Maidstone Grammar School
for Girls

Non sibi sed omnibus

Year 11 Curriculum Information 2023-24

A Reference Booklet
for Parents and Carers

Contact: Mr B White, Assistant Headteacher

A forward-thinking community with a tradition of excellence

Introduction

Dear Parents and Carers

I hope this booklet about the subjects your daughter is studying in Year 11 will be of interest to you. It contains a lot of valuable information and provides an overview of the curriculum.

The first few introductory pages of the booklet give an outline of the Year 11 curriculum at MGGS; what subjects your daughter is studying, details about the National Curriculum and our approach to assessment and homework.

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

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

GCSE studies began in Term 6 of Year 9 and for some core subjects earlier than this. In order to ensure a balanced programme of study some restrictions are placed on the choice of subjects. All students take English (leading to two GCSEs in English Language and English Literature), GCSE Religious Studies, GCSE Mathematics and a Science course (leading to either a Combined Science award which is worth **two GCSE grades** or **three GCSEs** in Biology, Chemistry and Physics). Students also study four more courses (options) to complete their GCSE programme, which must include at least one Modern Foreign Language course and at least one Humanities course.

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

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

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

students, parents and teachers to monitor progress and identify where additional help and support may be needed.

There will be an opportunity for students and their parents to attend a Year 11 consultation evening to discuss on-going progress, with further information about progress being given via tracking reviews. Following Year 11 internal school examinations a full report will be compiled and sent home.

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

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

MGGS is MEGA

Mindset

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

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

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

Google

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

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

Enquiry, Extension, Enrichment

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

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

Advanced Thinking

MGGS has been an Advanced Thinking School since May 2015. Our students are equipped with tools designed to reorganise, frame and extend their thinking, promoting deeper learning.

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

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

The Key Stage 4 Curriculum at MGGS

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

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

OPTION COURSES: all students have to choose four courses of which at least one must be an MFL course and at least one must be a Humanity course.
Modern Foreign Languages courses: GCSE **French,** GCSE **German,** GCSE **Spanish**.
Humanities courses: GCSE **Geography** and GCSE **History.**

Additional Options courses: GCSE **Art,** GCSE **Computer Science**, GCSE **Food Preparation and Nutrition** or GCSE **Design Technology (Product Design** or GCSE **Art Textiles),** GCSE **Drama,** GCSE **Music**, GCSE **Physical Education and** GCSE **Dance.**

GCSE Art and Design (Art, Craft and Design)

Intent	Implement	Impact
At GCSE, students in art are expected to generate and refine independent projects and explore a broad range of appropriate media for their projects. As such, the aim in year 11 is for students to further 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 further develop project building skills, and should become able to work through the design process cycle more independently.	The students will start Y11 having completed half of their second extended project for their coursework, and will continue to work into this and refine it until their Y11 Mock Examination in November. They have until January to refine and finalise their coursework and then hand this in. From January until their GCSE examination in April, students will respond to the externally set assignment released by the exam board and prepare their work for the outcome, completed in their examination time.	By the end of Year 11, students should have a deeper understanding of 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 refined these skills, striving for an expert level.

	Term 1	Term 2	Term 3
Advance Thinking Skills focus	**Assessment AS learning, Persistence, Striving for Accuracy, Bloom's Taxonomy**	**Assessment AS learning, Persistence, Striving for Accuracy, Bloom's Taxonomy**	**Bloom's Taxonomy, Q Matrix**
Skills	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	Idea generation, idea development, idea refinement.
Knowledge	How to refine ideas. How to plan a personal outcome. Technical skills will be taught on an individual basis considering the students personal projects.	How to create a successful outcome. How to communicate an intended meaning to an audience. How to refine and improve coursework ready for submission in January.	How to generate and develop ideas from a chosen starting point. How to analyse an independently generated concept and artists work in a personal manner. How to experiment and record in an appropriate and effective manner.
Assessment	The 'NEWSFEED' document becomes more student driven. Every 2 weeks, students reflect on their progress, the teacher gives grading and feedback and then the students use this to create an action plan for the following fortnight.		
	Grade banding/ATL and detailed comment every 2 weeks in each students 'Newsfeed' document.	Summative assessment of Mock exam with detailed feedback	Grade banding/ATL and detailed comment every 2 weeks in each students 'Newsfeed' document.

	Term 4	Term 5
ATS Focus	**Assessment AS learning, Persistence, Striving for Accuracy, Bloom's Taxonomy**	**Assessment AS learning, Persistence, Striving for Accuracy, Bloom's Taxonomy**
Skills	Practical and technical refinement, various	Practical and technical refinement, planning a personal

	skills on a 1:1 basis	outcome, various skills on a 1:1 basis
Knowledge	How to refine ideas. How to plan a personal outcome. Technical skills will be taught on an individual basis considering the students personal projects.	How to plan a personal response. How to resolve a project effectively. How to communicate a theme visually to an audience.
Assessment	The 'NEWSFEED' document becomes more student driven. Every 2 weeks, students reflect on their progress, the teacher gives grading and feedback and then the students use this to create an action plan for the following fortnight.	
	Grade banding/ATL and detailed comment every 2 weeks in each students 'Newsfeed' document.	Grade banding/ATL and detailed comment every 2 weeks in each students 'Newsfeed' document. Final mark shared with students

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement, for example we encourage students to spend their full 1 hour a week homework on their work independently, following the advice given to them in their newsfeeds.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons, for example we arrange a trip for year 11 to gather contextual research for their externally set assignments. We also promote internal and external competitions through our 'Art Vision Extra' Google classroom.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources. For example, it is used to store supportive resources (on the Art Students shared drive) to help students in a variety of ways throughout their creative journey. We also use Google routinely for student reflection and teacher feedback via the 'newsfeed'.	Advanced thinking and metacognition is integrated into students' learning throughout the GCSE Art course in order to help them to identify and address areas that they can refine and improve, which is intrinsic to their creative journey at this level. Students will utilise several key thinking skills in appropriate ways to support their project work, for example using the Q-Matrix to help them generate ideas and questions to address in their projects.

GCSE Computer Science

Intent	Implementation	Impact
The increasing use of technology in all aspects of society makes confident, creative and productive use of computing an essential skill for life. The GCSE Computer Science course aims to develop the students' problem solving and programming skills including the design of effective algorithms and the designing, writing, testing and refining of code. They will need to have a sound understanding of theoretical concepts and relational databases.	The GCSE Computer Science course comprises two papers and is delivered by two teachers with two hours a fortnight allocated for problem solving and programming and three hours a fortnight for Computing Concepts. ***We follow the AQA exam board specification - 8525*** In the second year of the GCSE course Our paper 1 section focuses on 3.1.2 - Efficiency of algorithms 3.1.3 - Binary Search 3.1.4 - Merge Sort 3.2.6 - Data structures - Records and Dictionary Our paper 2 section focuses on the following units 3.6 - Fundamentals of cyber security 3.7 - Relational Databases and SQL 3.8 - Legal, ethical and environmental impact of technology *Students complete a further 10 hour problem-solving and programming project using Python.* This ensures that each learner has had the opportunity to undertake a programming task or tasks that allows them to develop the required skills such as Design, Implementation, Testing and refinement.	Students should be able to develop their capability, creativity and knowledge in computer science and information technology develop and apply their analytic, problem-solving, design, and computational thinking skills to design solutions understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to transfer information safely on the network

	Term 1	Term 2	Term 3
Skills	➔ Literacy skills - Key Computer Science vocabulary ➔ Habits of mind - applying past knowledge to new situations	➔ Numeracy skills - Mental arithmetic skills - multiplication, addition and division ➔ Literacy skills - Key Computer Science vocabulary AO1 & AO2: Demonstrate & Apply knowledge	➔ Literacy skills - Key Computer Science vocabulary. AO1 & AO2: Demonstrate & Apply knowledge and understanding of the key concepts and principles of computer science.

		and understanding of the key concepts and principles of computer science.	AO3: Analyse problems in computational terms: - to make reasoned judgements - to design, program, evaluate and refine solutions.
Knowledge	<u>Paper 1</u> *Recap on Year 10 topics* - *Structured approach, representing algorithms, 1D arrays, linear & binary search, trace tables* 3.1 Fundamentals of Algorithms - Efficiency of algorithms - Binary Search - Merge Sort <u>Paper 2</u> 3.5 Fundamentals of Computer Networks - Understanding the network protocols, network layers and security. - Working world experience - network tour to gain practical understanding of the school's network 3.6 Fundamentals of Cyber Security - Security threats - Methods to detect and prevent threats	<u>Paper 1</u> *Recap on Year 10 topics* - *Robust & secure programming, 2D arrays, string handling, random numbers* 3.2 Fundamentals of Programming - Data Structures (Dictionaries & Records) **Revision for Mock Examination** <u>Paper 2</u> ➔ Recap and revision of units 3.3 and 3.4 for the mock examination ➔ 3.7 Relational Databases and SQL - Be able to produce simple queries using SQL for retrieving information from a database. - Project work using databases.	<u>Paper 1</u> Students begin work on a 10 hour programming project. They would bring in all the knowledge gained on units 3.1 and 3.2 Revision and exam practice. <u>Paper 2</u> 3.8 Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy 3.4.4 Be able to explain the difference between a translator, compiler and interpreter.
Assessment	Paper 1 - Mini assessment on year 10 topics - Assessment on searching & sorting Paper 2 - Summative assessment on unit 3.5	Year 11 Mock examination	Summative assessment on unit 3.7 and 3.8

	Term 4	**Term 5**
Skills	➔ Numeracy skills - Mental arithmetic skills - multiplication, addition and division, averages etc.	➔ Literacy skills - Key Computer Science vocabulary relevant to cyber security and ethical, legal issues of technology.

	➔ Literacy skills - Key Computer Science vocabulary.	➔ Resilience and Practise ➔ Striving for accuracy
Knowledge	<u>Paper 1</u> Students continue to work on the programming project and produce the final solution. Prioritised revision for the GCSE examinations. - Topics revisited include units 3.4 and 3.5 - 3.1.1 Tracing and predicting outcomes of simple algorithms - Producing algorithms for simple problems (exam-style questions)	Prioritised revision for the GCSE examinations
Assessment	A selection of exam-style questions from paper 1 and paper 2	None

How parents can support:	Homework is set on a weekly basis via the Google Classroom platform. Homework tasks are provided to reinforce and practise the key vocabulary learnt during the week, and further programming tasks and predicting outcome activities. **Students are provided with Bronze, Silver, Gold challenges at the end of Year 9 / start of Year 10. In order to attain a grade 7 or higher in the GCSE course, students should invest 60 - 90 mins working on these challenges independently each week.** Pupils are encouraged to keep up to date with technology news that can be used in class discussions and update their electronic portfolio with opinions on current technological news as well as classwork and homework. Parents are encouraged to support their children in these learning.
Useful Resources and links	AQA GCSE Computer Science Revision Guide, workbook and revision cards **from CGP** GCSE Computer Science textbooks from Hodder Publication / PGOnline. **Craig n Dave SmartRevise** BBC Bitesize KS4 Videos supporting the GCSE learning http://www.bbc.co.uk/technology - Latest technology news

MEGA

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

GCSE Dance

Intent	Implementation	Impact
The increasing use of technology in all aspects of society makes confident, creative and productive use of computing an essential skill for life. The GCSE Computer Science course aims to develop the students' problem solving and programming skills including the design of effective algorithms and the designing, writing, testing and refining of code. They will need to have a sound understanding of theoretical concepts and relational databases.	The GCSE Computer Science course comprises two papers and is delivered by two teachers with two hours a fortnight allocated for problem solving and programming and three hours a fortnight for Computing Concepts. ***We follow the AQA exam board specification - 8525*** In the second year of the GCSE course Our paper 1 section focuses on 3.1.2 - Efficiency of algorithms 3.1.3 - Binary Search 3.1.4 - Merge Sort 3.2.6 - Data structures - Records and Dictionary Our paper 2 section focuses on the following units 3.6 - Fundamentals of cyber security 3.7 - Relational Databases and SQL 3.8 - Legal, ethical and environmental impact of technology *Students complete a further 10 hour problem-solving and programming project using Python.* This ensures that each learner has had the opportunity to undertake a programming task or tasks that allows them to develop the required skills such as Design, Implementation, Testing and refinement.	Students should be able to develop their capability, creativity and knowledge in computer science and information technology develop and apply their analytic, problem-solving, design, and computational thinking skills to design solutions understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to transfer information safely on the network

	Term 1	Term 2	Term 3
Skills	➔ Literacy skills - Key Computer Science vocabulary ➔ Habits of mind - applying past knowledge to new situations	➔ Numeracy skills - Mental arithmetic skills - multiplication, addition and division ➔ Literacy skills - Key Computer Science vocabulary AO1 & AO2: Demonstrate & Apply knowledge and understanding of the key concepts and principles of computer science.	➔ Literacy skills - Key Computer Science vocabulary. AO1 & AO2: Demonstrate & Apply knowledge and understanding of the key concepts and principles of computer science. AO3: Analyse problems in computational terms: - to make reasoned judgements - to design, program, evaluate and refine solutions.

Knowledge	<u>Paper 1</u> *Recap on Year 10 topics* - *Structured approach, representing algorithms, 1D arrays, linear & binary search, trace tables* 3.1 Fundamentals of Algorithms - Efficiency of algorithms - Binary Search - Merge Sort <u>Paper 2</u> 3.5 Fundamentals of Computer Networks - Understanding the network protocols, network layers and security. - Working world experience - network tour to gain practical understanding of the school's network 3.6 Fundamentals of Cyber Security - Security threats - Methods to detect and prevent threats	<u>Paper 1</u> *Recap on Year 10 topics* - *Robust & secure programming, 2D arrays, string handling, random numbers* 3.2 Fundamentals of Programming - Data Structures (Dictionaries & Records) **Revision for Mock Examination** <u>Paper 2</u> ➔ Recap and revision of units 3.3 and 3.4 for the mock examination ➔ 3.7 Relational Databases and SQL - Be able to produce simple queries using SQL for retrieving information from a database. - Project work using databases.	<u>Paper 1</u> Students begin work on a 10 hour programming project. They would bring in all the knowledge gained on units 3.1 and 3.2 Revision and exam practice. <u>Paper 2</u> 3.8 Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy 3.4.4 Be able to explain the difference between a translator, compiler and interpreter.
Assessment	Paper 1 - Mini assessment on year 10 topics - Assessment on searching & sorting Paper 2 - Summative assessment on unit 3.5	Year 11 Mock examination	Summative assessment on unit 3.7 and 3.8

	Term 4	**Term 5**
Skills	➔ Numeracy skills - Mental arithmetic skills - multiplication, addition and division, averages etc. ➔ Literacy skills - Key Computer Science vocabulary.	➔ Literacy skills - Key Computer Science vocabulary relevant to cyber security and ethical, legal issues of technology. ➔ Resilience and Practise ➔ Striving for accuracy
Knowledge	<u>Paper 1</u>	Prioritised revision for the GCSE examinations

	Students continue to work on the programming project and produce the final solution. Prioritised revision for the GCSE examinations. - Topics revisited include units 3.4 and 3.5 - 3.1.1 Tracing and predicting outcomes of simple algorithms - Producing algorithms for simple problems (exam-style questions)	
Assessment	A selection of exam-style questions from paper 1 and paper 2	None

How parents can support:	Homework is set on a weekly basis via the Google Classroom platform. Homework tasks are provided to reinforce and practise the key vocabulary learnt during the week, and further programming tasks and predicting outcome activities. **Students are provided with Bronze, Silver, Gold challenges at the end of Year 9 / start of Year 10. In order to attain a grade 7 or higher in the GCSE course, students should invest 60 - 90 mins working on these challenges independently each week.** Pupils are encouraged to keep up to date with technology news that can be used in class discussions and update their electronic portfolio with opinions on current technological news as well as classwork and homework. Parents are encouraged to support their children in these learning.
Useful Resources and links	AQA GCSE Computer Science Revision Guide, workbook and revision cards **from CGP** GCSE Computer Science textbooks from Hodder Publication / PGOnline. **Craig n Dave SmartRevise** BBC Bitesize KS4 Videos supporting the GCSE learning http://www.bbc.co.uk/technology - Latest technology news

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through	We enrich students through the curriculum by	Google is a key part of our curriculum. It is used	Advanced thinking gives pupils the power to improve their

developing their learning behaviours, systems and resilience in relation to their academic achievement.	including a variety of learning styles and activities in lessons.	in most lessons to enhance the structure of students' learning through use of online resources.	outcomes by encouraging deeper thinking. It helps to develop and deepen students' subject knowledge. We use a variety of tools consistently across subjects and within lessons to promote advanced thinking

GCSE 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 carry out a detailed design and make task in Year 11 which accounts for 50% of their final GCSE grade. This is broken down into sections including: research and investigate; design brief and specification; design proposals; developing design proposals; realising design proposals; and testing and evaluating. The NEA is a substantial piece of work and draws upon both theoretical principles and knowledge from practical undertaken in Year 10. Once the NEA is completed, students complete any outstanding parts of the GCSE specification before reviewing key topics ahead of their final GCSE examinations. Students map their own knowledge to help structure revision sessions.	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	● 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.	● How to generate design ideas. ● How to develop design ideas. ● How to plan for manufacture. ● How to work to reduce costs/waste.	● How to realise design intentions.
Knowledge	● Non-examined assessment requirements and assessment criteria. ● An iterative approach to a design task.	● Non-examined assessment requirements and assessment criteria. ● An iterative approach to a design task.	● Non-examined assessment requirements and assessment criteria. ● An iterative approach to a design task.
Assessment	NEA section A and section B.	Mock NEA section C and section D. Mock examination.	NEA section E.

	Term 4	Term 5
Skills	● How to realise design intentions. ● How to evaluate products making use of third party feedback.	● Ability to apply knowledge to examination questions.
Knowledge	● Non-examined assessment requirements and assessment criteria. ● An iterative approach to a design task.	● Energy generation and storage in DT. ● Mechanical devices. ● Forces and stresses. ● Ecological and social footprints in design. ● Environmental, social and economic

		challenges in design. • Core principles. • Specialist principles. • Designing and making principles.
Assessment	NEA section F.	Revision practice questions & past papers.

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

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

GCSE Design Technology – Art Textiles

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

	Term 1: Structures	Term 2: Structures	Term 3: Externally Set assignment
Skills	• 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	• As per Term 1 • 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
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 1 assessment requirements and assessment criteria. • An iterative approach to a design task.
Assessment	Garment outcome	Garment Outcome and Surfaces sketchbook	Externally set assignment

	Term 4: Externally Set assignment	Term 5: Externally Set assignment

Skills	• 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 • Using natural and synthetic dyes to perform various dyeing techniques • Using a range of print techniques • Employing digital techniques • Using a range of constructed textile techniques	• Communicating meanings, ideas and intentions through visual and tactile language • Understanding characteristics, properties and effects of using different media, materials, techniques and processes. • Communicating visual language through different media, materials, techniques, processes and technologies • Realising personal intentions through the sustained application of the creative process • Annotation • Fashion designing for creative and commercial audiences, clients and consumers • Fashion design techniques, materials and tools such as pattern cutting, adornment and accessories
Knowledge	• Component 1 assessment requirements and assessment criteria. • An iterative approach to a design task.	• Component 1 assessment requirements and assessment criteria. • An iterative approach to a design task.
Assessment	Externally set assignment	Externally set assignment

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 an A3 and an A4 sketchbook.
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 Design Technology – Food Preparation & Nutrition

Intent	Implementation	Impact
GCSE Food Preparation and Nutrition is an exciting and creative course which includes practical cooking skills to ensure that students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. This qualification focuses on nurturing practical cooking skills to give students a strong understanding of nutrition.	Students carry out two non examined assessment tasks which together account for 50% of their final GCSE grade. NEA1 is a food science investigation task that requires students to investigate how ingredients work. Students research the task, carry out the investigation and analysing/evaluating the results. The NEA2 requires students to carry out their own research, demonstrating technical skills, plan for a final menu, make final dishes and finally evaluate and analyse. Both NEA pieces require students to draw upon their theoretical principles and knowledge from practicals undertaken in Year 10. Students have the opportunity to complete and review the FPN specification. Exam practice is implemented with the use of past papers and markschemes.	Food is a vital part of our everyday lives. By gaining an understanding of how ingredients work together it not only encourages students to cook, but also enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themself and others affordably and nutritiously, now and later in life. The food industry is ever growing and with an increased focus on more sustainable food futures, it is an exciting and ever-changing industry to explore beyond GCSE. The two NEA pieces equip students with a detailed knowledge of how to manipulate ingredients in a wide range of dishes.

	Term 1	Term 2	Term 3
Skills	• How to carry out task analysis and investigate a topic. • How to carry out thorough research and investigation into how ingredients work. • How to accurately weigh out and measure ingredients for fair testing.	• How to demonstrate technical practical skills. • How to plan for a final menu. • How to accurately weigh and measure out ingredients. • How to use equipment accurately and safely. • How to implement correct food safety and hygiene. • How to create an accurate timeplan with dovetailing.	• How to prepare, cook and present dishes demonstrating a high level of skill, linking to a chosen theme/topic. • How to follow a timeplan accurately and work to a specific deadline. • How to use equipment safely and accurately. • How to carry out adaptations to recipes in order to make them more nutritious and meet the needs of a set target market.
Knowledge	• Non-examined assessment 1 requirements and assessment criteria. • Food hygiene. • Food science principles.	• How to analyse and evaluate results. • How to record food investigation results using a wide range of sensory tables and charts. • How to research culinary traditions or dietary requirements for specified cuisines/target groups. • Non-examined assessment 1 & 2 requirements and assessment criteria.	• How to analyse and evaluate final dishes. • How to carry out nutritional analysis of dishes. • How to carry out costing for dishes. • How to carry out sensory analysis. • Non-examined assessment 1 & 2 requirements and assessment criteria.
Assessment	NEA1 section A and section B.	Mock examinations. NEA1 section C. NEA2 section A, section B, section C.	NEA2 Section D, E

	Term 4	Term 5
Skills	• Ability to apply knowledge to examination questions.	• Ability to apply knowledge to examination questions.
Knowledge	• Food safety, health & hygiene. • Food nutrition & health. • Food science.	• Food provenance • Food choice
Assessment	Revision practice questions & past papers.	Revision practice questions & past papers.

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

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

GCSE 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 their second NEA in small groups to an audience (these are marked by AQA).Students also sit a written mock examination as well as the final GCSE examination.	Students demonstrate very good knowledge and understanding of their set text in the written mock examination and the requirements for Section C of the written examination and scripted NEA. They successfully perform their second NEA to an audience and perform well in the mock by achieving their target grade or higher. Students feel confident and well prepared for the summer examination.

	Term 1	Term 2	Term 3
Skills (assessment objectives)	**AO1:** Create and develop ideas to communicate meaning for theatrical performance. **AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed. **AO4:** Analyse and evaluate their own work and the work of others.	**AO1:** Create and develop ideas to communicate meaning for theatrical performance. **AO2:** Apply theatrical skills to realise artistic intentions in live performance. **AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed. **AO4:** Analyse and evaluate their own work and the work of others.	**AO1:** Create and develop ideas to communicate meaning for theatrical performance. **AO2:** Apply theatrical skills to realise artistic intentions in live performance. **AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed. **AO4:** Analyse and evaluate their own work and the work of others.
Knowledge	Component 2 NEA : Completion of Devising Log. Component 1 Section B: Continued study of The Crucible. Act 4 focus. Students continue to explore the social, cultural and historical context through performance and design. Students extract relevant information from the text and develop an ability to interpret meaning from the script. Component 1 Section C: Live/recorded theatre Students will watch a second performance as an audience and be able to analyse and evaluate a performer(s) us of theatrical and their interactions with others.	Component 1 Section A Theatre Roles and Terminology: Revision of stage directions, staging configurations and roles and responsibilities of theatre makers. Component 1 Section B The Crucible: Students prepare for the written mock examination by recapping the entire play and looking at key characters in more detail Component 1 Section C Live/recorded theatre Students will use prepared notes to explore examination style questions. Component 3 Texts in Practice: Students will be given a selection of plays to read and choose from in preparation for the final NEA	Component 3 Texts in Practice NEA: Students will analyse their chosen texts in terms of the social, cultural and historical context as well as exploring the playwright's intentions. Students will need to display an extensive range of theatre skills and devices. In a group they will take part in a performance of two extracts which will be examined by AQA. Component 1 Section C Live/recorded theatre Students will use prepared notes to explore examination style questions.
Assessment	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout the unit in order to help students develop their performance	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout the unit in order to help students develop their performance skills.	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout the unit in

	skills. Marking of practice written examination questions and students theatre notes.	Marking of practice written examination questions and students theatre notes.	order to help students develop their performance skills. Use of AQA mark scheme.

	Term 4	**Term 5**
Skills	**AO1:** Create and develop ideas to communicate meaning for theatrical performance. **AO2:** Apply theatrical skills to realise artistic intentions in live performance. **AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed.	**AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed. **AO4:** Analyse and evaluate their own work and the work of others.
Knowledge	Component 3 Texts in Practice NEA: Students will analyse their chosen texts in terms of the social, cultural and historical context as well as exploring the playwright's intentions. Students will need to display an extensive range of theatre skills and devices. In a group they will take part in a performance of two extracts which will be examined by AQA. Component 1 written paper revision: Section A: Theatre Roles and Terminology Section B: The Crucible Section C: Live/recorded theatre	Component 1 written paper revision: Section A: Theatre Roles and Terminology Section B: The Crucible Section C: Live/recorded theatre
Assessment	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout the unit in order to help students develop their performance skills. Use of AQA mark scheme. Final performance marked by AQA.	Teacher formative assessment (verbal and written) takes place throughout in order to help students develop their skills, knowledge and understanding. Use of AQA mark schemes and exemplar material.

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

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

GCSE English

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

	Term 1: Power and Conflict Poetry / Revision for Mock Exams (Shakespeare & English language Paper 1)	**Term 2: Revision for Mock Exams (Shakespeare & English language Paper 1)/A Christmas Carol**	**Term 3: A Christmas Carol**
Skills	- Analysis - Creative writing	- Analysis - Creative writing	- Analysis
Knowledge	**Vocabulary/concepts:** **<u>Poems Taught in Year 11:</u>** - The Prelude - My Last Duchess - The Emigree - Kamikaze - Tissue	**Vocabulary/concepts:**	**Vocabulary/concepts:** - Malthusian social views - Class hierarchy/Victorian society
Assessment	- Practice Exam questions	- **Year 11 Mock Exams:** - **Eng lit: Romeo and Juliet** - **Eng lang: Eng lang p1**	- 'A Christmas Carol' essay

	Term 4: A Christmas Carol / Unseen Poetry	**Term 5: Revision**	**Term 6:**
Skills	- analysis	- Analysis	
Knowledge	**Vocabulary/concepts:** - **Key vocabulary included on Master PowerPoints**	**Vocabulary/concepts:** -	**Vocabulary/concepts:**
Assessment	- Unseen poetry essay	-	

How parents can support:	- Go through revision strategies, using the checklist below - Continue to read widely - Attend theatre performances of GCSE texts (or related texts / adapted from texts by the same writers)

Useful links	GCSE revision checklist: https://docs.google.com/document/d/1ma-fI0wpFAwc8s3HV3uB8_XzWQi3XGXUFRxBJSPJij0/edit

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

GCSE Geography

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

	Term 1 - weeks 1 to 3 - Living World unit - Rainforests	Term 1 - weeks 4 - 7 and Term 2 - Changing Economic World
Advanced Thinking Skills focus	• A range of thinking maps used including - tree maps, double bubble maps, circle maps • Q matrix used	• A range of thinking maps used including - tree maps, double bubble maps, circle maps • Q matrix used
Skills	• Using maps to describe distribution • Coastal field trip to take place where students will practice collecting physical data	• Interpreting graphs and using population data to draw graphs • Use maps to describe distributions • Interpreting population pyramids
Knowledge	• Tropical rainforest ecosystems have a range of distinctive characteristics. • Deforestation has economic and environmental impacts. • Tropical rainforests need to be managed to be sustainable.	• Explain that there are global variations in economic development and quality of life. • Describe the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans. • Explain using a case study how the growth of tourism in an LIC or NEE helps to reduce the development gap. • Understand that some LICs and NEEs are

		experiencing rapid economic development which leads to significant social, environmental and cultural change. ● Use a case study of one LIC or NEE to illustrate: ● the location and importance of the country, regionally and globally ● the wider political, social, cultural and environmental context within which the country is placed ● the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development ● the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country ● the changing political and trading relationships with the wider world ● international aid: types of aid, impacts of aid on the receiving country ● the environmental impacts of economic development ● the effects of economic development on quality of life for the population. ● Explain how major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.
Assessment	Exam style end of unit assessment	Exam style end of unit assessment

	Term 3 and 4 - Urban Issues and Challenges	**Term 5 - Pre release and paper 3**
Advanced Thinking Skills focus	● A range of thinking maps used including - tree maps, double bubble maps, circle maps ● Q matrix used	● A range of thinking maps used including - tree maps, double bubble maps, circle maps ● Q matrix used
Skills	● Use OS maps to identify features and describe land use of locations to help make decisions ● Interpreting photographs	● Use pre release material and analyse information within that ● Using own fieldwork and understanding unseen fieldwork
Knowledge	● Understand that a growing percentage of the world's population lives in urban areas.	● Understand how the pre release links to the course

	• Develop knowledge of a case study of a major city in an LIC or NEE to illustrate: • the location and importance of the city, regionally, nationally and internationally, causes of growth: natural increase and migration, how urban growth has created opportunities, social: access to services – health and education; access to resources – water supply, energy, economic: how urban industrial areas can be a stimulus for economic development • Describe how urban growth has created challenges: managing urban growth – slums, squatter settlements, providing clean water, sanitation systems and energy, providing access to services – health and education, reducing unemployment and crime, managing environmental issues – waste disposal, air and water pollution, traffic congestion. • An example of how urban planning is improving the quality of life for the urban poor. • Describe the distribution of population and the major cities in the UK. • A case study of a major city in the UK to illustrate: • the location and importance of the city in the UK and the wider world, impacts of national and international migration on the growth and character of the city, how urban change has created opportunities, social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems, environmental: urban greening • how urban change has created challenges: social and economic: urban deprivation, inequalities in housing, education, health and employment, environmental: dereliction, building on brownfield and greenfield sites, waste disposal, the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements. • An example of an urban regeneration project	• Explain results of own fieldwork, assess effectiveness of enquiry and evaluate fieldwork • Apply prior knowledge and understanding to pre release topic.

	to show: reasons why the area needed regeneration and the main features of the project. ● Urban sustainability requires management of resources and **transport.**	
Assessment	Exam style end of unit assessment	Practice paper 3 questions.

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

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

	Term 1		Term 2	Term 3
Unit	Health and the People: 1000 - 2000		Elizabethan England:1568-1603	Elizabethan England:1568-1603
Skills Focus	A01: Using historical knowledge AO2: Explanation of second order concepts A03: Source Analysis		A01: Using historical knowledge AO2: Explanation of second order concepts AO4: Interpretations Analysis	A01: Using historical knowledge AO2: Explanation of second order concepts AO4: Interpretations Analysis
Knowledge	**A revolution of medicine** • • The development of the London Sewer system • John Snow and the Cholera epidemic • Introduction of 'Public Health Laws	**Modern Medicine** • The development of treatments such as Penicillin • The impact of War on treatment and surgery • The creation of the NHS • The discovery of DNA • Scientific and Technological Developments • Modern Public Health	**Elizabeth Court and Parliament** • How did Elizabeth become Queen? • What was Elizabeth;s relationship like with the nobility, government and parliament? • The marriage crisis • The Essex Rebellion	**Trouble at Home and Abroad (pt1).** • The religious settlement • What trouble did Catholics pose? • What trouble did puritans pose? • Was Mary Queen of Scots a threat? • Explorers and Navigators • The threat of the Spanish and the Spanish Armada
Assessment	**Health and the People** Q1: Source Utility (8 marks) Q4: Judgement (16 marks)		**Conflict and Tension in Asia** and **Health and the People** Year 11 Examination	**Elizabethan England** Q1:Interpretation analysis (8 marks) Q2: Importance (8 marks) Q3: Narrative Account (8 marks)

	Term 4	Term 5
Unit	Elizabethan England:1568-1603	Revision

Skills Focus	A01: Using historical knowledge AO2: Explanation of second order concepts	A01: Using historical knowledge AO2: Explanation of second order concepts A03: Source Analysis AO4: Interpretations Analysis
Knowledge	**<u>Life in Elizabethan Times</u>** ● How did architecture change? ● How did entertainment change? ● How did fashion change? ● How were the poor dealt with in Elizabethan England? **<u>Historic Environment</u>** This is a theme selected every year by the exam board related to one area of the course. The 2024 he Sir Francis Drake's Circumnavigation of the World	**<u>Revision</u>** A review of class identified topics and skills. Adapted on a year by year basis
Assessment	**<u>Elizabethan England</u>** Historic Environment Case study (16 marks)	**<u>N/A: GCSE exams have started</u>**

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

GCSE Mathematics

	Unit 1 (19)	Unit 2 (20)	Unit 3 (21)
Skills	**AO1 Use and apply** Accurately recall facts and terminology Use and interpret notation correctly Accurately carry out routine procedures **AO2 Reason, interpret and communicate mathematically** Construct chains of reasoning to achieve a given result **AO3 Solve problems within mathematics and in other context** Make and use connections between different parts of mathematics Interpret results in the context of the given problem	**AO1 Use and apply** Accurately recall facts, terminology and definitions Accurately carry out routine procedures or set tasks requiring multi-step solutions **AO2 Reason, interpret and communicate mathematically** Make deductions, inferences and draw conclusions Construct chains of reasoning to achieve a given result Interpret and communicate information accurately Present arguments and proofs **AO3 Solve problems within mathematics and in other context** Translate problems in mathematical contexts into a process or a series of mathematical processes	**AO1 Use and apply** Accurately carry out set tasks requiring multi-step solutions **AO2 Reason, interpret and communicate mathematically** Construct chains of reasoning to achieve a given result **AO3 Solve problems within mathematics and in other context** Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes
Knowledge	Fractions & decimals Product rule for counting Surds Ratio and Proportion Indices	Angles of elevation & depression Congruent triangles Similarity - length, area & volume	Factorise and solve quadratics Sketch quadratics Solve quadratic inequalities
Assessment	Year 10 October Test, all tests thereafter	Year 10 January test, all tests thereafter	Year 10 exams, all tests thereafter

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

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

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

Assessment	Year 11 Mocks, all tests thereafter	Year 11 March test	Year 11 March test

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

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

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

GCSE Modern Foreign Languages

French

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

	Term 1	term 2	Term 3
Title	THE ENVIRONMENT	POST-16 EDUCATION	CAREER AMBITIONS AND JOB CHOICES

Skills	- modal verbs in different tenses - *si* clauses - imperfect and conditional tenses - pluperfect tense - *en* and *y*	- *ce qui* and *ce que* - *qui* and *que* - *si* clauses - use less common prepositions - use exclamations - be aware of faux amis when translating into English - use French idioms	- *quand* + future clauses - two verb structures - the conditional tense - verbs of liking and disliking - the passive voice
Knowledge	- discuss local environment issues and actions - discuss environment problems and solutions - discuss global issues - reusing known words and phrases - making use of social and cultural context when listening - tackling positive/negative tasks	- talk about future studies - talk about future options - discuss apprenticeships - discuss university	- talk about job preferences and part-time work - discuss how to get a job - talk about the advantages and disadvantages of jobs
Assessment	- listening and reading skills - Writing	- listening, reading and writing **mock examinations**	- listening and reading skills - speaking skill **mock examination**

	Term 4	**Term 5**
Title	HOMELESSNESS AND POVERTY + CHARITY WORK	REVISION AND EXAM PRACTICE
Skills	- discuss social issues - discuss inequality - discuss poverty in the world - talk about charities - describe charity work - understand the importance of charities - use questions to formulate answers	- listen for gist and detail - read and respond to comprehension questions - use texts and questions to answer in the target language - respond to unprepared questions with spontaneity - develop answer with more detail and information - practise past papers
Knowledge	- the imperative - verbs of possibility - *permettre de* + infinitive - the subjunctive - modal verbs - indefinite pronouns - *en* + present participle	- all topics and grammar
Assessment	- listening and reading skills - writing skill	past paper practice

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

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

German

Intent	**Implementation**	**Impact**
This is the last cohort following a three year GCSE course. During the three years, we aim to deepen the students' understanding of various topics and provide enough variety of language and grammatical structures for students to express	Through the teaching of all 4 skills with an even emphasis, we encourage students to practise their knowledge via the means of photo-cards, role-plays, description and open-ended written questions from 90 to 150 words. We follow the AQA	Students can use the target language to express themselves using the present, past and future tenses as well as opinions with justifications. Students feel confident in conversing and writing on the topics taught throughout the year.

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

	Term 1	**Term 2**	**Term 3**
Title	JOBS, CAREER CHOICES AND AMBITIONS	THE ENVIRONMENT	TRAVEL AND TOURISM
Skills	- the future and conditional tenses - adverbs such as *vielleicht, hoffentlich* - word order - *welcher?* - verbs followed by *zu* - *wäre* and *hätte* in conditional sentences	- wenn clauses - modal verbs - the imperative - the pluperfect tense - the conditional tense	- use clauses and subordinate clauses with two verbs - use comparative ans superlative adjectives - use the demonstrative adjective *dieser* - use the imperative - use *wenn* clauses with the subjunctive - nominative and accusative adjectives - use seit + present tense
Knowledge	- to discuss types of jobs - to give opinions and reasons for the career I want	- to explore actions we can take to help the environment - to write a letter asking to help protect the environment	- to describe forms of transport - to make a hotel booking

	- to look at job adverts - to understand job requirements - to prepare a personal profile for job applications - to talk about choosing a career - to discuss different career choices - to talk about part time jobs and work experience - to talk about alternatives to work	- to create slogans for campaigns - to discuss solutions for local environmental problems - to talk about global environmental problems - to explain what a country can do to be environmentally friendly - to understand texts about environmental campaigns	- discuss ways of travelling and buy train tickets - describe accommodation and associated problems - ask for and give directions to sights - order at a restaurant - shop for souvenirs - describe problems
Assessment	- listening and reading skills - Writing (Foundation: 90/ Higher: 150 words)	- listening, reading and writing **- mock examinations**	- listening and reading skills - speaking skill **mock examination**

	Term 4	**Term 5**
Title	HOMELESSNESS, POVERTY, CHARITY WORK	EXAMINATION PREPARATION AND REVISION
Skills	- to talk about living in poverty - to talk about homelessness - to talk about volunteering locally - to discuss the refugee crisis - to discuss volunteering abroad - to talk about activities when volunteering abroad - to talk about good deeds and global campaigns - to talk about gender and LGBT equality - to talk about the effect of racism	- to listen for gist and detail - to read for gist and detail - to write accurately short and longer pieces - to practise past papers in all skills - to improve past writing performances - to prepare for speaking examination
Knowledge	- indefinite pronouns - reflexive pronouns - reflexive verbs with a direct object - adjective endings after *etwas,nichts, viel, wenig, alles* - quantifiers and intensifiers - comparative and superlative adjectives - the accusative and dative cases - *dieser* and *jeder* - *wenn* clauses	- all topics and grammar
Assessment	- past paper (all skills)	- listening and reading skills - speaking skill - **GCSE SPEAKING EXAMINATION**

How parents can support:	- listen to your child reading out loud in the target language - ask your child the conversation questions and practise together on a regular basis

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

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

Spanish

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

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

	Term 1	**Term 2**	**Term 3**
Title	TRAVEL AND TOURISM	HEALTHY LIVING	HOMELESSNESS, POVERTY, CHARITY AND VOLUNTARY WORK
Skills	- present tense - expressions of sequence - adverbs of place - exclamations using the subjunctive - preterite and imperfect tenses - *estar* + participle	- expressions with *tener* - negative words - comparatives - verbs of obligation: *tener que, hay que, deber* - present subjunctive - imperfect tense	- exclamations - *algo* and *alguien* - reflexive constructions - opinion phrases with the subjunctive - imperfect subjunctive in *si* clauses
Knowledge	- talk about travelling to holiday destinations - talk about holiday accommodation - talk about the weather - talk about holiday activities - talk about a past holiday - talk about the regions of Spain - understand tourist information leaflets and websites - prepare a conversation topic - convey meaning when translating - look out for and use synonyms	- talk about healthy eating - talk about healthy and unhealthy lifestyles - discuss opinions relating to healthy living - talk about addictions - discuss resolutions for a better health - listen for different tenses to recognise time frames - express agreement and disagreement - use complex structures in the 150 words writing task	- talk about poverty - talk about homelessness - talk about helping the homeless and the needy - spot positive and negative expressions - use prefixes to enhance language
Assessment	- listening and reading skills - Writing	- listening, reading and writing **mock examinations**	- listening and reading skills - speaking skill **mock examination**

	Term 4	Term 5
Title	EDUCATION POST-16, JOBS, CAREER CHOICES AND AMBITIONS	REVISION, EXAM PREPARATION
Skills	- *si* clauses - uses of *cuánto* - *lo que* and *lo* + adjective - verbs of planning and wanting: *quisiera* - mixed tenses - adjectives - the subjunctive - infinitive of reflexive verbs - past continuous tense	- listen for gist and detail - read and respond to comprehension questions - use texts and questions to answer in the target language - respond to unprepared questions with spontaneity - develop answer with more detail and information - practise past papers
Knowledge	- talk about options at 16 - discuss choices at 18: work or university - talk about the benefits of higher education - talk about different jobs - look for and apply for jobs - talk about ideal jobs - use suffixes to vary language - make deductions in listening and reading tasks - use advanced language to impress	- all grammar and topics
Assessment	past paper	- listening and reading skills - speaking skill - **GCSE SPEAKING EXAMINATION**

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 Spain and practise real life conversations - show an open mind to learning a language and to learning about different cultures (avoid passing on your fear of languages) - purchase the revision and study guides for your child to plan revision ahead - ask your child what they are learning and ask them to demonstrate sentences - ask your child to show you their homework and marked work and discuss together steps forward - encourage your child to take part in MFL extracurricular activities such as competitions, lunchtime support, lunchtime speaking club, penpal letters… - be encouraging and supportive when it seems difficult; there will be pit moments but this is part of learning.
Useful links	www.language-gym.com (the school has a subscription to this and students can access with their school login)

	www.quizlet.com https://www.bbc.co.uk/bitesize/subjects/zgdqxnb www.kerboodle.com (AQA GCSE Spanish 9-1) https://www.languagesonline.org.uk/Hotpotatoes/index.html

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

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

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

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

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

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

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

	Year 11 Mock examinations (Full paper)		

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

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

GCSE Core Physical Education

Intent	Implementation	Impact
Curriuciuilm 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 department 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			Term 2		
Big question	*How does Physical Activity impact me?*	*Netball (Part 1)*	*Netball (Part 2)*	*Enrichment* *Is this activity for me?*	*Badminton (Part 2)*	*Netball (Part 1)*
Skills	Communication. Perform activities that target specific aspects of fitness Analyse and Evaluate The application of Information Decision-Making	Passing and receiving Dodging Marking a player Shooting or rebounding Marking a pass/intercepting (centre court plays) Footwork and movement - landing on one/two feet, pivoting.	Teamwork Communication Tactics and Strategies Analysis Evaluation Rules of the Game	Listening to others Working with others Analyse performance Perseverance	Teamwork Communication Tactics and Strategies Analysis Evaluation Rules of the Game	Passing and receiving Dodging Marking a player Shooting or rebounding Marking a pass/intercepting (centre court plays) Footwork and movement - landing on one/two feet, pivoting.
Knowledge	What do they get from Physical Activity? Know how they feel about the physiological benefits of taking part in Physical Activity? Know how they feel about the psychological benefits of taking part in PA? Know how they feel about the social benefits of taking part in PA? Which benefits are the most important/beneficial to me?	Know when to apply the correct timing of the pass in a competitive situation. Know how to develop and apply the knowledge of which pass to use in what situation and positioning. To be able to demonstrate the ability to perform a dodging movement. To develop knowledge of the three stages of defence.		What activity they can get involved in and where? Know the benefits of a variety of activities; - Physical - Mental - Social Know how the activity makes them feel.	Know the rules of the game Know how to score a game and apply the service system to the game. Know how to apply tactics and strategies to game situations. Know how to effectively apply the core skills to a competitive situation.	Know how to develop the ability to make defensive decision-making. know how to communicate with my team members. Be able to improve decision-making with passing in a competitive situation. Know how to adapt to the environment. Know how to perform the correct footwork in a competitive situation
Assessment	Teacher, peer and self-assessment - against the PE department's assessment criteria.	Teacher, peer and self-assessment - against the GCSE AQA Netball performance grids.	Teacher, peer and self-assessment - against the GCSE AQA Netball performance grids.	Teacher, peer and self-assessment - against the PE department's assessment criteria.	Teacher, peer and self-assessment - against the GCSE AQA Badminton performance grids.	Teacher, peer and self-assessment - against the GCSE AQA Netball performance grids.

Term 3		
Competition	*Performer* *Can I improve my own performance?*	*Life-Long Participation* *What activities are for me?*
Communication. Decision-Making Teamwork. Build Self-Esteem and a Sense of Community. Conflict management Winning and losing with dignity.	Communication. Decision-Making Teamwork. Build Self-Esteem and a Sense of Community. Conflict management Winning and losing with dignity.	Communication. Perform activities that target specific aspects of fitness Analyse and Evaluate The application of Information Decision-Making
Know the different types of activities Know to plan and lead a competition. Know the rules of a game and learn how to officiate. Know how to work with others to run a competition Know how to evaluate and analyse.	Know how my team can use strategies/tactics to improve their performance. Know how to evaluate my own/others' performance? Know how to adapt my/another's performance, to make it better?	Know how to access a variety of activities outside of school. Know the benefits of taking part in the activity. Know how to play/perform to the best of your ability.
Teacher, peer and self-assessment - against the PE departments assessment criteria.	Teacher, peer and self-assessment - against the PE department's assessment criteria.	Teacher, peer and self-assessment - against the PE department's assessment criteria.

How parents can support:	**Encourage pupils to attend extracurricular sports outside of school** **Watch sports on television, watch live sporting events** **Discuss with students what is happening in the sports world.** **Encourage students to use the ALevel mindset sheet when planning/completing their independent study work.** **Ensure coursework and video footage are completed by the deadlines.**
Useful links	**https://theeverlearner.com/** **https://www.bbc.co.uk/sport** **https://www.aqa.org.uk/subjects/physical-education/a-level/physical-education-7582/changes-for-2022** **https://www.telegraph.co.uk/womens-sport/** **https://www.thisgirlcan.co.uk/** **https://www.sportengland.org/** **https://www.netflix.com/title/80244928**

MEGA

Mindset	Enrichment	Google	Advanced Thinking
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 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 2)		
Big question	*Unit 2*	*Unit 3*	*Practical Lesson* *Badminton*
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	Arousal - Inverted-U theory Stress Management Aggression. Personality Types Definition of intrinsic and extrinsic motivation	Engagement patterns of different social groups in physical activity and sport	Knowledge of the rules Knowledge of game play Tactics and Strategies The moderation process
Assessment	Teacher Assessment Peer Assessment	Teacher Assessment Peer Assessment	Teacher Assessment

	Self Assessment End of Unit Tests AaL Formative and Summative	Self Assessment End of Unit Tests AaL Formative and Summative	Peer Assessment Self Assessment AaL Moderation

Term 3&4 (Paper 2)			**Term 5&6 (Paper 2)**	
Unit 4	*Unit 5*	*Practical Lesson Badminton*	*Unit 6*	*Practical Lesson Badminton*
Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons.	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons.	Service – high, low, flick (forehand or backhand). Overhead – clear, drop. Underarm – clear, drive, drop (forehand and backhand where appropriate). Netplay. Smash	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse and evaluate key information and topics covered in lessons.	Service – high, low, flick (forehand or backhand). Overhead – clear, drop. Underarm – clear, drive, drop (forehand and backhand where appropriate). Netplay. Smash
The commercialisation of physical activity and sports. Sponsorship and commercialisation Types of media. Effects of sponsorship.	Ethical and socio-cultural issues in physical activity and sports Technology and Sports Conduct of performers Prohibited substances Spectator behaviour (the positive and the negative effects of spectators at events).	Knowledge of the rules Knowledge of game play Tactics and Strategies The moderation process	Physical, emotional and social health, fitness and well-being Socio-Cultural influences and well-being Linking participation in physical activity, exercise and sport to health, wellbeing and fitness, and how exercise can suit the varying needs of different people The consequences of a sedentary lifestyle Energy use, diet, nutrition and hydration.	Knowledge of the rules Knowledge of game play Tactics and Strategies The moderation process
Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative	Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative	Teacher Assessment Peer Assessment Self Assessment AaL Moderation	Teacher Assessment Peer Assessment Self Assessment End of Unit Tests AaL Formative and Summative	Teacher Assessment Peer Assessment Self Assessment AaL Moderation

How parents can support:	**Encourage pupils to attend extracurricular sport outside of school** **Watch sport on television, watch live sporting events** **Discuss with students what is happening in the sports world.** **Encourage students to use the ALevel mindset sheet when planning/completing their independent study work.** **Ensure coursework and video footage are completed by the deadlines.**
Useful links	**https://theeverlearner.com/** **https://www.bbc.co.uk/sport** **https://www.aqa.org.uk/subjects/physical-education/a-level/physical-education-7582/changes-for-2022** **https://www.telegraph.co.uk/womens-sport/** **https://www.thisgirlcan.co.uk/** **https://www.sportengland.org/** **https://www.netflix.com/title/80244928**

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

	Term 1	Term 2	Term 3
Topic	Matters of Life and Death through Christianity		Equality and Islam
Skills	Application and evaluation		Application and evaluation
Knowledge	Christians views on ● The origins of the universe ● The value of the universe ● The sanctity of life ● The origins of human life ● Abortion ● Death and the afterlife ● Euthanasia ● Issues in the natural world		Muslim views on ● social justice ● wealth disparity ● equality ● tolerance ● human rights
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
Topic	Revision	
Skills	Application and evaluation	
Knowledge	The topics for revision will be determined by student performance on assessments and the Year 11 mock examination.	
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	

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

Triple Science: Biology

Intent	Implement	Impact
Students will study some of the key topics of GCSE Biology this year. In year 11 we intend to cover the following topics; genetics and reproduction and ecology.The aim is to complete the course at the latest by the end of term 4. Revision time in term 5 will give an opportunity to revisit the core topics covered in year 9 and 10 as part of preparation for the GCSE examinations.	GCSE Biology students in year 11 receive 4 hours of Biology lessons per fortnight. Students will experience a mixture of practical and theory lessons including the requirement to complete 10 required practical activities during the course. We follow the AQA GCSE Biology course using the Oxford books as the basis for our scheme of work.	By the end of the year students should be developing a range of problem solving and practical skills; students should be able to apply their knowledge of Biology to a range of real world applications. Students should be gaining confidence at handling equipment and using it to produce experimental results. Students will be learning to analyse and evaluate data. Students will be able to highlight how Biology is used outside the classroom.

	Term 1	Term 2	Term 3
Skills	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs
Knowledge	B13 Reproduction - sexual and asexual reproduction, DNA structure and protein synthesis, genetics including genetic disorders and screening for genetic disorders. B14 Variation and evolution - evolution by natural selection, selective breeding, genetic engineering, cloning and ethics of genetic technologies.	B14 Variation and evolution - evolution by natural selection, selective breeding, genetic engineering, cloning and ethics of genetic technologies. B15 Genetics and evolution The history of genetics and different theories of evolution, evolution and speciation, evidence for evolution including fossils, extinction, antibiotic resistant bacteria, classification systems.	B16 Adaptations, interdependence and competition - communities and factors affecting communities, competition in animals and plants, adaptations of plants and animals. B17 Organising an ecosystem - feeding relationships, materials cycling (carbon cycle, decay cycle)
Assessment	B13 end of topic test	B14 knowledge quiz B14 and B15 combined test	B16 end of topic quiz B17 knowledge quiz

		Year 11 mock examinations	Required practical 9 Field investigations Required practical 10 Decay

	Term 4	Term 5	Term 6
Skills	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs
Knowledge	B18 Biodiversity and ecosystems - human population explosion, pollution of land, water and air, global warming and its causes, maintaining biodiversity, trophic levels and biomass, food security and sustainable food production.	Revision of core topics prior to the GCSE Examinations (2 x 1h45m)	
Assessment	B17 Knowledge quiz B18 Knowledge quiz B17 and B18 combined test.	GCSE examination paper 1	GCSE Examination paper 2

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

MEGA			
M	**E**	**G**	**A**
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.

Combined Science: Biology

Intent	Implement	Impact
Students will cover the remaining topics of the combined science course,genetics and reproduction and ecology. The aim is to finish in the first half of term 4, which will provide the opportunity to revisit the topics of cells and organisation, disease and bioenergetics and biological responses, covered in year 9 and 10, as part of preparation for the GCSE examinations.	Combined science students in year 11 receive 4 hours of Biology lessons per fortnight. Students will experience a mixture of practical and theory lessons. We follow the AQA GCSE Combined Science: Trilogy course using the Oxford books as the basis for our SOW.	By the end of the year students should have developed 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 using it to produce, analyse and evaluate experimental results using the correct scientific language. Students will be able to highlight how Biology is used outside the classroom.

	Term 1	Term 2	Term 3
Skills	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs
Knowledge	B12 Reproduction - sexual and asexual	B13 Variation and evolution - evolution by natural	B15 Adaptations, interdependence and competition - communities

	reproduction, genetics including genetic disorders and screening for genetic disorders. B13 Variation and evolution - evolution by natural selection, selective breeding, genetic engineering and ethics of genetic technologies.	selection, selective breeding, genetic engineering, cloning and ethics of genetic technologies. B14 Genetics and evolution - evidence for evolution including fossils, extinction, antibiotic resistant bacteria, classification systems.	and factors affecting communities, competition in animals and plants, adaptations of plants and animals. B16 Organising an ecosystem - feeding relationships, materials cycling (carbon cycle, decay cycle) B17 Biodiversity and ecosystems - human population explosion, pollution of land, water and air, global warming and its effect on life on Earth, maintaining biodiversity.
Assessment	B13 end of topic test	B13 knowledge quiz B13 and B14 combined test Year 11 mock examinations	B15 end of topic quiz B16 knowledge quiz Required practical 9 Field investigations

	Term 4	**Term 5**	**Term 6**
Skills	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs
Knowledge	B17 Biodiversity and ecosystems - human population explosion, pollution of land, water and air, global warming and its effect on life on Earth, maintaining biodiversity. Revision of topics covered in years 9 and 10.	Revision of topics prior to the GCSE Examinations (2 x 1h45m)	
Assessment	B17 knowledge quiz B16 and B17 combined test.	GCSE Examination paper 1	GCSE Examination paper 2

How parents can support:	Encourage students to: review and apply their learning after lessons; revise for tests and other assessments carefully; complete homework tasks and meet deadlines; watch documentaries and the news to appreciate how Biology can be used and applied outside the classroom.
Useful links	Kerboodle online

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

MEGA			
M	E	G	A
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 and outside of the classroom through a variety of trips and visits as well as extra -curricular clubs.	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.

Triple Science: Chemistry

Intent	Implement	Impact
Chemistry is the study of matter, its properties, how and why substances combine or separate to form other substances, and how substances interact with energy. Students will examine how the properties of the elements are related to their electronic structure and how this determines their position in the Periodic table. In year 11, they will continue to apply this knowledge to physical, inorganic and organic chemistry.	Year 11 complete the AQA GCSE course in 4 lessons per fortnightly cycle. We follow the Oxford AQA Chemistry course, using their textbooks, experiments and resources.	By the end of Key Stage 4, students should have the knowledge to enable them to develop curiosity about the natural world, insight into working scientifically, and appreciation of the relevance of science to their everyday lives. They will have developed an understanding of the nature, processes and methods of science, through different types of scientific inquiry that help them to answer scientific questions about the world around them. Students will be able to apply observational, practical, modelling, enquiry, problem-solving skills and mathematical skills. They will have developed their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

	Term 1	Term 2	Term 3

Skills	- Maths skills (Chemical calculations - topic 4) - Practical Skills (Required Practical - Use titration to investigate reacting volumes) - Application of knowledge - problem solving when working out which equation formula should be used for different calculation style questions. - Observation skills - from the topic 9 demonstrations. Observations are a key part of chemistry, so it is important to practice how to accurately record observations.	- Maths skills, including drawing graphs. Practical Skills (Required Practical - Investigating the effect of concentration on rate of reaction.) - Application of knowledge - problem solving when working out how to measure rates of reactions for different reactions and how to process the results obtained. - Evaluation technique when considering how changing conditions will affect yield and rate of reaction.	- Recall of topic 9 organic chemistry. - Observation skills - from the topic 10 and 11 demonstrations. Observations are a key part of chemistry, so it is important to practice how to accurately record observations.
Knowledge	**Topic 9** How is a range of useful products obtained from crude oil? **I will learn:** What crude oil is made up of and what the alkanes are, including how to represent them by their formula and the names and formulae of the first four alkanes. How alkanes can be used as fuels and their properties. How fractional distillation can be used to make more useful products. How and why larger hydrocarbons can be cracked into smaller hydrocarbons. **Topic 4 (TRIPLE CONTENT)** How can we use chemical equations to predict reacting quantities? **I will learn:** Titrations. **Topic 8**	**Topic 8** How are reaction rates and reversible reactions affected by changing conditions? **I will learn:** About collision theory and how it can be used to explain how changing the following properties can affect the rate of a reaction: surface area of particles, temperature, concentration and pressure and catalysts. What is a reversible reaction and how reversible reactions are represented. How reversible reactions in a closed system can be ‘at equilibrium’ and how changing the temperature and pressure can affect reversible reactions. **Topic 15 (TRIPLE CONTENT)** How changing equilibrium conditions is used in industry to maximise profit. **I will learn:** How ammonia is made using the Haber process and the economics of this process. How NPK fertilisers can be made in a laboratory and industrially and why they are important.	**Topic 10** How do functional groups affect the reactions of organic compounds? **I will learn:** What the alkenes are, including how to represent them by their formula and the names and formulae of the first four alkenes. The reactions that alkenes undergo. The structures of alcohols, carboxylic acids and esters. The reactions, properties and uses of alcohols. The reactions, properties and uses of carboxylic acids and esters. **Topic 11** How does the structure of a polymer affect its properties? **I will learn:** How to recognise addition polymers, how to draw diagrams to represent the formation of a polymer from a given alkene molecule. How to recognise condensation polymers from the functional group and the repeating units in the polymers and how polyester is formed.

	How are reaction rates and reversible reactions affected by changing conditions? **I will learn:** What is meant by the rate of a chemical reaction and how to collect data and calculate the rate of a reaction.		About our natural polymers including polysaccharides, polypeptides and proteins and DNA.
Assessment	C9 PPQs Paper 1 Summative Assessment	Assessed Year 11 Mock Examination. C8 PPQs	Summative Organic Chemistry Assessment Assessed Revision Homework

	Term 4	**Term 5 + 6**
Skills	- Recall of gas tests that have been met in previous topics - oxygen, hydrogen and carbon dioxide. - Observation skills - from the demonstrations and practical work carried out by the students. Observations are a key part of chemistry, so it is important to practice how to accurately record observations. - Application of knowledge - analysing chromatograms. - Practical Skills (Required Practical - Use chemical tests to identify unknown compounds)	- Recall of knowledge from year 9, 10 and 11 - Application of knowledge to examination style questions.
Knowledge	**Topic 12** How can we use chemical tests to identify unknown substances? **I will learn:** ● About pure substances and mixtures. ● What we mean by a formulation and how a formulation can be useful. ● How to interpret chromatograms and calculate retention factors (Rf). ● The tests and positive results for hydrogen, oxygen, carbon dioxide and chlorine gases. ● The tests and their positive results used to detect positive and negative ions. ● Advantages and disadvantages of using instrumental methods when compared with traditional chemical tests. **Topic 14** How are the Earth's resources used to benefit man? **I will learn:** ● The difference between finite and renewable resources. ● How we make water safe to drink, both freshwater and wastewater. ● How we extract metals from ores.	**Revision of GCSE content.**

	• How to complete a life cycle assessment to look at the impact on the environment of creating a product. • How we can conserve Earth's resources by reducing, reusing and recycling. **Topic 15** How and why do we need to limit our use of the Earth's natural resources, in particular for iron and steel. **I will learn:** • How and why we need to protect iron from rusting. • Why metals are alloyed and some common examples. • How to use data to evaluate the composition of and uses of alloys. • The properties of polymers and how this can depend on their monomers. • How glass, ceramics and composites can be used and how their properties enable us to select the correct material for their use.	
Assessment	C12, C14, C15 PPQs	

How parents can support:	**Encouraging students with regards to organisation skills as we start the GCSE course** **Questioning - talking to their young person about the topics being learnt** **General knowledge sharing particularly when relevant to a topic.** **Encouraging students to revise using the past paper questions available on google classroom**
Useful links	**Link to MGGS Science Students drive for past paper questions:** **https://drive.google.com/drive/folders/1gkw3d_GZxZbI2oFqMu1UnYv15AInjmz6?usp=sharing** **Links to useful videos for supporting independent learning:** **https://www.freesciencelessons.co.uk/ (Free Science Lessons)** **https://classroom.thenational.academy/units/quantitative-chemistry-4db7 (National Oak Academy - Quantitative Chemistry - Triple Content Only - Lesson 6,7 9, 11 and 13 only)** **https://classroom.thenational.academy/units/energy-changes-b607 (National Oak Academy -Fuel Cells - Trile content only) - Lesson 7 Only)** **https://classroom.thenational.academy/units/the-rate-and-extent-of-chemical-change-0530 (National Oak Academy - Rates and Equilibrium)** **https://classroom.thenational.academy/units/organic-chemistry-7c58 (National Oak Academy - Organic Chemistry** **https://classroom.thenational.academy/units/chemical-analysis-cf8d (National Oak Academy - Chemical Analysis)** **https://classroom.thenational.academy/units/using-resources-febe (National Oak Academy - Using Resources - Triple content - Lessons 12, 13, 14 only**

MEGA			
M	E	G	A

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

Combined Science: Chemistry

Intent	Implement	Impact
Chemistry is the study of matter, its properties, how and why substances combine or separate to form other substances, and how substances interact with energy. Students will examine how the properties of the elements are related to their electronic structure and how this determines their position in the Periodic table. In year 11, they will continue to apply this knowledge to physical, inorganic and organic chemistry.	Year 11 complete the AQA GCSE course in 4 lessons per fortnightly cycle. We follow the Oxford AQA Chemistry course, using their textbooks, experiments and resources.	By the end of Key Stage 4, students should have the knowledge to enable them to develop curiosity about the natural world, insight into working scientifically, and appreciation of the relevance of science to their everyday lives. They will have developed an understanding of the nature, processes and methods of science, through different types of scientific inquiry that help them to answer scientific questions about the world around them. Students will be able to apply observational, practical, modelling, enquiry, problem-solving skills and mathematical skills. They will have developed their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

	Term 1	Term 2	Term 3
Skills	- Maths skills, including drawing graphs. Practical Skills (Required Practical - Investigating the effect of concentration on rate of reaction.) - Application of knowledge - problem solving when working out how to measure rates of reactions for different reactions and how to process the results obtained. - Observation skills - from the demonstrations. Observations are a key part of chemistry, so it is important to practice how to accurately record observations.	- Maths skills, including drawing graphs. Practical Skills (Required Practical - Investigating the effect of concentration on rate of reaction.) - Application of knowledge - problem solving when working out how to measure rates of reactions for different reactions and how to process the results obtained. - Evaluation technique when considering how changing conditions will affect yield and rate of reaction.	- Recall of gas tests that have been met in previous topics - oxygen, hydrogen and carbon dioxide. - Observation skills - from the demonstrations. Observations are a key part of chemistry, so it is important to practice how to accurately record observations. - Application of knowledge - analysing chromatograms.
Knowledge	**Topic 9** How is a range of useful products obtained	**Topic 8** How are reaction rates and reversible reactions	**Topic 10** How can we use chemical tests to identify unknown substances?

	from crude oil? **I will learn:** What crude oil is made up of and what the alkanes are, including how to represent them by their formula and the names and formulae of the first four alkanes. How alkanes can be used as fuels and their properties. How fractional distillation can be used to make more useful products. How and why larger hydrocarbons can be cracked into smaller hydrocarbons. **Topic 8** How are reaction rates and reversible reactions affected by changing conditions? **I will learn:** What is meant by the rate of a chemical reaction and how to collect data and calculate the rate of a reaction. About collision theory and how it can be used to explain how changing the following properties can affect the rate of a reaction: surface area of particles, temperature, concentration and pressure and catalysts.	affected by changing conditions? **I will learn:** What is a reversible reaction and how reversible reactions are represented. How reversible reactions in a closed system can be 'at equilibrium' and how changing the temperature and pressure can affect reversible reactions.	**I will learn:** About pure substances and mixtures. How to use melting point data to distinguish between pure and impure substances. What we mean by a formulation and how a formulation can be useful. How chromatography can be used to distinguish between pure substances and impure substances and how to interpret chromatograms. How to calculate retention factors (Rf) from chromatograms. The tests and positive results for hydrogen, oxygen, carbon dioxide and chlorine gases. **Topic 12** How are the Earth's resources used to benefit man? **I will learn:** The difference between finite and renewable resources. How we make water safe to drink, both freshwater and wastewater. How we extract metals from ores. How to complete a life cycle assessment to look at the impact on the environment of creating a product. How we can conserve Earth's resources by reducing, reusing and recycling.
Assessment	C9 PPQs C8 PPQs	Assessed Year 11 Mock Examination. Revision based assessed homework.	C10 PPQs C12 PPQs

	Term 4, 5 and 6

Skills	- Recall of knowledge from year 9, 10 and 11 - Application of knowledge to examination style questions.
Knowledge	Revision of GCSE content.
Assessment	Self-assessment of PPQs for GCSE content GCSE Examinations : Paper 1 Topics C 1-7 Paper 2 Topics C 8-12

How parents can support:	**Encouraging students with regards to organisation skills as we complete the GCSE course** **Questioning - talking to their young person about the topics being learnt** **General knowledge sharing particularly when relevant to a topic.** **Encouraging students to revise using the past paper questions available on google classroom**
Useful links	**Link to MGGS Science Students drive for past paper questions:** **https://drive.google.com/drive/folders/1gkw3d_GZxZbI2oFqMu1UnYv15AInjmz6?usp=sharing** **Links to useful videos for supporting independent learning:** **https://www.freesciencelessons.co.uk/ (Free Science Lessons)** **https://classroom.thenational.academy/units/the-rate-and-extent-of-chemical-change-0530 ((National Oak Academy - Rates and Equilibrium)** **https://classroom.thenational.academy/units/organic-chemistry-7c58 (National Oak Academy - Organic Chemistry - Crude oil and fuels - lessons 1-5 only)** **https://classroom.thenational.academy/units/chemical-analysis-cf8d (National Oak Academy - Chemical Analysis - lessons 1-5 only)**

MEGA			
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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.

Triple Science: Physics

Intent	Implement	Impact

Students will cover the remaining topics of the GCSE Physics course, motion, forces and motion, light space and electromagnetism. The aim is to complete the course at the latest by the end of term 4. Revision time in term 5 will give an opportunity to revisit the core topics of energy, waves, electrical circuit, radioactivity and particles covered in year 9 and 10 as part of preparation for the GCSE examinations	GCSE Physics students in year 11 receive 4 hours of Physics lessons per fortnight. Students will experience a mixture of practical and theory lessons including the requirement to complete 10 required practical activities during the course. We follow the AQA GCSE Physics course using the Oxford books as the basis for our SOW	By the end of the year students should have developed 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 using it to produce, analyse and evaluate experimental results using the correct scientific language. Students will be able to highlight how Physics is used outside the classroom.

	Term 1	**Term 2**	**Term 3**
Skills	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs
Knowledge	P6 molecules and matter - gas pressure P9 Motion- distance time graphs, velocity time graphs and acceleration P10 Forces and motion - Newton's laws of motion, springs, car safety, momentum	P10 forces and motion - Newton's laws of motion, springs, car safety, momentum P11 Force and pressure- liquid pressure and air pressure	P14 Light - reflection and refraction, colour, lenses P15 Electromagnetism - magnetic fields, electromagnets, the motor effect, electromagnetic induction
Assessment	P6 end of topic test Required practical 8 acceleration	P9 and 10 end of topic test Required practical 7 springs Year 11 mock examination	P11 end of topic test P14 end of topic test Required practical 6 light

	Term 4	**Term 5**	**Term 6**
Skills	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation

	Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs	Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs	Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs
Knowledge	P15 Electromagnetism - magnetic fields, electromagnets, the motor effect, electromagnetic induction P16 Space - the Solar System, Satellites, Stars, the big Bang	Revision of core topics prior to the GCSE Examinations (2 x 1h45m)	
Assessment			GCSE Examination

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

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement for example by attending physics surgery for help with homework, completing past paper questions as part of a revision schedule and by using chapter maps to organise folders and revision	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	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 google classroom for lesson resources and homework, google drive for past paper resources and slides, and google sites for an overview of revision 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 analyss, evaluation, and most importantly creativity.

Combined Science: Physics

Intent	Implement	Impact

Students will cover the three remaining topics of the combined science course, motion, forces and motion and electromagnetism. The second half of the year will give an opportunity to revisit the core topics of energy, waves, electrical circuit, radioactivity and particles covered in year 9 and 10 as part of preparation for the GCSE examinations	Combined science students in year 11 receive 4 hours of Physics lessons per fortnight. Students will experience a mixture of practical and theory lessons. We follow the AQA GCSE Combined Science: Trilogy course using the Oxford books as the basis for our SOW.	By the end of the year students should have developed 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 using it to produce, analyse and evaluate experimental results using the correct scientific language. Students will be able to highlight how Physics is used outside the classroom.

	Term 1	**Term 2**	**Term 3**
Skills	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs,	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs,	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature **Thinking Skills** Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression **Mathematical skills** Arithmetic and numerical computation, Handling data, Algebra, Graphs,
Knowledge	P9 motion - distance time graphs, velocity time graphs and acceleration P10 force and motion - Newton's laws of motion, springs, car safety	P10 force and motion - Newton's laws of motion, springs, car safety Revision of year 10 work for mock exams	P13 Electromagnetism - magnetic fields, the motor effect Revision of core topics for GCSE exams
Assessment	P9 end of topic test Required practical 8 acceleration	P10 end of topic test Required practical 7 force and extension Mock examination	P13 end of topic test

	Term 4	**Term 5**	**Term 6**
Skills	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units,	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and	**Working Scientifically skills** Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and

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Knowledge	Revision of core topics for GCSE exams Revision of practical skills through required practical activities	Revision of core topics for GCSE exams Revision of practical skills through required practical activities	
Assessment	Regular revision tests on each of the core topics; energy, electricity, radioactivity, particles, forces and motion	Regular revision tests on each of the core topics; energy, electricity, radioactivity, particles, forces and motion Possible GCSE examinations	GCSE examinations

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

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Non-Examined Courses

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

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

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

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

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

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

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

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

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

Physical Education (Core PE)

Intent	Implementation	Impact
Within KS4 Core PE we aim to develop pupils' skills and confidence and hope to encourage them to become lifelong participants in Physical Activity. Throughout this key stage, pupils tackle complex and demanding physical activities and get involved in a range of activities that develop their personal fitness, which promotes an active, healthy lifestyle. This key stage focuses on the students through a programme of schemes of work known as 'ALL ABOUT ME' The whole curriculum at KS4 is based around the student.	In key stage 4 PE, we teach a wide and broad curriculum. Through this, we aim to give pupils access to a number of activities and sports in the hope of encouraging lifelong participation. We encourage the pupils to think about themselves and have focused the curriculum around them. The content and structure of the curriculum give pupils the chance to experience a range of teaching styles, activities, tasks, challenges and the opportunity to reflect upon themselves. Taught through three lessons every two weeks and three different units of work.	The aim of the curriculum is to give pupils access to a number of activities and sports in the hope of encouraging lifelong participation. The content and structure of the curriculum give them the chance to experience a range of teaching styles, activities, tasks, and challenges and the opportunity to reflect upon themselves.

	Term 1			Term 2		
Big question	*How does Physical Activity impact me?*	*Performer, Can I improve my own performance?*	*Why do we compete?*	*Enrichment Is this activity for me?*	*Enrichment Is this activity for me?*	*What are the benefits of competition?*
Skills	Communication. Perform activities that target specific aspects of fitness Analyse and Evaluate The Application of Information Decision-Making	Communication. Decision-Making Teamwork. Build Self-Esteem and a Sense of Community. Conflict management Winning and losing with dignity.	Communication. Perform activities that target specific aspects of fitness Analyse and Evaluate The Application of Information Decision-Making	Listening to others Working with others Analyse Performance Perseverance	Listening to others Working with others Analyse Performance Perseverance.	Communication. Perform activities that target specific aspects of fitness Analyse and Evaluate The Application of Information Decision-Making
Knowledge	What do they get from Physical Activity? Know how they feel about the physiological benefits of taking part in Physical Activity? Know how they feel about the psychological benefits of taking part in PA? Know how they feel about the social benefits of taking part in PA? Which benefits are the most important/beneficial to me?	Know how to identify my own/others' strengths and weaknesses? Can I explain what I/someone else needs to do to improve my/their weakness? Know what happens to my/another's weaknesses when I play in a competitive environment? Know how to use strategies and tactics to improve performance.	Know the different types of competitions Experience the different types of competitions Experience the benefits of competition Understand motivation and what motivates them	What activity they can get involved in and where? Know the benefits of a variety of activities; - Physical - Mental - Social Know how the activity makes them feel.	What activity they can get involved in and where? Know the benefits of a variety of activities; - Physical - Mental - Social Know how the activity makes them feel.	Experience the different types of competitions Know to plan and lead a competition. Know the rules of a game and learn how to officiate. Know how to work with others to run a competition Know how to evaluate and analyse
Assessment	Teacher, peer and self-assessment - against the PE department's assessment criteria.	Teacher, peer and self-assessment - against the PE department's assessment criteria.	Teacher, peer and self-assessment - against the PE department's assessment criteria.	Teacher, peer and self-assessment - against the PE department's assessment criteria.	Teacher, peer and self-assessment - against the PE department's assessment criteria.	Teacher, peer and self-assessment - against the PE department's assessment criteria.

Term 3		
What the benefits of competition	*Performer* *Can I improve my own performance?*	*Life-Long Participation* *What activities are for me?*
Communication. Decision-Making Teamwork. Build Self-Esteem and a Sense of Community. Conflict management Winning and losing with dignity.	Communication. Decision-Making Teamwork. Build Self-Esteem and a Sense of Community. Conflict management Winning and losing with dignity.	Communication. Perform activities that target specific aspects of fitness Analyse and Evaluate The Application of Information Decision-Making
Know to plan and lead a competition. Know the rules of a game and learn how to officiate. Know how to work with others to run a competition Know how to evaluate and analyse.	Know how my team can use strategies/tactics to improve their performance. Know how to evaluate my own/others' performance? Know how to adapt my/another's performance, to make it better?	Know how to access a variety of activities outside of school. Know the benefits of taking part in the activity. Know how to play/perform to the best of your ability.
Teacher, peer and self-assessment - against the PE departments assessment criteria.	Teacher, peer and self-assessment - against the PE department's assessment criteria.	Teacher, peer and self-assessment - against the PE department's assessment criteria.

How parents can support:	Encourage pupils to be active at home and to join extracurricular activities both inside and outside of school. Give pupils the opportunity to watch sports and competitions on television and also live. Participate in physical activity with your child.
Useful links	**https://kent.sportsuite.co.uk/directory**

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