



Maidstone Grammar School
for Girls

Non sibi sed omnibus

Year 11 Curriculum 2026-27



A Reference Booklet *for Parents and Carers*

A forward-thinking community with a tradition of excellence



Dear Parents and Carers

This booklet contains a lot of valuable information and provides an overview of our Year 11 curriculum. You will find a summary about each subject in Year 11; 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.

The Year 11 Curriculum at MGGS

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

Subject	Number of lessons per fortnight
Maths	6
English (Language & Literature)	7
Science (Double/Triple)	12
Religious Education	2
Modern Foreign Language	5
Humanity	5
GCSE Option	5
GCSE Option	5
Core Physical Education	3

Careers Education, Information, Advice & Guidance

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

Students will take part in PSHE Days which involve careers related activities such as interview skills workshops, career quizzes and enterprise tasks. In Year 11 the programme is formulated to assist with decisions and choices for post-16 plans, including information about apprenticeships, career options, the Sixth Form at MGGS and how to apply for any of these. 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.



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)

Our PSHE curriculum is delivered during our termly 'PSHE' days where the standard school timetable is replaced with bespoke PSHE lessons, 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.

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.



MGGS is MEGA

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

M is for Mindset  Students need vision, significant effort, effective systems, varied practice and a good attitude/growth mindset (open, taking risks, resilient) in order to achieve their full potential. We firmly believe that these skills, traits/attributes and habits can be developed and have lots of activities designed to assist with this.	E is for Enrichment  We seek to develop curious learners and promote scholarship, including activities /opportunities to extend students' understanding beyond the NC. We want our learners to be well rounded, and, as a result, we have designed a diverse and comprehensive range of enrichment opportunities for students to enjoy.
G is for Google  Digital skills are essential in our modern world. We believe that technology should be embedded within teaching and learning throughout the school and that we should use both existing and emerging technologies as a means of preparing our students for the digital age. We teach, collaborate and communicate via Google throughout the school.	A is for Advanced Thinking  Our students are equipped with tools designed to reorganise, frame, extend and challenge their thinking, promoting deeper learning. Advanced thinking is embedded in all we do and is often use to create links between subjects and topics. They are also an invaluable set of tools for recap and revision as students prepare for assessments.

Literacy, Numeracy and Oracy

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

A forward-thinking community with a tradition of excellence



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
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 2-3 weeks, students reflect on their progress, the teacher gives grading and feedback and then the students use this to create an action plan for the following fortnight.		
	Grade banding/ATL and detailed comment every 2-3 weeks in each student's 'Newsfeed' document.	Summative assessment of Mock exam with detailed feedback	Grade banding/ATL and detailed comment every 2-3 weeks in each student's 'Newsfeed' document.

	Term 4	Term 5
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
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 2-3 weeks, students reflect on their progress, the teacher gives grading and feedback and then the students use this to create an action plan for the following fortnight.	
	Grade banding/ATL and detailed comment every 2-3 weeks in each student's 'Newsfeed' document.	Grade banding/ATL and detailed comment every 2-3 weeks in each student's 'Newsfeed' document. 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 visual imagery to inspire their projects. There is opportunity for students to complete their work outside of lessons in the art rooms. 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 with two hours a fortnight allocated for problem solving and programming and three hours for Computing Concepts. We follow the AQA exam board specification - 8525 In Year 11 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) In Year 11 our paper 2 section focuses on 3.6 - Fundamentals of cyber security 3.7 - Relational Databases and SQL 3.8 - Legal, ethical and environmental impact.	Students should be able to develop their capability, creativity and knowledge in computer science and information technology and develop and apply their analytic, problem-solving, design, and computational thinking skills to design solutions. They should be able to confidently identify how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to securely transfer information over the internet.

	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	→ Literacy skills - Key Computer Science vocabulary.
Knowledge	<u>Paper 1</u> <i>Recap on Year 10 topics</i> <i>Structured approach, representing algorithms, 1D arrays, linear & binary search, trace tables</i> 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	<u>Paper 1</u> <i>Recap on Year 10 topics</i> - Robust & secure programming, 2D arrays, string handling, random numbers 3.2 Fundamentals of Programming - Data Structures (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.	<u>Paper 1</u> Students begin work on a 10 hour programming project. They would bring in all the knowledge gained from 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.



	Security threats Methods to detect and prevent threats	- Project work using databases.	
Assessment	Paper 1 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> 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:	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. 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



GCSE Dance

Intent	Implementation	Impact
We run the practical and theoretical elements alongside each other to further embed the GCSE content and expectations. The aim is to ensure pupils are able to make links between topics and content to confidently apply their knowledge to the exam questions.	The GCSE theoretical content is taught fortnightly and is also looked at practically. NEA content is moderated by other GCSE Dance teachers.	Pupils' practical and theoretical progress is recorded, monitored and tracked throughout the year. Subgroups are monitored with relevant and appropriate interventions put into place when needed. The aim is for pupils to achieve the highest grade possible, whilst developing their practical technique and choreography skills and their ability to analyse, interpret and evaluate professional dance works.

	Term 1	Term 2	Term 3
Skills	Performance - Looking at the use of physical, technical and expressive skills when performing the set phrases 'Breathe' and 'Shift' Choreography - Formal launch of the choreography project, alongside practical choreography workshops to aid the research period	Performance - Looking at the expressive skills used in the duet/ trio performance and how these help to show the intention. Choreography- Improvisation workshop based on initial research into a stimulus/ dance idea.	Choreography - Beginning to choreograph solos
Knowledge	Describing and analysing the use of aural setting in 'Infra'.	Looking at Section B questions and how we structure those answers.	Look at the stimulus and choreographic intention behind 'Artificial Things', watching and discussing interpretations.
Assessment	Writing a 12 mark response on costume and lighting, describing and analysing the set in 'Infra'	GCSE Mock Examination	Describing and analysing the set and props in 'Artificial Things' with a 6 mark 'explain'

	Term 4	Term 5
Skills	Choreography - Continuing to choreograph	Revision and Exam Technique
Knowledge	Describing and analysing the use of costume and lighting in 'Shadows'. Analysing the aural setting in 3 of the set works	Revision and Exam Technique
Assessment	Choreography - Examination on Thursday 21st March	GCSE Assessments

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



GCSE Design Technology - Product Design

Intent	Implementation	Impact
GCSE DT is concerned with the fast paced, ever-changing, technological advances which affect society and the way in which we live our everyday lives. Studying DT provides students with the skills necessary to thrive in a future world of immersive technologies, sustainable design, augmented reality and smart materials. Students are required to undertake the iterative design process of exploring, creating and evaluating. DT equips students with the tools and skills needed to thrive in an increasingly technological world. It is our intention that students become familiar with a range of materials and processes to be able to design and make a range of products.	Students 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	Energy generation and storage in DT.



	and assessment criteria. • An iterative approach to a design task.	• 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 • Revision guide

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



GCSE Design Technology – Textile Design

Intent	Implementation	Impact
The course encourages creativity and requires learners to design and make garments (and other textile products) whilst adhering to the design principles that underpin the work of those in industry. Learners will use specialist equipment and machinery to further enhance their creative processes. It is our intention that learners will become familiar with a range of materials and processes to be able to design and make a range of products.	Learners will develop their work through their understanding of textile materials, techniques and processes. They will explore and analyse the work of other artists and designers and make critical and contextual links between the artist's work and their own. Learners will refine their work and complete a personally informed and meaningful practical outcome.	Learners are knowledgeable about a wide range of techniques, processes and materials. The breadth of transferable skills developed through studying textiles allows students to problem solve in creative and unexpected ways. This unique blend of skills highlights the honed abilities of a well-rounded individual capable of achieving varied career aspirations.

	Term 1: Flora & Fauna	Term 2: Environments	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 - Annotation	- As per Term 1 - Annotation - 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 and sketchbook	Garment Outcome and sketchbook	Externally set assignment

	Term 4: Externally Set assignment	Term 5: Externally Set assignment
Skills	Developing ideas through investigations informed by other sources	Communicating meanings, ideas and intentions through visual and tactile language



	- 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 - Using a range of constructed textile techniques - Annotation	- 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 A5, A3, 30x30cm, and 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 themselves 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	- 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 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. Parents should encourage students to explore and practise high level practical skills.
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 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	<u>Component 2 NEA:</u> Completion of Devising Log. <u>Component 1 Section B:</u> 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. <u>Component 1 Section C:</u> Live/recorded theatre Students will watch a second performance as an audience and be able to analyse and evaluate a performer(s) use of theatrical skills and their interactions with others.	<u>Component 1 Section A Theatre Roles and Terminology:</u> Revision of stage directions, staging configurations and roles and responsibilities of theatre makers. <u>Component 1 Section B The Crucible:</u> Students prepare for the written mock examination by recapping the entire play and looking at key characters in more detail <u>Component 1 Section C Live/recorded theatre</u> Students will use prepared notes to explore examination style questions. <u>Component 3 Texts in Practice:</u> Students will be given a selection of plays to read and choose from in preparation for the final NEA	<u>Component 3 Texts in Practice NEA:</u> 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. <u>Component 1 Section C Live/recorded theatre</u> Students will use prepared notes to explore examination style questions.



Assessment	Teacher formative assessment (verbal) takes place throughout the unit in order to help students develop their performance skills. Marking of practice written examination questions and students theatre notes.	Teacher formative assessment (verbal) takes place throughout the unit in order to help students develop their performance skills. Marking of practice written examination questions and students theatre notes.	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout the unit in order to help students develop their performance skills. Use of AQA mark scheme.
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	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	<u>Component 3 Texts in Practice NEA:</u> Students will analyse their chosen texts. 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. <u>Component 1 written paper revision:</u> Section A: Theatre Roles and Terminology Section B: The Crucible Section C: Live/recorded theatre	<u>Component 1 written paper revision:</u> Section A: Theatre Roles and Terminology Section B: The Crucible Section C: Live/recorded theatre
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 NEA performance marked by AQA.	Use of AQA mark schemes and exemplar material.

How parents can support:	At GCSE seeing live/recorded theatre can really help and bolster a student's 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.
links	.BBC Bitesize Drama (AQA exam board) https://www.bbc.co.uk/bitesize/examspecs/zrnjwty

MEGA			
Mindset	Enrichment	Google	Advanced Thinking
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience	There are also extra-curricular opportunities such as the annual school production, theatre visits and workshops led by industry professionals.	Google is used to enhance the structure of students' learning through use of online resources. Students complete examination practice and theatre notes online. Research carried out is used to inform performance work.	In Drama students are continuously developing their Habits of Mind and rich questioning and retrieval practice is used to help develop their knowledge and understanding.



GCSE English

Intent	Implement	Impact
Through their study of English, students will consolidate the following skills: Reading for comprehension and understanding Close reading and analysis of language devices Understanding of how historical and social factors affect the production and reception of language Clarity and accuracy of written communication Ability to think imaginatively and creatively Appreciation of a broad range of literature Empathy and understanding of diverse range of cultures and experiences Ability to communicate clearly and dynamically using spoken English Skills in dramatic performance Persistence, effort and practice through redrafting and proofreading written work Independent research and enquiry	Students study for both the English Language GCSE and the English Literature GCSE during their timetabled English lessons. The curriculum is designed so that students are prepared to succeed in both courses. The most challenging texts in the GCSE course; 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.'	Students appreciate language and literacy skills and understand the transferable skills developed. Students develop a lifelong love of reading and literature. Students are creative, imaginative, curious, flexible thinkers, good communicators, they are supportive audience members who are able to analyse and evaluate one another's work and offer constructive feedback.

	Term 1: Power and Conflict Poetry / Mock Exams Preparation (revision of Shakespeare & coverage of English Language Paper 2)	Term 2: Revision for Mock Exams (Shakespeare & English language Paper 2)/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: <u>Language Paper 1:</u> - Reading for meaning - Inference/deduction - Structure - Language - Language techniques/devices - Purpose - Audience - Sentence structures - Advanced punctuation - Paragraphing for effect/sequencing - Tone	Vocabulary/concepts: - Malthusian social views - Poor laws/ Victorian workhouses/treadmills - Class hierarchy/Victorian society - Victorian Christmas/traditions - Religion in Victorian England - Dickens' life, beliefs, influences - The Industrial Revolution and its impact - Gothic Literary tradition/genre - Capitalism
Assessment	- Practice Exam questions	- Year 11 Mock Exams: - Eng lit: Romeo and Juliet - Eng lang: Eng lang p2	- 'A Christmas Carol' essay



	Term 4: Unseen Poetry	Term 5: Revision
Skills	Analysis	- Analysis and Writing skills
Knowledge	Vocabulary/concepts: - Caesura - Enjambment - Form - Structural devices - Language - Poetic techniques/devices - Rhyme - Rhythm - Imagery - Verse - Stanza - Tone and mood	Revision of key knowledge acquired throughout the GCSE course.
Assessment	- Unseen poetry essay	- Revision activities, including exam practice for both Language and Literature

How parents can support:	Go through revision strategies, using the checklist below Continue to read widely Attend theatre performances of GCSE texts (or related texts / adapted from texts by the same writers)
Useful links	GCSE revision checklist: https://docs.google.com/document/d/1ma-fl0wpFAwc8s3HV3uB8_XzWQi3XGXUFRxBJSPJj0/edit

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



GCSE Geography

Intent	Implement	Impact
We would like students to strive to achieve the very best that they can and to leave MGGS as confident, resilient, inspirational and supportive young adults that are aware of different cultures, environments and to be able to make informed decisions on sustainability. This supports students in becoming successful learners, confident and responsible citizens along with being independent and critical thinkers. The Geography curriculum will allow students to become forward thinking and we will regularly adapt to change within the world to ensure that students are being taught about current and relevant local and global topics.	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.	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. The range of examination questions at KS4 develop numeracy skills and enhances and supports literacy skills especially through the longer examination answers.

	Term 1 - weeks 1 to 3 - Living World unit - Rainforests	Term 1 - weeks 4 - 7 and Term 2 - Changing Economic World
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.	Strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans. Growth of tourism in an LIC or NEE helps to reduce the development gap. 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
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
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	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 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, An example of an urban regeneration project to show: reasons why the area needed regeneration and the main features of the project.	• Understand how the pre release links to the course • Explain results of own fieldwork, assess effectiveness of enquiry and evaluate fieldwork • Apply prior knowledge and understanding to pre release topic.
Assessment	Exam style end of unit assessment	Practice paper 3 questions.

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



GCSE History

Intent	Implement	Impact
To have an understanding of both breadth and depth in both international and British History. To develop a wide range of skills that can be applied to later life as well as the exam, this includes analysis of material, supporting and challenging an argument and making a sustained judgement.	Year 11 covers the British section of the GCSE, which includes Health and the People and Elizabethan England. In every topic students will be specifically taught how to approach the exam skills and have opportunities to practise for homework and receive detailed feedback (both individually and whole class) before attempting in exam conditions. Out of class learning will be made up of revision and Educake Quizzes, which are designed to support knowledge retention..	Students will have developed analytical skills which can be used beyond the classroom such as fact checking and identifying fake news. Students will have a good understanding of how Britain and the World got to where it is today in relation to the units they have studied.

	Term 1	Term 2	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	<u>A revolution of medicine (pt. 2)</u> - Public Health <u>Modern Medicine</u> - Penicillin - The impact of War - The NHS - DNA - Modern Public Health - Surgery	<u>Elizabeth Court and Parliament</u> - Parliament - Government - Marriage - Essex vs. Cecil	<u>Trouble at Home and Abroad (pt1).</u> - Religious Settlement - Catholic Rebellions - Puritan Actions - Mary Queen of Scots - Exploration <u>Life in Elizabethan Times</u> - Architecture - Gentry - Fashion - Theatre - Poverty
Assessment	<u>Health and the People</u> Q1: Source Utility (8 marks) Q4: Judgement (16 marks)	Year 11 Mock: Health and the People AND the Vietnam War	None

	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>Trouble at Home and Abroad (pt2)</u> - Spain vs. England - Spanish Armada <u>Historic Environment</u> This is a theme selected every year by the exam board related to one area of the course. The 2027 case study is the Spanish Armada	Revision A review of class identified topics and skills. Adapted on a year by year basis
Assessment	Full Elizabethan Exam	N/A: GCSE exams have started

MEGA			
Mindset	Enrichment	Google	Advanced Thinking
In History students are taught to be resilient and understand the GCSE is a journey of progression and development. There is not such thing as instant success,	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.	GCSE History is taught electronically which allows students to keep organised notes. We use a range of virtual resources to enhance students' learning.	We use a range of activities to help student think deeply, including planning exam questions; cross referencing between sub topic and correcting inaccuracies



GCSE Mathematics

Intent	Implementation	Impact
Students will cover the topics of the GCSE course while recapping work from KS3. The aim is to finish in term 4 of Year 11, which will provide the opportunity to revisit the topics that students have found most challenging in the lead up to their GCSE examinations.	Each topic starts with prior knowledge which it is expected all students will know. This prior knowledge will be checked to ensure students know and reinforced if necessary.	Students will be enabled to: develop fluent knowledge, skills and understanding of mathematical methods and concepts acquire, select and apply mathematical techniques to solve problems reason mathematically, make deductions and inferences, and draw conclusions comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

	Functions, sequences and algebraic fractions	Using graphs	Exponential and real life graphs
Knowledge	Functions Rearranging formulae Sequences – arithmetic, geometric, quadratic Algebraic fractions Proof	Solving cubics Expanding triple brackets Transformations of functions Trigonometric graphs	Compound interest Iteration Rate of change Distance/Time graphs Velocity/Time graphs Area under a graph Gradient of a tangent Kinematics Plans and elevations
Skills	Recall facts, terminology. Use and interpret notation correctly. Carry out routine procedures or set tasks requiring multi-step solutions. Interpret and communicate information accurately. Present arguments and proofs. Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes. Evaluate methods used and results obtained.	Accurately recall facts. Accurately carry out routine procedures or set tasks requiring multi-step solutions. Make deductions, inferences and draw conclusions from mathematical information. Make and use connections between different parts of mathematics. Interpret results in the context of the given problem. Evaluate methods used and results obtained.	Recall facts, terminology and definitions. Use and interpret notation correctly. Carry out routine procedures or set tasks requiring multi-step solutions. Construct chains of reasoning to achieve a given result. Interpret and communicate information accurately. Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes. Make and use connections between different parts of mathematics. 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.
Assessment	Year 11 mocks	Term 3 test	Term 4 test



How parents can support:	Encouraging students to complete plenty of practice including multiplication tables and non-calculator arithmetic Encouraging students to explain their methods Encouraging students to revise using the past papers available on Google Drive Encouraging students to attend after school revision sessions and Paper society each week Encouraging students to seek support from staff if required.
Useful links	https://corbettmaths.com/contents/ https://mathsgenie.co.uk https://www.drfrostmaths.com/ https://www.mymaths.co.uk/

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 Modern Foreign Languages

Intent	Implementation	Impact
During the two year course of GCSE, 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. In year 11, we aim to develop the students' knowledge of issues that require a more mature approach. 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.	Through the teaching of all 4 skills with an even emphasis, we encourage students to practise their knowledge via the means of pictures and photos, role-plays, description and open-ended written questions from 90 to 150 words. We follow the Edexcel course via the digital textbook which has clear objectives and is in line with the examination's criteria. Whilst we aim to revisit some of the key stage 3 topics, the intent of the course is to broaden the students' understanding and ability to manipulate more complex language to develop their ideas. The GCSE topics are more relevant to the students' interests and age with challenging content, thus giving a more authentic experience of the language to use independently.	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...

French

	Term 1	Term 2	Term 3
Title	my neighbourhood	my personal world and my neighbourhood	studying and my future
Skills	- Use regular superlatives - Use adjectival structures - Use comparatives and superlatives - Understand the present tense of the passive voice - Use the <i>nous</i> form in the imperative - Use <i>en</i> + present participle - Use imperfect and perfect tenses - Use <i>être en train</i> and <i>venir de</i>	- Demonstrative adjectives <i>ce, cet, cette, ces</i> - Use the pronoun <i>y</i> - Use <i>depuis</i> with the present tense - The imperative with the <i>vous</i> form - <i>à, à l', au, aux</i> - <i>du, de la, de l', des</i> - Use negatives - Use <i>de</i> to indicate possession - Use <i>si</i> clauses: <i>si</i> + imperfect, conditional - Position of adjectives - Adjectives with different meanings before and after the noun (<i>ancien, propre, cher</i>) - Use questions in different tenses - Spot different tenses from verb	- Use three different future tenses - Use near future, simple future and present tense with future reference adverbs - Use <i>après avoir</i> + past participle - Use <i>Avant de/d'</i> + infinitive - Use <i>Sans</i> + infinitive - Use perfect tense with <i>être</i> auxiliary - Use infinitives as nouns - Use verbs followed by <i>de</i> and <i>à</i>





		endings	
Knowledge	- Understand infographics about the environment - Practise numbers and percentages - Talk about geography and the climate - Use comparatives and superlatives - Learn about francophone countries - Recognise close cognates - talk about environmental problems Discuss how we can work together to protect the environment - Introduce opinions on various ways - Talk about day-to-day actions to protect the environment - Discuss new technologies Identify correct statements in text	- Understand adverbs - Use demonstrative adjectives - Describe your town or village - Use the pronoun y - Use depuis - Ask for and understand directions - Use à and de with the definite article - Transcribe unfamiliar words - Talk about shopping for clothes - Use de to indicate possession - Practise shopping role-plays - Describe your ideal home - Use si clauses - Work out the meaning of unfamiliar words - Talk about visiting another town or city - Translate questions in different tenses - Spot different tenses from verb endings	- Talk about summer plans - Use three different future tenses - Talk about future plans and hopes - Express future plans using a range of structures - Use après avoir + past participle - Talk about travelling and earning money - Buy tickets at the station - Talk about possible future career paths - Use infinitives as nouns - Discuss the advantages and disadvantages of jobs - Use verbs followed by de and à - Translate a passage using a range of more complex structures
Assessment	core assessment in listening, reading, speaking and writing skills	mock examinations in listening, reading and writing skills	core assessment in listening, reading and writing + mock examination in speaking skill

	Term 4	Term 5
Title	revision of all content	exam preparation
Skills	- practise exam skills - practise listening, reading, speaking and writing under exam conditions - use grammar and vocabulary spontaneously	- practise under timed conditions - tackle more challenging texts in listening and reading - practise productive skills
Knowledge	- my personal world - media and technology - studying and my future - my neighbourhood - travel and tourism - lifestyle and wellbeing	- my personal world - media and technology - studying and my future - my neighbourhood - travel and tourism - lifestyle and wellbeing
Assessment	exam style papers in listening, reading, speaking and writing skills	sample papers of the new GCSE in listening, reading, speaking and writing skills

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
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	- 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 - 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 - encourage your child to take part in MFL extracurricular activities such as competitions, lunchtime support, lunchtime speaking club, penpal letters...
Useful links	www.wordwall.net www.quizlet.com https://www.bbc.co.uk/bitesize/subjects/zgdqxn activehub.pearson.com https://www.languagesonline.org.uk/Hotpotatoes/index.html





German

	Term 1	Term 2	Term 3
Title	Travel and tourism	My neighbourhood	Studying and my future
Skills	- Use the imperative - Consider word order in forming questions - Use interrogatives: wer, wen, wem - Use possessive adjectives - Use prepositions with the genitive case - Use interrogative and demonstrative adjectives - Use genitive case to show possession	- Use prepositions followed by the genitive - Use genitive case to show possession - Use correct gender neutral plural nouns - Use adjectives and their superlatives to create nouns - Use verbs followed by prepositions and subsequent cases - Add wo(r)/da(r) to prepositions - Form compound nouns - Review modal verbs and word order - Use Conditional tense of modal verbs - Use subject pronoun man to avoid the passive	- Use verbs and constructions with zu - Use reflexive verbs - Use the future tense - Use werden in different tenses - Use the conditional and imperfect subjunctive - Use the subordinate conjunctions - Use adjectives as nouns after viel, etwas... - Deal with unfamiliar vocabulary
Knowledge	- Learn about German-speaking travelling destinations - Describe different holiday destinations - Discuss advantages and disadvantages - Make reservations - Describe problems on holiday - Practise a holiday role-play - Describe problems on holiday - Practise a holiday role-play - Describe a past holiday - Talk about the weather in the past - Describe future and ideal holidays	- Learn about activism in German-speaking countries - Discuss issues facing young people today - Discuss how environmental issues are being addressed - Discuss personal responsibilities and actions - Discuss international responsibilities and actions	- Learn about military and community service - Discuss plans for after exams - Discuss what jobs you would like to do in the future - Discuss the skills and characteristics needed for certain jobs - Discuss gap years - Discuss hopes for the future
Assessment	core assessment in listening, reading, speaking and writing skills	mock examinations in listening reading and writing skills	core assessment in listening, reading and writing + mock examination in speaking skill

	Term 4	Term 5
Title	revision of all content	exam preparation
Skills	- practise exam skills - practise listening, reading, speaking and writing	- practise under timed conditions - tackle more challenging texts in listening and



	under exam conditions - use grammar and vocabulary spontaneously	reading - practise productive skills
Knowledge	- my personal world - media and technology - studying and my future - my neighbourhood - travel and tourism - lifestyle and wellbeing	- my personal world - media and technology - studying and my future - my neighbourhood - travel and tourism - lifestyle and wellbeing
Assessment	exam style papers in listening, reading, speaking and writing skills	sample papers of the new GCSE in listening, reading, speaking and writing skills

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 - purchase the revision and study guides for your child to plan revision ahead - encourage your child to take part in MFL extracurricular activities such as competitions, lunchtime support, lunchtime speaking club, penpal letters...
Useful links	www.wordwall.net www.quizlet.com https://www.bbc.co.uk/bitesize/subjects/zgdqxn http://activehub.pearson.com https://www.languagesonline.org.uk/Hotpotatoes/index.html



Spanish

	Term 1	Term 2	Term 3
Title	my neighbourhood	my neighbourhood	studying and my future
Skills	- Use demonstrative adjectives - Use estar + Prepositions of place - Use perfect tense - Use demonstrative adjectives - Use the imperfect tense - Use the present tense - Use direct object pronouns - Use the she subjunctive with cuando - Use comparisons	- Use pronouns after prepositions - Use the imperative - Use impersonal verbs - Use the passive voice - Use the imperfect continuous - Avoid the passive voice - Use negatives - Use the subjunctive - Use (no) se deberia + infinitive - Use relative pronouns el cual, la cual, los cuales, las cuales - Translate more complex texts - Develop effective comprehension skills - Understand multiple tenses	- Recognise and use stress patterns - Use seguir/continuar + present participle - Use the future tense - Use future time frame expressions - Use cuando + present subjunctive - Use possessive pronouns - Use prepositions followed by the infinitive - Use masculine and feminine nouns for jobs - Understand the suffix -dad/idad - Use modal verbs - Use Para que + present subjunctive - Understand more complex texts - Listen for percentages
Knowledge	- Find out information about Columbia - Describe cities - Describe how a city or town has changed - Describe shopping preferences - Give preferences about where you live - Talk about your area	- Learn about natural wonders of the Spanish-speaking world - Talk about how you help in your community - Talk about climate change - Act to help the environment - Talk about solutions	- Learn about latino trailblazers - Talk about your plans for the future - Talk about getting a job - Talk about future career intentions - Talk about the importance of learning languages - Talk about changes in the world of work - Talk about the impact of artificial intelligence
Assessment	core assessment in listening, reading, speaking and writing skills	mock examinations in listening, reading and writing skills	core assessment in listening, reading and writing + mock examination in speaking skill

	Term 4	Term 5
Title	revision of all content	exam preparation
Skills	- practise exam skills - practise listening, reading, speaking and writing under exam conditions - use grammar and vocabulary spontaneously	- practise under timed conditions - tackle more challenging texts in listening and reading - practise productive skills
Knowledge	- my personal world	- my personal world



	- media and technology - studying and my future - my neighbourhood - travel and tourism - lifestyle and wellbeing	- media and technology - studying and my future - my neighbourhood - travel and tourism - lifestyle and wellbeing
Assessment	exam style papers in listening, reading, speaking and writing skills	sample papers of the new GCSE in listening, reading, speaking and writing skills

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...
Useful links	www.wordwall.net www.quizlet.com https://www.bbc.co.uk/bitesize/subjects/zgdqxb http://activehub.pearson.com https://www.languagesonline.org.uk/Hotpotatoes/index.html





GCSE Music

Intent	Implement	Impact
To engage actively in the process of music study and develop performing skills individually and in groups Develop composing skills to organise musical ideas and make use of appropriate resources Broaden musical experience and interests, develop imagination and foster creativity Develop awareness of music technologies and their use in the creation and presentation of music Be able to 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.	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 5 Composition 1&2 Performance (ensemble)	Unit 6 Composition 2 Performance (solo or ensemble)	Unit 7 Revision and exam practice. Completion of Composing and Performing coursework
Skills	Revision of Film Music and Popular Music Composing music to a brief set Performance 1 (Ensemble Performance) Performing a significant individual part	Revision of Forms and Devices: Bach and Music for Ensemble. 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 Year 11 Mock examinations (Full paper)	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.

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
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	opportunities in and out of school. For example: Orchestra, Ukulele Group, Wind Band, Chamber Choir, Music Theatre groups, MYMS, Kent Youth Choir, etc.
Useful links	https://teachinggadget.com/welcome-teaching-gadget/ - for revision of theoretical skills https://fosuk.server1.apps.focusonsound.com/dictionary/ - for consolidation of evaluation and listening skills https://www.free-scores.com/index_uk.php - a range of free scores for classical instruments https://www.teoria.com/ - for pitch and rhythm dictation practice





GCSE Physical Education

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

	Term 1&2 (Paper 2)		
Topic	Theory Unit 2	Theory Unit 3	Practical - 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) 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	Teacher Assessment	Moderation

Term 3&4 (Paper 2)			Term 5 (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	Ability to apply, compare and contrast information. Be able to describe and define key terms and topics. Discuss, analyse	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	Service – high, low, flick (forehand or backhand). Overhead – clear, drop. Underarm – clear, drive, drop (forehand and backhand where appropriate). Netplay. Smash



and evaluate key information and topics covered in lessons.	and evaluate key information and topics covered in lessons.		lessons.	
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	Teacher Assessment	Moderation	Teacher Assessment	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/

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

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

	Term 1 & Term 2	Term 3	Term 4 & 5
Topic	Religion and life	Islam Practices	Revision
Knowledge	- Religious teachings about the origins of the universe - The Big Bang theory and how it relates to religious views - The value of the world and human responsibility to protect it - The use and abuse of animals - The Origins and Value of Human Life - Sanctity of life and quality of life - Abortion - Euthanasia - Beliefs about death and the afterlife	Five Pillars of Islam (Sunni) / Ten Obligatory Acts (Shi'a) - Shahadah – Declaration of faith - Salah – Prayer (5 times a day) - Zakah – Giving to charity - Sawm – Fasting during Ramadan - Hajj – Pilgrimage to Makkah - Jihad Celebrations and Festivals - Id-ul-Fitr – Celebrates end of Ramadan - Id-ul-Adha – Remembers Ibrahim's willingness to sacrifice his son - Ashura – Especially important for Shi'a Muslims; remembers the martyrdom of Husayn	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.	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
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MEGA			
Mindset	Enrichment	Google	Advanced Thinking
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.

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



GCSE Sciences: Biology, Chemistry and Physics

Biology

Intent	Implement	Impact
Students will study some of the key topics of GCSE Biology this year. In year 11 we cover the following topics; genetics and reproduction and ecology. 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.	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.	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 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 Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs	Working Scientifically skills Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs	Working Scientifically skills Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs
Knowledge	B16 -Adaptations, interdependence and competition - communities and factors affecting communities, competition in animals and plants, adaptations of plants and animals. 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. 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.	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.
Assessment	B16 end of topic quiz Required practical 9 Field investigations End of topic test	Knowledge quiz Year 11 mock examinations	B14 and B15 combined test

	Term 4	Term 5
Skills	Working Scientifically skills Development of scientific thinking	Working Scientifically skills Development of scientific thinking





	Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs	Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs
Knowledge	B17 Organising an ecosystem - feeding relationships, materials cycling (carbon cycle, decay cycle) 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.	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.	Required practical 10 Decay GCSE examination paper 1

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			
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.



Combined Science: Biology

	Term 1	Term 2	Term 3
Skills	Working Scientifically skills Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs	Working Scientifically skills Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs	Working Scientifically skills Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs
Knowledge	B16 Organising an ecosystem - feeding relationships, materials cycling (carbon cycle, decay cycle) B12 Reproduction - sexual and asexual reproduction, genetics including genetic disorders and screening for genetic disorders.	B13 Variation and evolution - evolution by natural 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.	B15 Adaptations, interdependence and competition - communities and factors affecting communities, competition in animals and plants, adaptations of plants and animals. 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	B16 knowledge quiz Required practical 9 Field investigations B12 end of topic test	B13 knowledge quiz B13 and B14 combined test Year 11 mock examinations	B15 end of topic quiz

	Term 4	Term 5
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
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

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 Combined Science AQA Revision Guide - Higher, Videos & Quizzes CGP 9-1 GCSE Combined Science AQA Revision Question Cards Grade 9-1 GCSE Combined Science: AQA Workbook - Higher AQA Biology for GCSE textbook: Third Edition - Oxford Publishing

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 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
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.

	Terms 1+2	Term 3
Skills	- Recall of topic 7 organic chemistry. - Observation skills - from the topic 7 demonstrations. - 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. - - Application of knowledge - analysing chromatograms. - Practical Skills (Required Practical - Use chemical tests to identify unknown compounds) (Required practical for Chromatography, including calculating retention factor.) - Data interpretation and analysis	Recall of C1 Atomic Structure for Separation Techniques - Distillation of water. Practical Skills (Required Practical - Water Purification Recall of ion tests for sodium and chlorine from topic 8.
Knowledge	Topic 7 How do functional groups affect the reactions of organic compounds? How does the structure of a polymer affect its properties? Topic 8 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 9 How pollutants created from burning fossil fuels impact on the Earth's Atmosphere.	Topic 10 The Earth's Resources I will learn: An understanding of natural products that are supplemented or replaced by agricultural or synthetic products. How to distinguish between finite and renewable resources given appropriate information. How to extract and interpret information about resources from charts, graphs and tables. How to use orders of magnitude to evaluate the significance of data. The differences between different types of water and their purification methods. How metals are extracted from ores. How to carry out Life Cycle Assessments. How using less materials, reusing and recycling reduce environmental impacts. Studying material and their properties including: Iron and rusting, alloys, polymers, glass, ceramics and composites.





	I will learn: About a theory relating to the development of our atmosphere. How the atmosphere changed over the years and what it looks like currently. What are greenhouse gases and how are they linked to climate change? Atmospheric pollutants and the effect they have on our atmosphere.	
Assessment	End of Topic Google Assessments Summative Organic Chemistry Assessment Assessed Year 11 Mock Examination.	End of Topic Google Assessment

	Term 3+4+5
Skills	- Recall of knowledge from year 9, 10 and 11 - Application of knowledge to examination style questions.
Knowledge	Revision of GCSE content.

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_GZxZbI2oFqMu1UnYv15AInjnz6?usp=sharing Links to useful videos for supporting independent learning: https://www.freesciencelessons.co.uk/ (Free Science Lessons) https://senecalearning.com/en-GB/ (Seneca Learning) https://cognitoedu.org/home (Cognito Science) AQA Specification

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



Combined Science: Chemistry

	Terms 1+2
Skills	- 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. Data interpretation and analysis
Knowledge	Topic 8 How can we use chemical tests to identify unknown substances? I will learn: - 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. Topic 9 How pollutants created from burning fossil fuels impact on the Earth's Atmosphere. I will learn: About a theory relating to the development of our atmosphere. How the atmosphere changed over the years and what it looks like currently. What are greenhouse gases and how are they linked to climate change? Atmospheric pollutants and the effect they have on our atmosphere. Topic 10 The Earth's Resources I will learn: An understanding of natural products that are supplemented or replaced by agricultural or synthetic products. How to distinguish between finite and renewable resources given appropriate information. How to extract and interpret information about resources from charts, graphs and tables. How to use orders of magnitude to evaluate the significance of data. The differences between different types of water and their purification methods. How metals are extracted from ores. How to carry out Life Cycle Assessments. How using less materials, reusing and recycling reduce environmental impacts.
Assessment	End of Topic Google Assessments Assessed Year 11 Mock Examination. Revision based assessed homework.

	Term 3+4+5
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 1-5 Paper 2 Topics C 6-10



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_GZxZbI2oEqMu1UnYv15AInjnz6?usp=sharing Links to useful videos for supporting independent learning: https://www.freesciencelessons.co.uk/ (Free Science Lessons) https://senecalearning.com/en-GB/ (Seneca Learning) https://cognitoedu.org/home (Cognito Science) AQA Specification

Physics (Separate Science and Combined)

Intent	Implement	Impact
Students will cover the remaining topics of the GCSE Physics course, motion, forces and motion, light, electromagnetism, and space. The aim is to complete the course by the end of term 4. They will undertake required practical activities as part of the AQA specification requirement. AQA GCSE Physics specification AQA GCSE Combined Science specification 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. Lesson and revision resources, and homework will be shared with students on paper and electronically through Google Classroom and the Physics Student Google Drive.	By the end of the year students should 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	Development of scientific thinking Experimental skills and strategies Analysis and evaluation of data Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills including algebra, data, graphs and geometry.	Development of scientific thinking Experimental skills and strategies Analysis and evaluation of data Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills including algebra, data, graphs and geometry.	Development of scientific thinking Experimental skills and strategies Analysis and evaluation of data Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills including algebra, data, graphs and geometry.
Knowledge	Combined and Separate Physics: P10 Forces and Motion -	Combined Physics P15 Electromagnetism - magnetic fields, electromagnets.	Combined Physics P15 Electromagnetism - Magnetic Fields, electromagnets, the motor effect.





	Newton's laws of motion, force and acceleration, springs, car safety, momentum. P8 Forces in Balance - Forces, Newton's Laws, vectors and scalars. <i>In addition, for separate Physics - Moments, Levers and Gears.</i>	Separate Physics Continuation of P8 Forces in Balance - Forces, Newton's Laws, vectors and scalars, moments, levers and gears. P11 Force and pressure - Liquid pressure and air pressure	Separate Physics P14 Light - reflection and refraction, colour, lenses.
Assessment	End of topic assessments Exam Questions Online homeworks Required practicals write up	End of topic assessments Exam Questions Online homeworks Required practicals write up Mock examination	End of topic assessments Exam Questions Online homeworks Required practicals write up

	Term 4	Term 5
Skills	Development of scientific thinking Experimental skills and strategies Analysis and evaluation of data Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills including algebra, data, graphs and geometry.	Development of scientific thinking Experimental skills and strategies Analysis and evaluation of data Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills including algebra, data, graphs and geometry.
Knowledge	Combined Physics Revision of core topics and skills, including practical skills. Separate Physics P15 Electromagnetism - magnetic fields, electromagnets, electromagnetic induction and transformers.	Revision of core topics and skills, including practical skills.
Assessment	End of topic assessments Exam Questions Online homeworks Required practicals write up	End of topic assessments Exam Questions Online homeworks Required practicals write up

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





Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement for example by 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 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 analysis, evaluation, and most importantly creativity.
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Combined Science: Physics

	Term 1	Term 2	Term 3
Skills	Working Scientifically skills Development of scientific thinking, Experimental skills and strategies, Analysis and evaluation, Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs,	Working Scientifically skills Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs,	Working Scientifically skills Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs,
Knowledge	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
Skills	Working Scientifically skills Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs,	Working Scientifically skills Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs,





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

Useful resources	Kerboodle online, Seneca learning, Educake CGP New GCSE Combined Science AQA Revision Guide - Higher, 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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PSHE - Delivered through 4 'PSHE Days'

Intent	Implementation	Impact
The Year 11 PSHE curriculum is designed to build upon the foundations laid in Year 10, with a focus on deepening students' understanding of preparing for the future, exploring careers, and enhancing their overall wellbeing. As students approach the end of their compulsory education, the curriculum aims to equip them with the essential skills, knowledge, and confidence needed to navigate the transition from school to adulthood effectively.	The PSHE curriculum for Year 11 will be delivered through five dedicated days spread across the school year. We call these days PSHE days. Each PSHE Day will consist of six sessions, ensuring comprehensive coverage of statutory topics for PSHE. These immersive days allow for focused, in-depth exploration of key themes in personal, social, health, and economic education. During these days, students will also get the opportunity to engage in well-being activities such as: cooking, arts, yoga, self-defence and many other activities.	Understanding and managing emotions through emotional wellbeing sessions empower students to express themselves more clearly and confidently in various settings. Sessions on conflict resolution provide students with tools to handle disagreements constructively. They become skilled at finding mutually beneficial solutions, enhancing their ability to work effectively in teams. Role-playing, group discussions, and presentations during PSHE days enhance students' public speaking skills. Students become more comfortable speaking in front of peers and articulating their thoughts on sensitive and complex topics. Interactive group activities and projects during PSHE days foster a collaborative spirit. Students learn the value of teamwork, understanding different roles within a team, and the importance of working together towards a common goal.

	PSHE Day 1- Preparing for the Future	PSHE Day 2- Preparing for the Future	PSHE Day 3- Careers
Big question	How can effective revision strategies, understanding post-16 options, and developing employability skills prepare me for future success and help me manage the transition from school to the next stages of my life?	How can effective revision techniques, a strong understanding of wellbeing, and informed choices about drugs and alcohol contribute to a successful transition to the next stages of education or work?	How can developing strong interview skills, crafting an effective CV, and maintaining good study habits and wellbeing prepare me for future career opportunities and personal success?
Sessions	-Revision Systems -Memory Magic -Unifrog and Post 16 options - Employability - CV's/what's in a job /Interview Skills -Free choice revision	- Memory magic - mock preparation. -Free choice revision -Drugs and alcohol misuse -Unifrog part 2 -Maths4Girls.	- Interview preparation -CV writing -Study skills -Free choice revision -Wellbeing

	PSHE Day 4- Wellbeing and the Wider World	PSHE Day 5- 6 th Induction
Big question	How can understanding financial responsibilities, making informed decisions about health and wellbeing, and seeking support for academic challenges contribute to a balanced and successful transition into the wider world?	N/A
Sessions	- Taxes	Students will not have PSHE



	-Paul Hannaford: Drugs speaker -Wellbeing -Subject support	Day sessions due to being in 6 th Form Induction sessions.
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How parents can support:	Engage in discussions around health and well-being, relationships and the wider community
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MEGA			
Mindset	Enrichment	Google	Advanced Thinking
PSHE days develop the mindset of pupils to ensure that they are ready for the world beyond MGGS. This means that they will be taught skills that will make them resilient, empathetic and inspiring members of their communities.	PSHE sessions can take the form of an ordinary classroom lesson. However, it is very common for students to engage in activities that they have never tried before. This could include cooking, yoga, self-defence classes and many more. Additionally, PSHE days incorporate presentations from guest speakers as well as opportunities to meet alums of MGGS. This allows our students to learn and engage with people from all types of backgrounds and contexts.	In PSHE sessions, pupils will get the opportunity to use their Chromebooks to complete group tasks and presentations. Students will also be asked to engage in research tasks.	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.



Non sibi sed omnibus

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