Year 7

Curriculum Information
2020 - 2021

A Reference Booklet
for Parents and Carers

Contact: Mrs Z Harris, Deputy Headteacher
Enjoying the Journey

Dear Parents and Carers

Welcome to MGGS!

I hope this booklet about the subjects your daughter is studying in Year 7 will be of interest to you. It contains valuable information and provides an overview of the Year 7 curriculum.

The first few introductory pages of the booklet give an outline of the Year 7 curriculum at MGGS; the subjects being studied, details about the National Curriculum and our own Curriculum Extra enrichment programme, assessment and homework.

After the introduction, you will find a summary about each subject in Year 7; 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. Year 7 is the start of a learning journey that will take your daughter all the way through to the sixth form at MGGS and beyond. We want her to enjoy that journey, learn much along the way and develop her abilities and talents to the full.

Yours faithfully

Mrs Zoë Harris
Deputy Headteacher and Designated Safeguarding Lead
The Year 7 Curriculum at MGGS in a Nutshell …

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.

<table>
<thead>
<tr>
<th>Subject Lessons</th>
<th>Number of lessons per fortnight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>2</td>
</tr>
<tr>
<td>Computing</td>
<td>2</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>3</td>
</tr>
<tr>
<td>Drama</td>
<td>2</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Enrichment</td>
<td>2</td>
</tr>
<tr>
<td>Big Questions</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Modern Foreign Languages</td>
<td>2x4</td>
</tr>
<tr>
<td>French</td>
<td></td>
</tr>
<tr>
<td>German or Spanish</td>
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<tr>
<td>Music</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
</tr>
</tbody>
</table>

Key Stage 3 and the National Curriculum (NC)

Our Year 7 students follow the programmes of study of the new National Curriculum (NC). In addition to the NC we have our own additional enrichment and extension programmes for all the subjects that your daughter will be studying; this programme is called Curriculum Extra.

Central to all our lessons is an enquiry based approach. We want our students to explore 'big questions and themes'; to research, discuss, analyse and reach carefully considered opinions and views.

We also have scheduled into the timetable two hours a fortnight of enrichment that looks at issues well beyond the NC but which are important in developing a broad based education and fostering intellectual challenge and debate. These enrichment lessons will focus upon Big Questions with a different big question being studied each Kent term.
MGGS is MEGA

Mindset

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

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

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

Enquiry, Extension, Enrichment

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

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

Google

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

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

Advanced Thinking

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

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

Advanced thinking is embedded in all we do, and there are opportunities to celebrate this through outreach days, competitions and the Festival of Thinking in the Autumn term.
Key Stage 3 and Assessment in Year 7

At MGGS your daughter will be assessed in a variety of ways to help monitor the progress that she is making. Common to all subjects will be ‘core assessments’. **Core assessments** are the same for all classes for a subject and allow departments to use standardised mark schemes. This means that the progress of all students can be monitored fairly and consistently within each subject area. There are many types of core assessment tasks and they include topic tests, projects, written exercises and presentations. In addition to core assessments your daughter will complete other pieces of work that will help her teachers assess how she is doing throughout the year.

We are very keen for students themselves to develop a deeper understanding of how they can further improve. Therefore, with each core assessment and some other tasks there will be opportunities for **self-assessment**. In addition, we also encourage students to **peer assess** the work of other students. At MGGS we use the term ‘**Assessment as Learning**’ to describe a student’s involvement in assessment of their own and others’ progress, in order to inform learning.

Parents and carers will receive a **Tracking Review** in term 2, along with a full **School Report** in Term 6. The **Tracking Reviews** give a summary picture of your daughter’s progress in each of her subjects whilst the **School Report** provides more detailed information. There is also a Parents’ Evening in Term 4.

Our comprehensive systems of assessment, tracking and reporting provide valuable information to determine the progress of each student and what additional support may be needed if necessary. Assessment information is also used to determine setting in Mathematics which begins in Year 8.

**Grading**
All students complete work covering the National Curriculum at Key Stage 3. As part of our **Curriculum Extra** programme students also cover work in addition to the requirements of the National Curriculum. The National Curriculum no longer uses levels to measure students’ progress. At MGGS students work is measured using the MGGS Attainment grade system.

<table>
<thead>
<tr>
<th>MGGS Attainment Grade</th>
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<tbody>
<tr>
<td>A: Exceptional</td>
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<td>B: Secure</td>
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<tr>
<td>C: Developing</td>
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<tr>
<td>D: Below our expectations</td>
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</table>

Work completed in lessons, core assessments and homework can be awarded MGGS Attainment Grades, including +/- scores as well. E.g. A-, B+. These grades will vary from each piece of work, depending on the nature of the task and how well your daughter has completed it. Tracking reviews give a summative reflection of all the work completed over a period of time. In tracking reviews and reports a single grade will be given, i.e. with no +/-.
What do the grades in tracking reviews and reports mean?

Our expectation is that by continuing to work steadily, most of our students should be able to achieve a current GCSE grade of 6 in each of her subjects. GCSEs are now graded on a 9 to 1 scale. The attainment grades mean that if your daughter continues to work as she is now working then by the time she takes her GCSEs she is likely to receive the following grades, based on her current progress:

<table>
<thead>
<tr>
<th>New GCSE grades</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.</td>
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<tr>
<td>Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.</td>
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<tr>
<td>The bottom of grade 1 will be aligned with the bottom of grade G.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Old GCSE grades</th>
<th>A*</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGGS Attainment grades</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td></td>
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</tr>
</tbody>
</table>

Progression

Please note that if a student’s MGGS attainment grade remains the same from one assessment to the next this does not mean that the student is not making progress as they will have learnt new material from one assessment to the next. Only when the most recent grade is lower than the previous grade would less progress have been made. Subject specific details of what is required to maintain good progression is given on the subject pages of this booklet.

Homework & Independent Learning in Year 7

Homework is set for a number of reasons. These include:

- To encourage students to develop the skills, confidence and motivation needed to study effectively on their own, leading to independent learning. This is vital given the importance for students in the future of life-long learning and adaptability.
- To consolidate and reinforce skills and understanding developed at school.
- To extend school learning, for example through additional reading.
- To prepare for activities and work to be undertaken in future lessons.
- To make use of resources that may not be available in the classroom.
- To sustain the involvement of parents and carers in the management of students’ learning and keeping them informed about the work students are doing.
- In future, to manage the particular demands of public examination coursework.

At MGGS a variety of homework tasks and activities is given to Year 7 students and includes:

- the completion of lesson work
- answering written questions which consolidate and/or extend classroom based work
- researching
- reading
- preparing presentations
- carrying out creative projects
- completing practical and/or investigation based work
- revising for tests and examinations
- consolidating notes from lessons
Where at all possible homework tasks and activities are set to help in the development of a wide range of skills as well as knowledge based work *per se*. Skills include being able to successfully:

- study and learn independently
- research, investigate and enquire
- critically appraise and evaluate
- plan and write essays
- use and manipulate mathematical functions
- develop creative processes such as drawing, construction and composition
- develop gross and fine physical coordination with regard to sports and the creative arts
- word process and/or handwrite as appropriate
- use and develop ICT skills
- develop communication skills in presentations to others

**Homework is set regularly in each subject area and your daughter will have been given a homework timetable which tells her which homework is being set on particular days.** In some subjects such as **Music, Art and Design & Technology**, homework times may be amalgamated into ‘blocks of time’ so that a larger piece of work can be completed. In such cases, students will be advised of this at the start of the block of time so that they can plan how and when they complete the work.

It is important that your daughter writes all her homework clearly in her ‘planner’. She should show you her planners on a regular basis and ask you to sign it. It would be very helpful if you could check that she is writing down all homework and completing it on time.

At MGGS, the amount of homework for each subject is scheduled as follows:

- Please note that these timings are a maximum completion time, not a minimum completion time.

<table>
<thead>
<tr>
<th>KEY STAGE 3</th>
<th>Homework allocations per fortnight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>1 x 40 minutes</td>
</tr>
<tr>
<td>Design Technology</td>
<td>3 x 20 minutes</td>
</tr>
<tr>
<td>Drama</td>
<td>1 x 40 minutes</td>
</tr>
<tr>
<td>English</td>
<td>2 x 40 minutes</td>
</tr>
<tr>
<td>Geography</td>
<td>1 x 40 minutes</td>
</tr>
<tr>
<td>History</td>
<td>1 x 40 minutes</td>
</tr>
<tr>
<td>Computing</td>
<td>1 x 40 minutes</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2 x 40 minutes</td>
</tr>
<tr>
<td>MFL</td>
<td>1 x 40 minutes (French) 1 x 40 minutes (German or Spanish)</td>
</tr>
<tr>
<td>Music</td>
<td>2 x 20 minutes</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>1 x 40 minutes</td>
</tr>
<tr>
<td>Science</td>
<td>2 x 40 minutes</td>
</tr>
</tbody>
</table>

It can take students a while to settle down into good working patterns with their homework. There can be a danger that too much time is spent on the homework and/or lack of organisation causes some stress in meeting deadlines. Should you have any concerns about this please contact your daughter’s form tutor in the first instance.
Google Classrooms and Sites

All students will be given their individual usernames and passwords to access our Google Classrooms and Sites which form part of the school’s virtual learning environment. These will contain a lot of useful information for students to use and which can be accessed at school using a Google Chromebook, or at home.

Subject Information

In the pages that follow, information is given about each of the subjects that your daughter is studying.

*Please note that the school does not take any responsibility for the content of third party websites listed in this booklet. You are advised to check any websites that your daughter may use.*

Art

The Art Department believes that every student is a creative being and aims for all to fulfil their potential within an enjoyable and engaging atmosphere. Students are given the opportunity to communicate and express ideas, to develop independence in approach and to gain confidence to take creative risks in a supportive environment. Transferable and individual personal learning and thinking skills are encouraged, as is the development of respect and appreciation for the work of others. The learning framework for the year 7 curriculum provides a strong foundation of knowledge and skills to develop and realise student’s creative potential.

Course Outline: Art

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Formal Elements and Observations</td>
<td>Why is it important that we look at what we draw?</td>
</tr>
<tr>
<td>Term 2</td>
<td>Formal Elements and Observations</td>
<td>Why is drawing important?</td>
</tr>
<tr>
<td>Term 3</td>
<td>Formal Elements</td>
<td>How can we balance all formal elements to create an effective outcome?</td>
</tr>
<tr>
<td>Term 4</td>
<td>Materials and media</td>
<td>Is it OK to trace in Art?</td>
</tr>
<tr>
<td>Term 5</td>
<td>Materials and media</td>
<td>How can we record the modern world in 3 dimensions?</td>
</tr>
<tr>
<td>Term 6</td>
<td>Materials and media</td>
<td>How can we record the modern world in 2 dimensions?</td>
</tr>
</tbody>
</table>

**Term 1-3 Formal Elements and Observations**

This unit gives students an understanding of visual recording and the development of a visual language. A series of observational drawings focusing on specific visual formal elements: line, shape, texture, tone, composition, pattern and colour are undertaken. The techniques studied enable students to observe with accuracy and to use a wide range of recording media assuredly and with skill. Within this unit, the students will experience working with paint.
**Term 4-6: Materials and media**

Students will be introduced to various new media and materials with which they can experiment and develop practical ability, including collage, coloured pencils and ceramics. They will also create a personal and expressive response to a theme using 3D media to develop spatial skills.

**Assessment: Art**

The department uses a RAG assessment sheet against agreed success criteria, in addition to comment-based assessment. This gives feedback to students on their achievements and targets their next steps to develop their ability and understanding further. Throughout the year, students are given core assessment tasks, which help us to monitor progress. These, along with grades achieved for homework and class projects, are used to determine attainment. Grades are given to help support student understanding of their achievement i.e. at the conclusion of class projects, for core assessment tasks and, when applicable, to reinforce teacher comments. Teacher/student discussion and verbal assessment take place throughout all lessons and students take part in self and peer assessment at strategic points in their work. Students evaluate their learning and set themselves targets regularly throughout the year.

**Progression: Art**

Students are given a benchmark drawing exercise when they enter year 7 to gauge the grade at which they are currently working. It is expected that most students in years 7-9 will be working at the ‘B: Secure’ grade in respect to the development of their knowledge, understanding, skills and techniques. The main criteria for deciding grades are as follows:

- **C: Developing**
  The student is making some progress in the development of skills, techniques and understanding in relation to recording, the use of materials, the exploration of ideas, the development of personal outcomes and within the analysis of the work of artists and designers.

- **B: Secure**
  The student is securely developing skills, techniques and understanding in relation to recording, the use of materials, the exploration of ideas, the development of personal outcomes and within the analysis of the work of artists and designers.

- **A: Exceptional**
  The student is making exceptional progress in the development of skills, techniques and understanding in relation to recording, the use of materials, the exploration of ideas, the development of personal outcomes and within the analysis of the work of artists and designers.

**Homework: Art**

Homework is set on a regular basis with the expectation that students spend their time on each task to ensure focused and quality outcomes that build on the knowledge and understanding developed in the classroom. Activities include: practising techniques and skills when recording from observation, research, the generation and development of ideas and stand-alone pieces, the critical analysis of the work of others and the reflection on the student’s learning.

**Websites: Art**

- [www.nationalgallery.org.uk](http://www.nationalgallery.org.uk) National Gallery [12th to early 20th century art]
- [www.tate.org.uk](http://www.tate.org.uk) Tate galleries [20th century art]
- [www.britishmuseum.org](http://www.britishmuseum.org) British Museum [Multi-cultural artefacts]
How parents and carers can help: Art
Parents can help their daughters through ensuring that homework tasks are given the allocated concentrated time and not left to the last minute. Gallery visits [local and national] are an excellent way to develop insights into the world of art and design as well as helping to generate ideas. Also, discussing ideas in relation to projects and themes help to extend possibilities for personal pieces of artwork.

Computing

Course outline: Computing
The increasing use of technology in all aspects of society makes confident, creative and productive use of computing an essential skill for life. Computing capability encompasses not only the mastery of technical skills and techniques, but also the understanding to apply these skills purposefully, safely and responsibly in learning, everyday life and employment. Computing capability is fundamental to participation and engagement in modern society. In Year 7, students develop an understanding of some key concepts in computing. They also develop their skills with a number of software packages and study some key processes. This is achieved by working on a number of small projects during the year.

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>● Introduction to Google Classroom/Drive/Docs &amp; Presentation skills</td>
<td>What makes up a Computer System and how do they communicate with each other?</td>
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<tr>
<td></td>
<td>● An understanding of Computer Hardware, Software, Network Topologies</td>
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<td></td>
<td>● All about the Internet and Tele-working</td>
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<tr>
<td>Term 2</td>
<td>● Introduction to algorithms - writing simple instructions</td>
<td>What are the different programming concepts in computing?</td>
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<tr>
<td></td>
<td>● Basics of Programming - Understanding the basic elements of programming</td>
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<td></td>
<td>such as variables, selection and iteration</td>
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<tr>
<td></td>
<td>● Handling events in a game.</td>
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<td></td>
<td>● Students will work on an independent project using Scratch.</td>
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<tr>
<td>Term 3</td>
<td>● Effective use of Google Apps</td>
<td>Do developments in the previous centuries affect advancement in technology?</td>
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<td></td>
<td>● Researching about the Pioneers of Computer Science</td>
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<td></td>
<td>● What could be the technology of the Future?</td>
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<td></td>
<td>● This topic focuses on group work.</td>
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<tr>
<td>Term 4</td>
<td>● Using different applications to create a website.</td>
<td>What makes a good website?</td>
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<td></td>
<td>● Understand accessibility of websites</td>
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<tr>
<td></td>
<td>● This unit focuses on cross-curricular interaction (working with MFL).</td>
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<tr>
<td>Term 5</td>
<td>● Designing a computer system using flowcharts</td>
<td>Is a successful program only as good as its design work?</td>
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<tr>
<td></td>
<td>● Running simulations based upon flowcharts</td>
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<tr>
<td></td>
<td>● Use of computer control within programs</td>
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</tbody>
</table>
Term 6

- Use of media in society
- Recording podcasts
- Editing pictures and videos
- Produce a video clip with music using Serif / Windows Movie Maker

How can digital media tell a story?

Assessment: Computing

At the end of each unit, students will be assessed on their understanding of the topic and their ability to apply the knowledge in various scenarios using a quiz-based assessment. Feedback and Grades for the unit will be provided via an email by the class teacher. Pupils will keep an electronic portfolio of their work and progress that can be accessed from home and school; this can be updated with comments by the teacher and self.

Pupils are encouraged to self- and peer-assess during the course of each unit (game completion, successful website etc.). The scheme of work for each topic will involve students in whole : class teaching and discussion as well as group work, individual responses and independent enquiry. All work will be maintained electronically and students will not be expected to have physical folders. Students will be expected to keep their computer files well-organised with clear labels and to submit work on time for deadlines.

Progression: Computing

Work in Computing will be graded in line with the school assessment policy of awarding an Attainment grade between A and D and an Attitude to Learning grade between 1 and 4. To achieve a grade A in Year 7 we would expect students to show rapidly developing programming skills and a good understanding of the Computing issues that are discussed in class.

Homework: Computing

Homework is set on a fortnightly basis but does not always involve the use of a computer. Homework can often be research-related, be a follow-on from the classwork or evaluation activity from the content of that day’s lesson. Pupils are encouraged to keep up to date with technology news that can be used in class discussions and update their electronic portfolio with opinions on current technological news as well as classwork and homework.

Useful Websites: Computing

- https://www.bbc.co.uk/bitesize/subjects/zve9q6f - KS3 Computer Science
- http://www.thinkuknow.co.uk/ - Guide to internet safety
- http://scratch.mit.edu/ - Free download and lots of help and ideas
- http://www.computerhistory.org/ - a timeline about the history of computing
- http://www.bbc.co.uk/technology - Latest technology news

How Parents or Carers can help in Computing

To participate fully in our technology driven society, students need to be competent users of technology and they also need to develop an awareness of how computers are shaping our society and influencing our lifestyle. Keeping up to date with the latest technology related stories in the news will always help. Students are encouraged to use the online facilities to store files so that they can be worked on at home and in school.
## Design and Technology

### Course outline: Design and Technology

<table>
<thead>
<tr>
<th><strong>Topic focus</strong></th>
<th><strong>‘Big Question’ around topic</strong></th>
</tr>
</thead>
</table>
| **Food Preparation and Nutrition** | Healthy Eating  
  - To promote healthier eating and make students aware of dietary guidelines.  
  - To experience a variety of skills and learn to use equipment safely and correctly.  
  - To improve standards of hygiene and food safety.  
Length: Runs throughout the whole year | How can we keep healthy? |
| **Fashion and Textiles** | Surface Decoration  
  - To design a garment in response to the theme ‘MGGS’.  
  - To apply a range of practical skills/techniques/processes.  
  - To understand how a sewing machine works.  
Length: Runs throughout the whole year | How can we express ourselves? |
| **Product Design** | Materials Exploration  
  - To understand the design process.  
  - To understand and develop safe workshop practice.  
  - To develop practical skills and the safe use of tools and equipment.  
  - To develop a working knowledge of basic electronics, systems and control.  
Length: Runs throughout the whole year | How can we understand the world around us? |

During their first year students will be introduced to all three subjects taught within the department. They will study one lesson per fortnight of Food Preparation and Nutrition; Textiles; and Design and Technology (Product Design). This work will involve students in: Health and Safety awareness and activities; the development of practical skills; knowledge and understanding of ingredients; materials; processes; and techniques. All tasks are directly linked to their schemes of work. Students’ creativity, persistence and resilience will feature highly as they progress through Year 7.

Teaching and learning will be challenging and robust, consisting of a variety of formal skills teaching including: focussed practical activities; skills building; research methods and tasks; analytical skills; “big picture” questioning; and reflective evaluations (self, peer and group opportunities). Students will be introduced to, and become familiar with, the use of thinking skills methodology, in particular creativity, problem solving and persistence.

In all three subjects students will be involved in four key areas of work. These are:

- Investigating, researching, analysing.
● Creating, designing, developing.
● Making activities.
● Testing and evaluating.

The work covered is such that students may be required to work on a combination of these key areas at any one time.

**Assessment: Design and Technology**
Assessment will consist of a variety of methods, including:
● Ongoing peer and self assessment.
● Whole class, group, and one to one discussions to develop work.
● Attitude to Learning grades.
● Formal marking, written comments with guidance on how to improve.
● Summative assessment of practical work.

For assessment to be meaningful, students are required to evidence a direct response to their feedback. For example, this may take the form of, but not exclusively, setting and monitoring their own targets; re-visiting the piece of work to make the necessary improvements; or demonstrating/exploring development of practical work. Assessment recording will be done in-line with the whole school assessment policy.

**Progression: Design and Technology**
Work in Design and Technology will be graded in line with the school assessment policy of awarding an Attainment grade between A and D and an Attitude to Learning grade between 4 and 1. In order to reach the attainment grade, students will need to demonstrate a high level of analytical skills in their research and a maturity and originality in their designing and planning. In the practical work, students will need to demonstrate high level making and finishing skills, paying particular attention to detail and accuracy.

**Homework: Design and Technology**
Homework will take a variety of formats and may include, but not exclusively:
● A short research or design activity needed for the next lesson.
● A longer research activity to develop an understanding of a particular topic.
● An extended study requiring careful management of time.
● Planning/preparation for lessons, including weighing out ingredients at home.
● Undertaking a manufacturing diary.
● Evaluations of practical outcomes.
● Watching a documentary or television programme which relates to the topic being studied.

**Websites: Design and Technology**
- [www.designandtech.com](http://www.designandtech.com)
- [www.technologystudent.co.uk](http://www.technologystudent.co.uk)
- [www.foodforum.org.uk/](http://www.foodforum.org.uk/)
- [www.licencetocook.org.uk](http://www.licencetocook.org.uk)
- [www.uk-energy-saving.com](http://www.uk-energy-saving.com)
- [www.aboutorganiccotton.org](http://www.aboutorganiccotton.org)

Additional useful websites will be given out during individual subject lessons.
How parents and carers can help: Design and Technology
Parents and carers can help their daughters’ learning through a mixture of trips and visits, being given the chance to develop their cooking skills at home, safe access to both graphical software and websites on the home computer, encouraging their daughter to question the design of products, observation of the use of materials and the functions provided in common everyday products.

The department aims to help parents/carers by supplying as much as we can to allow students to make a speedy start to projects 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 will be required to provide additional decorative or specialist materials to enhance her practical work.

The recipes for Food Preparation and Nutrition are in student booklets. It will be necessary for parents to provide ingredients for their daughters to use along with a suitable container to store/take home the products made. We would also be grateful if you could refrain from organising and weighing out/measuring the ingredients required for each practical lesson for your daughter. This task forms part of her homework and encouraging her to do this herself will ensure that she knows exactly which ingredients she has with her for the lesson and also gives an opportunity to read and understand the recipe beforehand. All ingredients must be weighed out at home, prior to the lesson. Students must place their ingredients on their allocated shelf/in the fridge in the room C002 before the start of the school day and any food made (or spare ingredients) must remain in room C002 until 3.30pm. Please note that students are not allowed to take food made in lessons out of the room before the end of the school day. This is to ensure that all food remains safe to eat and to prevent any problems for those students who may have an allergic reaction to ingredients used. Food, ingredients and containers that are not collected will be disposed of after two days so please encourage your daughter to collect them on the day of her practical lesson.

Design and Technology is a fast paced, ever evolving discipline. In order to help your daughter keep up to date with the latest technologies, it would be helpful if the correct terminology is used at home. Although as parents you may be more familiar with calling it ‘wood tech’, ‘metal work’ or ‘home economics’, the subject has progressed an awfully long way in recent years! At MGGS we study the following disciplines within Design and Technology:

- Product Design
- Food Preparation and Nutrition
- Fashion and Textiles

Drama

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Drama is serious fun</td>
<td>‘What makes drama serious fun?’</td>
</tr>
<tr>
<td>Term 2</td>
<td>It was terrifying</td>
<td>‘How can we tell stories effectively through drama?’</td>
</tr>
<tr>
<td>Term 3</td>
<td>Ancient Greek Theatre</td>
<td>‘Where and how did theatre begin?’</td>
</tr>
<tr>
<td>Term 4</td>
<td>Evacuees and Naturalism</td>
<td>‘How can drama/theatre help us to empathise with others?’</td>
</tr>
<tr>
<td>Term 5</td>
<td>Commedia dell’arte</td>
<td>‘How has Commedia dell’arte influenced modern performance?’</td>
</tr>
<tr>
<td>Term 6</td>
<td>Page to stage</td>
<td>‘might words be brought to life?’</td>
</tr>
</tbody>
</table>
In lessons, students will experience and develop their knowledge and understanding of creating, performing, and responding in the following ways:

- **Creating** - Exploring, devising, shaping and interpreting.
- **Performing** - Presenting and applying knowledge and understanding in practical work
- **Responding** - Evaluating and analysing process and performance

A detailed explanation of each of the stages of achievement will be given to your daughter in September.

We aim to introduce your daughter to a range of skills and experiences which will not only ignite a passion for drama, but also develop useful transferable skills in areas such as verbal and non-verbal communication and group based learning which will aid the development of pupils’ confidence. Pupils will be able to utilise leadership qualities of negotiation, compromise, fairness and responsibility in a variety of topics. We strongly believe Drama at MGGS develops skills in our students in a thought provoking and supportive environment.

Embedded within the course is the development of thinking skills. Much of what we do in Drama utilises and supports the development of independent thinking skills and we are able to make the development of these skills explicit in the teaching of Drama.

Throughout the course our focus is on the creativity of the individual and the course offers pupils opportunities to develop a sense of ownership and pride in the work they develop. We encourage pupils to consider the social, cultural, historic and political aspects of the characters and situations explored. Students will have opportunities to develop personal learning and thinking skills by working alone or collaboratively in pairs or as part of a group, researching a topic or a brief, planning, preparing and rehearsing for a performance, refining ideas, extending and developing creative ideas and performing a finished piece. They will be involved in creating, developing and performing their own theatrical ideas, listening to and evaluating their own work and that of others to learn about different theatrical styles and conventions, how to use dramatic skills to express a mood or for a defined expressive purpose and how theatre reflects the context and time in which it was originally created.

Each of the topic areas is based on, or explores a ‘big question’ which provides the focus for the unit and provides the opportunity for personal enquiry. There are links with different subjects within the course, and extension and enrichment opportunities are provided through participation in school productions, House Arts, Drama Club and a theatre trip and workshop for Key Stage 3 students.

**Assessment: Drama**

Verbal feedback will regularly be given to all pupils on many aspects of their work, from the level of their participation and confidence, to a critique of their performance skills in a formal assessment.

Alongside their practical exploration of drama, pupils will be asked to record their personal reflections, self-assessments and evaluations of performances to go alongside teacher assessments of progress made.

Drama is a practical subject and assessments will be made of the pupils’ performance skills as we move through the year. Frequent constructive verbal feedback will be given to pupils throughout lessons from the teacher and through peer assessment. In addition to this pupils will be expected to display their knowledge and understanding in reflective discussions at key moments. Pupils will also be encouraged to assess their own and others’ work in performance using a common set of criteria, as well as develop their critical and reflective skills in response to performance.
Alongside their practical exploration of drama, pupils will be asked to record their reflections in a Drama Diary. At the beginning of the September term students will be asked to provide themselves with an A4 scrapbook/notebook to use in Drama sessions. This should be brought to each lesson. It is important that this diary is a personal exploration of their experiences in drama; they can present their reflections and evaluations in any way they see fit as long as they are proud of the final result.

Progression: Drama
We expect that our pupils in Year 7 will have very different levels of experience and skill in drama; this first year in Drama at MGGS will be aim to provide a sound basis for students to build on and progress from towards possible study of the subject higher up the school where Drama GCSE and A level are popular subjects. Pupils will be given opportunities to work in pairs and groups to develop their confidence and teamwork skills, and will be introduced to dramatic forms, performance skills and vocabulary throughout the year in order to build a common language for describing and reflecting on work in drama. We will note each individual’s attainment each Kent term as well as giving regular opportunities to reflect on work. In order to achieve the highest standards of work pupils will need to demonstrate outstanding collaborative skills and sensitivity within a group, confident application of practical skills and an analytical approach to responding to their own and others’ performances.

Websites: Drama
Introduction to Greek Theatre:
http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/arts_and_theatre/teachers_resources.shtml
Current events in UK theatre, a great source of information on productions, actors, courses and opportunities: http://www.thestage.co.uk
Although aimed at GCSE students, the BBC Bitesize website details some of the techniques Year 7 will be introduced to this year and is fun and accessible: http://www.bbc.co.uk/schools/gcsebitesize/drama/
The Theatre Museum collections formerly held in the Covent Garden premises are now held by the Victoria and Albert Museum, and their website is interesting and extensive:
http://www.vam.ac.uk/page/t/theatre-and-performance/

How parents can help: Drama
Drama explores what it is to be human, in its broadest sense. Encouraging pupils to use their imaginations and to broaden their reading habits are both useful tools for use across the curriculum. Seeing live theatre is also a way to spark pupil’s imagination but by simply supporting and encouraging your daughter you will be helping to build her confidence as a team worker and as a potential performer.

English

<table>
<thead>
<tr>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong> Introduction to Poetry</td>
<td>What is poetry?</td>
</tr>
<tr>
<td>For example: ‘The Red Wheelbarrow’</td>
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</tr>
<tr>
<td><strong>Term 2</strong> What the Dickens? For example: ‘A Christmas Carol’ / ‘Oliver Twist’</td>
<td>What is social responsibility?</td>
</tr>
<tr>
<td><strong>Term 3</strong> Short story writing</td>
<td>What makes a good story?</td>
</tr>
<tr>
<td><strong>Term 4</strong> Class novel study: For example: ‘A Monster Calls’ / ‘Coraline’ / ‘Boy’</td>
<td>How far do our experiences shape us?</td>
</tr>
<tr>
<td><strong>Term 5</strong> Mythology: Heroes and Villains: For example:</td>
<td>What is a hero?</td>
</tr>
</tbody>
</table>
Overview: English
Students will study a programme covering a range of skills, topics and texts. They will have access to poetry, plays and many novels, as MGGS is passionate about encouraging wider reading. Alongside each of the units outlined below, on a fortnightly basis students will also be taught key writing skills in discrete literacy lessons; this is to ensure that our students develop into confident academic writers.

Term 1: What is Poetry?
Students will read, discuss, perform and write a range of poetry. Their own poems will be collected into a personal anthology which they will be asked to comment on and self-assess in order to show the thinking behind their writing, their intended effects and success.

Term 2: Charles Dickens
Students will study a play based on the novels of Charles Dickens: either *Oliver Twist* or *A Christmas Carol*. They will look at the language of his novels in depth. In a joint project with the library, they will undertake some research into Victorian society and will go on to study Dickens’ writing.

Term 3: Novel study
The individual class teacher will choose a novel from a selection of modern writing. This unit is designed as an introduction to the critical reading skills that students will need at GCSE. Popular texts include: ‘A Monster Calls,’ ‘Boy’ and ‘Coraline’.

Term 4: Approaching the short story
The purpose of this unit is to develop effective writing skills through the process of creating a short story. The unit focuses on the key narrative elements of setting and atmosphere. Spelling, punctuation and grammar skills are also developed during this unit, emphasising the importance and necessity of accuracy in written work. Students will prepare for the ‘500 word’ competition.

Term 5: Heroes and Villains: mythology unit
This unit is based around the analysis of the cultural contexts of ‘heroes’ and ‘villains’ in literature and on film. Students will consider what constitutes a hero or villain, and how literary texts and film chooses to support or subvert audience expectations. Source texts are drawn from a diverse cultural background ranging from *Beowulf* to *Perseus*.

Term 6: Journalism Enrichment Project
Students will study the conventions of newspapers and explore how the media communicates ideas to its readers. This exciting project will also give students the chance to produce a newspaper or magazine. This project is very much based on collaboration, creativity and independent learning.

Assessment: English
Core assessments: English

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Term 5</th>
<th>Term 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poetry anthology / poetry essay</td>
<td>Speaking and listening / Analytical essay</td>
<td>Creative writing</td>
<td>Creative writing / Speaking and listening</td>
<td>Analytical essay / short story</td>
<td>Writing assessment (newspaper)</td>
</tr>
</tbody>
</table>
Core assessment marks will be used to help monitor student progress. Marking will consist of positive comments and targets for progression using the MGGS Attainment Grade criteria.

Notes may be looked at and ticked, or peer-assessed. Self-reflection and target-setting arrangements and time are built into the Year 7 scheme of work.

**Progression: English**
We expect most of our students to achieve ‘Attainment Grade B’ over the course of year 7, with the most able achieving ‘Attainment Grade A’. The skills needed to achieve these grades will depend on the specific task set; however, the main criteria are:

<table>
<thead>
<tr>
<th><strong>MGGS Attainment Grade</strong></th>
<th><strong>Speaking and Listening</strong></th>
<th><strong>Reading</strong></th>
<th><strong>Writing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Exceptional</td>
<td>Students adapt their talk to the demands of different contexts, purposes and audiences with increasing confidence. Their talk engages the interest of the listener through the variety and liveliness of both vocabulary and expression. Students take an active part in discussions, taking different roles and showing understanding of ideas and sensitivity to others. They demonstrate their knowledge of language variety and usage effectively and use standard English fluently in formal situations.</td>
<td>In reading and discussing a range of texts, students identify different layers of meaning and comment on their significance and effect. They give personal responses to literary texts, referring to aspects of language, structure and themes in justifying their views, and making connections between texts from different times and cultures and their own experiences. They summarise a range of information from different sources.</td>
<td>Students’ writing is fluent and often engages and sustains the reader’s interest, showing some adaptation of style and register to different forms, including using an impersonal style where appropriate. Students experiment with a range of sentence structures and varied vocabulary to create effects. Spelling, including that of irregular words, is generally accurate. Handwriting is neat and legible. A range of punctuation is usually used correctly to clarify meaning, and ideas are organised into well-developed, linked paragraphs.</td>
</tr>
<tr>
<td><strong>B</strong> Secure</td>
<td>Students talk and listen confidently in a wide range of contexts, including some that are formal. Their talk engages the interest of the listener as they begin to vary their expression and vocabulary. In discussions, they pay</td>
<td>Students show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters and</td>
<td>Students’ writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. Vocabulary choices are imaginative and words are used precisely. Sentences, including complex ones, and paragraphs are coherent, clear and well</td>
</tr>
</tbody>
</table>
close attention to what others say, ask questions to develop ideas and make contributions that take account of others’ views. They adapt their spoken language to suit the situation and begin to use standard English in formal situations.

select sentences, phrases and relevant information to support their views. They understand that texts fit into historical and literary traditions. They retrieve and collate information from a range of sources.

developed. Words with complex regular patterns are usually spelt correctly. A range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately. Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.

Homework: English
The school homework timetable will of course be followed, and students will find that they may be set a variety of homework tasks: research, preparation, reading and writing. When longer pieces of work are set, students will be given one or two weeks to complete them in order to help them get used to organising their own time as they will have to do for their controlled assessments at GCSE.

Websites: English
http://www.timesspellingbee.co.uk/ - A fantastic site to develop spelling and word skills. Great fun too!
http://www.bbc.co.uk/bitesize/ks3/english/
http://www.bbc.co.uk/history/historic_figures/dickens_charles.shtml

How parents can help
The best way to improve the vocabulary and accuracy of your daughter's writing is to encourage her to read widely. The school library is a fantastic source of contemporary and classic literature, as well as magazines, journals and newspapers. There are many local literary connections that are worth exploring for a fun day out, including the annual Dickens Festival in Rochester.

Geography

Course outline: Geography

<table>
<thead>
<tr>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>What is a Geographer? Geographical Skills</td>
</tr>
<tr>
<td>Term 2</td>
<td>Weather and Climate Change</td>
</tr>
<tr>
<td>Term 3</td>
<td>The UK</td>
</tr>
<tr>
<td>Term 4</td>
<td>Rivers</td>
</tr>
<tr>
<td>Term 5</td>
<td>Rochester Field work</td>
</tr>
<tr>
<td>Term 6</td>
<td>Russia</td>
</tr>
</tbody>
</table>

A high-quality Geography education aims to inspire in students a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We aim to equip students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As students’ progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between...
physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

The KS3 National Curriculum for Geography aims to ensure that all students:
- develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps and writing at length.

**Assessment: Geography**

There are three aspects of achievement in geography:

1. **Contextual world knowledge** of locations, places and geographical features.
2. **Understanding** of the conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space.
3. Competence in **geographical enquiry**, and the application of **skills** in observing, collecting, analysing, evaluating and communicating geographical information.

Students will be assessed by means of a baseline test on entry and then one key core assessment for the units on Geographical skills, Weather and Climate, The Uk, Rivers, Fieldwork and Russie. These will be marked using the MGGS Attainment grade system: A (Exceptional) to D (Below our expectations). Work completed in lessons, core assessments and homework will be awarded these attainment grades. These grades may vary from each piece of work, depending on the nature of the task and how well your daughter has completed it.

Each assessment will provide an opportunity for students to reflect upon their work and identify how they can improve. A student progress tracking sheet is also issued at the start of the year to enable students to identify areas of strengths but also areas for improvement. In addition, peer and self-assessment is to help students to appreciate what is required to achieve a particular grade and, more importantly, how to improve her grade. These are always moderated by staff to ensure consistency and accuracy. Each topic assessment will have its own criteria mark sheet.

**Progression: Geography**

Some students have had little experience of discrete Geography in their primary school and often start with a low attainment grade but most students rapidly improve. In order to improve students need to start providing not only organisation and appropriate detail in their answers but also to provide reasons, showing complex links between aspects studied. The quality of language, too, is important, with a confident use of correct terminology.

By the end of Year 7 pupils should:
- Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.
● Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments.

● Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.

Homework: Geography
Homework may be a set as a variety of tasks – sometimes it will be a consolidation exercise to ensure that the work done in class is fully understood, sometimes it will be learning for a test and sometimes a more creative piece in response to the work done in school. In addition we use homework for students to prepare themselves for assessments which are completed in class or for students to complete the assessment at home. A range of methods are used in each topic in order to assess the variety of skills covered in the course. The list of topic areas covered is outlined above. It would be expected that some research is done on each topic – either through books and newspapers or via computers.

Websites: Geography
www.bbc.co.uk – this always has excellent links for places in the news and there is specific KS3 information e.g. http://www.bbc.co.uk/bitesize/ks3/geography/
www.multimap.co.uk is excellent for investigating different sorts of maps as is Google Earth and http://mapzone.ordnancesurvey.co.uk/mapzone/ is one site we will use in class. It is full of games relating to a confident use of maps – helpful for any budding explorer!
www.worldmapper.org is an amazing site showing how countries compare and it has a wealth of data behind it.

How parents and carers can help: Geography
Geography is about the world around us – it helps explain the past, it illuminates the present and helps us plan for the future. Listening to the news and reading broadsheet papers helps to provide a broad general knowledge which will stand students in good stead (as would looking at www.bbc.co.uk). Using Ordnance Survey maps for planning local walks or trips in the car would help consolidate map work skills – provided that she is doing the planning! Using a computer to research is good, using it discriminately is better. Setting your daughter a task of finding out information about a specific country that you may be visiting on holiday or that is currently in the news will provide a focus and also improve her geographical knowledge and her ability to ask and answer questions – such as ‘Why are we building so many wind turbines and where should they be built?’, ‘Is our weather becoming more extreme?’ or ‘How can we protect housing from flooding?’

History
Course outline: History

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Norman England</td>
<td>Why did William win the battle of Hastings?</td>
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<tr>
<td></td>
<td></td>
<td>How did King William I control England?</td>
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<tr>
<td>Term 2</td>
<td>Power in the Middle Ages AND Dover Castle (a local case study)</td>
<td>What can we learn from historical sources about who held the power? To what extent did the people gain power in the Middle Ages?</td>
</tr>
</tbody>
</table>
Term 4 | The Tudors | Why did Henry VIII break with Rome in 1534? What are the similarities and differences between the Tudor monarchs? Why did the Spanish invade in 1588? Why did the English win?
---|---|---
Term 5 | The English Civil War and the Restoration | Why was there an English Civil War between 1642 and 1646? Why did parliament win? Why did parliament gain more control?

**Topic 1: Norman England**
**Skill: Cause and Consequence**
A study of the battles of 1066 and the reasons William the Conqueror won the battle of Hastings. Students will explore the methods used by William the Conqueror to assert his authority over the English people. Students will explore the building of Motte and Bailey Castles, the Harrying of the North, the Domesday Book and the Feudal System. This unit will focus on developing students ability to select, apply and explain detailed historical evidence.

**Topic 2: Power in the Middle Ages**
**Skill: Change and Continuity and Source Analysis**
A study of key events in the Middle Ages, with a focus on who held the power and whether this changed across 200 years of British History. Students will develop the skills of explaining how power fluctuates across time. Key events include, the murder of Thomas Becket, Robin Hood, Bad King John, the Crusades, the Black Death and the Peasant Revolt.

**Topic 3: A Local Study of Dover Castle**
**Skill: Change and Continuity**
This is a short 5 lesson study of how Dover Castle changed from 1066 to WW2. We hopefully support the student studies with an opportunity to visit Dover Castle.

**Topic 4: The Tudors and James I**
**Skill: Similarity and Differences and Source Analysis**
A study of how England changed under the reigns of the 5 Tudor monarchs, with a particular focus on religion. Students will explore the similarities and differences between Henry VII and Henry VIII, Mary I and Edward VI and between Protestants and Catholics. Key events include, the break with Rome, the Spanish Armada and the Gunpowder Plot.

**Topic 5: The English Civil War**
**Skill: Cause and Consequence**
A study of why there was an English Civil war. This will link back to the Tudors and the significance of religion and the changing nature of the balance in power between the monarch and parliament. As well as the causes students will explore the short and long term consequences of parliament’s victory including Oliver Cromwell, the Restoration and the Glorious Revolution.

**Assessment: History**
The work of Year 7 students will be marked with grades A-D. Students will complete core assessments to indicate progress. Core assessments will assess different skills, so students will not necessarily indicate consistent progress from assessment to assessment. Core assessments can test any combination of the following skills:
- The ability to communicate effectively
- The ability to use evidence from students’ own knowledge to support an argument
● The ability to explain this evidence
● The ability to create a substantiated judgement
● The ability to infer from historical sources
● The ability to assess the reliability and usefulness of evidence
● The ability to apply and understand second order concepts, including cause and consequence, change and continuity, similarity and differences and historical significance.

Progression: History
Our Year 7 students are generally expected to gain B grades in their core assessments. Assessments lesson content will increase in challenge across Key Stage 3, therefore students achieving the same grades in each assessment are making progress. A grades will reflect students who are working beyond our expectations, while C grades will show that students have understood elements of the skills and knowledge being tested, but require more practise and development. Students in Year 7 gaining D grades will not have done what is required by the assessment or not have acted effectively on instructions and advice. Students will always receive specific feedback on their core assessments to show them how to further develop their understanding and skills.

Homework: History
Students will receive homework every two weeks. This will be set electronically via google classroom. Some of this will be assessed by their teacher, while some will be assessed in class. Homework tasks are designed to support and consolidate students' understanding of knowledge and key skills. Tasks will include research projects, research sheets, spelling revisions, revision worksheets, letters/diaries.

Websites: History
Students should be very selective when researching, recording and using only the information that is relevant to their enquiry, not printing off vast swathes of unread text. This is a skill that will be taught in Year 7. Some useful websites include:

https://spartacus-educational.com/
http://timelines.tv/
https://www.bbc.com/teach/ks3-history/zhbdp8
http://www.bbc.co.uk/cbbc/shows/horrible-histories (For amusing clips and songs for all time periods)

How parents and carers can help: History
● Encouraging students to read historical fiction and discuss the story with them.
● Reading or watching the news develops students’ interest in the world's problems and their origins and can foster an atmosphere of household debate.
● Working through homework tasks will students, particularly the assessed ones
● Asking students to discuss what they are learning in class and what they have found most interesting
● Visiting sites of historic interest brings the subject alive.

Mathematics

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<tr>
<th>Course outline: Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
</tr>
<tr>
<td>Calculations with decimal numbers, factors &amp; multiples, HCF &amp; LCM, BIDMAS, estimating powers</td>
</tr>
</tbody>
</table>
& roots, representing inequalities, calculating with directed numbers.

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Expand &amp; simplify expressions, factorise using common factors, understand how linear relationships can be represented algebraically &amp; graphically, substitute with negative numbers, solve linear equations.</th>
<th>Is there magic in Maths?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 3</td>
<td>Properties of 2D shapes, substitute into a formula to find the perimeter &amp; area of shapes, rounding to decimal places, convert between units of area, ratio &amp; map scale, problem solving with compound area.</td>
<td>Are you a designer?</td>
</tr>
<tr>
<td>Term 4</td>
<td>Calculate with fractions, increase &amp; decrease by a percentage, find the probability of two independent events using a sample-space diagram, calculate expected values using probability, angle properties, construct polygons.</td>
<td>Can you beat the odds?</td>
</tr>
<tr>
<td>Term 5</td>
<td>An investigation into the mathematics of averages, types of data, designing a questionnaire, draw &amp; interpret bar charts &amp; pie charts, stem &amp; leaf diagrams, complete two-way tables.</td>
<td>Am I average?</td>
</tr>
<tr>
<td>Term 6</td>
<td>Plan &amp; elevation views, draw 3D shapes on isometric paper, translation, reflection, rotation, enlargement, constructing triangles.</td>
<td>Is there beauty in shape?</td>
</tr>
</tbody>
</table>

Year 7 students are taught in mixed ability forms but are then streamed for Mathematics from Year 8. They have six mathematics lessons per fortnight. The work covered in Year 7 builds on the Key Stage 2 Mathematics curriculum. Students will learn about Mathematics in the context of real-life issues. All topics are linked to “big question” themes and these will help to enrich students’ experiences of mathematics.

The department uses the Elmwood Press series of textbooks and each pupil will have access to a textbook in school. Many resources are available on Google Drive. The topics covered are all available on the MyMaths and CIMT websites.

In lessons pupils will undertake a variety of activities, including:
- whole class discussions - which provide opportunities for students to grow in confidence and to become effective participators
- investigative work – students will gain experience of solving a range of open and closed tasks in order to develop them as independent learners and creative thinkers;
- small group work – students will have opportunities to work collaboratively with other students.

**Assessment: Mathematics**

Students’ progress will be assessed on a regular basis. Students will complete a number of core assessments (a project, a written exercise or a test). These assessments will be marked and a grade or comment given. Students also assess their own understanding of each topic, identifying the areas they need to develop further. Pupils will experience a wide range of investigative work and these tasks will often be peer assessed, as this helps them to understand how they can improve their own problem solving skills.
Progression: Mathematics
In Year 7 pupils would need to demonstrate most of the following skills in order to achieve an A:

- Solve problems involving directed numbers, fractions, decimals and percentages;
- Find the area of triangles, parallelograms, trapeziums and circles;
- Solve linear equations and manipulate algebraic expressions;
- Plot linear relationships on a graph and find relationship between sets of points;
- Calculate averages, construct and interpret pie charts;
- Solve probability problems involving independent events.
- Use angle properties and symmetry, to solve problems with shapes and parallel lines.

Homework: Mathematics
Mathematics homework is set once a week. Students are usually given a few nights to complete the work. Homework may take the form of:

- arithmetic tasks, to improve speed and accuracy, accompanied by a problem solving task
- exercises to reinforce work taught in or before year 7;
- internet based homework (research or online worksheets);
- independent work to revise for a test or responding to feedback;
- investigative work;
- creative tasks (producing a poster or a booklet to explain a topic to someone else).

Websites: Mathematics
Pupils will find the following websites a useful source of support during Year 7:

- [www.mymaths.co.uk](http://www.mymaths.co.uk) This subscription website is extremely comprehensive and covers every aspect of the secondary mathematics curriculum.
- [https://corbettmaths.com/contents/](https://corbettmaths.com/contents/)
- [https://www.mathsgenie.co.uk/gcse.html](https://www.mathsgenie.co.uk/gcse.html)

How parents and carers can help: Mathematics
There are various ways in which parents and carers can support pupils with their learning:

- It is vital that your daughter is confident with her ‘times tables’ so she can complete work quickly. She needs to learn them by rote. eg once 2 is 2, two 2s are 4, so she can recall the facts quickly. eg. What two numbers multiply to make 63? Practise them as you are walking along together or driving somewhere.
- Help with learning and practising these topics will be available on the MGGS website or by using the following link: [https://www.mggs.org/admissions/information-for-new-students/maths-transition](https://www.mggs.org/admissions/information-for-new-students/maths-transition)
- There are many other websites with games to make practising interesting once tables have been learnt.
- Attitude towards improving confidence is very important in Mathematics. Avoid saying “I always struggled with Maths at school” or similar statements. Encourage your daughter to engage with the support that is available both online and in school and reward her for persistence and resilience.
- Ensure that your daughter is confident with efficient non-calculator methods of arithmetic.ie. She can add, subtract, multiply and divide integers, fractions and decimals.
- Help to develop your daughter’s mental mathematics. When shopping, ask questions about how much change to expect. Discuss mathematical concepts that are mentioned on television programmes (percentages, averages and statistical charts are often discussed in news programmes).
- Take an interest in what your daughter is learning in Mathematics. Look at her exercise book and question her about what she has learnt.
Discuss the problem-solving challenge homework questions with her or ask her about the theme of the topics she is currently learning.

It is fine to help your daughter with her Mathematics homework, but try to avoid the temptation of doing the questions for her. It is better to talk her through similar questions.

Encourage your daughter to look over topics covered earlier in the school year or at primary school.

Explain the importance of mathematics to your daughter. If applicable, share with your daughter the mathematics you use in your own job.

**Modern Foreign Languages**

In Year 7, students will study French, plus either German or Spanish.

**Course outline: French**

<table>
<thead>
<tr>
<th>Unit/Term</th>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greetings; classroom instruction; name; age; alphabet; numbers; days of the week; genders; say where I live; asking questions; articles “the” and “a”; introduce one’s family; verbs “être” and “avoir”</td>
<td>Introductions: Bonjour, ça va?</td>
</tr>
<tr>
<td>2</td>
<td>talk about family members and pets; use adjectives; singular and plural nouns; describe one’s house; prepositions; negation; adjective agreements</td>
<td>My family and me: Comment est ta famille?</td>
</tr>
<tr>
<td>3</td>
<td>ask for and give the date; learn about saints’ days and other festivals; pronoun “on”; birthdays and celebrations; talk about clothes; describe yourself and others</td>
<td>Celebrations: C’est la fête?</td>
</tr>
<tr>
<td>4</td>
<td>talk about the weather; months and seasons; talk about sports and hobbies; regular -er verbs as well as irregular verb faire; say what you do at the weekend; say what instruments you play</td>
<td>sports and hobbies: Qu’est-ce qu’on fait?</td>
</tr>
<tr>
<td>5</td>
<td>describe a town; give information about a town; ask for and give directions; talk about the area where you live; prepositions</td>
<td>My surroundings: Comment est ma ville?</td>
</tr>
<tr>
<td>6</td>
<td>talk about shops and shopping; talk about money and prices; negative sentences; find out about shopping in France; role-plays; prepare for visit to French town</td>
<td>out and about shopping: On fait les magasins?</td>
</tr>
</tbody>
</table>

**Course outline: German**

<table>
<thead>
<tr>
<th>Unit/Term</th>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To be able to understand and convey basic personal information about yourself. Greetings; classroom instructions; name; age; alphabet; numbers to 20; where you live and come from</td>
<td>Introducing myself Wer bist du? Wer bin ich?</td>
</tr>
<tr>
<td>Unit/ Term</td>
<td>Topic focus</td>
<td>‘Big Question’ around topic</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Greetings; classroom instructions; name; age; alphabet numbers to 100; days of the week; months; seasons; weather; birthdays.</td>
<td>Introductions ¿Quién soy?</td>
</tr>
<tr>
<td>2</td>
<td>Introduce and describe family members; describe physical appearance; describe personality; talk about animals (size, colour...); give opinions about animals.</td>
<td>Family ¿Cómo es mi familia?</td>
</tr>
<tr>
<td>3</td>
<td>Talk about sports and leisure activities; give opinions and justify; say how often you do leisure activities; say what you are going to do next weekend; talk about mobiles and computers; write an informal letter to a pen-friend.</td>
<td>Free Time ¿Qué hago en mis ratos libres?</td>
</tr>
<tr>
<td>4</td>
<td>To be able to understand and convey basic information about your school; give opinions on school subjects and justify; tell the time/talk about timetable; describe teachers; talk about school facilities and rules.</td>
<td>Classroom and school Wie ist deine Schule?</td>
</tr>
<tr>
<td>5</td>
<td>To be able to talk about your town. Describe your town, say what one can do there, buy snacks, drinks and souvenirs, give your holiday plans</td>
<td>Describing your town + holiday plans</td>
</tr>
<tr>
<td>6</td>
<td>Talk about your house, rooms in the house and describe your bedroom; give opinions and justify. Reinforcement and extension of the year’s learning through revision activities, project work</td>
<td>House</td>
</tr>
</tbody>
</table>

**Course outline: Spanish**

<table>
<thead>
<tr>
<th>Unit/ Term</th>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greetings; classroom instructions; name; age; alphabet numbers to 100; days of the week; months; seasons; weather; birthdays.</td>
<td>Introductions ¿Quién soy?</td>
</tr>
<tr>
<td>2</td>
<td>Introduce and describe family members; describe physical appearance; describe personality; talk about animals (size, colour...); give opinions about animals.</td>
<td>Family ¿Cómo es mi familia?</td>
</tr>
<tr>
<td>3</td>
<td>Talk about sports and leisure activities; give opinions and justify; say how often you do leisure activities.</td>
<td>Free Time ¿Qué hago en mis ratos libres?</td>
</tr>
<tr>
<td>5</td>
<td>Describe types of houses; describe your house (inside and outside); describe your bedroom; give opinions and justify.</td>
<td>House ¿Dónde vivo?</td>
</tr>
<tr>
<td>5</td>
<td>Talk about school subjects, describe your school and the school day</td>
<td>School ¿Dónde estudio?</td>
</tr>
<tr>
<td>6</td>
<td>Say where you live; describe what there is in a town; research a Spanish town.</td>
<td>Town ¿Cómo es mi pueblo? ¿Cómo es vivir en una ciudad española?</td>
</tr>
</tbody>
</table>

Throughout the French, German or Spanish Year 7 courses, students will learn and use a variety of skills:
Comprehension and translation skills
Pair work and group work for developing speaking skills and becoming effective communicators
Opportunities for students to be creative with language for different tasks
Research homework about the target language country
Students will regularly be asked to reflect on their own work and the work of others, thus improving their metacognitive skills as reflective learners

Extension, enquiry and enrichment
The MFL Department will offer students many opportunities to enrich the work they are doing. Listed below are some of the opportunities students may get to extend the core topics which they study.

- Research project into a French, German or Spanish speaking country or town.
- Reading literary texts, such as extracts from novels or poems.
- Making up songs or poems.
- Listening to songs and watching videos or short films from the target language country.
- Students will be given various opportunities to record conversations and give presentations to the class.
- There will be opportunities to analyse and discuss themes such as the pros and cons of uniform, the similarities and differences between schools and what young people do in each country.
- We have Google Classroom for each language with super curricular resources

Assessment: French, German and Spanish
In the MFL Department, there will be regular core assessments, corresponding to about two units of work and testing some or all of the four language skills (listening, speaking, reading and writing). Core assessments will be formally assessed with attainment grades (A-D) being used alongside supportive comments and targets.

In addition to this, students should expect to receive two pieces of work (either a piece of writing or an oral presentation) per term which will be formally marked. The MFL Department will formally mark work by giving positive comments and referring students to ‘feed forward questions’ (FFQs) which direct students to ways in which their work can be improved. Where appropriate an attainment grade (A-D) will be awarded. The MFL Department trains the students to understand these grades and to understand how they can move up to the next grade. Also, a mark out of 16 will be used where appropriate. This generally corresponds to how work will eventually be assessed at GCSE Level.

Listening and Reading assessments will generally be self or peer-assessed in class and students will discuss ways in which they can improve these skills. Self and peer-assessment is used in MFL as this is an effective way for students to learn how to improve. Peer assessment will usually be used for speaking assessments as it allows every student to practise this skill frequently.

Progression: French, German and Spanish
By the end of Year 7 students will be able to listen to and read simple texts in the target language and answer a range of comprehension questions. They will also be able to hold a simple conversation, ask questions and express and explain their points of view. In written work, students will be able to write one or two paragraphs using accurate and varied vocabulary and structures. Students will also be able to use a variety of verbs and be able to change the verb endings depending on different pronouns and use more than one tense. An integral part of doing well in a language is the ability to add detail and to go beyond a basic response. Therefore, if the work is to write about their house, students who not only describe their house but
also give opinions, use connectives and unusual vocabulary and perhaps say what they do at home or add some other extra details, will be awarded the highest marks.

Homework: French, German and Spanish
Students can expect to get one piece of homework per two weeks for each language they are studying. This may be a reading, listening or grammar exercise which may be marked in class, a learning homework for a vocabulary test or an oral presentation which will be assessed in class, or a writing homework.

Websites: French, German and Spanish
French, German and Spanish
www.all-in.org.uk
www.thisislanguage.com
www.conjuguemos.com
www.languagesonline.org.uk: grammar/games/activities/exercises (Years 7 to 13)
www.language-gym.com
www.wordreference.com: an online dictionary

French
www.quia.com/shared/french
www.frenchteacher.net
www.bbc.co.uk/languages/french

German
www.goethe.de
www.bbc.co.uk/languages/german
www.funwithlanguages.vacau.com

Spanish
www.espanol-extra.co.uk
www.bbc.co.uk/languages/spanish
www.learnspanish.com

How parents and carers can help: French, German and Spanish
● Buy your daughter a suitable dictionary
● Let her put ‘post-its’ around the house to label the vocabulary she has learnt.
● If you have the opportunity, watch a TV channel in the language she is studying or listen to a foreign radio station.
● Allow her to download foreign music. We are building up a range of music available to them at school as well!
● Research has shown that the best and most effective way to learn a foreign language is ‘little but often’, e.g. do not force your daughter to learn vocabulary for hours on end but encourage her to learn it in small ‘chunks’ and to revise on a regular basis.
● Learn and ‘test’ vocabulary with her.
● Ask your daughter what topic she is working on – she will probably be pleased to try and teach you.
● Take an interest in French, German or Spanish events in the news, and try to pick up any associated vocabulary.
● Encourage her to check her spelling carefully.
……and of course let her talk to you in her newly learnt language! – Even if you don’t understand. Young linguists like to ‘show off’ and impress…and why not? Finally, the best way to really encourage your daughter to learn a language is to take her on a trip to that country. Encourage her to do the shopping, order the drinks, and encourage her to learn the language that is going on around her. You may like to take out a subscription to the ‘Mary Glasgow’ language magazines (maryglasgowplus.com) but if you do, try to find time to look through the magazine with her. Many of our students are very willing to do some independent learning, but they all like to be encouraged to do so! Whatever you do, please be positive, encouraging and do listen to and read her work (even if you don’t understand it all!).

Music

<table>
<thead>
<tr>
<th>Course outline: Music</th>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>The musical Elements</td>
<td>‘How is Music put together? How can you describe it?</td>
</tr>
<tr>
<td>Term 2</td>
<td>Composing a piece for Winter</td>
<td>‘How can you create winter music’?</td>
</tr>
<tr>
<td>Term 3</td>
<td>Gamelan</td>
<td>‘What is Gamelan’?</td>
</tr>
<tr>
<td>Term 4</td>
<td>Gamelan / English Folk Music</td>
<td>‘What is Folk Music’?</td>
</tr>
<tr>
<td>Term 5</td>
<td>English Folk Music</td>
<td>‘What is Folk Music’?</td>
</tr>
<tr>
<td>Term 6</td>
<td>Music For Special Occasions - Fanfares</td>
<td>‘How can music create a sense of mood and occasion?</td>
</tr>
</tbody>
</table>

In lessons, students will learn and develop their knowledge and understanding of composing, performing, listening and appraising through inter-related activities. Students will have opportunities to develop personal learning and thinking skills by working alone or collaboratively in pairs or as part of a group, researching a topic or a brief, planning, preparing and rehearsing for a performance, refining musical ideas, extending and developing creative ideas and performing a finished piece. They will be involved in performing their own music or the music of others, creating and developing their own musical ideas, listening to and evaluating their own music and music by others to learn about different musical styles and conventions, how to use musical ideas to express a mood or for a defined expressive purpose and how music reflects the context and time in which it was composed. In year 7, students will have whole-class keyboard lessons using an interactive tuition system called ‘Gigajam’. There are lessons and exercises for all levels from beginner to level 6.

Each of the topic areas is based on, or explores a ‘big question’ which provides the focus for the unit and provides the opportunity for personal enquiry. There are links with different subjects within each unit, and extension and enrichment opportunities are provided through performances and workshops; for example, an in-class and year 7 concert for ‘Sing it out, play it loud’, and a Gamelan workshop in the gamelan unit. These provide enrichment and extension opportunities with concerts and performances given within the school and community.

Assessment: Music

Students will be assessed in a variety of ways. During each lesson, aural feedback of examples of work in progress will be given to help students to develop their work. At the end of each unit a core listening or appraising exercise will be set. Students work will be appraised in the combined areas of composing and performing and a verbal or written comment will be given which will be contained in a ‘feedback’ book.
The National Curriculum no longer uses levels to measure students’ progress, The Music Department will follow the school’s assessment policy by using the following attainment grades.

<table>
<thead>
<tr>
<th>MGGS Attainment Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Exceptional</td>
</tr>
<tr>
<td>B</td>
<td>Secure</td>
</tr>
<tr>
<td>C</td>
<td>Developing</td>
</tr>
<tr>
<td>D</td>
<td>Below our expectations</td>
</tr>
</tbody>
</table>

**Progression: Music**

In Music there is often a wide range of abilities. Some students will have had limited musical experience, while others may not only have had regular music lessons but may also have had the opportunity to develop their skills through instrumental and/or theory lessons. It is worth pointing out that in Music a single level is given for all of the combined activities: Composing, Performing, Listening and Appraising, and while a student may show strengths in one area, performing for example, they will also need to show a measured understanding in the other related activities in order to achieve a particular level.

**Homework: Music**

Different types of homework are set throughout the year. Students are asked to explore and research topics within each unit and produce a poster which uses their own words and pictures to express some aspect of the unit. This research based homework is a theme which runs throughout each unit. ICT is the most common way of researching work, but students are not expected to just print off information, but to think of how to use it to express a point of view, or to summarise their understanding of a particular topic.

Some homework will be based on specific tasks, eg learning a rhythm or notation work, musical vocabulary or planning compositions. This type of homework may be to develop a composition or practical work in progress, or assessed as a test in the next lesson. Students will be made aware of the nature of the homework and when they will be tested, if applicable.

**Websites: Music**

For practical activities and information that you can all find fun and informative try [www.topmarks.co.uk](http://www.topmarks.co.uk). When you access this site select Music from the list of choices down the left-hand side of the page (yes, there are other subjects, too). This site contains lots of information, listening opportunities and much more!

The department has created a Google Classroom site for each class. This site is used to display homework tasks, music scores, theory exercises and listening examples. Student feedback is also given on the site as well as links to theory videos to support learning.

**How parents and carers can help: Music**

If you would like your daughter to receive individual instrumental or vocal lessons, this can be arranged through the school. Our main provider is Kent Music and details/application forms are available from the Music Department in school. Lessons take place on a rotation basis during the school day and can be started at any time. The department also provides small group lessons for beginners, which is a very cost effective way of learning to play an instrument. Details can be obtained by contacting the school’s finance office.

The Music Department runs a large number of extra-curricular clubs, and we would recommend that your daughter joins at least one of the activities on offer. Group activities like these are a great way of developing musical skills. In music lessons, we often find that students who are learning a solo instrument, the keyboard...
or piano, for example, or who do not play in a group often find it difficult to keep in time and balance their part within a group. When we play alone it is commonplace to adjust tempo, possibly without even realising it, and who can tell a drummer she is too loud if she is practising on her own?

Ensemble skills are an important part of Music and music lessons. Whether your daughter plays a musical instrument or not, it is recommended that she auditions to join at least one of the choirs, such as *forte* or the Chamber Choir. Finally, it is important to remember that the Music curriculum is based on the combined activities of *composing, performing, listening* and *appraising*, and aims to develop the greater breadth of musical understanding. Visits to concerts; encouraging listening to a wide range of musical styles, live, recorded, on the radio; discussing favourite or unfamiliar music; talking about the background or context of music (your own experiences) are all worthwhile and important activities in developing the sort of musical breadth and understanding covered in key stage 3.

**Physical Education**

MGGS has developed a high-quality Physical Education curriculum to enable all students to enjoy and succeed. The curriculum allows students to develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When students are performing, they will learn to think about what they are doing, analyse the situation and make decisions. Students will also learn how to reflect on their own and others’ performances and develop ways to improve. As a result, students will build their confidence to succeed and excel in a number of different physical activities and gain an understanding of the importance of leading a healthy, active lifestyle.

**Course outline: Physical Education**

The curriculum will include activities which cover the following areas:

- outwitting opponents, as in games activities (both team and individual)
- accurate replication of actions, phrases and sequences, as in gymnastics and dance activities
- exploring and communicating ideas, concepts and emotions, as in dance and gymnastics activities
- performing at maximum levels in relation to speed, height, distance, strength or accuracy, as in athletic activities

In Year 7 students will be taught the following activities on a carousel:

Netball, football, dance, gymnastics, hockey, badminton, striking and fielding, athletics and fitness.

The aim of this range of activities is to deepen student knowledge, skills and understanding. It will allow all students to become successful confident learners who make high levels of progress and achievement. The curriculum will also develop students personally and socially. Students will work as individuals, in groups and in teams, developing concepts of fairness, respect and personal and social responsibility. Students will take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that the curriculum offers, students will learn to be successful and effective in competitive, creative and challenging situations. The curriculum also aims to develop the confidence and interest of the students, encouraging them to get involved in exercise and sport outside of school.
Assessment: Physical Education

Students will be assessed throughout each activity with a midway mark and a final mark awarded to them throughout each activity block. The students’ progress and achievement will be marked according to the following:

- developing skills in physical activity
- making and applying decisions
- developing physical and mental capacity
- evaluating and improving
- making informed choices about healthy, active lifestyles

The students' marks are levelled and recorded on a profile sheet, which is kept throughout Key Stage 3. The marks for each activity and therefore student progress can then be tracked throughout the key stage. Students will also partake in a range of self-assessment and peer-assessment activities during lessons, such as observation and evaluation of dance sequences and sporting techniques.

Progression: Physical Education

In order to achieve the highest level in Year 7 students should be able to select and combine skills, techniques and ideas and apply them accurately and appropriately in different physical activities. When performing, students should consistently show precision, control and fluency. Students should be able to draw on what they know about strategy, tactics and composition to produce effective outcomes. They should be able to modify and refine skills and techniques to improve their performance and adapt their actions in response to changing circumstances. Students should be able to analyse and comment on skills, techniques and ideas and discuss how these are applied in their own and others’ work. They should explain how the body reacts during different types of activity, and be able to explain why physical activity is an essential component of a healthy lifestyle. Students should be able to plan, organise and lead practices and activities safely, and will be able to help others’ to improve their performance.

Homework: Physical Education

Students will be expected to complete homework tasks throughout the year. These will be based on the theoretical topics in Physical Education and may include exam style questions, levelled questions, exploration tasks and analysis of performance.

Websites: Physical Education

The following websites are useful links for parents and carers looking for a community club in a wide range of sports and for encouraging a healthy active lifestyle:

http://www.kentsport.org/com_sport_fys_home.asp
http://www.maidstone.gov.uk/residents/sports-and-leisure/sports-clubs-and-activities
http://www.nhs.uk/change4life/Pages/change-for-life.aspx

How parents and carers can help: Physical Education

Parents and carers can help by encouraging their daughters to attend at least one extra-curricular sports club per week. Students can enhance their physical abilities and develop their social, personal and mental skills through taking part in our high quality out of hours learning programmes. Extra-curricular clubs are open to all students of all abilities and the programme offered caters for a wide variety of interests and tastes. Parents and carers can also help by supporting their daughter in any community activities or clubs that are on offer. The extra-curricular clubs during lunch time and after school and include the following:
MGGS has a number of competitive fixtures against schools both in and out of the district throughout the year and parents/carers can assist the Physical Education department by encouraging their daughters to take part in these events. Details about such fixtures will be communicated to students on a weekly basis. If parents or carers would like to assist the Physical Education department with coaching/officiating then please contact the Head of Department, Mrs Robbins.

### Religious Studies

**Course outline: Religious Studies**

In Year 7 students study the following units of work in this subject:

<table>
<thead>
<tr>
<th>Term 1 and Term 2</th>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 3 and Term 4</td>
<td>Spiritual and material happiness</td>
<td>Should happiness be the purpose of life?</td>
</tr>
<tr>
<td>Term 5 and Term 6</td>
<td>Christianity and the person of Jesus</td>
<td>What is so radical about Jesus?</td>
</tr>
<tr>
<td></td>
<td>Philosophy</td>
<td>Do we need to prove God’s existence?</td>
</tr>
</tbody>
</table>

Teaching and learning is based on the principles of the Key Stage 3 strategy. In each unit of work clear objectives are set. Tasks and activities are challenging and have been designed both to stimulate students’ interest and involvement in the study of religion and to make important religious concepts explicit through explanation and modelling. Lessons are usually structured with an introduction, exposition and plenary.

**Assessment: Religious Studies**

Students will experience a variety of assessment strategies in year 7. We aim to provide opportunities to students with various skills and interests. The common themes across all assessment in RS are that students will be assessed according to their ability to explain, provide evidence, compare, evaluate and express a personal view. We will award grades according to school guidance in the A, B, C, D format. The students will have an end of year test which will begin to introduce the style of their future GCSE examination. This will be a challenge but we have adjusted the expectations appropriately and are confident in the overall benefits this will bring the girls.

**Progression: Religious Studies**

By the end of Year 7 the expectation is that students should have acquired knowledge and understanding of the religious beliefs and practices studied and how these relate to everyday life. They should also have developed the ability to ask questions about religion and related issues; to suggest some answers to these questions from their own experience; be able to analyse different points of view, and present their own viewpoint with evidence and reasoned argument.
Homework: Religious Studies
Homework tasks can be very varied. They may involve: revising in preparation for a test; reinforcing work covered in class; completing a task started in class; carrying out project/investigation work; carrying out preparatory work for a forthcoming task or lesson-activity and conducting questionnaires/surveys. Homework may also include revision for a core assessment.

Websites: Religious Studies
There are a plethora of websites on world religions that can easily be found via a search engine. Other very useful sites for research and investigation at this level are:
www.ks3.reonline.org.uk
www.re-xs.ucsm.ac.uk
www.bbc.co.uk/religion

How parents and carers can help: Religious Studies
Religious Studies is the only subject that addresses a certain kind of question. These are the questions that come naturally to us all and the attempted answers have drastically shaped the world we live in. We are motivated to provide outstanding education in this area as we want students to have increased awareness and literacy when tackling the most challenging religious, philosophical and moral questions. It has never been more important to develop one's own knowledge of the beliefs of others and their reasoning. Further, we will equip our students with the right skillset to argue, debate and discuss with greater potency and self-awareness.

Science
Course outline: Science

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Energy and Forces</td>
<td>Where do forces come from?</td>
</tr>
<tr>
<td>Term 2</td>
<td>Organisms</td>
<td>What are we made of?</td>
</tr>
<tr>
<td>Term 3</td>
<td>Matter</td>
<td>What are substances made of on the inside?</td>
</tr>
<tr>
<td>Term 4</td>
<td>Genes</td>
<td>Can we change what we are made of on the inside?</td>
</tr>
<tr>
<td>Term 5</td>
<td>Reactions and Ecosystems</td>
<td>What causes change in the world we see around us?</td>
</tr>
<tr>
<td>Term 6</td>
<td>Waves and Earth</td>
<td>How do we interact with what surrounds us??</td>
</tr>
</tbody>
</table>

Students will also cover aspects of ‘How Science Works’ which includes explanations, argumentation & decisions, and practical & enquiry skills. Through the study of Science students can become independent enquirers by identifying questions to answer and problems to solve. Creative thinking is an important part of the scientific process. Scientific ideas are developed and explored by approaches that use a combination of experimentation, enquiry and evidence. Students studying science carry out group practical and investigative activities. They learn to work confidently with others, decide on appropriate distribution of tasks and take responsibility for their own contribution, thus becoming effective team workers. Work in science gives students the chance to organise themselves and show personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. Students are encouraged to become effective participants; they learn to think practically and with logic, using rational arguments to influence and persuade, and reach workable solutions. The study of science provides opportunities for students to become reflective learners by developing their evaluation skills.
Enquiry and discussion are a large part of Science lessons throughout Year 7 and explore ‘How Science Works’ in more detail. The students are faced with a range of ‘Big Questions’ such as ‘How will we generate energy in the future?’ and ‘What happens to organisms when ecosystems change?’ and are encouraged to explore these ideas and create their own opinions about these wider issues.

Students will carry out a range of enrichment activities both within the curriculum topics and as stand alone research projects. This will give students the opportunity to find out about key scientific discoveries in disease and its management, and allow students to develop their practical skills through enquiry based activities. There will be an ongoing theme of enrichment and extension throughout all Science lessons to engage and motivate students, and to help them apply the content to real life.

**Assessment: Science**

Students will take 3 “Combined topic” tests throughout the year. There will be opportunities for self and peer assessment when students complete an “End of Topic Checkpoint Quiz”. These allow students to monitor and evaluate their understanding at the end of a topic through the use of an automatically marked google quiz. There will also be an end of year examination which will test students on all the topics they have learned throughout the year. All tests will be graded in line with the whole school KS3 assessment policy with grading from an A to D grade. Students will also be assessed on their investigative and practical skills within the Combined topic tests, as well as their literacy through written Science. These tests and other assessments will form the core assessments for Science, allowing both the students and their teachers to monitor progress.

**Progression: Science**

In order to progress students are expected to learn and understand the content of the topics covered throughout the course and be able to perform well in “End of Topic Checkpoint Quiz” and Combined Topic Assessments. Also, students need to be able to use models to explain phenomena, understand the benefits and drawbacks of scientific developments, use keywords and terminology in both spoken and written communication, understand the risks involved in science, describe and record observations systematically, use tables, charts and graphs effectively, recognise trends and use primary and secondary data.

**Homework: Science**

Students will be expected to do regular homework tasks. These may include exam style questions, questions from the text-book, literacy activities such as writing a poem, writing up investigations, revision tasks, revising for tests and completing End of topic quizzes. The exam style questions may be given a numerical mark, whereas investigations, homework or research may be awarded a grade from A to D. This allows students and teachers to monitor students’ progress and what they need to do to improve.

**Websites: Science**

http://www.bbc.co.uk/schools/ks3bitesize/science/

This site allows students to revise the topics they have covered in Science lessons and test themselves on their learning. Students can also look ahead and see how the Key Stage 3 work links to the work they will be doing in year 10 and 11.

**How parents and carers can help: Science**

Students should be encouraged to follow scientific developments that are happening now. This could be done through the media (magazines such as Focus cover developments in Science; TV programmes such as Brainiac and Mythbusters can include some good science and the more technical programmes such as Horizon can stretch the more able) and visits (alternative technology centres and the Science museum, for example). Visits to museums can encourage students to think about how Science has developed over time.
and how Scientists have collaborated in their research. Students should be encouraged to read scientific literature such as the *Ask Uncle Albert* and *Smelly Science* books. A CGP science revision guide that follows the new KS3 curriculum will be available for purchase in term 1. A letter will be sent home about this through parent mail.