



Maidstone Grammar School
for Girls

Non sibi sed omnibus

Year 7 Curriculum Information 2023-2024

A Reference Booklet
for Parents and Carers

Contact: Mr B White, Assistant Headteacher

Enjoying the Journey

Dear Parents and Carers

Welcome to MGGS!

I hope this booklet about our Year 7 curriculum will be of interest to you. It contains valuable information and is an overview for Year 7 for the academic year 2023-24. Although there is a possibility it may change, it is a valuable overview of our teaching and learning ethos.

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, 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 activities likely to be set, useful websites and how parents and carers can help. We constantly review booklets and therefore encourage you to check our website for the most up to date information and activities on <https://www.mggs.org/>.

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 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.



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.

Subject Lessons	Number of lessons per fortnight
Art	2
Computing	2
Design and Technology	3
Drama	2



English	6
Enrichment Big Questions	2
Geography	3
History	3
Mathematics	6
Modern Foreign Languages French German or Spanish	2x4
Music	2
Physical Education	3
Religious Studies	2
Science	6

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 a thinking **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 while 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 the idea that students need vision, significant effort, effective systems, varied practice and a good attitude in order to achieve their full potential. We firmly believe that these skills, traits and habits can be learned and developed, and have lots of activities designed to assist with this.

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

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

Google



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

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

Enquiry, Extension, Enrichment



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

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

Advanced Thinking



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

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

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

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 system.

<i>MGGS Attainment Levels</i>
Achieving our highest expectations
Meeting our expected standard
Working below our expected standard

Work completed in lessons, core assessments and homework can be awarded MGGS Attainment Levels. 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.

What do the grades in tracking reviews and reports mean?

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:

New GCSE grades	9	8	7	6	5	4	3	2	1			
	Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.			Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.			The bottom of grade 1 will be aligned with the bottom of grade G.					
Old GCSE grades	A*		A		B		C		D	E	F	G
MGGS Attainment grades	Achieving our highest expectations			Meeting our expected standard			Working below our expected standard					

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
- practise speaking skills
- 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.

KEY STAGE 3	Homework allocations <u>per fortnight</u>
	Year 7
Art	1 x 40 minutes
Design Technology	3 x 20 minutes
Drama	1 x 40 minutes
English	2 x 40 minutes
Geography	1 x 40 minutes

History	1 x 40 minutes
Computing	1 x 40 minutes
Mathematics	2 x 40 minutes
MFL	1 x 40 minutes (French) 1 x 40 minutes (German or Spanish)
Music	2 x 20 minutes
Religious Studies	1 x 40 minutes
Science	2 x 40 minutes

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

Intent	Implement	Impact
The aim of Art and Design in year 7 is for learners to develop the foundation of skills necessary to succeed further up the school. This year in Art is designed to help students understand and use the formal elements of art effectively across a range of media and develop a confidence within the subject, alongside an enjoyment and sense of achievement in what they do.	Students will start by learning observational drawing techniques and how to use the formal elements within their work, as drawing skills underpin everything in Art. They will then explore painting, collage, colouring pencil and ceramics, while beginning to develop analytical skills and an understanding of idea development in a holistic manner.	At the end of the year, students will understand how broad the subject of art and design is, and that they can succeed within it. They will feel mentally prepared with a growth mindset, ready to apply and embed their practical and theoretical knowledge into their practice in Year 8.

	Term 1	Term 2		Term 3	
Big question	How can I draw successfully?		How can I use colour and paint effectively?		How can I develop a personal idea?
Skills	Observational drawing with sketching pencils, using them to build up the formal elements		Flat colour painting skills, using poster paints, photography		Idea development, monoprinting
Knowledge	Baseline activity. How to use a sketching pencil to show the formal elements: LINE, SHAPE, PROPORTION and TONE.	How to use a sketching pencil to show the formal elements: TEXTURE. Follow up baseline activity	Formal element: Colour theory. The work of Michael Craig Martin. How to make paint flat and opaque	Formal element: Colour theory. The work of Michael Craig Martin. How to make paint flat and opaque	How to generate personal ideas for outcomes. How to create a monoprint
Assessment	The ‘NEWSFEED’ document provides opportunities for self reflection, teacher grading, RAGging, written feedback and student responses to the feedback given.				
	CORE ASSESSMENT: Shape drawing.	CORE ASSESSMENT: <i>Tonal burger drawing (Peer)</i> , second baseline task.		CORE ASSESSMENT: <i>Photographs (Peer)</i> , Final painting	

	Term 4	Term 5	Term 6
Big question	How do I use the formal elements in 3-dimensional work?	How can I use pattern and collage effectively?	How could I analyse and respond to an artist's work?
Skills	Ceramics	Collage skills, photography	Analytical skills, using colouring pencils to show all of the formal elements, photography Idea development, monoprinting

Knowledge	How to work safely with ceramics. How to slab, build and print into ceramics. How to colourise textured ceramics	Formal elements: Pattern and composition. The work of Lauren Child.	How to analyse an artists work: Sarah Graham How to blend colouring pencils effectively How to burnish How to apply colour theory and use colouring pencils to show shape, proportion, tone, texture and colour.
Assessment	The 'NEWSFEED' document provides opportunities for self reflection, teacher grading, RAGging, written feedback and student responses to the feedback given.		
	CORE ASSESSMENT: <i>Monoprint (Peer)</i> , ceramics work	CORE ASSESSMENT: Analysis task, <i>collage work (Peer)</i>	CORE ASSESSMENT: <i>Analysis task (Peer)</i> , coloured pencil drawing

MEGA			
Mindset	Enrichment	Google	Advanced Thinking
Students are particularly encouraged in their persistence and growth mindset in Year 7. Students tend to start with varying experiences in Art and some students believe they are 'not good at art'. However the aim in art during year 7 is to find a technique that they individually can thrive at.	Students who enjoy art and design are welcome to attend the KS3 art club run by our amazing art prefects and knit and natter with Mrs Jenkins. In addition to this, there are 'Free Art Fridays' for students to come and create whatever they want with the art department. Other opportunities, e.g. competitions, are also available on the 'Art Vision Extra' Google Classroom.	All student resources, including lesson slides and supporting videos are kept on the 'Art Students' google drive area, alongside other resources to support independent learning. Assignments and messages are posted routinely on google classroom.	Persistence and Striving for Accuracy are frequently highlighted throughout the year and embedded into the curriculum. De Bono's 6 hats are used to support art analysis and reflection. We frequently use bloom's taxonomy to frame our questions, encouraging students to use higher order thinking skills.

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

Computing

Intent	Implementation	Impact
The increasing use of technology in all aspects of society makes confident, creative and productive use of computing an essential skill for life. 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.	<p>In Year 7, students develop an understanding of some of key concepts in computing. They also develop their skills with a number of software packages and gain an introduction to the fundamentals of an algorithm.</p> <p>Students are introduced to Chromebooks and the Google applications and then they learn about the hardware, software and a simple computer network.</p> <p>After the initial units of Computing theory students are introduced to problem solving and they gain an understanding of the key symbols and constructs of an algorithm and use these to design their game using a block-based coding language (Scratch).</p> <p>The focus shifts to understanding how the hardware concepts learnt in term 2 and programming from term 4 can be explored further with the help of a BBC Micro:bit. The last unit focuses on teamwork and their multimedia skills to produce a music video.</p>	Students enjoy their introduction to the subject gaining knowledge about the fundamentals of Computer Science - being able to differentiate the different types of hardware, software and network topologies, produce crisp working algorithms to real-world problems and create projects as a part of a larger group.

	Term 1	Term 2	Term 3
Big question	Do developments in the previous centuries affect advancement in technology?	Can I identify the building blocks of technology? - An introduction to the theory of computers.	Is a successful program only as good as its design work?
Skills	Team work, presentation skills, research, Google Documents and Google Slides.	Understand and explain key terms - input, output, storage devices, system and application software and types of network.	Problem solving skills and understanding key terms such as <i>assignment</i> , <i>sequence</i> and <i>selection</i> . Using 'Flowol' software to design algorithms for real-world scenarios.
Knowledge	→ Introduction to Google Suite of applications - Classroom, Drive, GMail, Docs and Slides	→ Understand, differentiate and explain the need for different types of hardware	→ Understanding the term 'Algorithm' and producing an algorithm to make a cup of tea → Be able to associate the symbols of a flowchart to a specific process

	<ul style="list-style-type: none"> → Gaining expertise in organising digital information - files, folders and drafting documents → Exploring the Pioneers of Computers - students work on this as a small team and use Google Apps to present the facts 	<ul style="list-style-type: none"> → Differentiate the types of software available, with an emphasis of the role of an operating system → Understand the elements of a Computer Network → Technology in the recent years - research on a piece of hardware / software that has gained focus in the last five years 	<ul style="list-style-type: none"> → Predicting outcomes of an algorithm → Break down a problem to produce algorithms to tackle traffic lights, pedestrian crossing, ferris wheel → Using flowol software to design and model these scenarios
Assessment	End of unit assessment on Google applications and Pioneers of Computers.	End of unit assessment on hardware, software and computer networks.	End of unit assessment on Algorithms

	Term 4	Term 5	Term 6
Big question	What are the key terms of a computer program?	Can a computer program be expressed via a different platform?	Can digital media be used to tell a story?
Skills	Decomposition, problem-solving and design. Programming constructs such as sequence, selection and iteration.	Responsibility, ownership (of a small computer), programming, creativity and perseverance.	Teamwork, creative skills, resilience.
Knowledge	<ul style="list-style-type: none"> → Students learn the basic building blocks of a computer program: <i>sequence, selection, iteration and modularisation</i> using the SCRATCH programming language → How are events managed in a game? → An independent game design - project work 	<ul style="list-style-type: none"> → Students will extend their knowledge on algorithms and programming elements to design applications that can be deployed on a piece of hardware such as the BBC:Microbit → Creating applications that can respond to prompts, inputs and sensory elements → Re-iterating programming constructs such as sequence, selection and iteration. 	<ul style="list-style-type: none"> → Use of media and its impact on the society → Recording podcasts → Editing pictures and videos → As a team, produce a video clip with music using Serif / Windows Movie Maker
Assessment	Assessment and feedback about the project End of unit assessment on programming terms and predicting outcomes	Consolidated Year 7 assessment	None

How parents can support:	Homework is set on a fortnightly basis via the Google Classroom platform. 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
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	used in class discussions and update their electronic portfolio with opinions on current technological news as well as classwork and homework. Parents are encouraged to support their children in these learning.
Useful links	https://www.bbc.co.uk/bitesize/subjects/zvc9q6f - KS3 Computer Science http://www.thinkuknow.co.uk/ - Guide to internet safety http://scratch.mit.edu/ - Free download and lots of help and ideas https://www.tnmoc.org/ - a timeline about the history of computing http://www.bbc.co.uk/technology - Latest technology news

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

Design and Technology

Fashion & Textiles

Intent	Implementation	Impact
Students develop their understanding of what textiles is and how it can be used to design and make fashion garments and other textile products. Students work through a creative design process drawing inspiration from a set theme.	Students develop a wider variety of design communication skills including mark making and fashion illustrations. Students focus more closely on the use of surface decoration techniques and explore the use of the sewing machine alongside some hand stitching.	Students generate a wide array of surface decorative techniques, understanding both theoretical and practical applications. Students produce a high quality garment that demonstrates their knowledge and understanding of the sewing machine.

	Term 1	Term 2	Term 3
Big question	How can we express ourselves?	How can we express ourselves?	How can we express ourselves?
Skills	Designing - understanding contexts, users and purposes. Designing - generating, developing, modelling and communicating ideas.	Designing - generating, developing, modelling and communicating ideas. Making - planning.	Making - practical skills and techniques. Technical knowledge - making products work.
Knowledge	<ul style="list-style-type: none"> How to mark make How to use the work of others as inspiration Batik technique. 	<ul style="list-style-type: none"> Screen printing technique. Sublimation printing technique. Fashion illusion technique. 	<ul style="list-style-type: none"> How to use the sewing machine. How to change the settings of the sewing machine for different stitches.
Assessment	Mark making.	Fashion illustration.	Plan for manufacture.

	Term 4	Term 5	Term 6
Big question	How can we express ourselves?	How can we express ourselves?	How can we express ourselves?
Skills	Making - planning, practical skills and techniques. Technical knowledge - making products work.	Making - planning, practical skills and techniques. Technical knowledge - making products work.	Making - planning, practical skills and techniques. Technical knowledge - making products work. Evaluating - own ideas and products.
Knowledge	<ul style="list-style-type: none"> How to use the sewing machine. How to change the settings of the sewing machine for different stitches. 	<ul style="list-style-type: none"> How to construct garments using the sewing machine. How to hand embroider. 	<ul style="list-style-type: none"> How to hand embroider. How to evaluate products using third party feedback.

Assessment	Technical knowledge and skills.	Technical knowledge and skills.	Practical outcome and evaluation.
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How parents can support:	The department aims to help parents/carers by supplying as much as we can to allow students to make a speedy start to units of work with appropriate high quality materials and resources specific to the topics. Most of the resources are single use, therefore we would be appreciative of ensuring that your daughter has access to these by completing the contributions letter sent home and returning it with payment as soon as possible. Costings are calculated to ensure that these are the absolute minimum for the provision of the materials. On occasions your daughter may be required to provide additional decorative or specialist materials to enhance her practical work.
Useful links	<ul style="list-style-type: none"> All lessons/resources are posted onto Google Classroom www.technologystudent.com

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

Food & Nutrition

Intent	Implementation	Impact
Students are required to be competent and confident in adhering to relevant food hygiene, health and safety procedures in a kitchen. Students understand the basic methods in how to prepare foods safely and accurately.	Students undertake a range of theory and practical tasks to link their knowledge. They explore food science, provenance, nutrition and choice work to encapsulate a broad understanding of food. They work to prepare a range of recipes of increasing complexity.	Students start with basic skills and build upon these to become competent and confident with a range of food preparation methods using the oven/hob. They develop food preparation skills with increasing accuracy. The recipes they follow require more quality control checks as time goes on.

	Term 1	Term 2	Term 3
Big question	How can we keep healthy?	How can we keep healthy?	How can we keep healthy?
Skills	Cooking and nutrition - food preparation, cooking and nutrition.	Cooking and nutrition - food preparation, cooking and nutrition.	Cooking and nutrition - where food comes from. Cooking and nutrition - food preparation, cooking and nutrition.
Knowledge	<ul style="list-style-type: none"> Food hygiene, health and safety protocols. 	<ul style="list-style-type: none"> Practical application of knife skills. 	<ul style="list-style-type: none"> Application of enzymic browning knowledge.

	<ul style="list-style-type: none"> • Basic food preparation knife skills. • Practical application of knife skills. • How to analyse food packaging and food labelling. 	<ul style="list-style-type: none"> • Food preparation skills. • Use of the oven. • Food science enzymic browning. 	<ul style="list-style-type: none"> • Food preparation skills. • Use of the hob. • Eatwell guide and cultural variations.
Assessment	Food HHS competency.	Food science application.	Eatwell guide theory.

	Term 4	Term 5	Term 6
Big question	How can we keep healthy?	How can we keep healthy?	How can we keep healthy?
Skills	Cooking and nutrition - where food comes from. Cooking and nutrition - food preparation, cooking and nutrition.	Cooking and nutrition - where food comes from. Cooking and nutrition - food preparation, cooking and nutrition.	Cooking and nutrition - where food comes from. Cooking and nutrition - food preparation, cooking and nutrition.
Knowledge	<ul style="list-style-type: none"> • Food preparation skills. • Use of the oven/hob. • Food shaping methods. • Food provenance knowledge. 	<ul style="list-style-type: none"> • Food preparation skills. • Use of the oven/hob. • How to reduce food waste. 	<ul style="list-style-type: none"> • Food preparation skills. • Use of the oven/hob. • How to design, adapt and communicate a recipe.
Assessment	Food provenance investigation..	Food waste report.	Recipe design.

How parents can support:	The department aims to help parents/carers by supplying as much as we can to allow students to make a speedy start to units of work with appropriate high quality materials and resources specific to the topics. Most of the resources are single use, therefore we would be appreciative of ensuring that your daughter has access to these by completing the contributions letter sent home and returning it with payment as soon as possible. Costings are calculated to ensure that these are the absolute minimum for the provision of the materials. On occasions your daughter may be required to provide additional decorative or specialist materials to enhance her practical work.
Useful links	<ul style="list-style-type: none"> • All lessons/resources are posted onto Google Classroom • www.technologystudent.com

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

Product Design

Intent	Implementation	Impact
Students are required to be familiar with and understand the design process and the properties/functions of materials (polymers/electronics). Students understand how to consider the needs of others when designing.	Students initially seek to understand relevant H&S in the workshop. A blend of theory and practical tasks allow students to explore the design process whilst becoming familiar with a selection of materials, tools, equipment, processes and techniques.	Students are able to generate effective design solutions, taking into account the needs of others. Students manipulate materials through appropriate methods/means to achieve successful, high quality outcomes. Each student should produce a functional nightlight.

	Term 1	Term 2	Term 3
Big question	How can we understand the world around us?	How can we understand the world around us?	How can we understand the world around us?
Skills	Designing - understanding contexts, users and purposes. Evaluating - existing products.	Designing - generating, developing, modelling and communicating ideas.	Making - planning. Making - practical skills and techniques. Technical knowledge - making products work.
Knowledge	<ul style="list-style-type: none"> Health & Safety procedures/protocols in the workshop. An overview of the design process. how to identify target markets and carry out client profiling. How to write a design specification. 	<ul style="list-style-type: none"> How to generate a range of design ideas suited to the needs of the identified client. How to model ideas to test the design. How to use computer aided design to communicate ideas. How computer aided manufacture works - laser cutters. 	<ul style="list-style-type: none"> How electronic components work as part of systems and control. How to solder safely. How to plan for accurate and high quality manufacture.
Assessment	H&S competency.	Design ideas.	Plan for manufacture.

	Term 4	Term 5	Term 6
Big question	How can we understand the world around us?	How can we understand the world around us?	How can we understand the world around us?
Skills	Making - planning, practical skills and techniques. technical knowledge - making products work.	Making - planning, practical skills and techniques. Technical knowledge - making products work. Evaluating - own ideas and products.	Technical knowledge - making products work. Evaluating - own ideas and products.
Knowledge	<ul style="list-style-type: none"> How to shape and form polymers through waste, forming and addition processes. 	<ul style="list-style-type: none"> How to shape and form polymers through waste, forming and addition processes. Identification of what improvements need making and how to implement these. 	<ul style="list-style-type: none"> Identification of what improvements need making and how to implement these. How to make use of third party feedback. The functions and purpose of product packaging.

Assessment	Technical knowledge and skills.	Technical knowledge and skills.	Practical outcome.
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How parents can support:	The department aims to help parents/carers by supplying as much as we can to allow students to make a speedy start to units of work with appropriate high quality materials and resources specific to the topics. Most of the resources are single use, therefore we would be appreciative of ensuring that your daughter has access to these by completing the contributions letter sent home and returning it with payment as soon as possible. Costings are calculated to ensure that these are the absolute minimum for the provision of the materials. On occasions your daughter may be required to provide additional decorative or specialist materials to enhance her practical work.
Useful links	<ul style="list-style-type: none"> • All lessons/resources are posted onto Google Classroom • www.technologystudent.com

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

Drama

Intent	Implementation	Impact
To foster an interest in live theatre and develop young people's imaginations and creative thinking.. Every student will work collaboratively and develop confidence in performance. Students will take risks in vocal and physical work and be able to devise from a variety of stimuli and have a sound understanding of how to structure a piece of theatre. Students will have a basic knowledge of technical theatre practices (set/costume).	All topics will stretch and challenge all learners and inspire their creativity and curiosity. Students receive regular teacher and peer feedback, they are also encouraged to reflect on their own skills by recognising and celebrating strengths and areas for further development. Students are assessed termly in three areas: creating, performing and responding.	Students appreciate theatre as an art form in its own right and also understand the transferable skills developed in lessons. Students are creative, imaginative, curious, flexible thinkers, good communicators, they are supportive audience members who are able to analyse and evaluate one another's work and offer constructive feedback using subject specific terminology.

	Term 1	Term 2	Term 3
Big question	Drama is serious fun <i>What makes drama serious fun?</i>	It Was Terrifying <i>How can we tell stories effectively through drama?</i>	Ancient Greek Theatre <i>Where and how did theatre begin?</i>
Skills	Physical skills: facial expressions, gesture, posture, levels, spatial relationships, eye contact. Drama conventions: still image, thought tracking, spontaneous improvisation, mime, slow motion, physical theatre. Analysis and evaluation of performance.	Creation of clear points of focus on stage. Vocal skills: pitch, pace, tone, volume, emphasis, diction. Analysis and evaluation of performance.	Continued development of theatrical skills (physical/vocal) and conventions used in ancient Greek theatre: chorus, use of a messenger, masks, thrust staging, physical theatre. Creative adaptation of a Greek myth. Analysis and evaluation of performance.
Knowledge	How performers can communicate character and meaning in an imaginative and engaging way.	How to develop characters and a storyline using a piece of text as a stimulus. Students put into practice the drama conventions looked at in term 1.	How ancient Greece has influenced the development of western theatre as we know it and how we are still influenced by that period of history today.
Assessment	Assessment document provides opportunities for students self-reflection, RAG rating, teacher feedback and target setting. Students are assessed in three areas: creating, performing and responding		
	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout the unit in order to help students develop their performance skills. Whole class written feedback is used to help students set individual targets.	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout. Students work in groups on a final performance piece (Core Assessment) using the Drama Department's assessment criteria. Students receive individual written feedback.	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout the unit in order to help students develop their performance skills. Whole class written feedback is used to help students set individual targets.

	Term 4	Term 5	Term 6
Big question	Evacuees <i>How can drama and theatre help us to empathise with others?</i>	Commedia Dell'arte <i>How has Commedia dell'arte influenced modern performance?</i>	Musical Theatre <i>How can acting, music and design aid expression?</i>

Skills	Creation of appropriate and believable characters that an audience can empathise with using elements of the Stanislavski System of rehearsal: Magic If, Emotion Memory and independent research.	Key features of Commedia: stock characters, status, gromalot, lazzi, Cappocomico, clocking the audience, use and design of half-masks. Vocal and physical dexterity.	Acting through song (continued development of theatrical skills), ensemble, dance, costume design, set design, creation of an ensemble.
Knowledge	How rehearsal techniques can aid characterisation and enable an actor to create truthful characters on stage. Students also build on their knowledge of evacuees and life during the Second World War and understand the difference between 'empathy' and 'sympathy'. Analysis and evaluation of performance.	How comedy has developed over the centuries and the influence that Commedia has had on modern day performance. Analysis and evaluation of performance.	Social and cultural context of <i>Hairspray</i> and <i>The Lion King</i> . Areas/elements of costume and set design. Creation of appropriate characters for <i>Matilda</i> the musical. Creation and purpose of the ensemble. Learning and developing choreography from <i>Hairspray</i> .
Assessment	Assessment document provides opportunities for students self-reflection, RAG rating, teacher feedback and target setting. Students are assessed in three areas: creating, performing and responding		
	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout. Students work in groups on a final performance piece (Core Assessment) using the Drama Department's assessment criteria. Students receive individual written feedback.	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout the unit in order to help students develop their performance skills. Small group written feedback is used to help students set individual targets.	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout the unit in order to help students develop their performance skills. Small group written feedback is used to help students set individual targets.

How parents can support:	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 or recorded theatre is also a way to spark a pupil's imagination. Encourage students to get involved in the annual whole school production (performer or backstage) in order to develop confidence and skills. As a department we also organise for visiting theatre practitioners to run workshops with our students, taking part in these are so useful in terms of widening their experience of theatre. Drama Club runs regularly and like the production will help to develop confidence and communication skills.
Useful links	BBC Bitesize Drama (AQA exam board) https://www.bbc.co.uk/bitesize/examspecs/zrnjwty Musical Theatre https://www.bbc.co.uk/bitesize/topics/z3dqhyc/articles/zbhqjihv Introduction to Greek Theatre https://www.youtube.com/watch?v=aSRLK7SogvE&t=4s

MEGA			
Mindset	Enrichment	Google	Advanced Thinking
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons. There are also	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online	In Drama students are continuously developing their Habits of Mind and rich questioning and retrieval practice is used to help develop their knowledge and

In Drama we particularly want students to develop a curiosity for all aspects of drama and theatre and be respectful and appreciative audience members.	extra-curricular opportunities such as the annual school production, theatre visits and workshops led by industry professionals.	resources and students use a target setting document in order to help keep track of their progress.	understanding.
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English

Intent	Implementation	Impact
<ul style="list-style-type: none"> - Designed with a hybrid language and literature approach. - Texts chosen to challenge and promote deep discussion. - Each key stage includes a focus on poetry, prose (a whole novel), drama and nonfiction. - A combination of heritage and modern texts have been included. - There is increased focus on texts by female writers and those from other cultures . - Reading, writing and spoken language are assessed in each key stage. 	<ul style="list-style-type: none"> - The KS3 course gets progressively more challenging, as to be expected, with Shakespeare and heritage texts such as ‘Of Mice and Men’ and gothic literature integrated throughout the key stage to allow for development of knowledge and academic enrichment. - We teach ‘A Midsummer Night’s Dream’ or ‘Much Ado’ in Year 8 and ‘Macbeth’ in Year 9 - texts which allow for appropriate challenge, pace and experience of different genres, as well as exposure to Shakespeare, which the students will study at GCSE. By the end of each year, students will have studied a range of different text types which will equip them with skills needed for the GCSE Language course (the Y8 exam is part of a mock GCSE Language paper). Overall, there is a hybrid approach to literature and language, as approved by our examining body AQA. 	<ul style="list-style-type: none"> - At Key Stage Three, students make good progress, and across the department, classes achieve on average similar results. Parity is ensured through moderation of assessments. For those who are identified as underachieving, support measures are put in place in lessons. - Students currently make steady progress throughout their study at Key Stage 3. In year 7 we see mostly ME grades, with some EEs. The average grade is still an ME in year 8, with some EEs. By year 9, most pupils start at an ME and then move to an EE in both/either analytical or creative work.

	Term 1: Poetry From Around the World	Term 2: Myths and Legends	Term 3: Non-fiction Writing (Roald Dahl’s ‘Boy)
Big question	What is Poetry?	What makes a hero?	How do writers communicate effectively?
Skills	<ul style="list-style-type: none"> - creative writing (baseline test) - analysis 	<ul style="list-style-type: none"> - creative writing 	<ul style="list-style-type: none"> - Persuasive writing
Knowledge	Vocabulary/concepts: <ul style="list-style-type: none"> - similes - Metaphors - Personification 	Vocabulary/concepts: <ul style="list-style-type: none"> - Mythology - Moral message - Virtuous 	Vocabulary/concepts: <ul style="list-style-type: none"> - Superlatives / comparatives - Hyperbole

		<ul style="list-style-type: none"> - Villain - Prophecy - Vengeance - Legend 	
Assessment	<ul style="list-style-type: none"> - Baseline creative writing task completed in week 3 - Poetry anthology (analysis) 	<ul style="list-style-type: none"> - creative writing 	<ul style="list-style-type: none"> - non fiction writing

	Term 4: Drama Unit ('The Tulip Touch' or 'Frankenstein')	Term 5: Novel Unit (Either 'Harry Potter and the Philosopher's Stone' or 'Coraline')	Term 6: Novel Unit (Either 'Harry Potter and the Philosopher's Stone' or 'Coraline')
Big question		How do writers craft characters?	How do writers build imagined worlds?
Skills	<ul style="list-style-type: none"> - speaking and listening (drama performance) 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - creative writing - recreative writing
Knowledge	Vocabulary/concepts: <ul style="list-style-type: none"> - monologue - foreshadowing - empathy/sympathy 	Vocabulary/concepts: <ul style="list-style-type: none"> - narrator/narration - Conventional hero 	Vocabulary/concepts: <ul style="list-style-type: none"> - setting - person perspective
Assessment	<ul style="list-style-type: none"> - drama performance (speaking and listening) 	<ul style="list-style-type: none"> - PEA analysis 	<ul style="list-style-type: none"> - recreative writing (myth or legend)

How parents can support:	<ul style="list-style-type: none"> - read through written work - encourage independent reading
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MEGA			
Mindset	Enrichment	Google	Advanced Thinking
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Geography

Intent	Implementation	Impact
<p>We would like students to strive to achieve the very best that they can and to leave MGS as confident, resilient, inspirational and supportive young adults that are aware of different cultures, environments and to be able to make informed decisions on sustainability. This supports students in becoming successful learners, confident and responsible citizens along with being independent and critical thinkers. The Geography curriculum will allow students to become forward thinking and we will regularly adapt to change within the world to ensure that students are being taught about current and relevant local and global topics.</p> <p>At KS3 we ensure students are taught a range of topics which include the national curriculum coverage. This ensures that students develop the contextual knowledge of the location of globally significant places e.g Africa, Russia, Asia and the Middle East learning about the physical and human characteristics of these locations. The curriculum also allows students to develop their understanding of the interdependent nature of the units taught.</p>	<p>The topics we have picked at KS3 ensure that we cover the national curriculum for Geography. The sequencing of the topics allows for basic concepts to be covered and then build upon these. We have also ensured that continent/country areas are spread across the key stage with the UK and Russia being covered in year 7, Africa and the Middle East covered in year 8 and Asia being covered in year 9. This also allows suitable comparisons between regions as well.</p> <p>At KS3 we have used the ‘progress in Geography KS3’ package that assisted with planning of the curriculum. It has allowed us to use these resources as stepping stones for us to build our lessons around and incorporate our mega tools along with building suitable challenge tasks for our students. Quality assurance of the delivery of the curriculum is carried out through learning walks, drop ins, observations and work scrutinies as well as moderation of work.</p>	<p>The Geography curriculum covers a range of current affairs, social and environmental issues as well as giving students the opportunity to take part in field trips locally and internationally. This enriches our students' experiences of the subject and their awareness of their place in the world. Pupil Premium students also have the same access to the curriculum and field trips. Current examination results at GCSE and A level suggest that our exam board choices are appropriate for our learners. The range of examination questions at KS4 and 5 develop numeracy skills and enhances and supports literacy skills especially through the longer examination answers. We always have a number of students that complete Geography A level and go on and study Geography at a range of Universities and many of whom then go into Geography related careers.</p>

	Term 1	Term 2	Term 3
Big question	What is a Geographer?	Why does weather and climate matter?	Is the Geography of Russia a curse or a benefit?
Skills	<ul style="list-style-type: none"> locational knowledge map skills (e.g. scale, height, 4 figure and 6 figure grid references) 	<ul style="list-style-type: none"> reading weather maps using climate data drawing climate graphs 	<ul style="list-style-type: none"> Location knowledge of Russia map skills using climate data drawing and reading climate graphs Using Geographical Information Systems
Knowledge	<ul style="list-style-type: none"> Knowledge of historical maps Map symbols Scale The skills a Geographer needs to have. 	<ul style="list-style-type: none"> What climate change is What causes climate change Opinions on climate change Consequences of climate change How to manage climate change now and the 	<ul style="list-style-type: none"> Physical and human Geography of Russia What biomes exists in Russia How the Russian economy is helped by the Geography of Russia

		future	
Assessment	Baseline assessment at the start of term and then an assessment at the end of the unit.	Weather and climate assessment	Russia Assessment looking at answering the big question for unit.

	Term 4	Term 5	Term 6
Big question	Why are Rivers important?	Why are Oceans important?	What is the UK in the 21st century?
Skills	<ul style="list-style-type: none"> Using photographs to identify erosion To use map skills to identify and describe settlements along rivers 	<ul style="list-style-type: none"> To identify the different oceans on a world map using resources to assess threats 	<ul style="list-style-type: none"> To identify the different countries and their capitals that make up the UK using maps. Complete a physical map of the UK To develop understanding of the difference between weather and climate Field work skills via field trip
Knowledge	<ul style="list-style-type: none"> Understanding the hydrological cycle To describe erosion, transportation and deposition in the river system To understand how rivers change from source to mouth To explain how waterfalls, meanders and oxbow lakes are formed To describe the human and physical causes of river flooding To understand how we can manage flooding 	<ul style="list-style-type: none"> To identify the different layers of the oceans and describe how animals adapt to these To explain how energy is transferred around the world via oceans To explain why oceans are so important To explain what happens to plastics in the ocean To explain how oil spills and over fishing threaten the ocean To describe how climate change can threaten the ocean To describe the threats to coral reefs 	<ul style="list-style-type: none"> To understand which countries make up the UK To describe the UK's main physical features To describe and explain the UK's weather and climate To explain the impacts of tourism on locations within the UK To describe why the UK's wildlife is under threat To understand poverty in the UK To describe London's landmarks To understand why regeneration took place in London and explain how it took place To understand the north south divide in the UK To describe tourist destinations in Kent
Assessment	End of unit Rivers assessment via google form	End of unit Oceans assessment via google form	Physical geography of the UK assessment

How parents can support:	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 newspapers 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! 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?’
Useful links	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/

	<p>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!</p> <p>www.worldmapper.org is an amazing site showing how countries compare and it has a wealth of data behind it.</p>
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MEGA			
Mindset	Enrichment	Google	Advanced Thinking
Our curriculum is designed to support student’s mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.

History

Intent	Implement	Impact
<ul style="list-style-type: none"> To have an understanding of how England and the British Isles developed between 1066 and 1700, including political, social, religious and economic development. To build a foundation in key historical concepts. 	<ul style="list-style-type: none"> You will study the 6 topics in chronological order (other than Dover Castle, which covers multiple historical eras). You will focus on developing one or two particular historical concepts in each topic of study. These include: <ul style="list-style-type: none"> Cause and Consequence Change and Continuity Similarity and difference Source Analysis 	<p>You will be able to:</p> <ul style="list-style-type: none"> Identify key historical dates and events between 1066 and 1700. Describe key historical events. Explain how key events changed the development of Britain. Demonstrate a written understanding of the foundations in each historical skill. Be able to describe the political, social and economic and religious changes in Britain.

	Term 1	Term 2	Term 3
Big question	What were the causes and consequences of the Norman invasion of 1066?	How far did power and control change hands in the medieval era?	What were the similarities and differences between the early Tudor monarchs?
Concepts	Cause and Consequence	Source Analysis (quoting, inferring and assessing reliability) Change and Continuity (Short and Long term changes)	Similarity and Difference
Knowledge	<ul style="list-style-type: none"> Who were the contenders for the throne in 1066? What were the consequences of Stamford Bridge? What caused William, Duke of Normandy to win the battle of Hastings? What were the consequences of William's rule of England: <ul style="list-style-type: none"> Castles Feudal System Rebellions Domesday Book 	<ul style="list-style-type: none"> Who held the power in Medieval England, Africa and the Middle East by exploring the following events: <ul style="list-style-type: none"> The Magna Carta The Peasants Revolt The Black Death Crusades Empire of Saladdin African Empire: Ghana and Mali To what extent did the power of the following groups change across the mediaeval era: <ul style="list-style-type: none"> King Church Barons/Nobles Peasants 	<ul style="list-style-type: none"> How did Henry VII take the throne? Was Henry VII a good or bad King?
Assessment	1 x Point, evidence, explain, evidence, explain paragraph (PEEEE)	Source analysis questions on quoting, inferring and assessing reliability	Questions on change and continuity and 1 x PEEEE paragraph

	Term 4	Term 5	Term 6
Big question	What were the similarities and differences between the early Tudor monarchs? What problems did Elizabeth I face?	Why did parliament win the English Civil War?	How did Dover Castle change between 1066 and the modern day?

concepts	Similarity and Difference	Source Analysis	Cause and Consequence	Change and Continuity
Knowledge	<ul style="list-style-type: none"> Was Henry VIII a good or bad King? What are the similarities and differences between Henry VII and Henry VIII? 	<ul style="list-style-type: none"> How did Elizabeth deal with the following problems: <ul style="list-style-type: none"> Religion Marriage Rebellion Invasion 	<ul style="list-style-type: none"> Why was there an English Civil War? Why did Parliament win the battle of Naseby? Why did Parliament in the English Civil War? Should the King be executed? Was Oliver Cromwell a good or bad leader? Why was the monarchy restored? What were the consequences of James IIs reign? 	<ul style="list-style-type: none"> What was Dover castle like in 1066? How did Dover Castle change under Henry II? What key castle defences were developed in the medieval era? How did the use of Dover castle change in WW1 and WW2?
Assessment	Identify and evidence similarities and differences between two given Tudor monarchs 1 x PEEEE paragraph	Source analysis questions on quoting, inferring, assessing reliability and use of own knowledge	1 X PEEEE Paragraphs and a Conclusion	No Assessment

MEGA			
Mindset	Enrichment	Google	Advanced Thinking
<p>Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.</p> <p>In History students are given time reflect and evaluate on their achievements and areas for development after each assessment</p>	<p>We enrich students through the curriculum by including a variety of learning styles and activities in lessons.</p> <p>In History we offer house competitions and an opportunity to visit Dover castle as part of the local study.</p>	<p>Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.</p> <p>In History students will complete the majority of their work electronically to ensure they have organised notes. We will see a range of virtual resources to support learning such as the online Domesday book and google maps</p>	<p>We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key Concepts such as analysis, evaluation, and most importantly creativity. In History we regularly use thinking maps and lens to enable students to draw well supported conclusions.</p>

How parents can support:	<ul style="list-style-type: none"> Discuss students homework with them (this is set once every two weeks) Ask them what they are learning in History Encourage students to read historical fiction Ask them to explain why an event or person is important - check if they can use key explanatory vocabulary- because, therefore, as a result
Useful links	https://www.bbc.co.uk/bitesize/subjects/zk26n39 https://senecalearning.com/en-GB/ https://www.kerboodle.com/users/login?user_return_to=%2Fapp

Mathematics

Intent	Implementation	Impact
<p>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.</p> <p>All topics are linked to “big question” themes and these will help to enrich students’ experiences of Mathematics.</p>	<p>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 <i>Mymaths</i> and <i>CIMT</i> websites.</p> <p>In lessons pupils will undertake a variety of activities, including:</p> <ul style="list-style-type: none"> • whole class discussions - which provide opportunities for students to grow in confidence and to become effective participants • 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. 	<p>In Year 7 pupils would need to demonstrate most of the following skills:</p> <ul style="list-style-type: none"> • 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;

	Term 1	Term 2	Term 3
Big question	Is Maths as easy as 1,2,3,4?	Is there Magic in Maths?	Am I average?
Skills	<p>AO1 Use and apply Use and interpret notation correctly</p> <p>AO2 Reason, interpret and communicate mathematically Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information</p> <p>AO3 Solve problems within mathematics and in other context Interpret results in the context of the given problem</p>	<p>AO1 Use and apply Use and interpret notation correctly</p> <p>AO2 Reason, interpret and communicate mathematically Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information</p> <p>AO3 Solve problems within mathematics and in other context Interpret results in the context of the given problem</p>	<p>AO1 Use and apply Use and interpret notation correctly</p> <p>AO2 Reason, interpret and communicate mathematically Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information</p> <p>AO3 Solve problems within mathematics and in other context Interpret results in the context of the given problem</p>
Knowledge	<ul style="list-style-type: none"> • Add, subtract, multiply & divide with integers and decimals • Long division • Use of a calculator • BIDMAS 	<ul style="list-style-type: none"> • Area and perimeter of compound shapes involving rectangles & triangles • Mean, median, mode and range • Equivalent & improper fractions • Finding a fraction of an amount • Adding and subtracting fractions 	<ul style="list-style-type: none"> • Prime numbers & divisibility • Factors, multiples & primes • Highest common factor & lowest common multiple • Square & cube numbers • Straight line graphs

	<ul style="list-style-type: none"> Directed numbers Finding the next term in a sequence Pascal's Triangle 	<ul style="list-style-type: none"> FDP conversion Using a protractor Angle rules for triangles & parallel lines Simplifying simple algebraic terms 	<ul style="list-style-type: none"> Tally charts & bar charts Pie charts
Assessment	End of term written assessment Topics will also appear in subsequent assessments	End of term written assessment Topics will also appear in subsequent assessments	End of term written assessment Topics will also appear in subsequent assessments

	Term 4	Term 5	Term 6
Big question	What is algebra for?	What are the odds?	Is there beauty in shape?
Skills	AO1 Use and apply Use and interpret notation correctly AO2 Reason, interpret and communicate mathematically Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information AO3 Solve problems within mathematics and in other context Interpret results in the context of the given problem	AO1 Use and apply Use and interpret notation correctly AO2 Reason, interpret and communicate mathematically Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information AO3 Solve problems within mathematics and in other context Interpret results in the context of the given problem	AO1 Use and apply Use and interpret notation correctly AO2 Reason, interpret and communicate mathematically Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information AO3 Solve problems within mathematics and in other context Interpret results in the context of the given problem
Knowledge	<ul style="list-style-type: none"> Probability as a number Constructing triangles Properties of 2D shapes Find a percentage of an amount Simplifying ratios & share in a ratio Substitution into a formula Solving 1-step & 2-step equations Expanding brackets 	<ul style="list-style-type: none"> Recognise & perform translations, rotations & reflections Reflective & rotational symmetry Systemic listing Rounding to decimal places & estimating answers Area & circumference of circles and compound shapes 	<ul style="list-style-type: none"> Review of algebra topics Converting units for area calculations Review angle rules Construct a perpendicular bisector and angle bisector Construct nets of 3D objects
Assessment	End of term written assessment Topics will also appear in subsequent assessments	During Term 5 students will sit 2 Maths exam papers Topics will also appear in subsequent assessments	End of term written assessment or mini-assessment Topics will also appear in subsequent assessments

How parents can support:	There are various ways in which parents and carers can support pupils with their learning: <ul style="list-style-type: none"> 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.
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- 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>
- There are many other websites with games to make practising interesting once tables have been learnt.
- 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 to 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.

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

Modern Foreign Languages

French

Intent	Implementation	Impact
<p>As a result of studying a language at Key Stage 3 our students develop linguistic confidence and foster an appreciation of other cultures. They can:</p> <ul style="list-style-type: none"> understand and respond to spoken and written language from a variety of sources, including authentic material. speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions. write at varying lengths, for different purposes and audiences, using a variety of grammatical structures that they have learnt. give opinions on a range of topics and explain their ideas. reflect on and identify ways in which to improve their comprehension as well as the quality of their work and the clarity with which they express their ideas. discover and develop an appreciation of a range of writing in the language studied, including literary texts. recognise and appreciate cultural differences and demonstrate a curiosity about aspects of the target language culture. 	<p>In Year 7 we teach the students the basics of the language - greetings, numbers, nouns, adjectives, present tense and topics which enable students to be able to talk about themselves and their interests such as me and my family, my hobbies, my house.</p> <p>Students study 5 big questions throughout the year to ensure breadth and depth of understanding and knowledge. Students are taught all 4 language skills and these appear in all lessons. Students are encouraged to focus on the speaking skill in lessons and homework is usually reading or listening based on vocabulary and grammar learning as well as comprehension tasks.</p> <p>We use exercise books for writing work and chromebooks for listening and reading work. All slideshows and resources are shared with students via google classroom and students have their own copy and therefore can work directly on the documents. This allows for clarity in books and more noticeable progress in the writing skills and students can revisit lessons with answers on chromebooks. Students all have a folder for reference material such as vocabulary lists and grammar rules.</p>	<p>Students can use the target language to express themselves on a variety of topics revolving around themselves whilst giving simple opinions.</p> <p>Students enjoy learning about the culture of the countries where the target language is spoken.</p> <p>Students respond well to formative assessment and seek to perform well in their summative assessments. They are familiar with FFQ and understand the terminology to make further progress.</p> <p>Students feel confident in using the target language for their own purposes.</p> <p>Students are curious and seek to develop their knowledge of the language they learn through the use of authentic material such as music, TV, films, cinema, literature...</p> <p>Students are keen to expand their understanding and knowledge of the language and thus join extra-curricular clubs and activities.</p> <p>Students show enjoyment in lessons and show interest beyond the classroom.</p>

	Week 1 to 8	Week 9 to 16	Week 17 to 24
Big question	<p><i>Qui suis-je à la rentrée?</i> Who am I on the first day at school?</p>	<p><i>Comment est mon collègue?</i> What is my school like?</p>	<p><i>Qu'est-ce que je fais pendant mon temps libre?</i> What do I do in my free time?</p>
Skills	<ul style="list-style-type: none"> - pronunciation of French sounds - use the verb <i>avoir</i> - use the definite and indefinite articles - use the verb <i>aimer</i> + the definite article - use adjective agreement - use the verb <i>être</i> 	<ul style="list-style-type: none"> - use numbers to tell the time - use <i>-er</i> verbs - use adjectives after nouns - use new <i>-er</i> verbs - read and listen for gist - use <i>il y a</i> and <i>il n'y a pas de</i> 	<ul style="list-style-type: none"> - learn key French sounds - use the verb <i>jouer à</i> - use the verb <i>faire</i> - use cognates and context - use the verb <i>aimer</i> + infinitive - form and answer questions

	<ul style="list-style-type: none"> - understand the infinitives and regular <i>-er</i> verbs - use possessive adjectives <i>mon, ma, mes</i> - create a video interview about yourself 	- agreeing and disagreeing	
Knowledge	<ul style="list-style-type: none"> - say your name and learn numbers - greetings - talk about brothers and sisters - say how old I am as well as other people - describe a classroom - talk about likes and dislikes - describe myself and others - say what you do - give dates 	<ul style="list-style-type: none"> - tell the time - talk about colours - say what you think of your school subjects and why - talk about what you wear at school - talk about your school day - learn about a typical French school - say what there is and isn't 	<ul style="list-style-type: none"> - talk about the weather and seasons - talk about which sports you play - talk about activities you do - discover sport in French speaking countries - talk about what you like doing - create an interview with a celebrity
Assessment	<ul style="list-style-type: none"> - listening and reading skills - speaking skill 	<ul style="list-style-type: none"> - listening and reading skills - writing skill 	<ul style="list-style-type: none"> - dictation + translation skills - speaking skill

	Week 25 to 33	Week 33 to 40
Big question	<i>Comment est ma vie de famille?</i> What is my family life like?	<i>C'est comment où j'habite?</i> Where do I live
Skills	<ul style="list-style-type: none"> - use higher numbers - use possessive adjectives my and your - use the <i>nous</i> form of -er verbs - use the partitive article - use a glossary - substitute text to make texts your own 	<ul style="list-style-type: none"> - understand prices in French - use the verb <i>aller</i> - use the verb <i>vouloir</i> - use the <i>tu</i> and <i>vous</i> forms of the verb - use the near future tense - use two tenses together
Knowledge	<ul style="list-style-type: none"> - talk about animals - describe my family - describe where I live - talk about breakfast - learn about Bastille Day - create a cartoon family 	<ul style="list-style-type: none"> - talk about places in town or village - say where you go at the weekend - invite someone out - order drinks and snacks on a cafe - say what you are going to do - talk about plans for a special weekend
Assessment	<ul style="list-style-type: none"> - listening and reading skills - writing skill 	<ul style="list-style-type: none"> - listening and reading skills - speaking skill

How parents can support:	- listen to your child reading out loud in the target language
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	<ul style="list-style-type: none"> - ask your child the golden questions on a regular basis - test vocabulary knowledge English to French and French to English - create a playlist and listen to French music together - watch French films with subtitles (familiar cartoons are a good start) - youtube, netflix, prime - ask your child to teach you or a younger sibling what they have learnt - visit France: one day visit to Calais or Boulogne are easy and cheap - show an open mind to learning a language and to learning about different cultures (avoid passing on your fear of languages) - be encouraging and supportive when it seems difficult; there will be pit moments but this is part of learning.
Useful links	<p>www.language-gym.com (the school has a subscription to this and students can access with their school login)</p> <p>www.quizlet.com</p> <p>https://www.bbc.co.uk/bitesize/subjects/zgdqxn</p> <p>www.activelearn.com</p> <p>https://www.languagesonline.org.uk/Hotpotatoes/index.html</p>

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

German

Intent	Implementation	Impact
<p>As a result of studying a language at Key Stage 3 our students develop linguistic confidence and foster an appreciation of other cultures. They can:</p> <ul style="list-style-type: none"> • understand and respond to spoken and written language from a variety of sources, including authentic material. • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and 	<p>In Year 7 we teach the students the basics of the language - greetings, numbers, nouns, adjectives, present tense and topics which enable students to be able to talk about themselves and their interests such as me and my family, my hobbies, my house.</p> <p>Students study 5 big questions throughout the year to ensure breadth and depth of understanding and knowledge. Students are taught all 4 language skills and these appear in all</p>	<p>Students can use the target language to express themselves on a variety of topics revolving around themselves whilst giving simple opinions.</p> <p>Students enjoy learning about the culture of the countries where the target language is spoken.</p> <p>Students respond well to formative assessment and seek to perform well in their summative assessments. They are familiar with FFQ</p>

<p>asking questions.</p> <ul style="list-style-type: none"> • write at varying lengths, for different purposes and audiences, using a variety of grammatical structures that they have learnt. • give opinions on a range of topics and explain their ideas. • reflect on and identify ways in which to improve their comprehension as well as the quality of their work and the clarity with which they express their ideas. • discover and develop an appreciation of a range of writing in the language studied, including literary texts. • recognise and appreciate cultural differences and demonstrate a curiosity about aspects of the target language culture. 	<p>lessons. Students are encouraged to focus on the speaking skill in lessons and homework is usually reading or listening based on vocabulary and grammar learning as well as comprehension tasks.</p> <p>We use exercise books for writing work and chromebooks for listening and reading work. All slideshows and resources are shared with students via google classroom and students have their own copy and therefore can work directly on the documents. This allows for clarity in books and more noticeable progress in the writing skills and students can revisit lessons with answers on chromebooks. Students all have a folder for reference material such as vocabulary lists and grammar rules.</p>	<p>and understand the terminology to make further progress.</p> <p>Students feel confident in using the target language for their own purposes.</p> <p>Students are curious and seek to develop their knowledge of the language they learn through the use of authentic material such as music, TV, films, cinema, literature...</p> <p>Students are keen to expand their understanding and knowledge of the language and thus join extra-curricular clubs and activities.</p> <p>Students show enjoyment in lessons and show interest beyond the classroom.</p>
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	Week 1 to 8	Week 9 to 16	Week 17 to 24
Big question	<i>Wer bin ich?</i> Who am I?	<i>Wie ist meine Familie?</i> Do I know my family?	<i>Was mache ich in meiner Freizeit?</i> What do I do in my free time?
Skills	<ul style="list-style-type: none"> - to recognise and use German phonemes - to introduce myself - to say how old I am - to say where I live - to spell names in German - to describe my personality - to say what my favourite things are - to answer questions in simple short sentences - to write a short paragraph of 40 words 	<ul style="list-style-type: none"> - to recognise and name members of the family as well as pets - to describe physical appearance and personality - to say when birthdays are - to count up to 100 - to describe a photo-card - to write a short paragraph of 40 words - to write from dictation 	<ul style="list-style-type: none"> - to talk about the sports I play - to say what I do in my free time - to give simple opinions about leisure activities - to say how often I play or do hobbies - to talk about mobile phones and computers - to extend responses spontaneously when asked a questions - to describe a photo-card
Knowledge	<ul style="list-style-type: none"> - numbers up to 20 - the verb <i>sein</i> - the verb <i>wohnen</i> - to use adjectives - to use the possessive adjectives <i>mein</i> and <i>dein</i> - the verb <i>haben</i> + indefinite article 	<ul style="list-style-type: none"> - the verb <i>haben</i> - pronouns - modal verb phrase <i>kann</i> - simple adjective agreement - ordinal numbers - plural of nouns - the present tense of regular verbs 	<ul style="list-style-type: none"> - the present tense of simple verbs - word order - common irregular verbs <i>fahren</i> and <i>sehen</i> - use <i>gern</i> - talk about the future using the present tense - the formal <i>Sie</i> - using time phrases
Assessment	<ul style="list-style-type: none"> - listening and reading skill - writing skill 	<ul style="list-style-type: none"> - listening and reading skills - speaking skill 	<ul style="list-style-type: none"> - listening and reading skills - writing skill

	Week 25 to 33	Week 33 to 40
Big question	<i>Wie ist meine Schule?</i> What is my school like?	<i>Wie ist meine Stadt?</i> Where do I live and what is my town like?
Skills	<ul style="list-style-type: none"> - to talk about school subjects - to give opinions about subjects - to describe timetable - to tell the time - to describe a teacher - to talk about school facilities and school rules - to write a few sentences to describe a photo - to write a short paragraph (40 words) 	<ul style="list-style-type: none"> - to say what there is and isn't in a town - to say what souvenirs I want to buy in town - to order snacks and drinks in town - to talk about what I will do in town during the holiday - to describe a photo-card - to answer questions about town in detail - to write a short paragraph (40 words)
Knowledge	<ul style="list-style-type: none"> - to use <i>weil</i> to justify opinions - consider word order when including more detail - possessive adjectives <i>sein</i> and <i>ihr</i> - prepositions - modal verb <i>dürfen</i> - <i>es gibt</i> + accusative case 	<ul style="list-style-type: none"> - <i>es gibt</i> + accusative case - to use <i>kein</i> in negative sentences - forming compound nouns - to use the conditional with <i>ich möchte</i> - to practise understanding and using different currency of Euros - to use <i>werden</i> to refer to the future tense
Assessment	<ul style="list-style-type: none"> - dictation + translation skills - speaking skill 	<ul style="list-style-type: none"> - listening and reading skills - writing skill

How parents can support:	<ul style="list-style-type: none"> - listen to your child reading out loud in the target language - ask your child the golden questions on a regular basis - test vocabulary knowledge English to German and German to English - create a playlist and listen to German music together - watch German films with subtitles (familiar cartoons are a good start) - youtube, netflix, prime - ask your child to teach you or a younger sibling what they have learnt - visit Germany and practise real life conversations - show an open mind to learning a language and to learning about different cultures (avoid passing on your fear of languages) - be encouraging and supportive when it seems difficult; there will be pit moments but this is part of learning.
Useful links	<p>www.language-gym.com (the school has a subscription to this and students can access with their school login)</p> <p>www.quizlet.com</p> <p>https://www.bbc.co.uk/bitesize/subjects/zgdqxb</p> <p>www.pearsonactivelearn.com (Stimmt 1)</p>

MEGA

Mindset	Enrichment	Google	Advanced Thinking
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	

Spanish

Intent	Implementation	Impact
<p>As a result of studying a language at Key Stage 3 our students develop linguistic confidence and foster an appreciation of other cultures. They can:</p> <ul style="list-style-type: none"> understand and respond to spoken and written language from a variety of sources, including authentic material. speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions. write at varying lengths, for different purposes and audiences, using a variety of grammatical structures that they have learnt. give opinions on a range of topics and explain their ideas. reflect on and identify ways in which to improve their comprehension as well as the quality of their work and the clarity with which they express their ideas. discover and develop an appreciation of a range of writing in the language studied, including literary texts. recognise and appreciate cultural differences and demonstrate a curiosity about aspects of the target language culture. 	<p>In Year 7 we teach the students the basics of the language - greetings, numbers, nouns, adjectives, present tense and topics which enable students to be able to talk about themselves and their interests such as me and my family, my hobbies, my house.</p> <p>Students study 5 big questions throughout the year to ensure breadth and depth of understanding and knowledge. Students are taught all 4 language skills and these appear in all lessons. Students are encouraged to focus on the speaking skill in lessons and homework is usually reading or listening based on vocabulary and grammar learning as well as comprehension tasks.</p> <p>We use exercise books for writing work and chromebooks for listening and reading work. All slideshows and resources are shared with students via google classroom and students have their own copy and therefore can work directly on the documents. This allows for clarity in books and more noticeable progress in the writing skills and students can revisit lessons with answers on chromebooks. Students all have a folder for reference material such as vocabulary lists and grammar rules.</p>	<p>Students can use the target language to express themselves on a variety of topics revolving around themselves whilst giving simple opinions.</p> <p>Students enjoy learning about the culture of the countries where the target language is spoken.</p> <p>Students respond well to formative assessment and seek to perform well in their summative assessments. They are familiar with FFQ and understand the terminology to make further progress.</p> <p>Students feel confident in using the target language for their own purposes.</p> <p>Students are curious and seek to develop their knowledge of the language they learn through the use of authentic material such as music, TV, films, cinema, literature...</p> <p>Students are keen to expand their understanding and knowledge of the language and thus join extra-curricular clubs and activities.</p> <p>Students show enjoyment in lessons and show interest beyond the classroom.</p>

Week 1 to 8

Week 9 to 16

Week 17 to 24

Big question	<i>¿Quién soy?</i> Who am I?	<i>¿Cómo es mi familia?</i> Do I know my family?	<i>¿Qué hago en mis ratos libres?</i> What do I do in my free time?
Skills	<ul style="list-style-type: none"> - to recognise and use simple greetings phrases - to familiarise with Spanish sounds - to introduce myself - to say how old I am - to say when my birthday is - to say who/what I like - to name colours - to recognise classroom language - to understand a text in the language - to ask and answer short questions in a role-play 	<ul style="list-style-type: none"> - to count up to 100 - to say how many brothers and sisters I have - to say what pet(s) I have - to describe myself and others: eyes and hair, size and height, personality - to find out about Christmas in Spanish speaking countries - to understand a text in the language - to describe a photo - to write a short paragraph (40 words) 	<ul style="list-style-type: none"> - to talk about my hobbies - to talk about the sports I do and play - to give detailed opinions about my hobbies - to discuss the weather - to discover famous Spanish musicians and listen/sing to their music - to learn how to research popular Hispanic culture - to compare celebrity profiles on social media - to talk about my favourite Spanish artist - to ask and answer questions - to describe a photo-card
Knowledge	<ul style="list-style-type: none"> - pronunciation of Spanish sounds - the verb <i>tener</i> - verb endings with singular pronouns - singular and plural nouns - recognising question words - simple conjunctions - the discovery of Spanish speaking countries 	<ul style="list-style-type: none"> - forming numbers - singular possessive adjectives - adjectives endings - learning irregular verbs <i>tener</i> and <i>ser</i> in the present tense - adverbs of frequency 	<ul style="list-style-type: none"> - the present tense of regular verbs - the verb <i>jugar</i> and <i>hacer</i> - to use cognates and near cognates for understanding - impersonal verbs to give opinions - use <i>sí</i> and <i>cuando</i> - comparison with <i>más</i> and <i>menos</i> - subordinate conjunction <i>que</i>
Assessment	<ul style="list-style-type: none"> - listening and reading skill - writing skill 	<ul style="list-style-type: none"> - listening and reading skills - speaking skill 	<ul style="list-style-type: none"> - listening and reading skills - writing skill

	Week 25 to 32	Week 33 to 40
Big question	<i>¿Cómo es mi casa?</i> What is my house like?	<i>¿Dónde vivo?</i> Where do I live?
Skills	<ul style="list-style-type: none"> - to talk about the area your house is in - to describe different types of houses - to describe rooms in the house - to describe my bedroom - to describe my dream home - to work out unfamiliar language - to learn how to use a bilingual (online) dictionary - to practise creative writing - to write a short paragraph (40 words) - to describe a photo-card 	<ul style="list-style-type: none"> - to talk about places in town - to describe where I go in town - to give and understand directions - to discuss plans for the weekend - to compare rural and urban environments - to describe how areas have changed over time - to find and use synonyms - to find out about Spanish places and areas - to ask and answer questions - to describe a photo-card - to write a short paragraph (40 words)

Knowledge	<ul style="list-style-type: none"> - <i>es</i> and <i>está</i> - the verb <i>vivir</i> - the definite article - prepositions of place with <i>estar</i> - basic conditional expressions - adverbs of frequency 	<ul style="list-style-type: none"> - the verb phrase <i>hay</i> - the verb <i>ir</i> - infinitives of verbs - the imperative - forming the near future - the comparative with <i>tan</i> and <i>tan...como</i> - key expressions in the imperfect tense
Assessment	<ul style="list-style-type: none"> - translation + dictation - speaking skill 	<ul style="list-style-type: none"> - listening and reading - writing skill

How parents can support:	<ul style="list-style-type: none"> - listen to your child reading out loud in the target language - ask your child the golden questions on a regular basis - test vocabulary knowledge English to Spanish and Spanish to English - create a playlist and listen to Spanish music together - watch Spanish films with subtitles (familiar cartoons are a good start) - youtube, netflix, prime - ask your child to teach you or a younger sibling what they have learnt - visit Spain and practise real life conversations - show an open mind to learning a language and to learning about different cultures (avoid passing on your fear of languages) - be encouraging and supportive when it seems difficult; there will be pit moments but this is part of learning.
Useful links	<p>www.language-gym.com (the school has a subscription to this and students can access with their school login)</p> <p>www.quizlet.com</p> <p>https://www.bbc.co.uk/bitesize/subjects/zgdqxn</p> <p>www.kerboodle.com (claro 1)</p> <p>https://www.languagesonline.org.uk/Hotpotatoes/index.html</p>

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

Music

Intent	Implementation	Impact
Through the interrelated study of theory (reading and notating music), performing (developing instrumental and vocal skills), composing (creating music) and listening to/appraising music from a variety of cultures, times and genres the curriculum aims to give students a greater understanding of music, an opportunity to participate in performances in and beyond the classroom and to express themselves through creating music.	At Key Stage 3 the topics have been chosen to cover a range of styles, cultures/ traditions and genres. The sequence in which they are taught, and content, is appropriate as the units are connected by progressive developments of theory knowledge, musical structure, performing skills and composing with each unit successively building on these areas. Lessons are taught as a mixture of related activities - listening, theory knowledge and performing/composing. Self and peer assessment is a regular feature of lessons as students reflect on what they have achieved and how this can be improved. There is a core assessment task at the end of each unit which may be a performing or composing task. Knowledge of theory and listening skills are tested in tasks given for homework or during lessons in each unit. All performing, theory and composition tasks are designed to challenge the individual student and material/responses are differentiated but with the aim of enabling all students to make outstanding progress, whatever their level. Revision and returning to previous learning and skills is also a feature of the curriculum enabling students to embed their knowledge and understanding of theory, instrumental skills and musical features.	In year 7, students will acquire knowledge of playing and performing in a range of solo and ensemble contexts using their voice and playing instruments with technical control. They will start to acquire, and use the skills of reading staff and other relevant notations and develop listening and composition skills through the study of the musical elements, the construct of musical ideas, structure and different genres and traditions and how to use music as a means for expressive communication.

	Term 1	Term 2	Term 3
Big question	What is Rhythm?	How can you be a better performer?	Fanfares. How can you compose music for a special occasion?
Skills	<ul style="list-style-type: none"> Vocal skills - <i>posture, breathing, diction</i> Ability to perform different rhythms Performance skills within a group/class Composing rhythms (groups) Call and response & call and reply 	<ul style="list-style-type: none"> Developing instrumental and vocal skills Understanding the role of pulse in uniting a group performance Developing rehearsal techniques - both individual and ensemble Developing an aural appreciation of pitch 	<ul style="list-style-type: none"> Playing fanfares Aurally recognising/commenting on the elements of music and how they help to create a successful fanfare. Composing a fanfare in different parts using the triad of C major

		<ul style="list-style-type: none"> Instrumental skills: keyboard notes, guitar and ukulele chords Developing performance skills towards first live performances (Year 7 Concert and Carol Service) Students learn chords on ukulele 	
Knowledge	<ul style="list-style-type: none"> Read rhythm notation, including rests Understanding of pulse Understanding of 3/4 and 4/4 Dynamics Soprano, Alto, Tenor, Bass voices. Choir. Introduction to different textures eg monophonic, unison, chordal, polyphonic 	<ul style="list-style-type: none"> Introducing key elements used in music such as: Bass, chords rhythm and melody basic treble clef notation Reading a score - graphic and standard notation. Developing keyboard skills (from 5 notes to an octave) Reinforcing texture and dynamics Introduction to tempo and tempo terms 	<ul style="list-style-type: none"> Melodic structure - phrases, implied cadences C major as a scale Concept of key Tonic Triad of C major Concept of chord inversions Pedal note as a bass line Composing/Improvising using the triad of C major How music creates mood or fulfils an occasion - the features of a fanfare Brass instruments Textures - monophonic, chordal/homophonic, polyphonic Cadences
Assessment	Continuous verbal formative assessment. Core assessment task at the end of the unit involving group performance of a rhythm piece..	Continuous verbal formative assessment. In- class ensemble performance of chosen piece	Continuous verbal formative assessment. Composition of individual fanfare.

	Term 4	Term 5	Term 6
Big question	What is Folk Music?	Structures	Summer Music - the 2 chord song
Skills	Singing and playing folk songs from the Uk and other countries Playing in an ensemble Composing a new tune for the verse and chorus of a folk song	Establishing what is “Form and Structure” in music and why Form and Structure is important. Through performing, composing, improvising and listening and appraising, pupils then explore four different musical structures: Question and Answer Phrases, Binary Form, Ternary Form and Rondo Form.	Using chords, rhythm and tonality to create a song that suits the mood of the summer <i>Bringing together the different skills/elements of music learnt across Year 7.</i>
Knowledge	<ul style="list-style-type: none"> Scansion Compound time Pentatonic Modal 	<ul style="list-style-type: none"> Question and Answer/Call and Response, Phrase(s), Binary Form (AB), 	<ul style="list-style-type: none"> Chords Tonality Rhythm Melody writing

	<ul style="list-style-type: none"> • Drone accompaniment • The role of Folk music • Musical instruments used 	<ul style="list-style-type: none"> • Ternary Form (ABA), • Rondo Form (ABACADA...), • Melody, • Drone, • Ostinato, • Harmony, • Treble Clef Pitch Notation 	<ul style="list-style-type: none"> • Bass lines • Instrumentation
Assessment	Continuous verbal formative assessment. In-class ensemble performance of chosen piece and composition of folk melody	Students will create a portfolio of performances and compositions demonstrating understanding of different structures on bandlab. Students will complete a quiz.	Composing a 2 chord song (C & G) to represent summer.

How parents can support:	By looking at the Music google classroom to see what work has been set and encouraging students to complete work to the best of their ability. As the keyboard is the ‘instrument of choice’ it would be very useful for students to have access to a keyboard outside of the classroom if possible. This could be a piano or electronic keyboard (however small)
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MEGA			
Mindset	Enrichment	Google	Advanced Thinking
Our curriculum is designed to support student’s mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	Advanced thinking gives pupils the power to improve their outcomes by encouraging deeper thinking. It helps to develop and deepen students' subject knowledge. We use a variety of tools consistently across subjects and within lessons to promote advanced thinking

Physical Education

Intent	Implementation	Impact
<p>The intent of our KS3 PE curriculum is to ensure pupils experience;</p> <ul style="list-style-type: none"> - enjoyment through PE lessons, extracurricular and other sporting opportunities. - Develop their confidence physically, mentally and socially. - Become more competent when performing, leading or coaching - Increasing their knowledge and understanding of the importance of PA, their favourite activities, where they can go to continue to play/do and of how to analyse and improve performance. 	<p>The order that we teach KS3 links to the season, facilities, clubs and fixtures. We also have avoided teaching all the games, and individual activities at the same time. The curriculum setup ensures pupils complete at least one game and one individual activity every big term. The pupils take part in over 9 activities across KS3.</p>	<p>The impact of the PE curriculum includes the following:</p> <ol style="list-style-type: none"> 1) More physically confident pupils 2) More physically able pupils - performing skills, linking and applying them. 3) Increase the number of pupils who are fully engaged and able to compete effectively and confidently. 4) Develop pupils who are fair and have respect for each other no matter race, ability, or background. 5) Pupils have increased fitness and understanding of their health 6) Pupils participate in PA outside of school.

	Term 1			Term 2		
Big question	<p>Orienteering/Fitness</p> <p><i>What is more important, health or fitness?</i></p>	<p>Dance</p> <p>(this can be term 1 or 2)</p> <p><i>What's more important, accuracy or expression?</i></p>	<p>Netball</p> <p><i>Why do I need to know the rules of netball?</i></p>	<p>Badminton</p> <p><i>Does an understanding of my ability affect my performance?</i></p>	<p>Gymnastics</p> <p>(this can be term 1 or 2)</p> <p><i>How does Gymnastics impact my body?</i></p>	<p>Football</p> <p><i>Why do I need to know the rules of football?</i></p>
Skills	<p>How to work with others.</p> <p>How to use a map - to plan strategically an effective route.</p> <p>How to listen to others.</p> <p>How to pace themselves to get the best outcome (fast time)</p> <p>Perform activities that target specific aspects of fitness</p>	<p>Perform on stage</p> <p>Tell a story with movement</p> <p>Work collaboratively</p> <p>Evaluate other's choreography and performance</p> <p>Explore a variety of dance movements.</p>	<p>Basic skills required in netball in both competitive and non-competitive situations</p> <p>Teamwork</p> <p>Analysis and Evaluation of their own and others' performances.</p>	<p>Basic and some complex skills are required in Badminton in both competitive and non-competitive situations</p> <p>Teamwork</p> <p>Analysis and Evaluation of their own and others' performances.</p>	<p>How to perform in front of others</p> <p>Work on accurately replicating movements (basic and complex gymnastic skills)</p> <p>Work collaboratively</p> <p>Evaluate others' choreography and performance.</p>	<p>Basic and some complex skills that are required in Football in both competitive and non-competitive situations</p> <p>Teamwork</p> <p>Analysis and Evaluation of their own and others' performances.</p>
Knowledge	<p>Know-how orienteering impacts on their body and fitness.</p> <p>How to read a map</p> <p>What makes effective teamwork</p> <p>How to evaluate their performance.</p> <p>A variety of components of fitness and their importance.</p>	<p>Know how to link actions to words/feelings/emotions</p> <p>How to work as part of a group</p> <p>How to evaluate their own and other performances</p> <p>How to add variety to their choreography</p>	<p>Know how to make the correct decisions in competitive situations</p> <p>Know the basic rules of netball and how they help performance.</p> <p>Know how to evaluate their own and others' performances</p>	<p>Know how to make the correct decisions in competitive situations</p> <p>Know the basic rules of netball and how they help performance.</p> <p>Know how to evaluate their own and others' performances</p>	<p>Know how to link together movements effectively.</p> <p>How to work as part of a group</p> <p>How to evaluate their own and other performances</p> <p>How to add variety to their choreography and their performance</p>	<p>Know how to make the correct decisions in competitive situations</p> <p>Know the basic rules of netball and how they help performance.</p> <p>Know how to evaluate their own and others' performances</p>
Assessment	<p>Teacher, peer and self-assessment - against the PE departments assessment criteria.</p>	<p>Teacher, peer and self-assessment - against the PE departments assessment criteria.</p>	<p>Teacher, peer and self-assessment - against the PE departments assessment criteria</p>	<p>Teacher, peer and self-assessment - against the PE departments assessment criteria.</p>	<p>Teacher, peer and self-assessment - against the PE departments assessment criteria (linked to TECCA)</p>	<p>Teacher, peer and self-assessment - against the PE departments assessment criteria.</p>

	Term 5&6		
Big question	Athletics <i>How does Athletics impact my body?</i>	Rounders <i>Why do I need to know the rules of rounders?</i>	Mixed Games <i>What's more important, in gameplay, team or individual performance?</i>
Skills	Accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances Evaluate others and their own performance	Basic skills required in rounders in both competitive and non-competitive situations Teamwork Analysis and Evaluation of their own and others' performances.	Basic skills required in a variety of games activities in both competitive and non-competitive situations Teamwork Analysis and Evaluation of their own and others' performances.
Knowledge	Know key technical points for each event (accurate perform the event) Know some of the basic rules of each of the events. Know how to analyse their own and others' performances Know-how athletics impacts their body..	Know how to make correct decisions in competitive situations Know the basic rules of netball and how they help performance. Know how to evaluate their own and others' performances	Know how to make correct decisions in competitive situations Know the basic rules of the game and how they help performance. Know how to evaluate their own and others' performances
Assessment	Teacher, peer and self-assessment - against the PE departments assessment criteria.	Teacher, peer and self-assessment - against the PE department's assessment criteria.	Teacher, peer and self-assessment - against the PE department's assessment criteria.

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

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

Religious Studies

Intent	Implementation	Impact
At Key Stage 3 we aim to cover a breadth of topic areas, but also balance this with providing students the opportunity to develop a deep understanding of the material. By following the locally agreed syllabus for Kent, we are ensuring the curriculum meets expected statutory guidance. The intent for Key Stage 3 is that students understand the main religious and philosophical traditions of the United Kingdom and are afforded opportunities to reflect on issues such as poverty, happiness and life after death. Students will learn about the six principle world religions whilst studying these religious and philosophical themes and will have the depth of knowledge required to undertake comparative studies.	<p>The topics at KS3 have been chosen to fit in with the Kent Agreed Syllabus and provide clear links to the GCSE we teach. As such, it is very important that students are well-prepared for the rigours of examined Religious Studies, but still get to enjoy and engage with the material in Years 7-9. The delivery of the material is focussed on three main pillars: knowledge, reflection and evaluation.</p> <p>Every lesson at KS3 provides opportunities for these to be covered, with a clear emphasis on the application of subject knowledge. This is then reinforced with regular Google quizzes focussing on subject knowledge. This low-stakes testing helps teachers adapt their teaching to particular groups and address areas of concern. Students are assessed by at least one Core Assessment per topic and additional assessed pieces of homework and class work throughout.</p>	By the end of KS3 students will have a good understanding of the role of religion and philosophy in society and the lives of individuals. They will also have a strong foundation in the key skills that underpin RS at GCSE and A-level as well as the workplace in the wider world enabling them to succeed in their chosen path.

	Term 1	Term 2	Term 3	Term 4
Big question	What is religion?		What is so radical about Jesus?	
Skills	Application and evaluation		Application and evaluation	
Knowledge	<ul style="list-style-type: none"> How religion developed from animism, to polytheism and then to monotheism The connections between different religious traditions <ul style="list-style-type: none"> Dharmic Abrahamic The use of symbolism in religion Shared teachings Shared values Shared practices 		<ul style="list-style-type: none"> Old Testament prophecies Gospel accounts of Jesus Pharisees Jesus in the Temple How historical figures were inspired by Jesus The death and resurrection of Jesus The role of forgiveness in Christianity 	
Assessment	Baseline assessment and online core assessment checking knowledge	Written assessment checking application of knowledge and comparative skills	Knowledge based Google quiz and written assessment checking application of knowledge	Presentation on historical figures inspired by Jesus

	Term 5	Term 6
Big question	Do we need to prove God's existence	
Skills	Application and evaluation of philosophical arguments	

Knowledge	<ul style="list-style-type: none"> • The form of philosophical arguments • The distinction between faith, belief and knowledge • Aquinas and the cosmological argument • Paley and the design argument • Miracles and religious experiences • Moral arguments for God's existence • Paradoxes associated with the philosophical God 	
Assessment	Knowledge based Google quiz and written assessment checking application of knowledge	Written assessment checking application of knowledge and comparative skills

How parents can support:	Discuss religious and ethical issues in the news
Useful links	www.bbc.co.uk/religion/religions/ www.biblegateway.com

MEGA			
Mindset	Enrichment	Google	Advanced Thinking
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Science

Intent	Implement	Impact
In year 7 we intend to cover nine topics (as below). We follow the Activate KS3 two year programme. Term 1 topics are chosen as they are necessary for students to work safely, and contain less challenging mathematical content. Topic order is different to cater for the cognitive challenge they present.	Students in year 7 receive 6 hours of Science lessons per fortnight. Lessons are delivered through a mixture of practical and theory lessons.	By the end of the year students should be developing a range of problem solving and practical skills; students should be able to solve straightforward numerical problems using very basic algebra. and apply their knowledge of physics to a range of real world applications. Students should be gaining confidence at handling equipment and using it to produce experimental results. Students will be learning to analyse and evaluate data. Students will be able to highlight how Physics is used outside the classroom.

	Term 1	Term 2	Term 3
Skills	<p>Working Scientifically skills</p> <p>1 Experimental skills and strategies</p> <p>2 Scientific vocabulary, quantities, units, symbols</p> <p>Thinking Skills</p> <p>1 Perseverance</p> <p>2 Logical thinking</p> <p>3 Clarity of expression</p> <p>Mathematical skills</p> <p>1 Arithmetic and numerical computation</p> <p>2 Handling data</p> <p>3 Bar charts</p> <p>Literacy skills</p>	<p>Working Scientifically skills</p> <p>1 Experimental skills and strategies</p> <p>2 Scientific vocabulary, quantities, units, symbols</p> <p>Thinking Skills</p> <p>1 Perseverance</p> <p>2 Logical thinking</p> <p>3 Clarity of expression</p> <p>Mathematical skills</p> <p>1 Arithmetic and numerical computation</p> <p>2 Handling data</p> <p>3 Bar charts</p> <p>Literacy skills</p>	<p>Working Scientifically skills</p> <p>1 Development of scientific thinking</p> <p>2 Experimental skills and strategies</p> <p>3 Analysis</p> <p>4 Scientific vocabulary, quantities, units, symbols</p> <p>Thinking Skills</p> <p>1 Posing Questions</p> <p>2 Thinking flexibly</p> <p>3 Perseverance</p> <p>4 Logical thinking</p> <p>5 Clarity of expression</p> <p>Mathematical skills</p> <p>1 Arithmetic and numerical computation</p> <p>2 Handling data</p> <p>3 Bar charts</p> <p>Literacy skills</p>
Knowledge	<p>Topics</p> <p>Practical skills</p> <p>Energy</p>	<p>Topics</p> <p>Forces</p> <p>Organisms</p>	<p>Topics</p> <p>Matter</p> <p>Genes</p>
Assessment	<p>Checkpoint quiz: Practical Skills</p> <p>Checkpoint quiz:Energy</p>	<p>Checkpoint quiz:Forces</p> <p>Checkpoint quiz:Organisms</p> <p>Combined Test 1</p>	<p>Checkpoint quiz: Matter</p> <p>Checkpoint quiz: Genes</p>

	Term 4	Term 5	Term 6
Skills	Working Scientifically skills 1 Development of scientific thinking 2 Experimental skills and strategies 3 Analysis 4 Scientific vocabulary, quantities, units, symbols Thinking Skills 1 Posing Questions 2 Thinking flexibly 3 Perseverance 4 Logical thinking 5 Clarity of expression Mathematical skills 1 Arithmetic and numerical computation 2 Handling data 3 Bar charts Literacy skills	Working Scientifically skills 1 Development of scientific thinking 2 Experimental skills and strategies 3 Analysis 4 Scientific vocabulary, quantities, units, symbols Thinking Skills 1 Posing Questions 2 Thinking flexibly 3 Perseverance 4 Logical thinking 5 Clarity of expression Mathematical skills 1 Arithmetic and numerical computation 2 Handling data 3 Algebra 4 Graphs Literacy skills	Working Scientifically skills 1 Development of scientific thinking 2 Experimental skills and strategies 3 Analysis 4 Scientific vocabulary, quantities, units, symbols Thinking Skills 1 Posing Questions 2 Thinking flexibly 3 Perseverance 4 Logical thinking 5 Clarity of expression Mathematical skills 1 Arithmetic and numerical computation 2 Handling data 3 Algebra 4 Graphs Literacy skills
Knowledge	Topics Reactions	Topics Ecosystems Waves	Topics Earth
Assessment	Combined Test 2 Checkpoint quiz: Reactions	Checkpoint quiz: Ecosystems Combined test 3 Checkpoint quiz: Waves	Checkpoint quiz: Earth End of year assessment

Useful resources	Kerboodle Online, Test base
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MEGA			
Mindset	Enrichment	Google	Advanced Thinking
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their	We enrich students through the curriculum by including a variety of learning styles and activities in lessons	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to

academic achievement through regular homework tasks, regular assessments and the provision of Science support on a weekly basis	such as, whole class practicals, small group experiments, teacher demonstrations, research tasks and student presentations.	use of online resources. Chromebooks are used in the majority of lessons to reduce note taking, create tables and graphs quickly, and for research.	develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.
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Non sibi sed omnibus



A forward-thinking community with a tradition of excellence