishes. This is covered through each of the five core units as part of the course.	Students will be introduced to a broad range of process, techniques and specialist theory in relation to the subject. Students' practical food preparation skills are underpinned by the five core theory topics covered in Year 10: Food, nutrition and health; Food science; Food safety; Food choice; Food provenance. Independent development of high level technical skills are encouraged as the course progresses. This, along with a strong understanding of theoretical principles covered, is key to success in the non-examined assessment (NEA) tasks. NEA 1 and 2 will be introduced this year and students will carry out mocks in preparation for the live NEAs in Year 11.	Food is a vital part of our everyday lives. By gaining an understanding of how ingredients work together it not only encourages students to cook, but also enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themself and others affordably and nutritiously, now and later in life. The food industry is ever growing and with an increased focus on more sustainable food futures, it is an exciting and ever-changing industry to explore beyond GCSE. The two NEA pieces equip students with a detailed knowledge of how to manipulate ingredients in a wide range of dishes.

	Term 1	Term 2	Term 3
Skills	• Practical application of protein denaturation • Practical application of fats theory • Application of food science and food provenance knowledge to examination questions.	• How to respond to mock NEA1 task. • Practical food experiment. • Data collection. • Sensory evaluation. • Presentation of report.	• How to respond to an independent research task (chosen cuisine). • Build confidence in undertaking an independent make (chosen cuisine). • Practical application of sensory testing. • Application of a range of practical skills in response to theoretical principles covered.
Knowledge	• Food science protein denaturation: coagulation; marinating; curdling; gluten and foam formation. • Food science raising agents: chemical; biological; mechanical. • Food science fats theory: shortening; aeration; plasticity; emulsification. • Food provenance, food production: primary; secondary. • Food provenance, food security and food supply.	• Food processing and additives. • Free range and genetically modified foods. • Food provenance and environmental issues. • NEA1 mock - understand how to complete a food investigation report including research; hypothesis; investigation; evaluation.	• Factors that affect/influence food choice. • Understand how to undertake sensory testing. • British and international cuisine. • A range of practical skills to broaden understanding of different practical skills and outcomes.
Assessment	End of topic test of food science.	NEA1 mock.	End of topic test of food choice.

	Term 4	Term 5	Term 6
Skills	• Application of knowledge to examination questions. • Practical application of food styling and presentation. • NEA2 mock: practical application of timed dishes (show high skill level techniques and strong presentation; review outcomes).	• How to respond to mock NEA2 task. • Application of high level technical skills in practical outcomes. • Skills reflection. • Sensory evaluation. • Presentation of portfolio.	• How to respond to NEA2 task (mock) continued: application of high level technical skills in practical outcomes; skills reflection; sensory evaluation; presentation of portfolio. • How to respond to NEA1 task (mock) showing increased independence and technical knowledge: practical food experiment; data collection; sensory evaluation; presentation of report.
Knowledge	• British and international cuisine. • Food choice and costing. • Food labelling & marketing. • Food styling and presentation. • NEA2 mock: understand how to plan and review timed practical dishes; understand high skill level techniques.	• NEA2 mock: understand how complete a food preparation portfolio (research; technical skills; planning/preparation; practical outcomes; evaluation). • Nutrition and health theory.	• NEA2 mock continued: understand how to complete a food preparation portfolio (research; technical skills; planning/ preparation; practical outcomes; evaluation). • Nutrition & health theory (continued). • NEA1 mock: build on understanding of how to complete a food investigation report (research; hypothesis; investigation; evaluation).
Assessment	Mock examination and end of topic test.	NEA2 mock practicals/reviews.	NEA2 mock and end of topic test.

How parents can support:	As a department we provide the students with specialist equipment required to complete their practical skills to a high standard. In order to prepare students for their practicals, we ask parents to ensure that all students have an apron and containers to take their dishes home in. We also ask that parents ensure that students are ready for their practical lessons with the correct ingredients, weighed out and ready for the lesson.
Useful links	• All lessons/resources are posted onto Google Classroom

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.

GCSE Design Technology – Art Textiles

Intent	Implementation	Impact
GCSE Art and Design Textiles aims to equip all learners with the tools needed to thrive in an increasingly fast paced and competitive world. The course encourages creativity and requires learners to design and make garments (and other textile products) whilst adhering to the design principles that underpin the work of those in industry. Learners will use specialist equipment and machinery to further enhance their creative processes and this is a real strength of the department and is of real benefit to those who take it, as well as being highly prized by Universities and Employers. It is our intention that learners will become familiar with a range of materials and processes to be able to design and make a range of products.	Learners will engage in a variety of teacher-led workshops and will then develop their work through their understanding of textile materials, techniques and processes. They will explore and analyse the work of other artists and designers and make critical and contextual links between the artist's work and their own, which will enable a greater understanding of the work they go on to produce. Learners will refine their work and complete a personally informed and meaningful practical outcome, which will be in the form of a fashion garment. Formative assessment and target setting will take place each term; students will receive written and verbal feedback and time will be allowed for individual response. Component 1 comprises three separate projects and Component 2 is set externally by the exam board. Both will be internally marked and externally standardised.	Learners are knowledgeable about a wide range of techniques, processes and materials including, but not limited to, cotton and polyester. The breadth of transferable skills developed through studying Textiles allows students to problem solve in creative and unexpected ways. This unique blend of skills highlights the honed abilities of a well-rounded individual capable of achieving varied career aspirations. This qualification can lead to degree courses, apprenticeships and careers in the following fields: Fashion Design, Textile Technology, Garment Technology, Fashion Business & Marketing, Branding; Buying; Merchandising; Visual Merchandising; Fashion Journalism; Marketing; Sales; Product Design; Engineering; Teaching; Photography and PR. In addition to this, degrees and careers that require manual dexterity such as Medicine & Dentistry also value students who have an understanding of how the made world works, something that this qualification can provide.

	Term 1: Surfaces	Term 2 : Surfaces	Term 3: Surfaces
Skills	• Using different sources to inspire the development of ideas • Communicating meanings, ideas and intentions through visual and tactile language • Understanding characteristics, properties and effects of using different media, materials, techniques and processes. • Recording ideas, observations, insights and independent judgements, visually and through written annotation	• Developing ideas through investigations informed by other sources • Refining ideas as work progresses by experimenting with media, materials, techniques and processes • Realising intentions through the sustained application of the creative process • Employing digital techniques • Using natural and synthetic dyes to perform various dyeing techniques • Using a range of print techniques	• Communicating meanings, ideas and intentions through visual and tactile language • Understanding characteristics, properties and effects of using different media, materials, techniques and processes. • Communicating visual language through different media, materials, techniques, processes and technologies • Realising personal intentions through the sustained application of the creative process
Knowledge	• Component 2 assessment requirements and assessment criteria. • An iterative approach to a design task.	• Component 2 assessment requirements and assessment criteria. • An iterative approach to a design task.	• Component 2 assessment requirements and assessment criteria. • An iterative approach to a design task.
Assessment	Artist/Designer Research Observational recording (written and visual) Mark Making	Sampling (assessment of breadth and quality, plus relevance of techniques and processes selected)	Garment outcome

	Term 4: Surfaces	Term 5: Structures	Term 6: Structures
Skills	• As per Term 3 • Annotation • Fashion designing for creative and commercial audiences, clients and consumers • Fashion design techniques, materials and tools such as pattern cutting, adornment and accessories	• Using different sources to inspire the development of ideas • Communicating meanings, ideas and intentions through visual and tactile language • Understanding characteristics, properties and effects of using different media, materials, techniques and processes. • Recording ideas, observations, insights and independent judgements, visually and through written annotation	• Developing ideas through investigations informed by other sources • Refining ideas as work progresses by experimenting with media, materials, techniques and processes • Realising intentions through the sustained application of the creative process • Employing digital techniques • Using a range of constructed textile techniques
Knowledge	• Component 2 assessment requirements and assessment criteria. • An iterative approach to a design task.	• Component 2 assessment requirements and assessment criteria. • An iterative approach to a design task.	• Component 2 assessment requirements and assessment criteria. • An iterative approach to a design task.
Assessment	Garment Outcome and Surfaces sketchbook	Artist/Designer Research Observational recording (written and visual) Mark Making	Sampling breadth and quality/relevance of techniques and processes used

How parents can support:	The department aims to help parents/carers by supplying as much as we can to allow students to make a speedy start to units of work with appropriate high quality materials and resources specific to the topics. Most of the resources are single use, therefore we would be appreciative of ensuring that your daughter has access to these by completing the contributions letter sent home and returning it with payment as soon as possible. Costings are calculated to ensure that these are the absolute minimum for the provision of the materials. On occasions your daughter may be required to provide additional decorative or specialist materials to enhance her practical work. Specifically for these projects, your daughter will need two A3 sketchbooks.
Useful links	• All lessons/resources are posted onto Google Classroom • www.textileartist.org • www.vogue.co.uk/shows

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.

GCSE Drama

Intent	Implement	Impact
Students will apply knowledge and understanding when making, performing and responding to drama. They explore a set text and understand the importance of social, cultural and historical context. Students will continue to develop their use of theatrical skills and be able to work collaboratively to generate, develop and communicate ideas. They will be independent and judicious researchers and contribute to theatrical performances. Students will reflect on and evaluate their own work and the work of others.	Students will practically explore a text from a performer and designers perspective and be able to answer questions from the two different perspectives. These will be assessed throughout the year by teacher and student. Students will also complete a written piece of coursework and perform their first NEA in small groups to an audience (these are marked by their teacher and moderated by AQA).Students also sit a written examination.	Students demonstrate very good knowledge and understanding of their set text and the requirements of the written examination and devised NEA. They successfully perform their first NEA to an audience and complete their Devising Log to a high standard. Students should be able to achieve their target grade in the written examination and the Devising Drama NEA (40% of GCSE).

	Term 1	Term 2	Term 3
Skills (assessment objectives)	**AO1:** Create and develop ideas to communicate meaning for theatrical performance. **AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed. **AO4:** Analyse and evaluate their own work and the work of others.	**AO1:** Create and develop ideas to communicate meaning for theatrical performance. **AO2:** Apply theatrical skills to realise artistic intentions in live performance. **AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed. **AO4:** Analyse and evaluate their own work and the work of others.	**AO1:** Create and develop ideas to communicate meaning for theatrical performance. **AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed. **AO4:** Analyse and evaluate their own work and the work of others.
Knowledge	Component 1 Section B (written paper): Introduction to and study of the GCSE set text *The Crucible* by Arthur Miller. The play is studied from a performer and designer perspective. This term focuses on Act 1. Students gain understanding of the play's social, cultural and historical context and links with Britain during the 1600s and America in the 1950s and begin to research, explore and analyse characters. Students understand how to approach exam style questions and what is required in order to achieve maximum marks in the written examination.	Component 1 Section B: Continued study of The Crucible. Act 2 focus. Students continue to explore the social, cultural and historical context through performance and design. Students extract relevant information from the text and develop an ability to interpret meaning from the script. Component 3: understand the requirements of the scripted NEA. Students work in groups to stage a scene (from The Crucible) in keeping with the playwright's intentions. They are encouraged to also consider set and costume design.	Component 1 Section B: Continued study of The Crucible. Act 2 and 3 focus. Students continue to explore the social, cultural and historical context through performance and design. Students extract relevant information from the text and develop an ability to interpret meaning from the script.
Assessment	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout the unit in order to help students	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout the unit in order to help students develop their performance skills.	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout the unit in order to help students develop their performance skills. Marking of

	develop their performance skills. Marking of practice written examination questions.	Marking of practice written examination questions. Individual assessment of extract performance (students marked using AQA descriptors), feedback is written.	practice written examination questions and students theatre notes.

	Term 4	**Term 5**	**Term 6**
Skills	**AO1:** Create and develop ideas to communicate meaning for theatrical performance. **AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed. **AO4:** Analyse and evaluate their own work and the work of others.	**AO1:** Create and develop ideas to communicate meaning for theatrical performance. **AO2:** Apply theatrical skills to realise artistic intentions in live performance. **AO4:** Analyse and evaluate their own work and the work of others.	**AO1:** Create and develop ideas to communicate meaning for theatrical performance. **AO2:** Apply theatrical skills to realise artistic intentions in live performance. **AO4:** Analyse and evaluate their own work and the work of others.
Knowledge	Component 1 Section B: Continued study of The Crucible. Act 3 focus. Students continue to explore the social, cultural and historical context through performance and design. Students extract relevant information from the text and develop an ability to interpret meaning from the script. Component 1 Section C: Live/recorded theatre Students will watch a performance as an audience and be able to analyse and evaluate a performer(s) use of theatrical skills and their interactions with others. Component 2 Devising Drama: Students begin NEA 1. They are introduced to a range of stimuli which they they analyse and use as a starting point for the creation of a 15-20 minute piece of theatre in groups.	Component 2 Devising Drama: Students continue with NEA 1. They are encouraged to revisit practitioners studied, workshops they have taken part in, theatre that they have seen (professional and student) in order to devise their 'mini production'. The importance of research and carry out independent research. Rehearsal and character development techniques are used to aid characterisation and development of content. How to use lighting and sound equipment and create a cue sheet for their AV tech. Requirements of the Devising Log (written coursework). Component 1 Section C: Live/recorded theatre Students will watch a performance as an audience and be able to analyse and evaluate a performer(s) use of theatrical skills and their interactions with others.	Component 2 Devising Drama: Students continue to work on NEA 1. They are encouraged to revisit practitioners studied, workshops they have taken part in, theatre that they have seen (professional and student) in order to devise their 'mini production'. How to utilise lighting and sound equipment in order to enhance their pieces. Requirements of the Devising Log (written coursework).
Assessment	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout the unit in order to help students develop their performance skills. Marking of practice written examination questions and students theatre notes.	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout the unit in order to help students develop their performance skills using AQA mark scheme. Feedback is given for each section of the Devising Log using the AQA mark scheme.	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout the unit in order to help students develop their performance skills using AQA mark scheme. Feedback is given for each section of the Devising Log using the AQA mark scheme.

How parents can support:	At GCSE seeing live/recorded theatre can really help and bolster a students knowledge and understanding of theatrical devices and structure as well as inspiring inventive ideas for storylines. Encouraging students to take part in the annual school production will also help students develop confidence, creativity and know how to run a rehearsal and have a good understanding of design elements (set, costume, lighting, sound) in practice). As a department we also organise for visiting theatre practitioners to run workshops with our students, taking part in these are so useful in terms of widening their experience of theatre.
Useful links	**BBC Bitesize Drama (AQA exam board) https://www.bbc.co.uk/bitesize/examspecs/zrnjwty**

MEGA			
M	E	G	A
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons. There are also extra-curricular opportunities such as the annual school production, theatre visits and workshops led by industry professionals.	Google is a key part of our curriculum. It is used to enhance the structure of students' learning through use of online resources. Students complete examination practice and theatre notes online. Research carried out is used to inform performance work.	In Drama students are continuously developing their Habits of Mind and rich questioning and retrieval practice is used to help develop their knowledge and understanding.

GCSE English

Intent	Implement	Impact
Through their study of English, students will consolidate the following skills: - Reading for comprehension and understanding - Close reading and analysis of language devices - Understanding of how historical and social factors affect the production and reception of language - Clarity and accuracy of written communication - Ability to think imaginatively and creatively - Appreciation of a broad range of literature - Empathy and understanding of diverse range of cultures and experiences - Ability to communicate clearly and dynamically using spoken English - Skills in dramatic performance - Persistence, effort and practice through redrafting and proofreading written work - Independent research and enquiry	● In year 10 we teach modern drama, the poetry anthology, unseen poetry skills, English language paper one and the Shakespeare play. These units become progressively more challenging in terms of language and question types; evidently the older texts are the most ambitious. The structure of the year 10 course is also based, in part, on the placement of their internal exams. By delivering the content on the modern texts first, pupils have the necessary knowledge to complete a question on English literature paper two. The most difficult texts - the nineteenth century novel - and English language paper two with its nineteenth century unseen article are reserved for study in year 11. All teachers deliver content on 'An Inspector Calls,' 'Romeo and Juliet' and 'A Christmas Carol.'	● AQA GCSE English literature offers an ambitious programme of study which includes a Shakespeare play and a nineteenth century novel. The emphasis on heritage texts enhances pupils' cultural capital and understanding of British historical/moral values. It gives pupils the opportunity to read texts and watch plays which they may not have gravitated to under other circumstances. We have based our Key Stage Four wider reading list on the full range used for the specification, including challenging novels such as Pride and Prejudice and Frankenstein. There is also a huge emphasis on theatre attendance; we have suggested that pupils enhance their appreciation of modern drama by watching adaptations of 'An Inspector Calls' as a taught text and 'Blood Brothers' as enrichment. We take year 10 pupils to visit The Globe Theatre in their first year of GCSE study, thereby securing their interest in Jacobean theatre and promoting opportunities to view Shakespearean drama. ● Historically our pupils have performed exceptionally well at GCSE and therefore this has not prompted any drastic changes. However, we have made minor adjustments to both courses every year. One decision was to replace 'Jekyll and Hyde' with 'A Christmas Carol' as the nineteenth century novel. We have, again opted for a short novel to secure more revision time in year 11. 'A Christmas Carol' is also widely taught and so there are resources and support available. In order to improve student morale and engagement following their mock exams in November, we felt that a Christmas-themed text would also be welcomed.

	Term 1: An Inspector Calls	Term 2: English Language Paper 2/Power and Conflict Poetry	Term 3: Power and Conflict Poetry
Skills	- Analysis	- Analysis - Non fiction writing	- Analysis
Knowledge	**Vocabulary/concepts:** - Morality - Responsibility - Society - Patriarchal society - Capitalism - Socialism Class hierarchy/Edwardian society	**Vocabulary/concepts:** **<u>Poems Taught in Year 10:</u>** Charge of the Light Brigade Exposure Bayonet Charge Poppies Remains War Photographer Storm on the Island London Ozymandias Checking Out Me History	**Vocabulary/concepts:** **<u>Poems Taught in Year 10:</u>** Charge of the Light Brigade Exposure Bayonet Charge Poppies Remains War Photographer Storm on the Island London Ozymandias Checking Out Me History
Assessment	- 'An Inspector Calls' practice essay	- English language paper 2	- Poetry essay

	Term 4: Power and Conflict Poetry	Term 5: Shakespeare Unit ('Romeo and Juliet')	Term 6: Shakespeare Unit ('Romeo and Juliet')
Skills	- analysis	- Analysis	- analysis
Knowledge	**Vocabulary/concepts:** Poems Taught in Year 10: - Charge of the Light Brigade - Exposure - Bayonet Charge - Poppies - Remains - War Photographer - Storm on the Island - London - Ozymandias - Checking Out Me History	**Vocabulary/concepts:** - Petrarchan lover	**Vocabulary/concepts:**

Assessment	- **Year 10 exams:** - **Eng lit: An Inspector Calls** - **Eng lang: Eng lang p2**	- 'Romeo and Juliet' essay	- 'Romeo and Juliet' essay

How parents can support:	- Go through revision strategies, using the checklist below - Continue to read widely - Attend theatre performances of GCSE texts (or related texts / adapted from texts by the same writers)
Useful links	GCSE revision checklist: https://docs.google.com/document/d/1ma-fI0wpFAwc8s3HV3uB8_XzWQi3XGXUFRxBJSPJij0/edit

MEGA			
M	E	G	A
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	Advanced thinking promotes . KRO - to complete

GCSE Geography

Intent	Implement	Impact
We would like students to strive to achieve the very best that they can and to leave MGGS as confident, resilient, inspirational and supportive young adults that are aware of different cultures, environments and to be able to make informed decisions on sustainability. This supports students in becoming successful learners, confident and responsible citizens along with being independent and critical thinkers. The Geography curriculum will allow students to become forward thinking and we will regularly adapt to change within the world to ensure that students are being taught about current and relevant local and global topics. At GCSE we follow the AQA examination board as this specification covers a wider range of suitable topics and allows for the challenge of pupils. The fieldwork and paper 3 examination is felt to be accessible for our students as it encourages them to think synoptically and consider sustainability helping create a stepping step to geographical research for the independent investigation.	At GCSE students are taught by Geography specialists and subject knowledge is strong to ensure effective delivery. Feedback comes in a variety of forms but follows the school's assessment policy. In Geography all students will have work marked with a 'what went well' and an 'even better if'. The EBI will be a question which students then have to respond to. GCSE assessments will vary from low stakes tests to exam questions from past papers. They are marked using levels and exam grade descriptors. We also use peer and self assessment regularly with students where they access and use the exam board mark schemes. Grade boundaries are applied for mock examinations.	The Geography curriculum covers a range of current affairs, social and environmental issues as well as giving students the opportunity to take part in field trips locally and internationally. This enriches our students' experiences of the subject and their awareness of their place in the world. Pupil Premium students also have the same access to the curriculum and field trips. Current examination results at GCSE suggest that our exam board choices are appropriate for our learners. The range of examination questions at KS4 develop numeracy skills and enhances and supports literacy skills especially through the longer examination answers. We always have a number of students that complete Geography A level and go on and study Geography at a range of Universities and many of whom then go into Geography related careers.

	Term 1 and 2 - Changing Economic World	Term 3 and 4 - Urban Issues and Challenges
Advanced Thinking Skills focus	• A range of thinking maps used including - tree maps, double bubble maps, circle maps • Q matrix used	• A range of thinking maps used including - tree maps, double bubble maps, circle maps • Q matrix used
Skills	• Using maps to describe distribution • Using population and development data • Using OS maps to identify why industries locate where they do	• Interpreting graphs and using population data to draw graphs • Use maps to describe distributions • Interpreting population pyramids
Knowledge	• Understand how and why development and quality of life varies across the world. • Explain how to measure development using different indicators • Describe what the demographic transition model is and explain what it show and how it links to development • Explain and evaluate the effects of uneven development • Explain why migration takes place as a results of uneven development • Explain the strategies to reduce the development gap including using a case study to show how tourism can reduce the development gap • To describe and explain how the UK's economy has changed over time • Understand the role globalisation has in the UK economy • Describe why science and business parks locate where they do	• Understand what urbanisation is and describe how urban areas have changed globally over time • Describe where megacities are located and explain why they are there as well as describe the impacts of growing megacities • Describe Rio's features and explain Rio's importance regionally, nationally and internationally • Describe the changes to Rio's population structure • Describe the land use in Rio • Describe and explain the economic, social and environmental challenges that are faced in Rio and

	• Explain how industry impacts the UK environment • Describe what is meant by the north south divide and explain how this is being reduced • Explain the UK's place in the wider world and the benefits for the UK by having close links with the rest of the world. • Describe and explain Nigeria's place in the wider world • Evaluate the role of TNCs in Nigeria using Shell as a case study • Understand the impacts of aid in Nigeria • Assess the environmental impacts of economic development in Nigeria.	how they can solve these • Understand the challenges people face living in favelas and explain the strategies used to improve them • Describe the population distribution in theUK • Describe London's features and explain London's importance regionally, nationally and internationally • Understand how London's demography is changing • Explain how Shoreditch has changed and how this has created a social and economic mix • Describe the different social, economic and environmental opportunities London has as a changing urban area • Understand what urban greening is • Understand how deprivation is a social challenge of urban change • Describe how urban living can be sustainable using Curitibia
Assessment	Exam style end of unit assessment	Exam style end of unit assessment

	Term 5 - Coastal landscapes	**Term 6 - The living world unit (ecosystems and deserts)**
Advanced Thinking Skills focus	• A range of thinking maps used including - tree maps, double bubble maps, circle maps • Q matrix used	• A range of thinking maps used including - tree maps, double bubble maps, circle maps • Q matrix used
Skills	• Use OS maps to identify coastal features and describe land use of locations to help make decisions • Interpreting photographs	• Use world maps to describe the location of different biomes • Use world maps to describe the location of different hot deserts around the world • Use data to interpret climate and draw climate graphs
Knowledge	• Understanding how the coastal landscape is important but also how it can be dangerous • Describe the differences between constructive and destructive waves • Explain how weathering and erosion affect the coastline	• Understand the abiotic and biotic characteristics of ecosystems • Understand the interrelationships of all parts of ecosystems • Describe how a small scale ecosystem works • Describe how food chains and food webs

	• Using diagrams explain how erosional and depositional features are created at the coast • Explain how longshore drift works • Using a range of examples explain how coastal erosion and flooding can be managed through soft and hard engineering • Use a case study as evidence of different coastal management • Using a case study describe how concordant and discordant coastlines lead to different coastal features	work and the implications on the food chain if there are disruptions and different levels • Explain how different threats can impact an ecosystem positively and negatively • Describe the location of deserts • Understand that hot desert ecosystems have a range of distinctive characteristics - The physical characteristics of a hot desert, the interdependence of climate, water, soils, plants, animals and people. • How plants and animals adapt to the physical conditions. • Explain that development of hot desert environments creates opportunities and challenges. • Understand that areas on the fringe of hot deserts are at risk of desertification.
Assessment	Exam style end of unit assessment	Exam style end of unit assessment

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.

GCSE History

Intent	Implement	Impact
• To have an understanding of both breadth and depth in both international and British History. • To develop a wide range of skills that can be applied to later life as well as the exam, this includes analysis of material, supporting and challenging an argument and making a sustained judgement.	You will start with Germany: Democracy and Dictatorships, followed by Conflict and Tension in Asia which combined make up paper 1. Towards the end of Y10 you move onto Health and the People, which is a breadth topic. You will finish with Elizabethan England. In every topic you will be specifically taught how to approach the exam skills and have opportunities to practice for homework and receive detailed feedback (both individually and whole class) before attempting in exam conditions Alongside learning in class you will be set out of class learning. The majority of weeks you will receive a Clever Lili assignment, which is designed to support you in building your knowledge retention.	You will have developed analytical skills which you will be able to use in their wider lives such as fact checking and identifying fake news. You will have a good understanding of how Britain and the World got to where it is today in relation to the units they have studied.

	Term 6 (Y9)	Term 1	Term 2	Term 3
Unit	Germany 1890 - 1945: Democracy and Dictatorship			Conflict and Tension in Asia, 1950 - 1975
Skills Focus	A01: Using historical knowledge AO2: Explanation of second order concepts	A04: Analysing historical interpretations	A01: Using historical knowledge AO2: Explanation of second order concepts	A01: Using historical knowledge AO2: Explanation of second order concepts A03: Source Analysis
Knowledge	**How did democracy rise in Germany between 1890-1929?** • How was Germany founded? • How in control was the Kaiser? • How did socialism and the navy laws impact the Kaiser? • How did WW1 affect Germany? • What are the strengths and weaknesses of the Weimar constitution? • What problems did the Weimar Republic face between 1919 and 1923. • How far did Stresemann recover Germany between 1924 and 1929? • What was the culture of the Weimar Republic like?	**How did the NSDAP rise to power?** • How did the Great Depression impact Germany? • Why did the German people vote for Hitler? • How did Hitler become chancellor? • What actions did Hitler take to control his power?	**How did Hitler control Nazi Germany?** • What were the Nazi'e economic policies regarding the workplace, unemployment and self sufficiency • How did Hitler women and the youth? • How were minorities and Jews persecuted?	**The Korean War** • What were the causes of the Korean War? • Why did the US, UN and USSR become involved? • What were the key battles in 1950? • Why was MacArthur sacked? • What happened in the Stalemate? • What were the consequences of the war? **The Vietnam War (pt.1: 1945 - 1965)** • What happened in the First IndoChina war? • What was the Geneva agreement and why was Vietnam divided? • What was Vietnam like under Diem? • Why and how did the US support Diem? • What was the Gulf of Tonkin? • Why did the US send troops to Vietnam
Assessment	**Germany: Democracy and Dictatorship** Q4: Description (4 marks) x 2 Q5: Explanation of change (8 marks) x 1	**Germany: Democracy and Dictatorship** Q1: Difference between the content of interpretation (4 marks) Q2: Impact of the provenance of interpretations (4 marks) Q3: Which interpretation is the most convincing? (8 marks) Q4: Description (4 marks)	**Germany: Democracy and Dictatorship** Q2: Impact of the provenance of interpretations (4 marks) Q3: Which interpretation is the most convincing? (8 marks) Q5: Explanation of change (8 marks) Q6::Judgement (12 marks)	**Conflict and Tension in Asia** Q1: Prove the message of a source (4 marks) Q4: Judgement (12 marks)

	Term 4	Term 5		Term 6
Unit	Conflict and Tension in Asia, 1950 - 1975	Health and the People: 1000 - 2000		
Skills Focus	A01: Using historical knowledge AO2: Explanation of second order concepts A03: Source Analysis	A01: Using historical knowledge AO2: Explanation of second order concepts A01: Using historical knowledge	AO2: Explanation of second order concepts A03 Source Analysis	A01: Using historical knowledge
Knowledge	**<u>The Korean War (pt.2: 1965 - 1975)</u>** ● What tactics did the US and VC use? ● What happened during the Tet Offensive and My Lai? ● Why did John become an unpopular president? ● Why and how did Nixon Widen the war? ● What was Vietnamisation? ● What steps were taken to end the war? ● What were the consequences of the war? ● How did people in the USA oppose the War?	**<u>Medieval: Medicine Stands Still</u>** ● What did people believe caused disease? ● How did people treat and try to prevent disease? ● What was training and surgery like? ● What was public health like in towns and monasteries? ● Case Study: the Black Death	**<u>The beginnings of change</u>** ● How did Harvey, Pare, Versailles and Sydenham contribute to the development of medicine? ● The introduction of new technology (printing press, microscope) ● What were medieval hospitals like? ● How did surgery and treatment change? ● The smallpox vaccination ● Case Study: The Great Plague	**<u>A revolution of medicine (pt1)</u>** ● How did Pasteur and Koch develop the understanding of what caused disease? ● How did treatment and prevention develop ● Hospitals and Doctors ● Development in anaesthetics and antiseptics
Assessment	Year 10 Examinations: full Germany, 1890 - 1945: Democracy and Dictators	**<u>Conflict and Tension in Asia</u>** Q1: Prove the message of a source (4 marks) Q2: Source Utility (12 marks) Q3: Narrative Account (8 marks)		**<u>Health and the People</u>** Q2: Significance Q3: Similarities between 2 developments

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement. In History students are taught to be resilient and understand the GCSE are journey of progression and development. There is not such thing as instant success,	We enrich students through the curriculum by including a variety of learning styles and activities in lessons. As part of the GCSE course we aim to offer a trip to the medicine displays in the Science museum and the Old 19th century operating theatre. There may also be the opportunity to visit Berlin.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources. GCSE History is taught electronically which allows students to keep organised notes. We use a range of virtual resources to enhance students' learning.	We regularly use thinking maps to develop student thinking about development in History,

GCSE Mathematics

Intent	Implementation	Impact
Students will cover the topics of the GCSE course while recapping work from KS3. The aim is to finish in term 4, which will provide the opportunity to revisit the topics that students have found most challenging	Students complete the course in 7 lessons per fortnight. They use lesson starters as a reminder of previously covered topics. Each topic starts with prior knowledge which it is expected all students will know; prior knowledge that teachers check if students know and reinforce if necessary; normal standard work that all students cover and Higher work that the majority of students cover.	Students will be enabled to: ● develop fluent knowledge, skills and understanding of mathematical methods and concepts ● acquire, select and apply mathematical techniques to solve problems ● reason mathematically, make deductions and inferences, and draw conclusions ● comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

	Unit 1 (19)	Unit 2 (20)	Unit 3 (21)
Skills	**AO1 Use and apply** Accurately recall facts and terminology Use and interpret notation correctly Accurately carry out routine procedures **AO2 Reason, interpret and communicate mathematically** Construct chains of reasoning to achieve a given result **AO3 Solve problems within mathematics and in other context** Make and use connections between different parts of mathematics Interpret results in the context of the given problem	**AO1 Use and apply** Accurately recall facts, terminology and definitions Accurately carry out routine procedures or set tasks requiring multi-step solutions **AO2 Reason, interpret and communicate mathematically** Make deductions, inferences and draw conclusions Construct chains of reasoning to achieve a given result Interpret and communicate information accurately Present arguments and proofs **AO3 Solve problems within mathematics and in other context** Translate problems in mathematical contexts into a process or a series of mathematical processes	**AO1 Use and apply** Accurately carry out set tasks requiring multi-step solutions **AO2 Reason, interpret and communicate mathematically** Construct chains of reasoning to achieve a given result **AO3 Solve problems within mathematics and in other context** Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes

Knowledge	Fractions & decimals Product rule for counting Surds Ratio and Proportion Indices	Angles of elevation & depression Congruent triangles Similarity - length, area & volume	Factorise and solve quadratics Sketch quadratics Solve quadratic inequalities
Assessment	Year 10 October Test, all tests thereafter	Year 10 January test, all tests thereafter	Year 10 exams, all tests thereafter

	Unit 4 (22)	**Unit 5 (23)**	**Unit 6 (24)**
Skills	**AO1 Use and apply** Use and interpret notation correctly **AO2 Reason, interpret and communicate mathematically** Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information **AO3 Solve problems within mathematics and in other context** Interpret results in the context of the given problem Evaluate methods used and results obtained Evaluate solutions to identify how they may have been affected by assumptions made	**AO1 Use and apply** Accurately carry out routine procedures or set tasks requiring multi-step solutions **AO2 Reason, interpret and communicate mathematically** Construct chains of reasoning to achieve a given res ult Present arguments and proofs **AO3 Solve problems within mathematics and in other context** Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes	**AO1 Use and apply** Use and interpret notation correctly Accurately carry out routine procedures or set tasks requiring multi-step solutions **AO2 Reason, interpret and communicate mathematically** Make deductions, inferences and draw conclusions from mathematical information Construct chains of reasoning to achieve a given result **AO3 Solve problems within mathematics and in other context** Make and use connections between different parts of mathematics
Knowledge	Scatter diagrams Time series Sampling Set Theory Probability Histograms	Circles - area, arc length, areas of sector & segments Equations of straight lines Circle theorems and their proofs Solving simultaneous equations when one is linear and one is quadratic	Vectors Ratio - using to solve problems 3D Pythagoras theorem and trigonometry Exact values in trigonometry Volume and surface area of spheres, cones and pyramids

Assessment	Year 10 May test, all tests thereafter	Year 11 September test, all tests thereafter	Year 11 Mocks, all tests thereafter

	Unit 7 (25)	**Unit 8 (26)**	**Unit 9 (27)**
Skills	**AO1 Use and apply** Accurately recall facts, terminology and definitions Use and interpret notation correctly Accurately carry out routine procedures or set tasks requiring multi-step solutions **AO2 Reason, interpret and communicate mathematically** Construct chains of reasoning to achieve a given result Present arguments and proofs **AO3 Solve problems within mathematics and in other context** Translate problems in mathematical or non-mathematical ontexts into a process or a series of mathematical processes	**AO1 Use and apply** Accurately recall facts, terminology and definitions **AO2 Reason, interpret and communicate mathematically** Make deductions, inferences and draw conclusions from mathematical information Interpret and communicate information accurately **AO3 Solve problems within mathematics and in other context** Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes Interpret results in the context of the given problem	**AO1 Use and apply** Use and interpret notation correctly **AO2 Reason, interpret and communicate mathematically** Make deductions, inferences and draw conclusions from mathematical information Interpret and communicate information accurately **AO3 Solve problems within mathematics and in other context** Make and use connections between different parts of mathematics Interpret results in the context of the given problem
Knowledge	Functions Sequences Algebraic fractions Algebraic proof	Cubics Combining transformations Translation and reflections of graphs Graphs of trigonometric functions Solving trigonometric equations	Recognise graphs of different kinds Real-life graphs Exponential growth and decay Distance/time & speed/time graphs Area under a graph Gradient of a tangent to a graph Compound units - speed, density & pressure
Assessment	Year 11 Mocks, all tests thereafter	Year 11 March test	Year 11 March test

How parents can support:	Encouraging students to complete plenty of practice including multiplication tables and non-calculator arithmetic Encouraging students to explain their methods Encouraging students to revise using the past papers available on Google Drive
Useful links	**https://corbettmaths.com/contents/** **https://www.drfrostmaths.com/** **https://www.mymaths.co.uk/**

MEGA			
M	**E**	**G**	**A**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analys, evaluation, and most importantly creativity

GCSE Modern Foreign Languages

French

Intent	Implementation	Impact
This is the last cohort following a three year GCSE course. During the three years, we aim to deepen the students' understanding of various topics and provide enough variety of language and grammatical structures for students to express themselves in the target language with confidence. When students were in year 9 and following the more approachable topics, we aimed to develop the students' understanding of the language in simple vocabulary and using the three time frames so that students can express themselves in different tenses as well as give their opinions. In year 10, we aim for the students to develop their vocabulary by using synonyms and other expressions in order to encourage them to be more independent and resilient when communicating in the target language. The focus is more on the world around them which allows the students to open their minds to other topics and issues than their own. In year 11, we aim to develop the students' knowledge of issues such as the environment or charity work. This responds to the GCSE course but also provides more opportunities for the students to broaden their understanding of the world and to present their views. Whilst looking at social and global issues, we also aim to provide enough vocabulary and language regarding post-16 choices to ensure students have all the tools to discuss and prepare future education. At Key stage 4, we work on retention at A level and therefore aim to provide opportunities for the students to look beyond GCSE.	Through the teaching of all 4 skills with an even emphasis, we encourage students to practise their knowledge via the means of photo-cards, role-plays, description and open-ended written questions from 90 to 150 words. We follow the AQA course via the textbook (both paper copy and electronic version) which have clear objectives and are in line with the examination's criteria. Whilst we aim to revisit some of the key stage 3 topics, the intent of the course is to broaden the students' understanding and ability to manipulate more complex language to develop their ideas. Some of the GCSE topics are challenging in content and in language, therefore we aim to teach them last, which not only prepares the students well for their examinations but also gives them a taste of A level transition and content. We use exercise books for writing work and chromebooks for listening and reading work. All slideshows and resources are shared with students via google classroom and students have their own copy and therefore can work directly on the documents. This allows for clarity in books and more noticeable progress in the writing skills and students can revisit lessons with answers on chromebooks. Students all have a folder for reference material such as vocabulary lists per theme and grammar rules. Past paper practice is kept in folders too, to encourage students to revisit past performance and learn from them.	Students can use the target language to express themselves using the present, past and future tenses as well as opinions with justifications. Students feel confident in conversing and writing on the topics taught throughout the year. Students enjoy learning about the culture of the countries where the target language is spoken. Students respond well to formative assessment and seek to perform well in their summative assessments. They are familiar with FFQ and understand the terminology to make further progress. Students feel confident in using the target language for their own purposes and to discuss issues. Students are curious and seek to develop their knowledge of the language they learn through the use of authentic material such as music, TV, films, cinema, literature… Students are keen to expand their understanding and knowledge of the language and thus join extra-curricular clubs and activities. Students show enjoyment in lessons and show interest beyond the classroom. Students feel confident and encouraged to continue with MFL at A level.

YEAR 10	Term 1	Term 2	Terms 3 and 4
Title	TECHNOLOGY IN EVERYDAY LIFE	HOME, TOWN, NEIGHBOURHOOD AND REGION	MY STUDIES AND LIFE AT SCHOOL

Skills	- talk about communicating online - talk about the uses of social media - discuss pros and cons of social media - advantages and disadvantages of social media - discuss the uses of mobile technology - discuss the benefits and dangers of mobile technology - coping strategies - adding extra information - building up speaking skill - pronunciation of verb endings - collect useful phrases and reuse	- adjective agreement and position - negative phrases followed by *de* - use the conditional - *habiter* and *vivre* - demonstrative adjectives - recognise and use possessive pronouns - use intensifiers	- describe school and school subjects - describe a day in school - compare school life in France and in Britain - describe school life in different countries - talk about school rules and uniform - talk about my ideal school - forming longer sentences - describe physical properties - agreeing or disagreeing - use visual and verbal context in reading
Knowledge	- present tense (regular and irregular verbs) - *ce, ça, c', cela* - *avec* and *sans* - *grâce à* - interrogative adjectives - pronouns - *il est possible* + subjunctive	- describe furniture and household chores - describe one's home - describe one's ideal home - talk about compass points, surroundings and types of accommodation - describe what a town is like and what there is to do and see - describe a region	- adverbs - *de* after quantities - emphatic pronouns - *il faut* - modal verbs: *vouloir, pouvoir, devoir* - perfect tense - conditional tense
Assessment	- listening and reading skills - speaking skill	- listening and reading skills - writing skill	- listening and reading skills - writing skill

	Terms 4 and 5	**Term 5**
Title	SOCIAL ISSUES	FREE TIME ACTIVITIES
Skills	- use vouloir + infinitive - use the conditional - vouloir que + subjunctive - devoir and pouvoir + infinitive - use adverbs - use the imperfect tense - il vaut / il vaudrait mieux - use negative phrases	- revision of the present tense - perfect tense - revision of the future tense - use quantities - use two verbs together - demonstrative pronouns - use subordinate conjunctions - develop sentences with *lorsque, quand, si* - use the pronouns *en* and *y*
Knowledge	- talk about charities - describe charity work - understand the importance of charities - describe eating habits - compare old and new habits	- talk about television, music and films - describe free time activities in the past - talk about leisure activities - talk about food and meals - talk about different cuisines and eating out

	- describe healthy resolutions	- discuss world food and eating out - talk about sports - talk about sports you love - discuss new sports and taking risks
Assessment	**year 10 internal examinations**	- listening and reading skills - **speaking mock examinations**

How parents can support:	- listen to your child reading out loud in the target language - ask your child the conversation questions and practise together on a regular basis - test vocabulary knowledge English to French and French to English - create a playlist and listen to French music together - watch french films with subtitles (familiar cartoons/stories are a good start) - youtube, netflix, prime - ask your child to teach you or a younger sibling what they have learnt - visit France and practise real life conversations - show an open mind to learning a language and to learning about different cultures (avoid passing on your fear of languages) - purchase the revision and study guides for your child to plan revision ahead - ask your child what they are learning and ask them to demonstrate sentences - ask your child to show you their homework and marked work and discuss together steps forward - encourage your child to take part in MFL extracurricular activities such as competitions, lunchtime support, lunchtime speaking club, penpal letters… - be encouraging and supportive when it seems difficult; there will be pit moments but this is part of learning.
Useful links	www.language-gym.com (the school has a subscription to this and students can access with their school login) www.quizlet.com https://www.bbc.co.uk/bitesize/subjects/zgdqxnb www.kerboodle.com (tricolore 4 + AQA GCSE French 9-1) https://www.languagesonline.org.uk/Hotpotatoes/index.html

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.

German

Intent	Implementation	Impact
This is the last cohort following a three year GCSE course. During the three years, we aim to deepen the students' understanding of various topics and provide enough variety of language and grammatical structures for students to express themselves in the target language with confidence. When students were in year 9 and following the more approachable topics, we aimed to develop the students' understanding of the language in simple vocabulary and using the three time frames so that students can express themselves in different tenses as well as give their opinions. In year 10, we aim for the students to develop their vocabulary by using synonyms and other expressions in order to encourage them to be more independent and resilient when communicating in the target language. The focus is more on the world around them which allows the students to open their minds to other topics and issues than their own. In year 11, we aim to develop the students' knowledge of issues such as the environment or charity work. This responds to the GCSE course but also provides more opportunities for the students to broaden their understanding of the world and to present their views. Whilst looking at social and global issues, we also aim to provide enough vocabulary and language regarding post-16 choices to ensure students have all the tools to discuss and prepare future education. At Key stage 4, we work on retention at A level and therefore aim to provide opportunities for the students to look beyond GCSE.	Through the teaching of all 4 skills with an even emphasis, we encourage students to practise their knowledge via the means of photo-cards, role-plays, description and open-ended written questions from 90 to 150 words. We follow the AQA course via the textbook (both paper copy and electronic version) which have clear objectives and are in line with the examination's criteria. Whilst we aim to revisit some of the key stage 3 topics, the intent of the course is to broaden the students' understanding and ability to manipulate more complex language to develop their ideas. Some of the GCSE topics are challenging in content and in language, therefore we aim to teach them last, which not only prepares the students well for their examinations but also gives them a taste of A level transition and content. We use exercise books for writing work and chromebooks for listening and reading work. All slideshows and resources are shared with students via google classroom and students have their own copy and therefore can work directly on the documents. This allows for clarity in books and more noticeable progress in the writing skills and students can revisit lessons with answers on chromebooks. Students all have a folder for reference material such as vocabulary lists per theme and grammar rules. Past paper practice is kept in folders too, to encourage students to revisit past performance and learn from them.	Students can use the target language to express themselves using the present, past and future tenses as well as opinions with justifications. Students feel confident in conversing and writing on the topics taught throughout the year. Students enjoy learning about the culture of the countries where the target language is spoken. Students respond well to formative assessment and seek to perform well in their summative assessments. They are familiar with FFQ and understand the terminology to make further progress. Students feel confident in using the target language for their own purposes and to discuss issues. Students are curious and seek to develop their knowledge of the language they learn through the use of authentic material such as music, TV, films, cinema, literature… Students are keen to expand their understanding and knowledge of the language and thus join extra-curricular clubs and activities. Students show enjoyment in lessons and show interest beyond the classroom. Students feel confident and encouraged to continue with MFL at A level.

	Term 1	Term 2	Term 3
Title	MY STUDIES AND LIFE AT SCHOOL	FREE TIME ACTIVITIES	ME, MY FRIENDS AND FAMILY
Skills	- use verbs in the present tense - refer to the past time frame with the perfect and imperfect tenses	- use nouns and articles - use adverbs of frequency and place - express preferences with *gern, lieber, am liebsten*	- use adjectives - use possessive adjectives - use the dative with *mit*

	- give and justify opinions with *denn* and *weil* - ask and answer questions - use modal verbs - understand a literary text - use the future tense	- use plural nouns - use the conditional	- use separable verbs in the present and perfect tenses - use prepositions *in* and *an* - use modal verbs in the imperfect tense
Knowledge	- talk about school subjects and clothes - talk about what's in your pencil case - talk about what you are (and not) looking forward to at school this year - describe a school day - discuss school rules - learn about different types of schools in Germany - talk about school exchange and class trips	- discuss leisure activities - discuss reading habits - discuss music - discuss film and television - discuss sports in Switzerland	- describe photos of people - talk about what makes a good friend - describe relationships - explain different views on marriage - discuss weekend activities with family and friends - compare your life as a child and now
Assessment	- listening and reading skills - speaking skill	- listening and reading skills - writing skill	- listening and reading skills - writing skill

	Term 4	**Term 5**	**Term 6**
Title	CUSTOMS AND FESTIVALS	HOME, HEALTHY AND UNHEALTHY LIVING	TECHNOLOGY IN EVERYDAY LIFE
Skills	- use several tenses together - use adjectives as nouns - revise verbs as second idea - use infinitives as nouns	- use irregular verbs in the present tense - apply the correct register: *du / Sie* - prepositions with accusative and dative cases - use reflexive and separable verbs - give opinions in the past tense - use a range of pronouns	- use *wenn* clauses - express complex opinions with *dass* - use direct and indirect object pronouns - use *wann, wenn* and *als* - use the imperfect tense
Knowledge	- learn about celebrations and festivals - talk about customs and traditions	- describe your house and home - meet and greet an exchange partner - describe your home - talk about what you do on a typical day - discuss traditional German meals - explain how you stay fit and healthy	- talk about social media - discuss how and when you use social media and technology - discuss advantages and disadvantages of social media and technology
Assessment	- listening and reading skills - writing skill - **year 10 examinations**	- listening and reading skills - speaking skill	- listening and reading skills - speaking skill - **mock speaking examinations**

How parents can support:	- listen to your child reading out loud in the target language - ask your child the conversation questions and practise together on a regular basis - test vocabulary knowledge English to German and German to English - create a playlist and listen to German music together - watch German films with subtitles (familiar cartoons/stories are a good start) - youtube, netflix, prime - ask your child to teach you or a younger sibling what they have learnt - visit Germany and practise real life conversations - show an open mind to learning a language and to learning about different cultures (avoid passing on your fear of languages) - purchase the revision and study guides for your child to plan revision ahead - ask your child what they are learning and ask them to demonstrate sentences - ask your child to show you their homework and marked work and discuss together steps forward - encourage your child to take part in MFL extracurricular activities such as competitions, lunchtime support, lunchtime speaking club, penpal letters… - be encouraging and supportive when it seems difficult; there will be pit moments but this is part of learning.
Useful links	www.language-gym.com (the school has a subscription to this and students can access with their school login) www.quizlet.com https://www.bbc.co.uk/bitesize/subjects/zgdqxnb www.kerboodle.com (AQA GCSE German 9-1) www.activelearnonline.com (German GCSE Stimmt) https://www.languagesonline.org.uk/Hotpotatoes/index.html

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.

Spanish

Intent	**Implementation**	**Impact**
In term 6 of year 9, we aimed to reassure the students in their KS3 knowledge and develop their understanding of the language in simple vocabulary and using the three time frames so that students can express themselves in different tenses as well as give their opinions. In year 10, we aim for the students to develop their vocabulary by using synonyms and other expressions in order to	Through the teaching of all 4 skills with an even emphasis, we encourage students to practise their knowledge via the means of photo-cards, role-plays, description and open-ended written questions from 90 to 150 words. We follow the AQA course via the textbook (both paper copy and electronic version) which have clear objectives and are in line with the examination's criteria. Whilst we aim to revisit some of the key stage 3 topics, the intent of the course is to broaden the	Students can use the target language to express themselves using the present, past and future tenses as well as opinions with justifications. Students feel confident in conversing and writing on the topics taught throughout the year. Students enjoy learning about the culture of the countries where the target language is spoken.

encourage them to be more independent and resilient when communicating in the target language. The focus is more on the world around them which allows the students to open their minds to other topics and issues than their own. In year 11, we aim to develop the students' knowledge of issues such as the environment or charity work. This responds to the GCSE course but also provides more opportunities for the students to broaden their understanding of the world and to present their views. Whilst looking at social and global issues, we also aim to provide enough vocabulary and language regarding post-16 choices to ensure students have all the tools to discuss and prepare future education. At Key stage 4, we work on retention at A level and therefore aim to provide opportunities for the students to look beyond GCSE.	students' understanding and ability to manipulate more complex language to develop their ideas. Some of the GCSE topics are challenging in content and in language, therefore we aim to teach them last, which not only prepares the students well for their examinations but also gives them a taste of A level transition and content. We use exercise books for writing work and chromebooks for listening and reading work. All slideshows and resources are shared with students via google classroom and students have their own copy and therefore can work directly on the documents. This allows for clarity in books and more noticeable progress in the writing skills and students can revisit lessons with answers on chromebooks. Students all have a folder for reference material such as vocabulary lists per theme and grammar rules. Past paper practice is kept in folders too, to encourage students to revisit past performance and learn from them.	Students respond well to formative assessment and seek to perform well in their summative assessments. They are familiar with FFQ and understand the terminology to make further progress. Students feel confident in using the target language for their own purposes and to discuss issues. Students are curious and seek to develop their knowledge of the language they learn through the use of authentic material such as music, TV, films, cinema, literature… Students are keen to expand their understanding and knowledge of the language and thus join extra-curricular clubs and activities. Students show enjoyment in lessons and show interest beyond the classroom. Students feel confident and encouraged to continue with MFL at A level.

	Term 1	**Term 2**	**Term 3**
Title	FREE TIME ACTIVITIES	MY STUDIES AND LIFE AT SCHOOL	HOME, TOWN, NEIGHBOURHOOD AND REGION
Skills	- use *gustar* and *encantar* - use the regular present tense - listen for positive and negative opinions - use two verbs together - learn about radical changing verbs - form and use regular adverbs - use the immediate future - hacer and jugar - recognise and use irregular verbs in the immediate future	- use the comparative and superlative - use the imperative - use the personal *a* - use quantifiers and intensifiers - use *se debe, hay que, tener que* - use the conditional	- use *hay, ser, estar* - express opinions - use prepositions - use quantifiers - formulate more complex questions - use *puedo* and *se puede* - use demonstrative adjectives and pronouns - use possessive pronouns - use a wider range of connectives
Knowledge	- describe what you like and don't like doing - talk about free time - talk about plans for the weekend - buy food and drinks - talk about eating out - talk about special occasion meals - talk about sport - extend and develop what you can say about sport - talk about sport in the world	- give opinions about different subjects - talk about your studies - talk about your school - talk about a typical day and your school routine - talk about school rules and uniform - talk about the good and bad aspects of school	- describe your house and the rooms in it - say what your house is like - describe your house and where it is - talk about what you can do where you live - talk about amenities in your area - talk about the advantages and disadvantages of licing in town and the country

Assessment	- listening and reading skills - speaking skill	- listening and reading skills - writing skill (150 words)	- listening and reading skills - writing skill (150 words)

	Term 4	**Term 5**	**Term 6**
Title	THE ENVIRONMENT	CUSTOMS AND FESTIVALS	TECHNOLOGY IN EVERYDAY LIFE
Skills	- use *me preocupa* and similar expressions - use "if" sentences - use modal verbs to express recommendations and obligations	- use the regular preterite tense - use irregular verbs in the preterite tense - use the imperfect tense - use the preterite and imperfect together	- say I keep in touch via the internet - give opinions about online messaging - talk about the good and the bad of social media - talk about using a mobile - give opinions about mobile technology - talk about mobile technology use and overuse - pick out key words when reading - offer extra information when speaking - improve pronunciation - work out meaning of unfamiliar words from context - listen for detail - translation skills
Knowledge	- talk about reusing things, recycling and reducing waste - talk about ways to protect the environment - understand and discuss environmental problems	- learn about Spanish life and routines - learn about local customs - discuss Spanish customs - talk about a Spanish festival - learn about Latin American and Spanish culture	- question words - comparisons - perfect tense - *por* and *para* - present continuous tense - statements of possibility - verbs with prepositions
Assessment	- **Year 10 internal examination** - listening, reading and writing	- listening and reading skills - translation skill	- listening and reading skills - speaking mocks

How parents can support:	- listen to your child reading out loud in the target language - ask your child the conversation questions and practise together on a regular basis - test vocabulary knowledge English to Spanish and Spanish to English - create a playlist and listen to Spanish music together - watch Spanish films with subtitles (familiar cartoons/stories are a good start) - youtube, netflix, prime - ask your child to teach you or a younger sibling what they have learnt - visit Spanish and practise real life conversations - show an open mind to learning a language and to learning about different cultures (avoid passing on your fear of languages) - purchase the revision and study guides for your child to plan revision ahead - ask your child what they are learning and ask them to demonstrate sentences - ask your child to show you their homework and marked work and discuss together steps forward

	- encourage your child to take part in MFL extracurricular activities such as competitions, lunchtime support, lunchtime speaking club, penpal letters… - be encouraging and supportive when it seems difficult; there will be pit moments but this is part of learning.
Useful links	www.language-gym.com (the school has a subscription to this and students can access with their school login) www.quizlet.com https://www.bbc.co.uk/bitesize/subjects/zgdqxnb www.kerboodle.com (AQA GCSE Spanish 9-1) https://www.languagesonline.org.uk/Hotpotatoes/index.html

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
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GCSE Music

Intent	Implement	Impact
● engage actively in the process of music study ● develop performing skills individually and in groups ● to communicate musically with fluency and control of the resources used ● develop composing skills to organise musical ideas and make use of appropriate resources ● recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music ● broaden musical experience and interests, develop imagination and foster creativity ● develop knowledge, understanding and skills needed to communicate effectively as musicians ● develop awareness of a variety of instruments, styles and approaches to performing and composing ● develop awareness of music technologies and their use in the creation and presentation of music ● recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology ● develop as effective and independent learners with enquiring minds ● reflect upon and evaluate their own and others' music ● engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.	To take an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices (area of study 1), and learners will take the opportunity to explore these forms and devices further in the other three areas of study. Music for Ensemble (area of study 2) allows learners to look more closely at texture and sonority. Film Music (area of study 3) and Popular Music (area of study 4) provide an opportunity to look at contrasting styles and genres of music.	By the end of key stage 4 students should have gained a knowledge of the concepts, Areas of Study, Composing and Performing skills to enable them to achieve or exceed their target grades in the GCSE examination and attain the grades and skills necessary to continue to study Music in Key Stage 5.

	Unit 1 Film Music & Performance (Year 9/10)	**Unit 2** Pop Music: Toto 'Africa' & Performance (Year 10)	**Unit 3** Forms and Devices - Bach & Performance (Year 10)
Skills	Develop an understanding of film music including use of: ● Timbre ● Tone colour ● Dynamics ● How to respond to a given stimulus or commission ● How to use musical features to	● Develop an understanding of how instrumental and synthesised sound is used through composing/ listening to/performing examples of popular music. ● How original music may be modified ● How vocal sounds are used ● How instruments and voices are combined.	Through composing/listening to/playing examples of music f Through composing/listening to/playing examples of music from the Western Classical Tradition (1650 - 1910) students will be able to identify the main features of: ● Binary ● Ternary ● Minuet and trio ● Rondo

	create mood. ● How the audience/venue affect the composition.		● Variation ● Strophic
Knowledge	● How composers use the musical elements appropriately to respond to a specific composition. ● Leitmotifs and thematic transformation ● How instrumental/vocal timbres are used to create colour/mood ● Minimalist techniques Performance: ● How to pick appropriate repertoire ● Rehearsal technique	Developing the ability to identify: ● The structural features of Popular Music ● Use of technology in popular music ● Rhythmic features in popular music ● Primary and secondary chords ● Cadences Performance: ● Preparing performance 1: Solo or ensemble	● Use of repetition ● Contrast ● Anacrusis ● Imitation ● Sequence ● Ostinato ● Syncopation ● Dotted rhythms ● Drone ● Pedal ● Canon ● conjunct/disjunct movement ● Ornamentation ● Broken chord/arpeggio ● Alberti bass ● Regular phrasing ● Motifs ● Chord progressions and cadences ● Modulation to dominant and relative minor Performance: ● Working on feedback from performance 1 ● Developing performance 2
Assessment	Ongoing tests and homework quizzes throughout the unit Past paper questions	Yr 10 mock examination (½ Paper) Marked performance Ongoing tests and homework quizzes throughout the unit	Ongoing tests and homework quizzes throughout the unit Past paper questions

	Unit 4 Music For Ensemble - Ensemble Performance (Year 10)
Skills	Develop an understanding of sonority and texture through composing/ listening to/performing examples/composing from chamber music, musical theatre, jazz and blues.

Knowledge	• Monophonic • Homophonic • Polyphonic • Unison • Chordal • Layered • Melody and accompaniment • Round • Canon • Countermelody • Vocal ensembles • jazz/blues trio • Rhythm section • String quartet • Basso continuo • sonatas
Assessment	Ongoing tests and homework quizzes throughout the unit Past paper questions Marked Performance

	Unit 5 (Year 11) Composition 1&2 Performance (ensemble) Revision AoS3 Revision AoS4	**Unit 6** (Year 11) Composition 2 Performance (solo or ensemble) Revision AoS1 Revision AoS2	**Unit 7** (Year 11) Revision and exam practice. Completion of Composing and Performing coursework
Skills	Revision of Film Music (AoS3) and Popular Music (AoS4) Composing music to a brief set by WJEC • Performance 1 (Ensemble Performance) • Performing a significant individual part	Revision of Forms and Devices: Bach (AoS1) and Music for Ensemble. (AoS2) Performance 2 (Either a second ensemble or a solo performance) Completing set brief composition. Developing a free-choice composition.	Recap of skills from previous units Developing a solo OR ensemble performance - **completing 2 performances, of which at least one must be ensemble, of 4 mins in length in total.** Completing free-choice composition.
Knowledge	Revision of Film Music and Popular Music. Ensemble performing skills and interpretation of music.	Revision of Forms and Devices: Bach and Music for Ensemble. Solo performing skills and interpretation of music.	Recap of knowledge from previous units
Assessment	Ongoing tests on Listening & Evaluating Feedback on compositions and	Ongoing tests on Listening & Evaluating Feedback on compositions and performances	Ongoing tests on Listening & Evaluating Feedback on and grading of compositions and performances.

	performances throughout the unit Year 11 Mock examinations (Full paper)	throughout the unit	

How parents can support:	**By encouraging students to practise regularly and to look at the class google classroom to support learning and completion of homework and related research/tasks.** **Giving students the opportunities to hear and watch a wide range of performances for example using: Radio 3, YouTube, BBC Iplayer (under music), free concerts such as Maidstone Proms in the Park etc.** **Encouraging students to partake in enrichment activities such as performance groups and performance opportunities in and out of school. For example: Orchestra, Ukulele Group, Wind Band, Chamber Choir, Music Theatre groups, MYMS, Kent Youth Choir, etc.**
Useful links	**https://teachinggadget.com/welcome-teaching-gadget/ - for revision of theoretical skills** **https://fosuk.server1.apps.focusonsound.com/dictionary/ - for consolidation of evaluation and listening skills** **https://www.free-scores.com/index_uk.php - a range of free scores for classical instruments** **https://www.teoria.com/ - for pitch and rhythm dictation practice**

MEGA			
M	**E**	**G**	**A**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	Advanced thinking gives pupils the power to improve their outcomes by encouraging deeper thinking. It helps to develop and deepen students' subject knowledge. We use a variety of tools consistently across subjects and within lessons to promote advanced thinking

GCSE Physical Education

Intent	Implementation	Impact
Curriculum has been designed around the AQA specification. It covers the theoretical content and NEA (both practical and coursework). We run the practical element parallel to core PE to further embed the GCSE content and expectations. The aim is to ensure pupils are able to make links between topics and content to confidently apply their knowledge to the exam questions and NEA coursework.	At GCSE students are taught by physical Education specialists and subject knowledge is vital to ensure effective delivery The GCSE theoretical content is taught over two lessons and split into 7 Units for paper 1 and 6 units for paper 2. The NEA is divided among the departments to ensure effective moderation.	Pupils' practical and theoretical progress is recorded, monitored and tracked throughout the year. Subgroups are monitored with relevant and appropriate interventions put into place when needed. The aim is for pupils to achieve the highest grade possible, whilst developing the following skills; analytical, observational, teamwork, perseverance, resilience, organisation, self-reflection, winning and losing, leading others, independent and self-reflection etc.

	Term 6		**Term 1&2 (Paper 1)**		
Big question	*Unit 1*	*Practical Lesson* Badminton (outside Coach)	*Unit 2* *Cardio-Respiratory System*	*Unit 3*	*Practical Lesson* Badminton (outside Coach)
Skills	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons	Service – high, low, flick (forehand or backhand). Overhead – clear, drop. Underarm – clear, drive, drop (forehand and backhand where appropriate). Netplay. Smash	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons	Service – high, low, flick (forehand or backhand). Overhead – clear, drop. Underarm – clear, drive, drop (forehand and backhand where appropriate). Netplay. Smash
Knowledge	Skeletal System Know and understand what is meant by articulating bones. Functions of the skeleton. Muscles Joints		Cardio-Respiratory System Gaseous Exchange Mechanics of Breathing Spirometer Trace Aerobic Vs Anaerobic Blood Vessels Cardiac Cycle	Aerobic and Anaerobic Recovery Process from Vigorous Exercise	
Assessment	Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative	Teacher, peer and self-assessment - against the GCSE AQA Badminton performance grids	Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative	Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative	Teacher, peer and self-assessment - against the GCSE AQA Badminton performance grids

Term 3&4 (Paper 1)			Term 5&6 (Paper 1)		
Unit 4	*Unit 5 Movement Analysis*	*Practical Lesson* Badminton (outside Coach)	*Unit 6 Health and Fitness*	*Unit 7 Physical training*	*Practical Lesson* Badminton (outside Coach)
Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons	Service – high, low, flick (forehand or backhand). Overhead – clear, drop. Underarm – clear, drive, drop (forehand and backhand where appropriate). Netplay. Smash	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons	Service – high, low, flick (forehand or backhand). Overhead – clear, drop. Underarm – clear, drive, drop (forehand and backhand where appropriate). Netplay. Smash
Immediate (During exercise) Short Term Effects of Exercise Long Term Effects of Exercise	Levers Planes and Axis		Health and Fitness Components of fitness Reasons for fitness testing Fitness Testing -Limitations	Principles of Training Types of Training Types of Training Calculating Intensities	
Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative	Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative	Teacher, peer and self-assessment - against the GCSE AQA Badminton performance grids	Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative	Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative	Teacher, peer and self-assessment - against the GCSE AQA Badminton performance grids

How parents can support:	**Encourage pupils to attend extracurricular sport outside of school** **Watch sport on television, watch live sporting events** **Discuss with students what is happening in the sports world.** **Encourage students to use the ALevel mindset sheet when planning/completing their independent study work.** **Ensure coursework and video footage are completed by the deadlines.**
Useful links	**https://theeverlearner.com/**

	https://www.bbc.co.uk/sport https://www.aqa.org.uk/subjects/physical-education/a-level/physical-education-7582/changes-for-2022 https://www.telegraph.co.uk/womens-sport/ https://www.thisgirlcan.co.uk/ https://www.sportengland.org/ https://www.netflix.com/title/80244928

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
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GCSE Religious Studies: Full Course

Intent	Implementation	Impact
RS GCSE is a core component of the curriculum offered at MGGS and is therefore not an optional subject. Due to limited curriculum time compared to other examined subjects, students start GCSE RS study in term 3 of Year 9. The intent for GCSE is to provide students with a programme of study that allows for scaffolding of content and skills, but also provides opportunities for students to earn the highest grades. By studying moral issues from the point of view of Islam and Christianity we are building upon students' experiences at Key Stage 3, providing a cohesive curriculum. The examination board we follow is Edexcel (Pearson) as it provides continuity into Key Stage 5 and provides a suitable challenge for our more able students.	Strong subject knowledge ensures that GCSE material is always taught to a high standard. This is reinforced by the findings of work scrutinies and learning walks. The department uses a common approach to assessing and feeding back GCSE examination questions.Feedback sheets for evaluation questions require students to make overt use of an MGGS Advanced Thinking Skill (such as a map) to make improvements based on teacher feedback. The quality of this improvement is then checked by the teacher when the student's work is next assessed. We have revised the order of study at KS4 to ensure that students remain engaged and that there is a clear balance throughout the course between religious and thematic elements. The students start with the basic beliefs of Christianity, followed by Islam - this allows students to have a clear grounding in the beliefs before applying them to themes. Students then cover themes for the remainder of their studies, then they cover explicit application of religious beliefs in the Living the Muslim Life and Living the Christian Life sections.	By the end of KS4 students will be able to demonstrate a strong understanding of selected religious and ethical topics. They will be able to communicate the knowledge and skills effectively which will help them attain good grades and progress with their further studies.

	Term 1	Term 2	Term 3
Topic	Living the Christian Life	Living the Muslim Life	Marriage and the Family through Christianity
Skills	Application and evaluation	Application and evaluation	Application and evaluation

Knowledge	• Christian worship
	• The role of sacrament in Christian life
	• The nature and purpose of prayer
	• Pilgrimage
	• Christian religious celebrations
	• The local parish church
	• The role of the worldwide church
		• Ten Obligatory Acts
		• Shahadah
		• Salah
		• Sawm
		• Zakah and Khums
		• Hajj
		• Jihad
		• Celebrations and commemorations
		  ○ Ashura
		  ○ Eid-ul-Adha
		  ○ Eid-ul-Fitr
		  ○ Eid-al-Ghadeer
			Christian views on
			• Marriage
			• Sexual relationships
			• Family life
			• Contraception
			• Divorce
			• Gender equality in family life
			• Gender equality in society

Assessment	Knowledge based Google quiz and GCSE style written assessment checking application of knowledge GCSE-style written assessment checking application of knowledge and comparative skills	Knowledge based Google quiz and GCSE style written assessment checking application of knowledge GCSE-style written assessment checking application of knowledge and comparative skills	Knowledge based Google quiz and GCSE style written assessment checking application of knowledge GCSE-style written assessment checking application of knowledge and comparative skills

	Term 4	Term 5	Term 6
Topic	Philosophy of Religion through Islam		Matters of Life and Death through Christianity
Skills	Application and evaluation		Application and evaluation
Knowledge	Muslim views on ● Revelation ● Visions ● Miracles ● Religious experiences ● Design argument ● Cosmological argument ● Suffering ● Solutions to the problem of evil and suffering		Christians views on ● The origins of the universe ● The value of the universe ● The sanctity of life ● The origins of human life ● Abortion ● Death and the afterlife ● Euthanasia ● Issues in the natural world
Assessment	Knowledge based Google quiz and GCSE style written assessment checking application of knowledge GCSE-style written assessment checking application of knowledge and comparative skills		Knowledge based Google quiz and GCSE style written assessment checking application of knowledge GCSE-style written assessment checking application of knowledge and comparative skills

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
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GCSE Sciences: Biology, Chemistry and Physics

Biology

Intent	Implement	Impact
Students will study some of the key topics of GCSE Biology this year. In year 10 we intend to cover the following topics; communicable disease, non-communicable disease, preventing and treating disease, photosynthesis, respiration, homeostasis. Following the year 10 examinations, we will decide whether students follow a combined science course leading to two GCSEs or the separate science course leading to three GCSEs as below.	GCSE Biology students in year 10 receive 3 hours of Biology lessons per fortnight with an extra lesson during terms 1 and 2. Students will experience a mixture of practical and theory lessons including the requirement to complete 10 required practical activities during the course. We follow the AQA GCSE Biology course using the Oxford books as the basis for our scheme of work.	By the end of the year students should be developing a range of problem solving and practical skills; students should be able to apply their knowledge of Biology to a range of real world applications. Students should be gaining confidence at handling equipment and using it to produce experimental results. Students will be learning to analyse and evaluate data. Students will be able to highlight how Biology is used outside the classroom.

	Term 1	Term 2	Term 3
Skills	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs
Knowledge	B5 Communicable diseases - types of pathogen and diseases they cause, growing microbes, human defence against infection B7 Non-communicable disease - cancer, smoking, alcohol	B6 Preventing and treating disease - vaccination, antibiotics, developing drugs, monoclonal antibodies B7 Non-communicable disease - cancer, smoking, alcohol B8 Photosynthesis - equation, limiting factors, using glucose	B8 Photosynthesis - equation, limiting factors, using glucose B9 Respiration - aerobic respiration, effect of exercise, anaerobic respiration, metabolism
Assessment	B5 Communicable disease knowledge test Required Practical 2 Microbiology	B6 Preventing and treating disease knowledge test B5 and B6 end of topic test	B8 Photosynthesis knowledge test B9 Respiration knowledge test B8 and B9 end of topic test Required Practical 6 Photosynthesis

	Term 4	Term 5	Term 6
Skills	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs
Knowledge	B10 The human nervous system - structure and function of the nervous system including the brain, reflexes, the eye	B10 The human nervous system - structure and function of the nervous system including the brain, reflexes, the eye B11 Hormonal coordination - animal and plant hormones, diabetes, menstrual cycle	B11 Hormonal coordination - animal and plant hormones, diabetes, menstrual cycle B12 Homeostasis in action - regulation of temperature, excretion of waste, structure and function of the kidney
Assessment	Year 10 examination Required Practical 7 Reaction time	B10 The human nervous system knowledge test	B11 Hormonal control knowledge test B12 Homeostasis in action knowledge test B11 and B12 end of topic test

How parents can support:	Encourage students to: review and apply their learning after lessons; revise for tests and other assessments carefully; complete homework tasks and meet deadlines; watch documentaries and the news to appreciate how Biology can be used and applied outside the classroom.
Useful links	Kerboodle online Seneca learning Educake CGP New GCSE Biology AQA Revision Guide - Higher includes Online Edition, Videos & Quizzes CGP 9-1 GCSE Biology AQA Revision Question Cards Grade 9-1 GCSE Biology: AQA Workbook - Higher AQA Biology for GCSE textbook: Third Edition - Oxford Publishing

MEGA			
M	E	G	A

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Chemistry

Intent	Implement	Impact
Chemistry is the study of matter, its properties, how and why substances combine or separate to form other substances, and how substances interact with energy. Students will have examined how the properties of the elements are related to their electronic structure and how this determines their position in the Periodic table in year 9. In year 10 they will begin to apply this knowledge to physical, inorganic and organic chemistry.	Year 10 have 3 lessons per fortnight cycle and continue to work through the AQA GCSE course. In terms 3 and 4 they also have their tenth science lessons dedicated to Chemistry. We follow the Oxford AQA Chemistry course, using their textbooks, experiments and resources.	By the end of year 10, students should have the knowledge to enable them to develop curiosity about the natural world, insight into working scientifically, and appreciation of the relevance of science to their everyday lives. They will have developed an understanding of the nature, processes and methods of science, through different types of scientific inquiry that help them to answer scientific questions about the world around them. Students will be able to apply observational, practical, modelling, enquiry, problem-solving skills and mathematical skills.

	Term 1	Term 2 and 3
Skills	- Recall - Building on use of the periodic table to enable students to work out which type of bonding is present. - Application of knowledge - problem solving when working out which type of bonding is present in different compounds. - Application of knowledge - predicting properties for compounds based on the type of bonding. - Application of knowledge - explaining properties of compounds based on the type of bonding.	- Maths skills (Chemical calculations - topic 4) - Practical Skills (Required Practical - Use titration to investigate reacting volumes) - Application of knowledge - problem solving when working out which equation formula should be used for different calculation style questions.
Knowledge	**Topic 3** How do atoms bond to each other? **I will learn:** How to predict the states of substances at different temperatures, given	**Topic 4** How can we use chemical equations to predict reacting quantities? **I will learn:** How to calculate the number of moles of a substance.

	appropriate data. How elements form ions and compounds. How ionic compounds are held together. Why ionic compounds have high melting points and when they can conduct electricity. How covalent bonds are formed and how they are represented. The limitations of using models to represent molecules or giant structures. How to recognise fullerenes and graphene and their structures. How the atoms in metals are arranged. How to compare nano dimensions to typical dimensions of atoms and molecules. The pros and cons of nanoparticles	How to balance an equation, when given the mass of reactants and products. What is a limiting reactant and how it affects the amount of product it is possible to obtain. How concentrations of solutions can be expressed in grams per dm^3 . How to assess uncertainty in measurements. What is meant by the yield of a chemical reaction, what factors can accept yield and how to calculate the percentage yield. How to calculate the atom economy of a reaction to form a desired product and why this is important industrially. Titrations theory. How to calculate the volume of a gas.
Assessment	Mid point assessed homework	C3 PPQs Assessed homework C4 PPQs

	Term 4	**Term 5**	**Term 6**
Skills	- Practical Skills (Required Practical - Prepare a salt from an insoluble metal carbonate or oxide) - Application of knowledge - problem solving when working out which extraction method can be used for each metal. - Recall - Building on knowledge of the pH scale from KS3. - Application of knowledge - predicting products formed from different neutralisation reactions.	- Recall - recalling what makes a substance an ionic compound from topic 3 (covered in term 1) - Practical Skills (Required Practical - Investigate the electrolysis of a solution) - Application of knowledge - problem solving when products formed when electrolysis of an aqueous solution takes place.	- Observation skills - from the topic 9 demonstrations. Observations are a key part of chemistry, so it is important to practice how to accurately record observations.
Knowledge	**Topic 13 (This will be covered in the 10th Science Lessons - in terms 3+4)** How pollutants created from burning fossil fuels impact on the Earth's Atmosphere.	**Topic 6** How can we decompose ionic compounds to get useful products? **I will learn:**	**Topic 9** How is a range of useful products obtained from crude oil? **I will learn:**

	I **will learn** The history of the atmosphere. How the atmosphere has evolved? What are the greenhouse gases and atmospheric pollutants and how they impact on global climate change. **Topic 5** How can we extract metals from their ores and how we can prepare pure, dry samples of salts. **I will learn:** The reactivity series of metals and how it can be used in the extraction of metals. The displacement reactions for metals and how they can be used for extracting metals. The processes used to extract metals and how to decide which process is used for each metal. The methods used to make soluble salts. About additional methods to make soluble salts About neutralisation and pH Scale What makes an acid strong or weak?	What happens in electrolysis, the types of substances that can be electrolysed and how to predict the products of electrolysis from molten ionic compounds. How electrolysis is used in the extraction of aluminium from aluminium oxide. What happens in electrolysis of aqueous solutions, the ions present and how to predict the products of electrolysis from aqueous ionic compounds.	What crude oil is made up of and what the alkanes are, including how to represent them by their formula and the names and formulae of the first four alkanes. How alkanes can be used as fuels and their properties. How fractional distillation can be used to make more useful products. How and why larger hydrocarbons can be cracked into smaller hydrocarbons.
Assessment	Year 10 examinations	C5 PPQs C6 PPQs	Summative Assessment C9 PPQs

How parents can support:	**Encouraging students with regards to organisation skills as we continue with the GCSE course** **Questioning - talking to their young person about the topics being learnt** **General knowledge sharing particularly when relevant to a topic.** **Encouraging students to revise using the past paper questions available on google classroom**
Useful links	**Link to MGGS Science Students drive for past paper questions:**

	https://drive.google.com/drive/folders/1gkw3d_GZxZbI2oFqMu1UnYv15AInjmz6?usp=sharing **Links to useful videos for supporting independent learning:** https://www.freesciencelessons.co.uk/ **(Free Science Lessons)** https://classroom.thenational.academy/units/quantitative-chemistry-4db7 **(National Oak Academy - Quantitative Chemistry)** https://classroom.thenational.academy/units/chemical-changes-a5ba **(National Oak Academy - Chemical Changes Including Electrolysis)** https://classroom.thenational.academy/units/energy-changes-b607 **(National Oak Academy - Energy Changes)** https://classroom.thenational.academy/units/organic-chemistry-7c58 **(National Oak Academy - Organic Chemistry - Crude oil and fuels - lessons 1-5 only)** https://classroom.thenational.academy/units/chemistry-of-the-atmosphere-522e **(National Oak Academy - The Earth's Atmosphere)**

MEGA			
M	E	G	A
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	Advanced thinking gives pupils the power to improve their outcomes by encouraging deeper thinking. It helps to develop and deepen students' subject knowledge. We use a variety of tools consistently across subjects and within lessons to promote advanced thinking.

Physics

Intent	Implement	Impact
Students will study some of the key topics of GCSE Physics this year. The will cover energy, electric circuits, radioactivity and molecules and matter. They will undertake required practical activities as part of their study of electric circuits. Following the year 10 examinations, we will be deciding whether students follow a combined science course leading to two GCSEs or the separate science course leading to three GCSEs.	GCSE Physics students in year 10 receive 3 hours of Physics lessons per fortnight with an extra lesson during term 5 and 6. Students will experience a mixture of practical and theory lessons including the requirement to complete 10 required practical activities during the course. We follow the AQA GCSE Physics course using the Oxford books as the basis for our SOW	By the end of the year students should be developing a range of problem solving and practical skills; students should be able to solve numerical problems and apply their knowledge of physics to a range of real world applications. Students should be confident at handling equipment and are learning to use it to produce, analyse and evaluate experimental results using the correct scientific language. Students will be able to highlight how Physics is used outside the classroom. Students will be in either combined science or separate science classes in term six.

	Term 1	Term 2	Term 3
Skills	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation

	Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs	Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs	Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs
Knowledge	P1 Conservation and dissipation of energy - energy forms and transfers, energy equations, dissipation, efficiency	P4 electric circuits - static electricity, charge and current, resistance, component characteristics, series and parallel circuits	P5 mains electricity - a/c and d/c current, plugs and safety, electric power and the national grid
Assessment	P1 end of topic test	P4 end of topic test Required practical 3 resistance Required practical 4 I-V characteristics	P5 end of topic test

	Term 4	**Term 5**	**Term 6**
Skills	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs
Knowledge	P7 radioactivity - history of the atom, types of radiation, radioactive decay, safety, nuclear energy	P7 radioactivity - history of the atom, types of radiation, radioactive decay, safety, nuclear energy P6 molecules and matter - density, particle model, changes of state, gas pressure	P6 molecules and matter - density, particle model, changes of state, gas pressure P8 Forces in balance - resultant force, centre of mass, gears and levers, moments, parallelogram of forces, resolving forces
Assessment	Year 10 examination	P7 end of topic test	P6 end of topic test

			P8 end of topic test

Useful resources	**Kerboodle online** **Seneca learning** **Educake** **CGP New GCSE Physics AQA Revision Guide - Higher includes Online Edition, Videos & Quizzes** **CGP 9-1 GCSE Physics AQA Revision Question Cards** **Grade 9-1 GCSE Physics: AQA Workbook - Higher** **AQA Physics for GCSE textbook: Third Edition - Oxford Publishing**

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement for example by setting regular homework tasks, promoting the organisation of folders using chapter maps and use of regular testing to help students monitor their progress. Students will be encouraged to use support sessions when necessary.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons, for example required practicals, demonstration experiments, problem solving, use of chromebooks for quizzes and research activities.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources for example use of google classroom for lesson resources and homework as well as preparation for the year 10 examinations, google drive for slides and chapter maps, and google forms for mid topic assessments	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.

Non-Examined Courses

Careers Education, Information, Advice & Guidance
CEIAG is delivered throughout the school across all year groups, often as all or part of a RISE Day. Other information is disseminated in a variety of ways, including careers' classrooms on Google, assemblies, school trips, lunchtime talks and form time activities. The aim is to develop a variety of skills and assist with career decisions and future plans. Students are strongly recommended to investigate a wide variety of careers using the materials available in the Careers Library on the top floor of Buckland House, which includes university and college prospectuses, careers event notices, books and job profile information sheets.

In Years 7 to 10 students will take part in RISE Days which involve careers related activities such as interview skills workshops, career quizzes and enterprise tasks.

In Year 11 the programme is formulated to assist with decisions and choices for post-16 plans, including information about apprenticeships, career options, the Sixth Form at MGGS and how to apply for any of these.

There will be a Sixth Form Open Evening for students and parents to find out more details about the A Level courses on offer at MGGS, which our Careers Co-ordinator attends and is available to talk to all night. All Year 11 students will also have a one to one interview with our Careers Coordinator to assist with Post-16 plans and a guidance meeting with a member of the school's Leadership Team.

Students in Year 9 also have a one to one interview with our Careers Co-ordinator to help assist with GCSE option selections. Additionally, there will be access to advice and guidance from our independent careers link, which is available via request for Years 11, 12 and 13.

When students enter our sixth form there is a further CEAIG programme to assist and support in choice of employment, higher level apprenticeships or higher education courses. This includes being able to book appointments to discuss future plans, help and support with UCAS, apprenticeship and job applications, and Google classrooms specifically for vocational careers such as Law, Education and Healthcare.

Personal, Social & Health Education & Citizenship
The aim of our PSHE programme is to support the development of the skills, attitudes and values to enable students to develop good relationships and value and respect themselves and others, to develop a healthy and safe lifestyle, become better informed citizens and make and act on informed decisions and have a sense of purpose. The PSHE programme has three areas of focus:

- Relationships and Sex Education (RSE)
- Health and Wellbeing Education
- Living in the Wider World (citizenship and careers education)

The course is delivered through the five RISE Days as well as assemblies and form times. By using a variety of resources and approaches students will be able to identify their own strengths, draw up plans to support those areas that need more development and become increasingly prepared for the opportunities, responsibilities and experiences of adult life.

Physical Education (Core PE)

The Physical Education Department offers a wide and varied enrichment programme. It provides for physical, creative, social and intellectual development and gives students an opportunity to gain the MGGS Leadership Award in Dance or Sport. Through a balanced and relevant range of activities and learning experiences, students are encouraged to lead an active lifestyle and develop those attitudes necessary for the effective and productive use of leisure time.

Students at Key Stage 4 will be required to study a variety of activities in depth which will be assessed against Personal Learning and Thinking Skills. In addition to this the Physical Education Department also assesses attitude to learning and involvement in every aspect of this subject. Students' knowledge of the rules, tactics and techniques required in each activity, together with an understanding of the fitness aspects involved, are also assessed. Planning and evaluating is also an integral part of each course. The ability to work and cooperate with others is another important factor in the assessment procedure.