



Maidstone Grammar School
for Girls
Non sibi sed omnibus

Year 10 Curriculum 2026-27



A Reference Booklet *for* Parents and Carers

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Dear Parents and Carers

This booklet 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 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 Year 9 Term 6 and for some core subjects earlier than this. 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 our curriculum in Personal, Social & Health Education, Citizenship and Careers Education, Information, Advice & Guidance, which are delivered during our termly PSHE Days.

The Year 10 Curriculum at MGGS

There are five lessons a day, each one hour long. We operate a two week timetable (Weeks 1 and 2) and therefore the timetable for Week 1 will be different to Week 2.

Subject	Number of lessons per fortnight
Maths	7
English (Language & Literature)	7
Science (Double/Triple)	9
Religious Education	4
Modern Foreign Language	5
Humanity	5
GCSE Option	5
GCSE Option	5
Core Physical Education	3

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. 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.





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 PSHE 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. Students will take part in PSHE 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.

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 PSHE 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.





MGGS is MEGA

What makes the MGGS curriculum unique is our commitment within every subject to incorporate the wider skills and characteristics that will ensure all our students become well rounded, successful learners. Every lesson contains opportunities for students to develop their core skills which will equip them for all their possible future adventures! At MGGS we call this our MEGA programme.

M is for Mindset  Students need vision, significant effort, effective systems, varied practice and a good attitude/growth mindset (open, taking risks, resilient) in order to achieve their full potential. We firmly believe that these skills, traits/attributes and habits can be developed and have lots of activities designed to assist with this.	E is for Enrichment  We seek to develop curious learners and promote scholarship, including activities /opportunities to extend students' understanding beyond the NC. We want our learners to be well rounded, and, as a result, we have designed a diverse and comprehensive range of enrichment opportunities for students to enjoy.
G is for Google  Digital skills are essential in our modern world. 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. We teach, collaborate and communicate via Google throughout the school.	A is for Advanced Thinking  Our students are equipped with tools designed to reorganise, frame, extend and challenge their thinking, promoting deeper 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 <i>Thinking Maps</i> to help enhance their learning..

Literacy, Numeracy and Oracy

Alongside the MEGA skills, our curriculum is designed to give students as many opportunities as possible to regularly develop their literacy, numeracy and oracy skills. Our lessons will integrate reading, writing, problem-solving and structured speaking activities across all subjects and in real-world learning contexts.

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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 Component 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
Skills	Painting, and printmaking	Collage, 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 paint with acrylic paint How to create an etching. How to create a lino/mono/silicone plate print. How to present an art sketchbook/design sheets.	How to create a collage How to make practical work better How to develop and refine ideas How to combine ideas from multiple artists in a personal way. Knowledge of various, independently chosen contexts.	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 2-3 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 2-3 weeks in each student's 'Newsfeed' document.	Grade banding/ATL and detailed comment every 2-3 weeks in each student's 'Newsfeed' document.	Grade banding/ATL and detailed comment every 2-3 weeks in each student's 'Newsfeed' document.

	Term 4	Term 5	Term 6
Skills	Presenting a personal outcome; Idea generation, idea development, various skills on a 1:1 basis OPTION: STRUCTURED PROJECT	Idea development, idea refinement, various skills on a 1:1 basis OPTION: STRUCTURED PROJECT	Practical and technical refinement, various skills on a 1:1 basis. OPTION: STRUCTURED PROJECT
Knowledge	How to present a personal response. What makes a strong art project	How to generate complex concepts.	How to make practical work better

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	holistically. OPTION: STRUCTURED PROJECT	Knowledge of various, independently chosen contexts. OPTION: STRUCTURED PROJECT	How to combine ideas from multiple artists in a personal way. OPTION: STRUCTURED PROJECT
Assessment	The 'NEWSFEED' document becomes more student driven. Every 2-3 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. Student reflection of first project.	Grade banding/ATL and detailed comment every 2-3 weeks in each student's 'Newsfeed' document.	Grade banding/ATL and detailed comment every 2-3 weeks in each student's '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. There is opportunity for students to complete their work outside of lessons in the art rooms. There is also an opportunity for a few students to complete work experience creating an art project in a local school. 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 Business

Intent	Implementation	Impact
The GCSE Business curriculum is designed to equip students with the knowledge, understanding and skills needed to explore how businesses operate in the real world. Students will develop commercial awareness and an understanding of how and why businesses make decisions in areas such as marketing, finance, operations and human resources. The course encourages students to think critically about current business issues and the impact businesses have on individuals, society and the economy. Students will develop analytical, evaluative and problem-solving skills which prepare them for further study and the wider world of work.	Throughout the course, students are taught through a mixture of theory, real-life case studies, data analysis, discussion and exam practice. Students regularly apply business theory to well-known national and international businesses in order to develop confidence with examination style questions. Students develop quantitative skills through the interpretation of business data, calculations and financial information. Retrieval practice, low stakes quizzes and exam-based assessments are embedded throughout the course to support long-term knowledge retention and exam readiness.	By the end of Year 10, students will have developed a strong understanding of how businesses start, operate and grow. They will be able to apply business concepts to a range of real-life contexts and confidently analyse and evaluate business decisions using evidence. Students will have developed transferable skills including communication, numeracy, teamwork, problem solving and critical thinking. These skills support progression into A Level Business and Economics, vocational courses and future employment.

	Term 1	Term 2	Term 3
Skills	Calculation of revenue, costs and profit Interpretation of business data and financial information Written analysis using business terminology Developing chains of reasoning in exam responses	Interpreting market research data Analysing business case studies Quantitative skills and calculations Evaluation of business decisions	Financial calculations Interpretation of cash flow forecasts Data analysis and decision making Structured evaluation using evidence
Knowledge	Enterprise and entrepreneurship Business aims and objectives Spotting a business opportunity Market research methods Customer needs and market segmentation Competitive advantage Business planning	Marketing mix: product, price, promotion and place Customer needs and consumer behaviour Factors influencing the marketing mix Digital marketing and social media Business location and the importance of customer service	Sources of finance Cash flow forecasting Break-even analysis Budgeting Financial terms and calculations The importance of cash and profit
Assessment	End of topic knowledge tests Calculation skills quizzes GCSE style short-answer and extended writing questions	End of unit assessment Marketing mix case study analysis GCSE style exam questions	Finance topic assessment Calculation-based quizzes Extended response exam practice

	Term 4	Term 5	Term 6
Skills	Analysing operational business decisions Applying business theory to	Human resource decision making Interpretation of workforce data Constructing balanced arguments	Synoptic thinking across business topics Evaluation of business growth

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	real contexts Interpreting operational data Written justification and evaluation	Application of theory to case studies	strategies Interpretation of business performance data Exam technique and time management
Knowledge	Business operations Production methods Quality and customer service Procurement and supply chains Sales process and consumer law The impact of technology on business	Recruitment, selection and training Motivation and retention of staff Organisation structures Internal and external communication Leadership styles Employment law and workplace issues	Business growth Globalisation Ethics and the environment The impact of technology on businesses Business stakeholders Review and consolidation of Year 10 content
Assessment	Mock examination.	Human resources assessment GCSE style 6- and 9-mark questions Peer and self-assessment activities	End of year examination Retrieval quizzes Synoptic exam practice questions

How parents can support:	Encourage regular revision and review of key terminology. Discuss current business stories and economic events in the news. Support students in practising calculations and exam questions. Encourage independent reading and engagement with business-related media. Ensure homework and revision tasks are completed regularly.
Useful links	https://www.bbc.co.uk/bitesize/subjects/zpsvr82 https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html https://www.tutor2u.net/business https://senecalearning.com/en-GB/

MEGA			
Mindset	Enrichment	Google	Advanced Thinking
Our curriculum is designed to support students' mindset through developing resilience, independence and confidence in applying business theory to unfamiliar situations. Students are encouraged to reflect on feedback and develop effective revision and study habits.	We enrich students through the curriculum by using real-world case studies, current business news, enterprise activities and opportunities to explore how businesses operate locally, nationally and globally.	Google Classroom is used regularly to provide lesson resources, revision materials, homework tasks, quizzes and exam practice activities. Students are encouraged to use online platforms independently to support retrieval and revision.	We promote advanced thinking through activities which encourage students to analyse, interpret and evaluate business decisions. Students are supported to develop commercial awareness and justify decisions using evidence and balanced judgement.





GCSE Computer Science

Intent	Implementation	Impact
The increasing use of technology in all aspects of society makes confident, creative and effective 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.	The GCSE Computer Science course comprises two papers. 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 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 should have developed good analytical and reasoning skills to break down complex problems, identify patterns, and systematically design efficient solutions. They will be able to design, code, test, and debug programs using the Python programming language. They should be able to reason how computer systems are structured, including hardware components, memory, storage, and the purpose of system software like operating systems and utility software.

	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 Logic gates and electronic circuits from Physics.	Numeracy skills - Mental arithmetic skills - multiplication, addition and division Literacy skills - Key Computer Science vocabulary. Magnetism, transistors and capacitors.
Knowledge	<u>Paper 1</u> The Structured Approach - Using subroutine, procedures and functions. Decomposing problems into smaller steps. Representing Algorithms - Using flowcharts and pseudocode to represent algorithms. <u>Paper 2</u> Representing Images - Understand pixels, bitmap images and calculating file sizes Representing Sound - Converting analogue sound to digital format, understanding factors affecting quality of sound. Data Compression - Be able to compress data using lossy and lossless compression techniques.	<u>Paper 1</u> Arithmetic Operations - Integer and modulo division. Representing Algorithms - Using abstraction and tracing simple algorithms. Data Structures - Working with single dimensional arrays and lists. String handling operations Random number generation <u>Paper 2</u> - Boolean Logic - designing and building circuits to simulate properties of simple gates Hardware and Software & Classification of the types of software. Computer Systems - Gain knowledge and be able to differentiate between the various types of memory.	<u>Paper 1</u> Robust and Secure Programming - Data validation, verification, syntax and logic errors. Programming Skills - Design, write, test and refine code. <u>Paper 2</u> Computer Systems Components of the CPU (Von Neumann Architecture) Different types of storage devices
Assessment	Paper 1 - Google Quiz on subroutines / procedures / functions. Paper 1 - Summative assessment on all term 1 content.	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	Paper 1 - Google Quiz on robust and secure programming. Paper 2 - Formative assessment on Computer

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	Paper 2 - Summative assessment on Unit 3.3	Logic gates & classification of hardware and software.	Systems using Educake quizzes.
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	Term 4	Term 5	Term 6
Skills	Numeracy skills - Mental arithmetic skills - multiplication, addition and division, averages Literacy skills - Key Computer Science vocabulary.	Literacy skills - Key Computer Science vocabulary relevant to computer networks. Resilience and Practise	Mastering Python programming skills 10 hours of independent programming experience.
Knowledge	<u>Paper 1</u> Data Structures - Working with and tracing two dimensional arrays and lists. <u>Paper 2</u> 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> Linear Search Algorithm - Understanding and being able to code the algorithm. Binary Search Algorithm - Understanding and recognising the code for the algorithm. Efficiency of Algorithms - Particularly focusing on comparing efficiency of linear and binary search techniques. <u>Paper 2</u> (LAN, WAN and PAN) Wired and wireless networks Network Topologies	<u>Paper 1</u> File handling* - Legacy topic from previous specification, still taught to facilitate programming projects. <u>Paper 2</u> Fundamentals of Computer Networks Understanding the network protocols, network layers and security. 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.	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 master their programming skills and predicting outcomes to algorithms. 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. BBC Bitesize KS4 Videos supporting the GCSE learning http://www.bbc.co.uk/technology - Latest technology news



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	
Skills	How to perform on stage Undertake technique exercises, How to connect with an audience 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.	How to perform a set phrase. Performing with the accuracy of direction and timing. How to connect with an audience. Interpreting a stimulus to create an intention.	Describing intentions using different stimuli. 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 the difference between the stimulus and choreographic intention for the piece.	The different physical skills. The different expressive skills and how we can improve these in rehearsals. The elements of dance and how to use these in choreography.	Knowing how to use the elements of dance and choreographic devices to show an intention.
Assessment	End-of-term assessment, using duet/trio criteria from a performance.	One 6-mark 'explain' question-based on 'A Linha Curva'.	End-of-term assessment of a contemporary phrase and a choreography piece.	Shortened Section A exam questions.

	Term 3		Term 4	
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.	How to perform a set phrase Performing with an accuracy of direction and timing. How to connect with an audience. Interpreting a stimulus.	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	Knowing how to apply knowledge in a structured exam question. Knowing the difference between the	The different physical skills. Demonstrating technical skills. The different expressive skills and how to apply	.Knowing how to give reasons why safe dance practice is important.

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	improve these in rehearsals.	stimulus and choreographic intention	these in performance. Safe dance practice.	
Assessment	End-of-term assessment, using the mark scheme to assess 'Breathe'	One 12-mark 'discuss' question-based on 'Within Her Eyes'.	End-of-term assessment of a contemporary phrase and a choreography piece.	Shortened Section A exam questions.

	Term 5		Term 6	
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.	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. Knowing choreographic devices. Safe dance practice.	Knowing how to compare and contrast constituent features Knowing how to structure an answer effectively.
Assessment	End of term assessment, using the duet/trio mark scheme to assess the trio.	One 12 mark 'discuss' question based on 'Emancipation of Expressionism'.	End of term assessment of all performance work and the choreography piece.	One '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





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. - 2 point perspective. - isometric. - orthographic. - rendering. - 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 Revision guide

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 themselves and others affordably and nutritiously, now and later in life. 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	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.	How to respond to mock NEA2 task.	How to respond to NEA2 task (mock) continued: application of high level

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	Practical application of food styling and presentation. NEA2 mock: practical application of timed dishes (show high skill level techniques and strong presentation; review outcomes).	Application of high level technical skills in practical outcomes. - Skills reflection. - Sensory evaluation. - Presentation of portfolio.	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 to 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. Parents should encourage students to engage positively with learning the skills required in preparing and cooking a broader range of ingredients.
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
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. 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 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. Learners will refine their work and complete a personally informed and meaningful practical outcome.	Learners are knowledgeable about a wide range of techniques, processes and materials. 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.

	Term 1	Term 2	Term 3
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 - 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 - Annotation	- 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 - Annotation - Group creative design tasks.
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	Term 5	Term 6
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 - Annotation
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 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)	Create and develop ideas to communicate meaning for theatrical performance. Demonstrate knowledge and understanding of how drama and theatre is developed and performed. Analyse and evaluate their own work and the work of others.	Create and develop ideas to communicate meaning for theatrical performance. Apply theatrical skills to realise artistic intentions in live performance. How drama and theatre is developed and performed.	Create and develop ideas to communicate meaning for theatrical performance. Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
Knowledge	<u>Component 1 Section B</u> (written paper): Introduction to and study of the GCSE set text <i>The Crucible</i> 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.	<u>Component 1 Section B</u> : Continued study of <i>The Crucible</i> . 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. <u>Component 3</u> : understand the requirements of the scripted NEA. Students work in groups to stage a scene (from <i>The Crucible</i>). Consider set and costume design.	<u>Component 1 Section B</u> : Continued study of <i>The Crucible</i> . 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	Marking of practice written examination questions.	Marking of practice written examination questions. Assessment of performance.	Marking of practice written examination questions and students theatre notes.

	Term 4	Term 5	Term 6
Skills	Create and develop ideas to communicate meaning for theatrical performance.	Create and develop ideas to communicate meaning for theatrical performance.	Create and develop ideas to communicate meaning for theatrical performance.

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	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.	Apply theatrical skills to realise artistic intentions in live performance.	Apply theatrical skills to realise artistic intentions in live performance.
Knowledge	<u>Component 1 Section B:</u> 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. <u>Component 1 Section C:</u> 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. <u>Component 2 Devising Drama:</u> Students begin NEA 1. They are introduced to a range of stimuli which they analyse and use as a starting point for the creation of a 15-20 minute piece of theatre in groups.	<u>Component 2 Devising Drama:</u> 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'. 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. <u>Component 1 Section C:</u> 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.	<u>Component 2 Devising Drama:</u> 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). NEA performance examination to an audience.
Assessment	Marking of practice written examination questions and students theatre notes.	Feedback is given for each section of the Devising Log using the 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			
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. There are also extra-curricular opportunities such as the annual school production, theatre visits and workshops led by industry professionals.	Google 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.

	Term 1: An Inspector Calls	Term 2: Power and Conflict Poetry	Term 3: Power and Conflict Poetry/Eng Lang Paper 1
Skills	- Analysis	- Analysis	- 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	Poetry analysis	Poetry essay

	Term 4: English Language Paper 1	Term 5: Shakespeare Unit ('Romeo and Juliet')	Term 6: Shakespeare Unit ('Romeo and Juliet')
Skills	- Analysis - Writing to	Analysis	- Analysis

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	persuade/argue		
Knowledge	Vocabulary/concepts: - Reading for meaning - Inference/deduction - Language - Language techniques/devices - Comparison - Purpose - Audience - Sentence structures - Advanced punctuation - Paragraphing for effect/sequencing - Tone	Vocabulary/concepts: - Petrarchan lover - Courtly lover - Elizabethan society and values - Patriarchal society - Shakespeare's life, beliefs and influences - The Globe Theatre - Shakespearean tragedy - Sonnet - Verse - Prose - Rhyming couplet - Iambic pentameter - Metric split - Language techniques/devices - Hamartia / fatal flaw - Turning point - Tragic hero - Conventions of tragic drama - Soliloquy	Vocabulary/concepts: - Petrarchan lover - Courtly lover - Elizabethan society and values - Patriarchal society - Shakespeare's life, beliefs and influences - The Globe Theatre - Shakespearean tragedy - Sonnet - Verse - Prose - Rhyming couplet - Iambic pentameter - Metric split - Language techniques/devices - Hamartia / fatal flaw - Turning point - Tragic hero - Conventions of tragic drama - Soliloquy
Assessment	Year 10 exams: Eng lit: An Inspector Calls Eng lang: Eng lang pl	- '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-fl0wpFAwc8s3HV3uB8_XzWQI3XGXUFRxBJSPJij0/edit

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 promotes independent learning and academic inquisitiveness. 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 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.	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.

	Term 1 and 2 - Changing Economic World	Term 3 and 4 - Urban Issues and Challenges
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 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.	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 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 the UK 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

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	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.	Understand what urban greening is Understand how deprivation is a social challenge of urban change Describe how urban living can be sustainable using Curitiba
Assessment	Exam style end of unit assessment	Exam style end of unit assessment

	Term 5 - Coastal landscapes	Term 6 - The living world (ecosystems & deserts)
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 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	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 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





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.	Students 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. In every topic students will be specifically taught how to approach the exam skills and have opportunities to practise for homework and receive detailed feedback (both individually and whole class) before attempting in exam conditions. Out of class learning will be made up of revision and Educake Quizzes, which are designed to support knowledge retention.	Students will have developed analytical skills which can be used beyond the classroom such as fact checking and identifying fake news. Students 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 1		Term 2 (part 1)	Term 2 (Part 2)	Term 3
Unit	Germany 1890 - 1945: Democracy and Dictatorship			Conflict and Tension in Asia, 1950 - 1975	
Skills Focus	A04: Analysing historical interpretations	A01: Using historical knowledge A02: Explanation of second order concepts		A01: Using historical knowledge A02: Explanation of second order concepts A03: Source Analysis	
Knowledge	<u>How did the NSDAP rise to power?</u> • The Great Depression • rise of the NSDAP • Hitler and the Chancellorship • Reichstag Fire • Enabling Act • Night of the Long Knives	<u>How did Hitler control Nazi Germany?</u> • Nazi Economic Policies (WW2, employment, self sufficiency) • Nazi Social Policies (Women, Youth and minorities) • Nazi Control (religion, [propaganda, police state and resistance])	<u>The Korean War</u> • Causes • Key Battles • Stalemate • Peace Treat • USA's role • USSR's role • Kim il-sung • Sygman Rhee • China's Role • MacArthur	<u>The Vietnam War (pt.1: 1945 - 1965)</u> • First IndoChina war • Geneva agreement • Rule of Diem • Gulf of Tonkin	
Assessment	<u>Germany: Democracy and Dictatorship</u> 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)	<u>Germany: Democracy and Dictatorship</u> 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)	<u>Conflict and Tension in Asia</u> 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	Health and the People: 1000 - 2000	

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	- 1975		
Skills Focus	A01: Using historical knowledge A02: Explanation of second order concepts A03: Source Analysis	A01: Using historical knowledge A02: Explanation of second order concepts A01: Using historical knowledge	A02: Explanation of second order concepts A03 Source Analysis
Knowledge	<u>The Korean War (pt.2: 1965 - 1975)</u> • Tactics • Johnson's War • Nixon's War • Reason for US leaving Vietnam • Protest and Media Movement	<u>Medieval: Medicine Stands Still</u> • Hippocrates and Galen • Causation Treatment and Prevention • Chritian and Islamic Medicine • Surgery and Public Health • Case Study: Black Death	<u>The beginnings of change</u> • Vesalius, Pare, Harvey • Science and Technology: Printing Press, Microscope and Royal Society • Jenner and Smallpox • Treatment and Prevention • Case Study: Public Health <u>A Revolution in Medicine (pt. 1)</u> • Pasteur and Koch (Germ theory, Bacteria and Vaccinations) • Florence Nightingale and Hospitals • Surgery: Anaesthetics and Antiseptics
Assesment	Year 10 Examinations: full Germany, 1890 - 1945: Democracy and Dictatorships paper and Q1+Q4 of Conflict and Tension in Asia	<u>Conflict and Tension in Asia</u> Q1: Prove the message of a source (4) Q2: Source Utility (12 marks) Q3: Narrative Account (8 marks)	<u>Health and the People</u> Q2: Significance Q3: Similarities between 2 developme

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 is a journey of progression and development. There is no 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.	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 use a range of activities to help student think deeply, including planning exam questions; cross referencing between sub topic and correcting inaccuracies





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 of Year 11, which will provide the opportunity to revisit the topics that students have found most challenging in the lead up to their GCSE examinations.	Each topic starts with prior knowledge which it is expected all students will know. This prior knowledge will be checked to ensure students know and reinforced if necessary.	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

	Surds and Estimation	Trigonometry and circles	Straight lines and inequalities
Knowledge	Highest Common Factor (HCF) Lowest Common Multiple (LCM) Surds Indices Standard Form Recurring Decimals Estimation Bounds	Pythagoras Theorem (2D and 3D) Trigonometry (2D and 3D) Sine Rule Cosine Rule Exact values of trigonometry Angles in parallel lines Bearings Angles in polygons Area and perimeter of sectors and segments Circle theorems	Forming and solving linear equations and inequalities Drawing and shading linear inequalities Equations of parallel and perpendicular lines Solving linear simultaneous equations graphically and algebraically
Skills	Accurately recall facts, terminology and definitions. Use and interpret notation correctly. Accurately carry out routine procedures or set tasks requiring multi-step solutions. Make deductions, inferences and draw conclusions from mathematical information. Construct chains of reasoning to achieve a given result. Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes. Make and use connections between different parts of mathematics. Accurately recall facts, terminology and definitions. Use and interpret notation correctly. Accurately carry out routine procedures or set tasks requiring multi-step solutions. Make deductions, inferences and draw conclusions from mathematical information. Construct chains of reasoning to achieve a given result. Interpret and communicate information accurately. Present arguments and proofs. Assess the validity of an argument and critically evaluation a given way of presenting information. Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes. Make and use connections between different parts of mathematics.		





	Use and interpret notation correctly. Accurately carry out routine procedures or set tasks requiring multi-step solutions. Make deductions, inferences and draw conclusions from mathematical information. Construct chains of reasoning to achieve a given result. Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes.		
Assessment	Term 1 test	Term 2 test	Year 10 exams

	Quadratics	Probability, Histograms and Trends	Non-linear graphs	Ratio, Area and Proportion
Knowledge	Expanding and factorising quadratics. Factorise a quadratic with coefficient of $x^2 = 1$ Solve quadratic equations Iteration Completing the square Quadratic formula Sketching quadratics Construct and solve quadratic inequalities.	Averages from a table Calculating Interquartile Ranges Stem and Leaf diagrams Frequency Polygons Cumulative frequency Box plots Probability Set theory Scatter diagrams Time series Sampling Probability Mutually exclusive, exhaustive and independent events Tree diagrams Histograms	Equations of a circle Equation of a tangent Solve linear and quadratic graphs Reciprocal graphs Exponential graphs	Ratio Volume and surface area of cylinders, spheres, cones, pyramids Congruency and similarity Direct and inverse proportion Vectors
Assessment	Year 10 exams	Term 6 test	Term 6 test	Year 11 Mocks

How parents can support:	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 Encouraging students to seek support from staff if required.
Useful links	https://corbettmaths.com/contents/ https://mathsgenie.co.uk https://www.drfrostmaths.com/ https://www.mymaths.co.uk/





GCSE Media Studies

Intent	Implement	Impact
The first year of the Edquas GCSE Media Studies curriculum is focused on the teaching of terminology, the identification and analysis of technical codes and the application of Media Studies theory that help to widen the students' knowledge of the industry. The Year 10 curriculum follows directly on from the 'Introduction to Media Studies' unit taught during term 6 of Year 9 and sees the pupils apply their new knowledge and understanding to a range of the set texts. It introduces the students to the industry and audience component of the course for the first time and sees them consider how the ownership, funding and structure of a company will shape a media text.	The texts taught throughout Year 10 cover five areas of the media and explore the texts for different purposes. The students study advertising and marketing and publishing, learning how to apply media language and representational analysis to these products before studying the newspaper, radio and video game industries. These units focus on the business and economics of the industry and how this affects the way they target audiences. The year ends with the students applying this knowledge to their NEA project where they create their own media text using the appropriate conventions.	By the end of Year 10, students will feel confident analysing a range of media texts using terminology and some theory to support their ideas. They will be able to identify technical codes in both print and A/V texts and use this information to construct a clear and cohesive argument in response to a question or prompt. Students will be able to recall factual information surrounding the industries of newspapers, radio and video games and consider how ownership structures directly affect the products. They will be able to identify target audiences for texts and consider how these audiences may respond to a given text. They will also have created their own media product using the correct media language to construct an appropriate representation for a given target audience using the correct industry context.

	Term 1 - Advertising and Marketing	Term 2 - Publishing	Term 3 - Newspaper Industry
Skills	Media language analysis Representation analysis Application of contextual knowledge	Media language analysis Representation analysis Application of contextual knowledge	Analysing industry operations Analysing industry regulation Evaluating audience targeting and response
Knowledge	Codes and conventions of print advertising. Codes and conventions of film posters. Semiotic analysis of two print advertisements: <i>NHS 111</i> (2023) and <i>Quality Street</i> (1956) Semiotic analysis of two film posters: <i>No Time to Die</i> (2021) and <i>The Man With the Golden Gun</i> (1974) The function of stereotypes in how they are established and function over time.	Codes and conventions of magazines. Codes and conventions of newspapers. Semiotic analysis of two print magazine front covers: <i>Vogue</i> (2021) and <i>GQ</i> (2019) Semiotic analysis of two newspaper front covers: <i>The Sun</i> (22 March 2025), <i>The Guardian</i> (6 May 2025) The function of stereotypes in how they are established and function over time. Evaluating how the selection,	Regulation of the newspaper industry. Leveson enquiry Ownership structure of News Corporation Audience demographics for <i>The Sun</i> Convergence: understanding how production, distribution, and print/online platforms interlink globally. In-depth knowledge of the newspaper, <i>The Sun</i> .

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	Applying theoretical perspectives on representation of gender. Understanding of historical, social, cultural and political context behind these texts.	combination, and exclusion of elements construct viewpoints and meanings. Understanding of historical, social, cultural and political context behind these texts.	
Assessment	Students are assessed formatively on their use and understanding of media terminology throughout the year. Each term features a summative assessment of an exam question or series of questions.		

	Term 4 - Radio Industry	Term 5 - Video Game Industry	Term 6 - NEA Practical Production
Skills	Analysing industry operations Analysing industry regulation Evaluating audience targeting and response	Analysing industry operations Analysing industry regulation Evaluating audience targeting and response	Photography Cinematography Editing Graphic design
Knowledge	Understanding the operational differences between distinct funding structures, such as government-funded/public service models (BBC) and commercial models. How traditional audio broadcasting converges across digital platforms, including websites and online audio media Audience listening habits and how these reflect identity, social differences and routines How radio products have adapted overtime to respond to audience needs and the digitalisation of society. Indepth knowledge of the radio programme <i>Desert Island Discs</i>	Regulation of the video game industry How production processes, evolving technologies, and commercial funding models shape contemporary gaming platforms. How video games operate on a global scale Applying theoretical perspectives to players, including active vs. passive audience behaviours and Blumler and Katz's <i>Uses and Gratifications</i> theory. Indepth knowledge of the video game <i>Fortnite</i> .	Knowledge of editing software and photoshop skills Students will use their combined knowledge of the codes and conventions of media forms and replicate these for their products Students will use their understanding of connotative effect to create a representation of a social group.
Assessment	Students are assessed formatively on their use and understanding of media terminology throughout the year. Each term features a summative assessment of an exam question or series of questions. The NEA is assessed as per JCQ and the exam board regulations.		

How parents can support:	Encourage your child to watch, listen and read a variety of media products. Reading a newspaper and listening to traditional PSB radio stations will set the students up with a strong basis of understanding of these products. Discuss the set texts with your child and ask them to explain their contexts and how this affects the way the text is presented.
Useful links	Mrs Fisher's revision materials on Youtube: www.youtube.com/@mrsfisher8961 https://www.bbc.co.uk/bitesize/subjects/ztnygk7 https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rId=2187





MEGA			
Mindset	Enrichment	Google	Advanced Thinking
The course encourages them to identify and question the ideologies, representations and biases present in the modern media landscape. We aim to make our students 'media literate' and to question and challenge the texts that they use.	This curriculum enriches learners by developing essential skills in enquiry, critical thinking, and analysis as they debate important questions and evaluate how media products reflect diverse historical, social, and political contexts. Additionally, it fosters practical and decision-making skills by enabling students to apply their theoretical knowledge directly into creating original media productions for intended audiences.	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. Chromebooks are used for the NEA production and to develop and extend their learning in lessons.	Advanced thinking is demonstrated as learners master specialist subject terminology and theoretical perspectives to critically analyse media forms, allowing them to formulate informed arguments and reach substantiated judgements. Furthermore, students must construct a sustained, logically structured line of reasoning within extended discursive writing and synoptically apply this theoretical framework to their own practical productions.





GCSE Modern Foreign Languages

Intent	Implementation	Impact
During the two years, we aim to deepen the students' understanding of the GCSE topics and provide enough variety of language and grammatical structures for students to express themselves in the target language with confidence. 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 themselves as well as the world around them, which allows the students to open their minds to other topics and issues than their own.	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 Pearson for Edexcel course via the electronic version of the textbook which has clear objectives and is 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.	Students enjoy learning about the culture of the countries where the target language is spoken. 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.

French

Title	Module 2 Mon clan, ma tribu My Personal World	Module 3 Ma vie scolaire Studying and My Future
Skills	- talk about your identity - talk about your weekend routine - discuss friends and friendship - talk about what people look like - talk about positive role models - talk about celebrations	- talk about school life in francophone countries - talk about school subjects and school life - discuss school rules - talk about making progress at school - talk about what school used to be like when you were younger - talk about learning languages
Knowledge	- possessive adjectives - emphatic pronouns after prepositions - non binary pronoun iel and non binary adjective agreement - reflexive verbs in the present tense - on and nous meaning - adjectival agreement - some abstract/relational reflexive verbs - correct position of adjectives - direct object pronouns - present and perfect tenses contrasted and used together - irregular past participles - present, perfect and near future tenses together - adverbs	- the definite articles - comparative adjective structures - il faut + infinitive / il est + adjective (important/interdit) de - irregular past participles - negative in the perfect tense - superlatives - en + school subject - the imperfect tense - indirect object pronouns - imperfect, present and near future together - more negative phrases
Assessment	end of module assessment (listening, reading, speaking and writing skills)	end of module assessment (listening, reading, speaking and writing assessment)





Title	Module 4 En pleine forme Lifestyle and Wellbeing	Module 5 numéro vacances Travel and Tourism
Skills	- describe and give opinions about dishes - talk about meals and mealtimes - talk about good mental health - describe illness and accidents - say what you will do to improve your life - talk about lifestyle changes	- talk about holidays and accommodations - talk about your ideal holiday - discuss what you can see and do on holiday - talk about festivals - review and book holiday accommodation - talk about staycation activities
Knowledge	- the <i>vous</i> form in the imperative mood - the partitive articles - contraction to de/d' after a negative - the pronoun <i>en</i> - the <i>tu</i> form in the imperative mood - modal verbs - the preposition <i>à</i> - reflexive verbs in the perfect tense - the simple future - irregular verbs across the 3 tenses - negatives	- the conditional tense - different types of questions - give advice with <i>il vaut mieux de / il vaut mieux</i> - relative pronouns <i>qui, que</i> - correct prepositions for in - the perfect tense of modal verbs - complex structure with <i>si</i> - <i>ne ... pas encore</i> + perfect tense
Assessment	Internal exams: listening, reading and writing	internal MFL examinations: speaking end of module assessment: listening, reading and writing

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 - 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...
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/zgdqxn https://login.pearson.com https://www.languagesonline.org.uk/Hotpotatoes/index.html





German

Title	Module 2 Endlich mal Freizeit! My Personal World, Lifestyle, Media and Technology	Module 3 Meine Welt My Personal World, Lifestyle, Media and Technology
Skills	- Learn about German-speaking musicians - Give opinions - Talk about your free time - Express preferences - Use frequency phrases with correct word order - Discuss how you spend online - Express advantages and disadvantages of life online - Invite people out and buy tickets - Ask questions - Practise role-plays - Express preferences about TV shows and films - Describe plans for the weekend	- Describe festivals and cultural events - Give opinions and justifications - Describe family members - Say how you get on with people - Discuss equality and identity - Describe a family celebration in the past - Describe a party
Knowledge	- verb as second idea in the sentence - the present tense - present tense with separable verbs - können - questions with wollen and möchten - perfect tense (spoken German/more informal writing) vs imperfect tense (written narrative accounts etc.) - future tense with werden - “time, manner, place” rule - sequencers	- possessive pronouns - relative pronouns - dative pronouns and prepositions - qualifiers and quantifiers - present and past tenses together - TIME-MANNER-PLACE rule - two time frames together: present and past - feminine nouns - three time frames - in + accusative OR dative - word order - time phrases
Assessment	end of module assessment: listening, reading, speaking and writing	end of module assessment: listening, reading, speaking and writing

Title	Bleib gesund! Lifestyle and Wellbeing Travel and Tourism	Meine Ecke My Neighbourhood, Lifestyle and Wellbeing
Skills	- learn about favourite sports in the German-speaking world - talk about food and drink in Germany - practise a role-play in a restaurant: order food and drink + make a complaint/report a problem - talk about accidents and illnesses - talk about good and bad habits - talk about wellbeing - talk about what is important to you - write about lifestyle and wellbeing	- learn key facts about German-speaking countries - describe where you live - discuss transport in your area - ask for information in different situations - understand register - practise role-plays at the station, tourist office and shops - discuss shopping habits - describe an ideal place to live - describe your home
Knowledge	- comparative and superlative adjectives - irregular adjectives: <i>gut / nah / viel(e)</i> in the comparative and superlative	- the superlative - prepositions followed by the dative case - prepositions with the dative





	- <i>um...zu</i> - modal verbs in the imperfect tense - <i>seit</i> - past, present and future tenses - infinitive construction with <i>zu</i> - <i>wenn</i> + conditional - set phrases with <i>zu</i> - questions in different tenses	- correct word order when using <i>weil</i> and modal verbs - <i>gefallen</i> with the dative case - dual case prepositions followed by the dative - plural of nouns - relative pronouns: <i>was, wer, wo</i> - correct position of modal verbs in relative clauses - the imperfect tense - the conditional tense - dual case prepositions with the accusative
Assessment	internal exams: listening, reading and writing	internal MFL examinations: speaking end of module assessment: listening, reading and writing

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.quizlet.com www.blooket.com https://www.bbc.co.uk/bitesize/subjects/zgdqxn https://login.pearson.com https://www.languagesonline.org.uk/Hotpotatoes/index.html





Spanish

Title	Viajes Travel and Tourism	Mi gente, mi mundo Lifestyle and Wellbeing - My Personal World
Skills	- describe a photo - use me gustaría + infinitive - use expressions with hacer - discuss travel plans - talk about festivals in the Spanish-speaking world - say what you did on holiday - use a range of structure to give opinions in the past - describe where you stayed - give positive and negative opinions - talk about holidays using different tenses - use strategies	- read about different families - describe people - use the present continuous to describe a photo - talk about who you admire - say how long you have been doing something - talk about friendships and relationships - talk about identity and what matters to you - talk about problems and give advice - use negatives
Knowledge	- Opinion phrases: <i>me gusta, me gustan</i> + noun / <i>me gustaría</i> + infinitive - <i>Hay, es, esta</i> - Comparatives - Impersonal verb: <i>se se puede</i> + infinitive - Superlatives - <i>Si</i> clauses + present tense - <i>Hay que</i> + infinitive - <i>acabar de</i> + infinitive - <i>lo mejor/peor</i> - <i>lo bueno/malo</i> - The imperfect tense - <i>soler</i> + infinitive	- Possessive adjectives - Present continuous - <i>Ser and estar</i> - Adjectival agreement - the personal <i>a</i> - Desde hace + time - Preterite tense - Direct object pronouns - Reflexive verbs - <i>Para</i> + infinitive - <i>estar</i> to express mood - <i>deberías/podrías</i> + infinitive
Assessment	end of module assessment: listening, reading, speaking and writing	end of module assessment: listening, reading, speaking and writing

	Module 4	Module 5
Title	Mi estilo de vida Lifestyle and Wellbeing - My Personal World	¡A clase! Studying and my Future
Skills	- Talk about typical foods in Spanish- speaking countries - Use adjectives of nationality - Describe healthy daily routines - Talk about mealtimes and food trends - Compare old and new habits - Use the imperfect to say what you used to do - Talk about illnesses and injuries - Give advice - Talk about future plans to improve health and wellbeing	- learn about schools in Spain - talk about a typical day at school - translate into English accurately - talk about your studies - talk about opinions of others - talk about how you would change your school - talk about students and teachers in my school - use negatives - form questions - talk about a school trip in the past - identify false friends
Knowledge	- Adjectives - Irregular present tense verbs - Reflexive verbs	- Absolute superlatives - Adjective agreement - Relative pronouns <i>que, cuando, donde</i>





	- Indefinite adjectives - Expressions with tener + noun - <i>A las</i> + time - Direct object pronouns - Impersonal verbs - Imperfect tense - <i>Ya no</i> + verb - Reflexive verbs in the preterite - <i>Deber, tener que, necesito</i> + infinitive - Future tense - <i>Si</i> clauses	- Llevar + time period + present participle - Irregular verbs in the present tense - Relative pronoun <i>lo que</i> - Conditional tense - Impersonal verbs - Form questions - Negatives - Adjectives and adverbs - Preterite and imperfect tenses together
Assessment	Internal exams: listening, reading and writing	internal exams: speaking end of module assessment: listening, reading and writing

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 - 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...
Useful links	www.quizlet.com www.blooket.com https://login.pearson.com https://www.bbc.co.uk/bitesize/subjects/zgdqxn 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.





GCSE Music

Intent	Implement	Impact
We aim for students to: - develop performing skills individually and in groups - develop composing skills to organise musical ideas and make use of appropriate resources - broaden musical experience and interests, develop imagination and foster creativity - 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 .	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	Unit 2 Pop Music: Toto 'Africa' & Performance
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 create mood. - How the audience/venue affect the composition.	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.
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
Assessment	Ongoing tests and homework quizzes throughout the unit Past paper questions	Yr 10 mock examination (½ Paper) Marked performance Tests and homework quizzes throughout the unit

	Unit 4 Music For Ensemble - Ensemble Performance	Unit 3 Forms and Devices - Bach & Performance
Skills	Develop an understanding of sonority and texture through composing/ listening to/performing examples/composing from chamber music, musical theatre, jazz and blues.	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 • Variation • Strophic
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	• 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 Marked Performance	Ongoing tests and homework quizzes throughout the unit Past paper questions

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





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 1&2 (Paper 1)		
Unit	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	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	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	End of Unit Tests AaL Formative and Summative	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.	Ability to apply, compare and contrast information.	Service – high, low, flick (forehand or backhand).	Ability to apply, compare and contrast information.	Ability to apply, compare and contrast information.	Service – high, low, flick (forehand or backhand). Overhead – clear, drop.

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Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons	Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons	Overhead – clear, drop. Underarm – clear, drive, drop (forehand and backhand where appropriate). Netplay. Smash	Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons	Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons	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	
End of Unit Tests AaL Formative and Summative	End of Unit Tests AaL Formative and Summative	GCSE AQA Badminton performance grids	End of Unit Tests AaL Formative and Summative	End of Unit Tests AaL Formative and Summative	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. 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/gcse/physical-education-8582/specification 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
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 the 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 Religious Studies: Full Course

Intent	Implementation	Impact
Our GCSE programme builds on Key Stage 3, offering a structured and challenging curriculum that supports all students in achieving strong outcomes. By exploring moral issues from Christian and Islamic perspectives, we develop both subject knowledge and critical thinking. We follow the AQA specification, which provides appropriate challenge and links well to Key Stage 5 Philosophy. The course begins with Christian and Islamic beliefs to establish a firm foundation before applying them to ethical themes. Assessment is consistent across the department, with evaluation feedback requiring students to use MGGS Advanced Thinking Skills to improve their work. Teachers then check the quality of these improvements in future assessments.	Students begin by studying the core beliefs of Christianity, followed by Islam. This sequence ensures a strong foundation before applying beliefs to thematic content. The department uses a consistent approach to assessment and feedback. Evaluation questions are marked using feedback sheets that require students to apply an MGGS Advanced Thinking Skill (e.g. a thinking map) to improve their work. These improvements are reviewed during the next assessment cycle.	By the end of Key Stage 4, students will demonstrate a secure understanding of key religious and ethical topics and be able to communicate their ideas clearly, supporting strong grades and progression to further study.

	Term 1, Term 2 & Term 3	
Topic	Relationships and families	The existence of God and revelation
Skills	Application and evaluation	Application and evaluation
Knowledge	- Sex, marriage and divorce - Human sexuality including: heterosexual and homosexual relationships. - Sexual relationships before and outside of marriage. - Contraception and family planning. - The nature and purpose of marriage. - Same-sex marriage and cohabitation. - Divorce, including reasons for divorce, and remarrying. - The nature of families, including - Gender equality, gender prejudice and discrimination, including examples.	- The Design argument, including its strengths and weaknesses. - The First Cause argument, including its strengths and weaknesses. - The argument from miracles, including its strengths and weaknesses, and one example of a miracle. - Evil and suffering as an argument against the existence of God. - Arguments based on science against the existence of God. - The nature of the divine and revelation
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

	Term 4, Term 5 & Term 6	
Topic	Religion, crime and punishment	Religion and Life

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Skills	Application and evaluation	Application and evaluation
Knowledge	- Religion, crime and the causes of crime - Good and evil intentions and actions, including whether it can ever be good to cause suffering. - Reasons for crime - The aims of punishment - The treatment of criminals - Forgiveness. - The death penalty.	- Religious teachings about the origins of the universe - The Big Bang theory and how it relates to religious views - The value of the world and human responsibility to protect it - The use and abuse of animals - The Origins and Value of Human Life - Sanctity of life and quality of life - Abortion - Euthanasia - Beliefs about death and the afterlife
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
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.

Parents have the right to withdraw their child from all or part of the Religious Education curriculum. Please contact the Head of RE at the school if you would like further details.





GCSE Sciences: Biology, Chemistry and Physics

Biology (Separate and combined)

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..	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.

	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 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 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 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 Preventing and treating disease - vaccination, antibiotics, developing drugs, monoclonal antibodies	B6 Preventing and treating disease - vaccination, antibiotics, developing drugs, B7 Non-communicable disease - cancer, smoking, alcohol Triple content only: monoclonal antibodies, plant diseases	B8 Photosynthesis - equation, limiting factors, using glucose B9 Respiration - aerobic respiration, effect of exercise, anaerobic respiration, metabolism
Assessment	Communicable disease Google knowledge quiz Triple only: Required Practical 2 Microbiology	Preventing and treating disease Google knowledge quiz B5 and B6 end of topic test B7 Non-communicable disease Google knowledge quiz	B8 Photosynthesis Google knowledge quiz B9 Respiration Google knowledge quiz 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,	Working Scientifically skills Development of scientific thinking Experimental skills and	Working Scientifically skills Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities,

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	units, symbols and nomenclature Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs	strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs	units, symbols and nomenclature Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs
Knowledge	B10 The human nervous system - structure and function of the nervous system including reflexes Triple content only: The brain, the eye	B11 Hormonal coordination - diabetes, menstrual cycle Triple content only - plant hormones	B11 Hormonal coordination - diabetes, menstrual cycle Triple content only - plant hormones B12 Triple content only; 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 Google knowledge quiz	B11 Hormonal control Google knowledge quiz B12 Homeostasis in action Google knowledge quiz B11 and B12 end of topic test Triple content only -Required practical 8 - Investigating the effect of light or gravity on the growth of newly germinated seedlings

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	https://www.kerboodle.com/users/login (Kerboodle online) https://www.freesciencelessons.co.uk/ (Free Science Lessons) https://senecalearning.com/en-GB/ (Seneca Learning) https://cognitoedu.org/home (Cognito Science) CGP New GCSE Biology AQA Revision Guide - Higher, Videos & Quizzes CGP 9-1 GCSE Biology AQA Revision Question Cards Grade 9-1 GCSE Biology: AQA Workbook - Higher CGP New GCSE Combined Science AQA Revision Guide - Higher, Videos & Quizzes CGP 9-1 GCSE Combined Science AQA Revision Question Cards Grade 9-1 GCSE Combined Science: AQA Workbook - Higher AQA Biology for GCSE textbook: Third Edition - Oxford Publishing





Chemistry (Separate and Combined)

Intent	Implement	Impact
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. 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.

	Term 1	Term 2 and 3
Skills	- Maths skills (Chemical calculations - topic 3) - Application of knowledge - problem solving when working out which equation formula should be used for different calculation style questions.	- 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. - <i>Practical Skills (Required Practical - Use titration to investigate reacting volumes Triple only)</i>
Knowledge	Topic 3 How can we use chemical equations to predict reacting quantities? I will learn: How to calculate the number of moles of a substance. 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 dm³. How to assess uncertainty in measurements.	Topic 4 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? <i>Topic 3 Triple Only Content:</i> <i>What is meant by the yield of a chemical reaction, what factors can accept yield and how to calculate the percentage yield.</i> <i>How to calculate the atom economy of a reaction to form a desired product and why this is important industrially.</i> <i>Titration theory.</i> <i>How to calculate the volume of a gas.</i>
Assessment	End of Topic Google Assessments	End of Topic Google Assessments

	Term 4 + 5	Term 5+6
Skills	- Maths skills (Chemical calculations - drawing graphs)	- Recall of topic 7 organic chemistry. - Observation skills - from the topic 7

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	- Practical Skills (Required Practical - Investigating the effect of concentration on rate of reaction.) - Application of knowledge - problem solving when working out which equation formula should be used for different calculation style questions. - Observation skills - from the topic 6 demonstrations. - Evaluation technique when considering how changing conditions will affect yield and rate of reaction.	demonstrations.
Knowledge	Topic 6 How are reaction rates and reversible reactions affected by changing conditions? Topic 15 How changing equilibrium conditions is used in industry to maximise profit.	Topic 7 How do functional groups affect the reactions of organic compounds?
Assessment	Year 10 examinations End of Topic Google Assessments	End of Topic Google Assessments

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 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_GZxZbl2oFqMu1UnYv15AInjnz6?usp=sharing https://www.freesciencelessons.co.uk/ (Free Science Lessons) https://senecalearning.com/en-GB/ (Seneca Learning) https://cognitoedu.org/home (Cognito Science) AOA Specification

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.





Physics (separate and combined)

Intent	Implement	Impact
Students will study some of the key topics of AQA GCSE Physics this year. They will cover electric circuits, radioactivity, molecules and matter, motion and forces. They will undertake required practical activities as part of the AQA specification requirement. Content covered in Year 10 Physics is mostly common to students studying the Triple Science courses and the Combined Science courses. AQA GCSE Physics specification AQA GCSE Combined Science specification	Students will experience a mixture of practical and theory lessons including the requirement to complete 10 required practical activities during the course. Lesson and revision resources, and homework will be shared with students on paper and electronically through Google Classroom and the Physics Student Google Drive.	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.

	Term 1	Term 2	Term 3
Skills	Development of scientific thinking Experimental skills and strategies Analysis and evaluation of data Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills including algebra, data, graphs and geometry.	Development of scientific thinking Experimental skills and strategies Analysis and evaluation of data Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills including algebra, data, graphs and geometry.	Development of scientific thinking Experimental skills and strategies Analysis and evaluation of data Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills including algebra, data, graphs and geometry.
Knowledge	P4 Electric circuits - current, potential difference, resistance.	P5 Mains electricity - electrical safety, fuses, plugs, AC/DC current.	P6 Molecules and Matter - density, kinetic theory, changes of state.
Assessment	End of topic assessments Exam Questions Online homeworks Required practicals write up	End of topic assessments Exam Questions Online homeworks Required practicals write up	End of topic assessments Exam Questions Online homeworks Required practicals write up

	Term 4	Term 5	Term 6
Skills	Development of scientific thinking Experimental skills and strategies Analysis and evaluation of data Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills including algebra, data, graphs and geometry.	Development of scientific thinking Experimental skills and strategies Analysis and evaluation of data Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills including algebra, data, graphs and geometry.	Development of scientific thinking Experimental skills and strategies Analysis and evaluation of data Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills including algebra, data, graphs and





			geometry.
Knowledge	P7 Atomic Physics - radioactivity, half-life, uses of radioisotopes.	P7 Atomic Physics radioactivity, half-life, uses of radioisotopes. <i>In addition, for separate Physics - uses of radioisotopes in medicine, fission and fusion</i>	Combined Physics P9 Motion - velocity, acceleration, motion graphs. Start P10 Forces and Motion - Newton's laws of motion, force and acceleration. Separate (triple) Physics P16 Space - solar system, satellites, stars, the Big Bang P9 Motion - velocity, acceleration, motion graphs.
Assessment	Year 10 examination End of topic assessments Online homeworks Exam Questions Required practicals write up	End of topic assessments Online homeworks Exam Questions Required practicals write up	End of topic assessments Online homeworks Exam Questions Required practicals write up

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
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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.

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PSHE - Delivered through 4 'PSHE Days'

Intent	Implementation	Impact
The Year 10 PSHE curriculum aims to build on the foundational knowledge and skills developed in Year 9, with a focus on preparing students for their future transitions into adulthood and the workforce. The curriculum centres around critical themes such as preparing for the future, online behaviour, sexual health, and work experience. It is designed to equip students with practical tools, knowledge, and confidence to make informed decisions, manage their online presence responsibly, understand sexual health, and gain valuable work experience. The intent is to foster responsible, informed, and proactive individuals who are prepared to navigate the challenges and opportunities of the coming years.	The PSHE curriculum for Year 10 will be delivered through five dedicated days spread across the school year. We call these days PSHE days. Each PSHE Day will consist of six sessions, ensuring comprehensive coverage of statutory topics for PSHE. These immersive days allow for focused, in-depth exploration of key themes in personal, social, health, and economic education. During these days, students will also get the opportunity to engage in well-being activities such as: cooking, arts, yoga, self-defence and many other activities.	Understanding and managing emotions through emotional wellbeing sessions empower students to express themselves more clearly and confidently in various settings. Sessions on conflict resolution provide students with tools to handle disagreements constructively. They become skilled at finding mutually beneficial solutions, enhancing their ability to work effectively in teams. Role-playing, group discussions, and presentations during PSHE days enhance students' public speaking skills. Students become more comfortable speaking in front of peers and articulating their thoughts on sensitive and complex topics.

	PSHE Day 1- Preparing for the future: Careers and democracy	PSHE Day 2- Living in the wider world - Online behaviour	PSHE Day 3- Living in the Wider World
Big question	How can understanding different career pathways and the principles of democracy help me make informed choices and actively participate in shaping my future and society?	How can understanding different career pathways and the principles of democracy help me make informed choices and actively participate in shaping my future and society?	How can understanding career preparation and democratic principles empower me to make informed decisions and contribute positively to both my future and society?
Sessions	-Apprenticeships -Apprenticeships Research -Wellbeing -Creative Revision -Democracy -The influence of the media on democracy	- GCSE skills - Core - Cyberbullying and social media - TikTok focus-Gender norms/identity -Online obsessive behaviour -Apprenticeships	-CV Writing -Wellbeing -Work experience prep -Mental Health - Mind -What is democracy -Influence of the media on democracy

	PSHE Day 4- Work Experience	PSHE Day 5- Living in the Wider World-Careers
Big question	N/A	How can understanding sexual health, exploring career options, and engaging in practical activities help me make informed decisions and maintain a balanced approach to my future?

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Sessions	No sessions as students will be on their work Experience placements.	- STIs - Condom demonstration - Female health and wellbeing - ASK: Apprenticeships - Apprenticeships Research - Wellbeing activity
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How parents can support:	- Engage in discussions around health and well-being, relationships and the wider community
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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. PSHE days develop the mindset of pupils to ensure that they are ready for the world beyond MGGS. This means that they will be taught skills that will make them resilient, empathetic and inspiring members of their communities.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons. PSHE sessions can take the form of an ordinary classroom lesson. However, it is very common for students to engage in activities that they have never tried before. This could include cooking, yoga, self-defence classes and many more. Additionally, PSHE days incorporate presentations from guest speakers as well as opportunities to meet alums of MGGS. This allows our students to learn and engage with people from all types of backgrounds and contexts.	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. In PSHE sessions, pupils will get the opportunity to use their Chromebooks to complete group tasks and presentations. Students will also be asked to engage in research tasks.	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 sibi sed omnibus

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