



Maidstone Grammar School  
*for Girls*

*Non sibi sed omnibus*

## Year 7 Curriculum 2026-2027



### A Reference Booklet *for* Parents and Carers

*A forward-thinking community with a tradition of excellence*



## Beginning the Journey - Welcome to MGGS!

Dear Parents and Carers,

This booklet is an 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 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. 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, developing her abilities and talents to the full.

### The Year 7 Curriculum at MGGS

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

| Subject                    | Number of lessons per fortnight |
|----------------------------|---------------------------------|
| Art                        | 2                               |
| Computing                  | 2                               |
| Design and Technology      | 3                               |
| Drama                      | 2                               |
| English                    | 6                               |
| Enrichment - Big Questions | 2                               |
| Geography                  | 3                               |
| History                    | 3                               |
| Mathematics                | 6                               |
| French                     | 4                               |
| German or Spanish          | 4                               |
| 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 National Curriculum (NC). 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 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 half term.





## MGGS is MEGA

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

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

### Literacy, Numeracy and Oracy

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

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## 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 key stages throughout the academic year, parents and carers will receive two ‘Tracking Review’ documents and a full School Report. 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 that gives you the chance to meet your daughter’s teachers.

## Grading

At MGGS students work is measured using the MGGS Attainment system.

| Level                                           | Description                                                                                                                                                                        |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Exceeding our Expectations</b>               | When averaged, the student is exceeding our expectations in all areas                                                                                                              |
| <b><i>Securely</i> Meeting our Expectations</b> | When averaged, the student is consistently is meeting our expectations and no classwork/assessments has been assessed as ‘working below’                                           |
| <b><i>Just</i> Meeting our Expectations</b>     | When averaged, the student is only just meeting our expectations, or classwork/assessments demonstrate inconsistencies, and the student has achieved ‘working below’ in some areas |
| <b>Working Below our Expectations</b>           | When averaged, the student is working below our expectations in most areas/assessments                                                                                             |

## 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:

| GCSE grades                   | 9                                  | 8 | 7 | 6                             | 5 | 4                                   | 3 | 2 | 1 |
|-------------------------------|------------------------------------|---|---|-------------------------------|---|-------------------------------------|---|---|---|
| <b>MGGS Attainment grades</b> | 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.
- 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 are 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

Where at all possible homework tasks and activities are set to help in the development of a wide range of skills as well as knowledge based work *per se*. Skills include being able to successfully:

- study and learn independently
- research, investigate and enquire
- critically appraise and evaluate
- plan and write essays
- develop creative processes such as drawing, construction and composition
- develop gross and fine physical coordination with regard to sports and the arts
- develop digital skills and/or handwrite as appropriate
- 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.

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All homework will be set via Google Classroom and can be visible to parents via the EduLink App. It would be very helpful if you could check that she is using Google Classroom effectively to manage her homework and complete it on time.

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

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

| Year 7                      | Homework allocations per fortnight | When will Homework be set?                                                                                                                       |
|-----------------------------|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Art                         | 1 x 30 minutes                     | In your Art lesson during week 1                                                                                                                 |
| Design Technology           | 3 x 20 minutes                     | In all 3 DT lessons                                                                                                                              |
| Drama                       | 1 x 30 minutes                     | In your Drama lesson during week 2                                                                                                               |
| English                     | 2 x 40 minutes                     | In one English lesson in Week 1 and one English lesson in Week 2                                                                                 |
| Geography                   | 1 x 40 minutes                     | In a Geography lesson during week 1                                                                                                              |
| History                     | 2 x 20 minutes                     | In one History lesson in Week 1 and one History lesson in Week 2                                                                                 |
| Computing                   | 1 x 30 minutes                     | In your Computing lesson during week 2                                                                                                           |
| Mathematics                 | 2 x 40 minutes                     | In one Maths lesson in Week 1 and one Maths lesson in Week 2                                                                                     |
| French<br>Spanish or German | 2 x 20 minutes<br>2 x 20 minutes   | In one French lesson in Week 1 and one French lesson in Week 2<br>In one Spanish/German lesson in Week 1 and one Spanish/German lesson in Week 2 |
| Music                       | 1 x 30 minutes                     | In your Music lesson during week 1                                                                                                               |
| Religious Studies           | 1 x 30 minutes                     | In your RS lesson during week 2                                                                                                                  |
| Science                     | 2 x 40 minutes                     | In one Science lesson in Week 1 and one Science lesson in Week 2                                                                                 |

Prior to school examinations only revision homework will be set. Homework will not be set specifically for completion in the school holidays for students in Year 7 to 9. 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.

## 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 drawing techniques and how to use the formal elements within their work, as drawing skills underpin everything in Art. They will then explore monoprinting, ceramics, collage, painting and colouring pencil, 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                                                                                                                                                                |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | How can I draw successfully?                                                                                                                                | How can I use line, pattern and colour together in an effective piece?                                                 | How can I use the formal elements in 3-dimensional work?                                                                                                              |
| <b>Skills</b>       | Observational drawing with sketching pencils and fine liners and development of creative design.                                                            | Colour mixing, idea and design development and oil pastel monoprinting. Analysis of an artist's work.                  | 3D model making in ceramics, colourising ceramics, analysis of an artist's work.<br>EXTENDED HOMEWORK: Creating Birds Eye and Worms View photographs                  |
| <b>Knowledge</b>    | Imaginative drawing.<br>How to use a sketching pencil and/or pen to show the formal elements: LINE, SHAPE, PROPORTION and TONE.                             | Formal element: Colour theory.<br>The work of Rosalind Monks.<br>How to use Oil Pastels.<br>How to create a monoprint. | The work of Daumante Stirbyte.<br>How to work safely with ceramics.<br>How to create pinch pot work and join ceramics effectively.<br>How to colourise ceramics work. |
| <b>Assessment</b>   | The 'NEWSFEED' document provides opportunities for self reflection, teacher grading, RAGging, written feedback and student responses to the feedback given. |                                                                                                                        |                                                                                                                                                                       |
|                     | CORE ASSESSMENT: Imaginative drawing, Tonal study.                                                                                                          | CORE ASSESSMENT: Fine Liner Bug Drawing (Self), Oil Pastel monoprint                                                   | CORE ASSESSMENT: Photographs (Peer), Clay Bug                                                                                                                         |

|                     | Term 4                                                              | Term 5                                                          | Term 6                                                                                                                                                        |
|---------------------|---------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | How can I use pattern and collage effectively?                      | How can I use watercolour paint in a visually effective manner? | How could I analyse and respond to an artist's work?                                                                                                          |
| <b>Skills</b>       | Collage skills and illustration                                     | Watercolour painting                                            | Analytical skills, using colouring pencils to show all of the formal elements,                                                                                |
| <b>Knowledge</b>    | Formal elements: Texture and composition.<br>The work of Eric Carle | Formal elements: Colour and Tone<br>The work of Lucy Arnold     | How to analyse an artist's work: Morgan Davidson<br>How to apply colour theory and use colouring pencils to show shape, proportion, tone, texture and colour. |





|                   |                                                                                                                                                              |                                          |                                                                               |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------|
| <b>Assessment</b> | The 'NEWS FEED' document provides opportunities for self reflection, teacher grading, RAGging, written feedback and student responses to the feedback given. |                                          |                                                                               |
|                   | CORE ASSESSMENT:<br>Collage (Peer)                                                                                                                           | CORE ASSESSMENT:<br>Watercolour painting | CORE ASSESSMENT: Morgan<br>Davidson Analysis, Coloured Pencil<br>study (Self) |

| 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 Pride club with Mrs Jenkins. Other opportunities, e.g. competitions, are also available on the 'Art Vision' 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. |

|                                 |                                                                                                                                                                                                                                                                                                            |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>How parents can support:</b> | 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.                                                                         |
| <b>Useful links</b>             | <a href="https://www.studentartguide.com/">https://www.studentartguide.com/</a><br><a href="http://www.timeout.com/london/art/top-10-art-exhibitions-in-london">www.timeout.com/london/art/top-10-art-exhibitions-in-london</a><br><a href="https://www.tate.org.uk/kids">https://www.tate.org.uk/kids</a> |





## 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 the fundamental 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> | 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                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | How has technology grown over the years?                                                                                                                                                                                                                                                                                                                                           | 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?                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Skills</b>       | 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.                                                                                                                                                                                                                                                  |
| <b>Knowledge</b>    | <ul style="list-style-type: none"> <li>➔ Introduction to Google Suite of applications - Classroom, Drive, GMail, Docs and Slides</li> <li>➔ Gaining expertise in organising digital information - files, folders and drafting documents</li> <li>➔ Exploring the Pioneers of Computers - students work on this as a small team and use Google Apps to present the facts</li> </ul> | <ul style="list-style-type: none"> <li>➔ Understand, differentiate and explain the need for different types of hardware</li> <li>➔ Differentiate the types of software available, with an emphasis of the role of an operating system</li> <li>➔ Understand the elements of a Computer Network and how data is routed across the network</li> <li>➔ Technology in the recent years - research on a piece of hardware / software that has gained focus in the last five years</li> </ul> | <ul style="list-style-type: none"> <li>➔ Understanding the term 'Algorithm' and producing an algorithm to make a cup of tea</li> <li>➔ Be able to associate the symbols of a flowchart to a specific process</li> <li>➔ Predicting outcomes of an algorithm</li> <li>➔ Break down a problem to produce algorithms to tackle traffic lights, pedestrian crossing, ferris wheel</li> <li>➔ Using Flowol software to design and model</li> </ul> |
| <b>Assessment</b>   | 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                                                                                                                                                                                                                                                                                                                                                  |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | What makes a good computer program?                                                                                                                                                                                                                                                                                   | What makes a good Digital Citizen?                                                                                                                                                                                                                                                                                                                                         | How can we use the Micro:bit to communicate?                                                                                                                                                                                                                                                                                                            |
| <b>Skills</b>       | Decomposition, problem-solving and design. Programming constructs such as sequence, selection and iteration.                                                                                                                                                                                                          | Be able to explain key online safety terminology - Malware, Virus, Internet Banking, Cyberbullying, Digital Footprint, Digital Divide and the Digital Laws.                                                                                                                                                                                                                | Responsibility, ownership (of a small computer), programming, creativity and perseverance.                                                                                                                                                                                                                                                              |
| <b>Knowledge</b>    | <ul style="list-style-type: none"> <li>→ Students learn the basic building blocks of a computer program: <i>sequence, selection, iteration and modularisation</i> using the SCRATCH programming language</li> <li>→ How are events managed in a game?</li> <li>→ An independent game design - project work</li> </ul> | <p>An understanding of the benefits and dangers of Internet Banking. Classification of the types of Malwares.</p> <p>Be able to explain the key features of digital laws - GDPR, Copyright laws etc.</p> <p>Be able to explain the importance of digital footprint, cyber-bullying and reporting online dangers.</p> <p>Design and implement an online safety website.</p> | <p>Students will extend their knowledge on algorithms and programming elements to design applications that can be deployed on a micro computer such as the BBC:Microbit</p> <p>Creating applications that can respond to prompts, inputs and sensory elements</p> <p>Re-iterating programming constructs such as sequence, selection and iteration.</p> |
| <b>Assessment</b>   | End of unit assessment on programming terms and predicting outcomes                                                                                                                                                                                                                                                   | Consolidated assessment on Y7 learning.                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                         |

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

| MEGA                                                                                                                                                         |                                                                                                                                            |                                                                                                                                                    |                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Mindset                                                                                                                                                      | Enrichment                                                                                                                                 | Google                                                                                                                                             | Advanced Thinking                                                                                                                        |
| Our Computing curriculum is designed to support student's mindset through developing their resilience as we work on problem solving via programming projects | We enrich students through the curriculum by including a variety of additional activities students can get involved in, such as CyberFirst | Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources. | In Computing, advanced thinking encourages deeper thinking by using a variety of tools to plan and test programming solutions and logic. |





## 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                                                                                                     |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | How can we express ourselves?                                                                                                     | How can we express ourselves?                                                                            | How can we express ourselves?                                                                              |
| <b>Skills</b>       | Designing - understanding contexts, users and purposes.<br>Designing - generating, developing, modelling and communicating ideas. | Designing - generating, developing, modelling and communicating ideas.<br>Making - planning.             | Making - practical skills and techniques.<br>Technical knowledge - making products work.                   |
| <b>Knowledge</b>    | How to mark make<br>How to use the work of others as inspiration<br>Batik technique.                                              | Screen printing and tie dye technique.<br>Sublimation printing technique.<br>Fashion illusion technique. | How to use the sewing machine.<br>How to change the settings of the sewing machine for different stitches. |
| <b>Assessment</b>   | Mark making.                                                                                                                      | Fashion illustration.                                                                                    | Plan for manufacture.                                                                                      |

|                     | Term 4                                                                                                     | Term 5                                                                                             | Term 6                                                                                                                                     |
|---------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | How can we express ourselves?                                                                              | How can we express ourselves?                                                                      | How can we express ourselves?                                                                                                              |
| <b>Skills</b>       | Making - planning, practical skills and techniques.<br>Technical knowledge - making products work.         | Making - planning, practical skills and techniques.<br>Technical knowledge - making products work. | Making - planning, practical skills and techniques.<br>Technical knowledge - making products work.<br>Evaluating - own ideas and products. |
| <b>Knowledge</b>    | How to use the sewing machine.<br>How to change the settings of the sewing machine for different stitches. | How to construct garments using the sewing machine.<br>How to hand embroider.                      | How to hand embroider.<br>How to evaluate products using third party feedback.                                                             |
| <b>Assessment</b>   | Technical knowledge and skills.                                                                            | Technical knowledge and skills.                                                                    | Practical outcome and evaluation.                                                                                                          |





|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>How parents can support:</b> | 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. |
| <b>Useful links</b>             | All lessons/resources are posted onto Google Classroom                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| MEGA                                                                                                                                     |                                                                                                                                                                                                  |                                                                                                                                                                                                        |                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mindset                                                                                                                                  | Enrichment                                                                                                                                                                                       | Google                                                                                                                                                                                                 | Advanced Thinking                                                                                                                                                                                                                         |
| The DT curriculum is designed to support student's mindset through continuously looking for improvements in their designs and solutions. | We enrich the DT curriculum by including a variety of learning styles and activities in lessons and offering lunchtime and after school clubs to allow students to extend their practical skills | Google is used in most lessons to enhance the structure of students' learning through use of online resources. The DT department uses online booklets to help students structure their practical work. | DT uses 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. |



## Design and Technology - Food & Nutrition

| Intent                                                                                                                                                                                                                    | Implementation                                                                                                                                                                                                                                                     | Impact                                                                                                                                                                                                                                                                                           |
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| 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                                                                                                                                                                                                  |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | How can we keep healthy?                                                                                                                                                          | How can we keep healthy?                                                                                                                                                                     | How can we keep healthy?                                                                                                                                                                                |
| <b>Skills</b>       | Cooking and nutrition - food preparation, cooking and nutrition.                                                                                                                  | Cooking and nutrition - food preparation, cooking and nutrition.                                                                                                                             | Cooking and nutrition - where food comes from..                                                                                                                                                         |
| <b>Knowledge</b>    | Food hygiene, health and safety protocols.<br>Basic food preparation knife skills.<br>Practical application of knife skills.<br>How to analyse food packaging and food labelling. | <ul style="list-style-type: none"> <li>Practical application of knife skills.</li> <li>Food preparation skills.</li> <li>Use of the oven.</li> <li>Food science enzymic browning.</li> </ul> | <ul style="list-style-type: none"> <li>Application of enzymic browning knowledge.</li> <li>Food preparation skills.</li> <li>Use of the hob.</li> <li>Eatwell guide and cultural variations.</li> </ul> |
| <b>Assessment</b>   | Food HHS competency.                                                                                                                                                              | Food science application.                                                                                                                                                                    | Eatwell guide theory.                                                                                                                                                                                   |

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

|                                 |                                                                                                                                                                                                                                                                                                                                      |
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| <b>How parents can support:</b> | 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 |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|





|                     |                                                                                                                                                                                                                                                                                                                                                           |
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|                     | 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. |
| <b>Useful links</b> | All lessons/resources are posted onto Google Classroom                                                                                                                                                                                                                                                                                                    |

| MEGA                                                                                                                                     |                                                                                                                                                                                                  |                                                                                                                                                                                                        |                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mindset                                                                                                                                  | Enrichment                                                                                                                                                                                       | Google                                                                                                                                                                                                 | Advanced Thinking                                                                                                                                                                                                                         |
| The DT curriculum is designed to support student's mindset through continuously looking for improvements in their designs and solutions. | We enrich the DT curriculum by including a variety of learning styles and activities in lessons and offering lunchtime and after school clubs to allow students to extend their practical skills | Google is used in most lessons to enhance the structure of students' learning through use of online resources. The DT department uses online booklets to help students structure their practical work. | DT uses 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. |





## Design and Technology - Product Design

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

|                     | Term 4                                                                                             | Term 5                                                                                                                                  | Term 6                                                                                                                        |
|---------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | How can we understand the world around us?                                                         | How can we understand the world around us?                                                                                              | How can we understand the world around us?                                                                                    |
| <b>Skills</b>       | Making - planning, practical skills and techniques.<br>technical knowledge - making products work. | Making - planning, practical skills and techniques.<br>Technical knowledge - making products work. Evaluating - own ideas and products. | Technical knowledge - making products work. Evaluating - own ideas and products.                                              |
| <b>Knowledge</b>    | <ul style="list-style-type: none"> <li>How to shape and form polymers</li> </ul>                   | <ul style="list-style-type: none"> <li>How to shape and form polymers through waste, forming and addition</li> </ul>                    | <ul style="list-style-type: none"> <li>Identification of what improvements need making and how to implement these.</li> </ul> |



|                   |                                                |                                                                                                                                            |                                                                                                                                                         |
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|                   | through waste, forming and addition processes. | processes. <ul style="list-style-type: none"> <li>• Identification of what improvements need making and how to implement these.</li> </ul> | <ul style="list-style-type: none"> <li>• How to make use of third party feedback.</li> <li>• The functions and purpose of product packaging.</li> </ul> |
| <b>Assessment</b> | Technical knowledge and skills.                | Technical knowledge and skills.                                                                                                            | Practical outcome.                                                                                                                                      |

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| <b>How parents can support:</b> | 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. |
| <b>Useful links</b>             | All lessons/resources are posted onto Google Classroom                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| MEGA                                                                                                                                     |                                                                                                                                                                                                  |                                                                                                                                                                                                        |                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mindset                                                                                                                                  | Enrichment                                                                                                                                                                                       | Google                                                                                                                                                                                                 | Advanced Thinking                                                                                                                                                                                                                         |
| The DT curriculum is designed to support student's mindset through continuously looking for improvements in their designs and solutions. | We enrich the DT curriculum by including a variety of learning styles and activities in lessons and offering lunchtime and after school clubs to allow students to extend their practical skills | Google is used in most lessons to enhance the structure of students' learning through use of online resources. The DT department uses online booklets to help students structure their practical work. | DT uses 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                                                                                                                                                                                                                                                                                                                                                                             |
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| 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                                                                                                                                                                                                                                                       |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | Drama is serious fun<br><i>What makes drama serious fun?</i>                                                                                                                                                                                                 | It Was Terrifying<br><i>How can we tell stories through drama?</i>                                                                                                                               | Ancient Greek Theatre<br><i>Where &amp; how did theatre begin?</i>                                                                                                                                                                                           |
| <b>Skills</b>       | 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.<br>Vocal skills: pitch, pace, tone, volume, emphasis, diction.<br>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. |
| <b>Knowledge</b>    | 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.                                                                                                          |
| <b>Assessment</b>   | 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. Students work in groups on a final performance piece (Core Assessment) using the Drama Department's assessment criteria. Students receive individual 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                                                                     |
|---------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>Big question</b> | Evacuees<br><i>How can drama and theatre help us to empathise with others?</i> | Commedia Dell'arte<br><i>How has Commedia dell'arte influenced modern performance?</i> | Musical Theatre<br><i>How can acting, music and design aid expression?</i> |

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|                   |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                        |                                                                                                                                                                                                                                                                                            |
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| <b>Skills</b>     | 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.                 | Acting through song (continued development of theatrical skills), ensemble, dance, costume design, set design, creation of an ensemble.                                                                                                                                                    |
| <b>Knowledge</b>  | 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> . |
| <b>Assessment</b> | Assessment documents provide 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 feedback.                                                | Regular self and peer assessment. 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.                                          |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>How parents can support:</b> | 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. |
| <b>Useful links</b>             | <a href="https://www.bbc.co.uk/bitesize/examspecs/zrnjwty">BBC Bitesize Drama</a> (AQA exam board) <a href="https://www.bbc.co.uk/bitesize/examspecs/zrnjwty">https://www.bbc.co.uk/bitesize/examspecs/zrnjwty</a><br><a href="https://www.bbc.co.uk/bitesize/topics/z3dqhyc/articles/zbhghjv">Musical Theatre</a> <a href="https://www.bbc.co.uk/bitesize/topics/z3dqhyc/articles/zbhghjv">https://www.bbc.co.uk/bitesize/topics/z3dqhyc/articles/zbhghjv</a><br><a href="https://www.youtube.com/watch?v=aSRLK7SogvE&amp;t=4s">Introduction to Greek Theatre</a> <a href="https://www.youtube.com/watch?v=aSRLK7SogvE&amp;t=4s">https://www.youtube.com/watch?v=aSRLK7SogvE&amp;t=4s</a>                                              |

| MEGA                                                                                                                                                    |                                                                                                                                                                                |                                                                                                                                                                                        |                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mindset                                                                                                                                                 | Enrichment                                                                                                                                                                     | Google                                                                                                                                                                                 | Advanced Thinking                                                                                                                                                         |
| In Drama we particularly want students to develop a curiosity for all aspects of drama and theatre and be respectful and appreciative audience members. | We enrich students through the curriculum and extra-curricular opportunities such as the annual school production, theatre visits and workshops led by industry professionals. | Google is used in most lessons to enhance students' learning through use of online resources and students use a target setting document in order to help keep track of their progress. | In Drama students are continuously developing their Habits of Mind and rich questioning and retrieval practice is used to help develop their knowledge and understanding. |



# English

| Intent                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Impact                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>Designed with a hybrid language and literature approach.</p> <p>Texts chosen to challenge and promote deep discussion.</p> <p>Each key stage includes a focus on poetry, prose (a whole novel), drama and nonfiction.</p> <p>A combination of heritage and modern texts has been included.</p> <p>There is increased focus on texts by female writers and those from other cultures.</p> <p>Reading, writing and spoken language are assessed in each key stage.</p> | <p>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.</p> <p>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.</p> <p>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.</p> | <p>Students appreciate language and literacy skills and understand the transferable skills developed. Students develop a lifelong love of reading and literature.</p> <p>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.</p> |

|                     | Term 1: Poetry From Around the World                                                                                                                                                                                                                                                                                                                                         | Term 2: Myths and Legends                                                                                                                                                                                                                                                                                                                                                                               | Term 3: Non-fiction Writing (Roald Dahl's 'Boy')                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | What is poetry?                                                                                                                                                                                                                                                                                                                                                              | What makes a hero? What important themes and ideas do myths communicate? How do the tellers of myths make them exciting to read and give them enduring appeal?                                                                                                                                                                                                                                          | How do writers communicate effectively?                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Skills</b>       | creative writing (prose)<br>creative writing: poetry with a short reflection or commentary of some of the language choices made as a way of introducing language analysis skills                                                                                                                                                                                             | creative writing (prose)<br>identifying effective uses of structure and descriptive writing in the input texts<br>identifying the use of characters e.g. Propp's character types                                                                                                                                                                                                                        | Persuasive writing                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Knowledge</b>    | <b>Vocabulary / concepts:</b> <ul style="list-style-type: none"> <li>- prose versus poetry</li> <li>- paragraph versus stanza</li> <li>- similes</li> <li>- metaphors</li> <li>- personification</li> <li>- alliteration</li> <li>- contrast</li> <li>- repetition</li> <li>- imagery</li> <li>- sensory imagery</li> <li>- one-word sentence and short sentences</li> </ul> | <b>Vocabulary / concepts:</b> <ul style="list-style-type: none"> <li>aspects of story structure e.g. opening, rising action, climax, resolution; protagonist / hero and antagonist / villain plus other character types e.g. Propp's dispatcher, donor, helper, false hero and princess</li> <li>myth / mythology; legend</li> <li>moral message</li> <li>virtue / virtuous versus vengeance</li> </ul> | <b>Vocabulary / concepts:</b> <ul style="list-style-type: none"> <li>Autobiography</li> <li>Chronological</li> </ul> <b><u>Names of language techniques:</u></b> <ul style="list-style-type: none"> <li>- persuasive language</li> <li>- informative language</li> <li>- Sensory language</li> <li>- Adverbs</li> <li>- Adjectives</li> <li>- Comparatives</li> <li>- Superlatives</li> <li>- Rhetorical questions</li> <li>- Hyperbole</li> <li>- Anecdote</li> </ul> |
| <b>Assessment</b>   | creative writing (prose)<br>creative writing (poetry) with a                                                                                                                                                                                                                                                                                                                 | creative writing (prose): students write their own myth or legend                                                                                                                                                                                                                                                                                                                                       | non fiction writing (brochure)                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|  | reflection or commentary | OR students write their own version of an existing myth or legend |  |
|--|--------------------------|-------------------------------------------------------------------|--|

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|                     | <b>Term 4: Drama Unit ('The Tulip Touch' or 'Frankenstein')</b>                                                                                                                                                                                                                    | <b>Term 5: Novel Unit (Either 'Harry Potter and the Philosopher's Stone' or 'Coraline')</b>                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Term 6: Novel Unit ('Harry Potter and the Philosopher's Stone' or 'Coraline')</b>                                                                                                                                                |
| <b>Big question</b> | What is the difference between prose and playscripts?                                                                                                                                                                                                                              | How do writers craft characters?                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | How do writers build imagined worlds?                                                                                                                                                                                               |
| <b>Skills</b>       | speaking and listening                                                                                                                                                                                                                                                             | Analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | creative writing & recreative writing                                                                                                                                                                                               |
| <b>Knowledge</b>    | <b>Vocabulary / concepts:</b> <ul style="list-style-type: none"> <li>- Prose</li> <li>- Playscripts</li> <li>- Dialogue</li> <li>- Setting</li> <li>- Stage directions</li> <li>- Props</li> <li>- Flashback</li> <li>- Aside</li> <li>- Persuasive language / rhetoric</li> </ul> | <b>Vocabulary / concepts:</b> <ul style="list-style-type: none"> <li>opening, setting and protagonist / hero, perspective</li> <li>first person, third person and omniscient narrator</li> <li>withholding information to create suspense, overt and subtle foreshadowing</li> <li>rising action or development, complicating action and antagonist / villain, helper / guide, mini crises, plot; more withholding of information to prolong the tension, more overt and subtle foreshadowing</li> </ul> | <b>Vocabulary / concepts:</b> <ul style="list-style-type: none"> <li>- Language techniques</li> <li>- Sentence structures</li> <li>- Purpose</li> <li>- Audience</li> <li>- Advanced punctuation</li> <li>- Paragraphing</li> </ul> |
| <b>Assessment</b>   | drama performance                                                                                                                                                                                                                                                                  | PEA analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | recreative writing                                                                                                                                                                                                                  |

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| <b>How parents can support:</b> | <ul style="list-style-type: none"> <li>- read through written work</li> <li>- encourage independent reading</li> </ul> |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------|

| MEGA                                                                                                                                                                                                 |                                                                                                                       |                                                                                                                                                |                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mindset                                                                                                                                                                                              | Enrichment                                                                                                            | Google                                                                                                                                         | Advanced Thinking                                                                                                                                                                                                            |
| Our English curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience, especially their creativity and openness to explore new ideas. | We offer students a variety of additional reading texts from the main school library or within the english department | Digital skills are used in many English lessons to utilise online resources and to research and prepare presentations and/or creative writing. | We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. We actively promote key skills such as analysis, evaluation, and most importantly creativity. |





# Geography

| Intent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Impact                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Geography curriculum will allow students to become forward thinking and we will regularly adapt to change within the world to ensure that students are being taught about current and relevant local and global topics. At KS3 we ensure students are taught a range of topics which 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. | At KS3 we have a bespoke curriculum tailored around the core skills required in geography which is updated regularly to reflect the changing dynamics of the world around us. Throughout all courses students are mastering the geographical, numerical and literacy skills needed to succeed in Geography as they progress through topics. Students are expected to take an active part in lessons and their own learning especially through feedback which will develop their knowledge and skills. | 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. |

|                     | Term 1                                                                                                    | Term 2                                                                                                                                                                  | Term 3                                                                                                                                        |
|---------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | What is a Geographer?                                                                                     | How does water shape our planet?                                                                                                                                        | Region in Focus: Russia                                                                                                                       |
| <b>Skills</b>       | Locational knowledge<br>map skills (e.g. scale, height, 4 figure and 6 figure grid references)            | Reading weather maps<br>using climate data<br>drawing climate graphs                                                                                                    | Location knowledge of Russia<br>map skills using climate data<br>drawing and reading climate graphs<br>Using Geographical Information Systems |
| <b>Knowledge</b>    | Knowledge of historical maps<br>Map symbols<br>Scale<br>The skills a Geographer needs to have.            | What climate change is<br>What causes climate change<br>Opinions on climate change<br>Consequences of climate change<br>How to manage climate change now and the future | Physical and human Geography of Russia<br>What biomes exists in Russia<br>How the Russian economy is helped by the Geography of Russia        |
| <b>Assessment</b>   | In class test on the location of continents and cities (peer marked)<br>Map skills end of unit assessment | Key vocab test using the knowledge banks<br><br>Mid unit 'essay' looking at the impacts of the Three Gorges Dam<br><br>Water end of unit assessment                     | Key vocab test using the knowledge banks<br><br>Russia end of unit assessment                                                                 |

|                     | Term 4                                                                                       | Term 5                                                                                                                                                     | Term 6                                                                                                                              |
|---------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | Ecosystems                                                                                   | Global cities                                                                                                                                              | Fieldwork                                                                                                                           |
| <b>Skills</b>       | Using graphs and maps to help draw conclusions<br>Using GIS to help understand global issues | To understand how humans interact with their environments and each other<br>To be able to develop a cause and effect understanding of major global issues. | To develop an understanding of the enquiry process<br>To be able to undertake fieldwork<br>To learn how to process and analyse data |

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|                   |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                     |                                                                                                       |
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| <b>Knowledge</b>  | To understand why ecosystems are located where they are<br>To understand how ecosystems have adapted to suit each climatic region<br>To understand the fragility of ecosystems. | To understand key factors such as poverty, inequality and crime.<br>To understand how these factors are linked and have the potential to become self fulfilling prophecies.<br>To gain awareness that large scale issues can also affect the UK as well as other parts of the world | To understand the enquiry process<br>To be able to explain the impact tourism is having on Rochester. |
| <b>Assessment</b> | Key vocabulary from the knowledge bank<br>Short presentation about the rainforest<br>Ecosystems end of unit assessment                                                          | Project looking at London as a global city<br>Key vocab from knowledge bank<br>Retrieval practice where needed                                                                                                                                                                      | Report write up                                                                                       |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>How parents can support:</b> | 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 <a href="http://www.bbc.co.uk">www.bbc.co.uk</a> ). 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?’ |
| <b>Useful links</b>             | <a href="http://www.bbc.co.uk">www.bbc.co.uk</a> – this always has excellent links for places in the news and there is specific KS3 information e.g. <a href="http://www.bbc.co.uk/bitesize/ks3/geography/">http://www.bbc.co.uk/bitesize/ks3/geography/</a><br><a href="http://www.multimap.co.uk">www.multimap.co.uk</a> is excellent for investigating different sorts of maps as is Google Earth and <a href="http://mapzone.ordnancesurvey.co.uk/mapzone/">http://mapzone.ordnancesurvey.co.uk/mapzone/</a> 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!<br><a href="http://www.worldmapper.org">www.worldmapper.org</a> is an amazing site showing how countries compare and it has a wealth of data behind it.                                                                                                                                                          |

| 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                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>To have an understanding of how England and the British Isles developed between 1066 and 1960, including political, social, religious and economic development.</p> <p>To build a foundation in procedural knowledge.</p> | <p>You will study the 5 topics in chronological order and a local History case study. In each topic you will focus on developing one aspect of procedural knowledge. These include:</p> <ul style="list-style-type: none"> <li>• Cause and Consequence</li> <li>• Change and Continuity</li> <li>• Similarity and difference</li> <li>• Source Analysis</li> </ul> | <p>You will be able to:</p> <ul style="list-style-type: none"> <li>• Identify key historical dates and events between 1066 and 1700.</li> <li>• Describe key historical events.</li> <li>• Explain how key events changed the development of Britain.</li> <li>• Demonstrate a written understanding of the foundations in each historical skill.</li> </ul> |

|                     | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                         | Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Term 3 (part 1)                                                   | Term 3 (Part 2)                                                                                                                                                                                                                                                                                                    | Term 4 (part 1) |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Big question</b> | 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 role have castles played in the History of the South East?                                                                                                                                                                                                                                                    |                 |
| <b>Concepts</b>     | Cause and Consequence                                                                                                                                                                                                                                                                                                                                                                                                                          | Source Analysis (quoting, inferring and assessing reliability)<br>Change and Continuity (Short and Long term changes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                   | Local History                                                                                                                                                                                                                                                                                                      |                 |
| <b>Knowledge</b>    | <ul style="list-style-type: none"> <li>• Who were the contenders for the throne in 1066?</li> <li>• What were the consequences of Stamford Bridge?</li> <li>• What caused William, Duke of Normandy to win the battle of Hastings?</li> <li>• What were the consequences of William's rule of England:               <ul style="list-style-type: none"> <li>◦ Castles</li> <li>◦ Feudal System</li> <li>◦ Domesday Book</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Who held the power in Medieval England, Africa and the Middle East by exploring the following events:               <ul style="list-style-type: none"> <li>◦ The Magna Carta</li> <li>◦ The Peasants Revolt</li> <li>◦ The Black Death</li> <li>◦ Empire of Saladdin</li> <li>◦ African Empires: Ghana and Mali</li> </ul> </li> <li>• To what extent did the power of the following groups change across the medieval era:               <ul style="list-style-type: none"> <li>◦ King</li> <li>◦ Church</li> <li>◦ Barons/Nobles</li> <li>◦ Peasants</li> </ul> </li> </ul> |                                                                   | <ul style="list-style-type: none"> <li>• Key features of medieval castle and why they are important</li> <li>• Local Castles               <ul style="list-style-type: none"> <li>◦ Tonbridge</li> <li>◦ Allington</li> <li>◦ Hever</li> <li>◦ Bodium</li> <li>◦ Dover</li> <li>◦ Rochester</li> </ul> </li> </ul> |                 |
| <b>Assessment</b>   | 1 x Point, evidence, explain, evidence, explain paragraph (PEEEE)                                                                                                                                                                                                                                                                                                                                                                              | Source analysis questions on quoting, inferring and assessing reliability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1 x Point, evidence, explain, evidence, explain paragraph (PEEEE) | Castle Project                                                                                                                                                                                                                                                                                                     |                 |





|                     | Term 4 (part 2)                                                                                                                                                                                                                     | Term 5                                                                                                                                                                                                                                 | Term 6                                                                                                                                                                                                                                                                                                                         |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | What were the similarities and differences between the early Tudor monarchs?                                                                                                                                                        | What problems did Elizabeth I face?                                                                                                                                                                                                    | What are the similarities and differences between countries within the British empire?                                                                                                                                                                                                                                         |
| <b>Concepts</b>     | Similarity and Difference                                                                                                                                                                                                           | Source Analysis                                                                                                                                                                                                                        | Similarity and Differences                                                                                                                                                                                                                                                                                                     |
| <b>Knowledge</b>    | <ul style="list-style-type: none"> <li>• Were Henry VII and Henry VIII good Kings?</li> <li>• Why did Henry VIII break with Rome?</li> <li>• What are the similarities and differences between Henry VII and Henry VIII?</li> </ul> | <ul style="list-style-type: none"> <li>• How did Elizabeth deal with the following problems:               <ul style="list-style-type: none"> <li>○ Religion</li> <li>○ Mary Queen of Scots</li> <li>○ Invasion</li> </ul> </li> </ul> | How did countries join and leave the empire?<br>What goods were traded around the empire?<br>How did Britain treat countries in the empire?<br>the following countries will be explored: <ul style="list-style-type: none"> <li>• India</li> <li>• Ireland</li> <li>• Australia</li> <li>• Kenya</li> <li>• Nigeria</li> </ul> |
| <b>Assessment</b>   | Identify and evidence similarities and differences between two given Tudor monarchs                                                                                                                                                 | Source analysis questions on quoting, inferring, assessing reliability and use of own knowledge                                                                                                                                        | 2 x Point, Evidence, Evidence, Explain Paragraphs                                                                                                                                                                                                                                                                              |

| MEGA                                                                                                               |                                                                                                                |                                                                                                                                                                            |                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mindset                                                                                                            | Enrichment                                                                                                     | Google                                                                                                                                                                     | Advanced Thinking                                                                                                                                                                                                                                                        |
| Students are given time reflect and evaluate on their achievements and areas for development after each assessment | We enrich students through the curriculum by including a variety of learning styles and activities in lessons. | In History students will be issued with a set of electronic notes to support them with their revision. Chromebooks will be used to aid both research and knowledge recall. | 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. |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>How parents can support:</b> | <ul style="list-style-type: none"> <li>• Ensure students are completing Educake when they are set</li> <li>• Ask them what they are learning in History</li> <li>• Encourage students to read historical fiction</li> <li>• Ask them to explain why an event or person is important - check if they can use key explanatory vocabulary- because, therefore, as a result</li> </ul> |
| <b>Useful links</b>             | <a href="https://www.bbc.co.uk/bitesize/subjects/zk26n39">https://www.bbc.co.uk/bitesize/subjects/zk26n39</a><br><a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a><br><a href="https://my.educake.co.uk/">https://my.educake.co.uk/</a>                                                                                                            |





## Mathematics

| Intent                                                                                                                                                                                                                                                                                                                                                          | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 7 students are taught in mixed ability forms. They have six mathematics lessons per fortnight. The work covered in Year 7 builds on the Key Stage 2 Mathematics curriculum. Students will learn about Mathematics in the context of real-life issues. All topics are linked to a theme and these will help to enrich students' experiences of Mathematics. | The department is focused on a mastery approach which requires collaboration in planning and implementation of ideas. The topics covered are all available on the <i>Mymaths</i> and <i>CIMT</i> websites. In lessons pupils will undertake a variety of activities, including: whole class discussions - which provide opportunities for students to grow in confidence and to become effective participants in 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. | Pupils would need to demonstrate most of the following skills: 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                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | The Language of Mathematics                                                                                                                                                                                                                                                                                                                                                                                                                         | Secret Garden                                                                                                                                                                                                                                                                                                                                                                                                                                       | The Hidden use of Algebra                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Skills</b>       | <b>AO1 Use and apply</b><br>Use and interpret notation correctly<br><b>AO2 Reason, interpret and communicate mathematically</b><br>Make deductions, inferences and draw conclusions from mathematical information<br>Assess the validity of an argument and critically evaluate a given way of presenting information<br><b>AO3 Solve problems within mathematics and in other context</b><br>Interpret results in the context of the given problem | <b>AO1 Use and apply</b><br>Use and interpret notation correctly<br><b>AO2 Reason, interpret and communicate mathematically</b><br>Make deductions, inferences and draw conclusions from mathematical information<br>Assess the validity of an argument and critically evaluate a given way of presenting information<br><b>AO3 Solve problems within mathematics and in other context</b><br>Interpret results in the context of the given problem | <b>AO1 Use and apply</b><br>Use and interpret notation correctly<br><b>AO2 Reason, interpret and communicate mathematically</b><br>Make deductions, inferences and draw conclusions from mathematical information<br>Assess the validity of an argument and critically evaluate a given way of presenting information<br><b>AO3 Solve problems within mathematics and in other context</b><br>Interpret results in the context of the given problem |
| <b>Knowledge</b>    | Four operations with fractions<br>Converting between fractions, decimals, percentages.<br>Collecting like terms<br>Adding and subtracting negative numbers<br>Percentages of amounts<br>Probability.                                                                                                                                                                                                                                                | Multiplying and dividing negative numbers<br>Order of operations<br>Area of triangles, parallelograms, trapeziums and circles.<br>Areas of compound shapes.<br>Secret garden project.                                                                                                                                                                                                                                                               | Prime numbers & divisibility<br>Factors, multiples & primes<br>Highest common factor & lowest common multiple<br>Square & cube numbers<br>Indices<br>Multiplying and dividing algebraic terms<br>Expanding brackets<br>Solving linear equations                                                                                                                                                                                                     |
| <b>Assessment</b>   | End of term written assessment<br>Topics will also appear in subsequent assessments                                                                                                                                                                                                                                                                                                                                                                 | End of term written assessment<br>Topics will also appear in subsequent assessments                                                                                                                                                                                                                                                                                                                                                                 | End of term written assessment<br>Topics will also appear in subsequent assessments                                                                                                                                                                                                                                                                                                                                                                 |

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|                     | Term 4                                                                                                                                                                                                                                                                                                                                                                                                                                              | Term 5                                                                                                                                                                                                                                                                                                                                                                                                                                              | Term 6                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | Secret Garden                                                                                                                                                                                                                                                                                                                                                                                                                                       | Best Superhero                                                                                                                                                                                                                                                                                                                                                                                                                                      | Is everything linear?                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Skills</b>       | <b>AO1 Use and apply</b><br>Use and interpret notation correctly<br><b>AO2 Reason, interpret and communicate mathematically</b><br>Make deductions, inferences and draw conclusions from mathematical information<br>Assess the validity of an argument and critically evaluate a given way of presenting information<br><b>AO3 Solve problems within mathematics and in other context</b><br>Interpret results in the context of the given problem | <b>AO1 Use and apply</b><br>Use and interpret notation correctly<br><b>AO2 Reason, interpret and communicate mathematically</b><br>Make deductions, inferences and draw conclusions from mathematical information<br>Assess the validity of an argument and critically evaluate a given way of presenting information<br><b>AO3 Solve problems within mathematics and in other context</b><br>Interpret results in the context of the given problem | <b>AO1 Use and apply</b><br>Use and interpret notation correctly<br><b>AO2 Reason, interpret and communicate mathematically</b><br>Make deductions, inferences and draw conclusions from mathematical information<br>Assess the validity of an argument and critically evaluate a given way of presenting information<br><b>AO3 Solve problems within mathematics and in other context</b><br>Interpret results in the context of the given problem |
| <b>Knowledge</b>    | Factorising in single brackets<br>Powers of 10<br>Ratio and relationships - worded problems, Circumference of circles, Forming and solving equations involving circles.                                                                                                                                                                                                                                                                             | Angles rules<br>Forming and solving equations using angles.<br>Volumes of prisms<br>Exploring volume - project                                                                                                                                                                                                                                                                                                                                      | Linear sequences<br>Forming and solving equations using sequences. Linear graphs<br>Averages, Sample space diagrams<br>Are we born athletes?                                                                                                                                                                                                                                                                                                        |
| <b>Assessment</b>   | End of term written assessment                                                                                                                                                                                                                                                                                                                                                                                                                      | End of term written assessment                                                                                                                                                                                                                                                                                                                                                                                                                      | Students will sit 2 exam papers                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>How parents can support:</b> | <p>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. Help with learning and practising these topics will be available on the MGGS website or by using the following link: <a href="https://www.mggs.org/admissions/information-for-new-students/maths-transition">https://www.mggs.org/admissions/information-for-new-students/maths-transition</a></p> <p>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. Discuss the problem-solving challenge homework questions with her or ask her about the theme of the topics she is currently learning. Explain the importance of mathematics to your daughter. Share the mathematics you use in your own job.</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. | All students will sit the UKMT challenge. There is a UKMT lunchtime club to enhance students' understanding in problem solving. We participate in MathsWeek England. | Digital tools such as Dr Frost are used in most lessons to enhance the range of learning resources. | We use a variety of tools consistently across subjects and within lessons to promote advanced thinking |

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## Modern Foreign Languages

| Intent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Our students develop linguistic confidence and foster an appreciation of other cultures. They can:</p> <ul style="list-style-type: none"> <li>understand and respond to spoken and written language from a variety of sources.</li> <li>speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say.</li> <li>write at varying lengths, for different purposes and audiences, using a variety of grammatical structures.</li> <li>give opinions on a range of topics and explain their ideas.</li> <li>discover and develop an appreciation of a range of writing in the language studied.</li> <li>recognise and appreciate cultural differences.</li> </ul> | <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. 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. 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.</p> | <p>Students can use the target language to express themselves on a variety of topics. Students enjoy learning about the culture of the countries where the target language is spoken. They are familiar with Feed Forward Questions and understand the terminology to make further progress. Students feel confident in using the target language for their own purposes. Students are curious and seek to develop their knowledge of the language they learn through the use of authentic material. Students are keen to expand their understanding and knowledge of the language and thus join extra-curricular clubs and activities. Students show enjoyment in lessons and show interest beyond the classroom.</p> |

### French

|                     | Week 1 to 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Week 9 to 16                                                                                                                                                                                                                                                                                                 | Week 17 to 24                                                                                                                                                                                                                                                                      |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | <i>Qui suis-je à la rentrée?</i><br>Who am I on the first day at school?                                                                                                                                                                                                                                                                                                                                                                                                               | <i>Comment est mon collège?</i><br>What is my school like?                                                                                                                                                                                                                                                   | <i>Qu'est-ce que je fais pendant mon temps libre?</i><br>What do I do in my free time?                                                                                                                                                                                             |
| <b>Skills</b>       | <ul style="list-style-type: none"> <li>- pronunciation of French sounds</li> <li>- use the verb <i>avoir</i></li> <li>- use the definite and indefinite articles</li> <li>- use the verb <i>aimer</i> + the definite article</li> <li>- use adjective agreement</li> <li>- use the verb <i>être</i></li> <li>- understand the infinitives and regular -er verbs</li> <li>- use possessive adjectives <i>mon, ma, mes</i></li> <li>- create a video interview about yourself</li> </ul> | <ul style="list-style-type: none"> <li>- use numbers to tell the time</li> <li>- use -er verbs</li> <li>- use adjectives after nouns</li> <li>- use new -er verbs</li> <li>- read and listen for gist</li> <li>- use <i>il y a</i> and <i>il n'y a pas de</i></li> <li>- agreeing and disagreeing</li> </ul> | <ul style="list-style-type: none"> <li>- learn key French sounds</li> <li>- use the verb <i>jouer à</i></li> <li>- use the verb <i>faire</i></li> <li>- use cognates and context</li> <li>- use the verb <i>aimer</i> + infinitive</li> <li>- form and answer questions</li> </ul> |
| <b>Knowledge</b>    | <ul style="list-style-type: none"> <li>- say your name and learn numbers</li> <li>- greetings</li> <li>- talk about brothers and sisters</li> </ul>                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>- tell the time</li> <li>- talk about colours</li> <li>- say what you think of your school subjects and why</li> </ul>                                                                                                                                                | <ul style="list-style-type: none"> <li>- talk about the weather and seasons</li> <li>- talk about which sports you play</li> <li>- talk about activities you do</li> </ul>                                                                                                         |

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|                   | <ul style="list-style-type: none"> <li>- say how old I am as well as other people</li> <li>- describe a classroom</li> <li>- talk about likes and dislikes</li> <li>- describe myself and others</li> <li>- say what you do</li> <li>- give dates</li> </ul> | <ul style="list-style-type: none"> <li>- talk about what you wear at school</li> <li>- talk about your school day</li> <li>- learn about a typical French school</li> <li>- say what there is and isn't</li> </ul> | <ul style="list-style-type: none"> <li>- discover sport in French speaking countries</li> <li>- talk about what you like doing</li> <li>- create an interview with a celebrity</li> </ul> |
| <b>Assessment</b> | - listening, reading and speaking                                                                                                                                                                                                                            | - listening, reading and writing                                                                                                                                                                                   | - listening, reading and speaking                                                                                                                                                         |

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

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>How parents can support:</b> | <ul style="list-style-type: none"> <li>- listen to your child reading out loud in the target language</li> <li>- encourage your child to go on quizlet regularly to practise vocabulary learning</li> <li>- ask your child the golden questions on a regular basis</li> <li>- test vocabulary knowledge English to French and French to English</li> <li>- create a playlist and listen to French music together</li> <li>- watch French films with subtitles (familiar cartoons are a good start) - youtube, netflix, prime</li> <li>- ask your child to teach you or a younger sibling what they have learnt</li> <li>- visit France: for example - one day visit to Calais or Boulogne</li> <li>- show an open mind to learning a language and to learning about different cultures- be encouraging and supportive when it seems difficult; there will be pit moments but this is part of learning.</li> <li>- share learning together: why not start learning French too?</li> </ul> |
| <b>Useful links</b>             | <a href="http://www.quizlet.com">www.quizlet.com</a><br><a href="https://www.bbc.co.uk/bitesize/subjects/zgdqxb">https://www.bbc.co.uk/bitesize/subjects/zgdqxb</a> , <a href="http://www.activelearn.com">www.activelearn.com</a><br><a href="https://www.languagesonline.org.uk/Hotpotatoes/index.html">https://www.languagesonline.org.uk/Hotpotatoes/index.html</a><br><a href="http://www.blooket.com">www.blooket.com</a><br><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a> (dynamo 1 online book)                                                                                                                                                                                                                                                                                                                                                                                                                                                     |





## German

|                     | Week 1 to 8                                                                                                                                                                                                                                                                                                                                                                                                               | Week 9 to 16                                                                                                                                                                                                                                                                                                                                                           | Week 17 to 24                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | <i>Wer bin ich?</i><br>Who am I?                                                                                                                                                                                                                                                                                                                                                                                          | <i>Wie ist meine Familie?</i><br>Do I know my family?                                                                                                                                                                                                                                                                                                                  | <i>Was mache ich in meiner Freizeit?</i><br>What do I do in my free time?                                                                                                                                                                                                                                                                                                                                 |
| <b>Skills</b>       | <ul style="list-style-type: none"> <li>- to recognise and use German phonemes</li> <li>- to introduce myself</li> <li>- to say how old I am</li> <li>- to say where I live</li> <li>- to spell names in German</li> <li>- to describe my personality</li> <li>- to say what my favourite things are</li> <li>- to answer questions in simple short sentences</li> <li>- to write a short paragraph of 40 words</li> </ul> | <ul style="list-style-type: none"> <li>- to recognise and name members of the family as well as pets</li> <li>- to describe physical appearance and personality</li> <li>- to say when birthdays are</li> <li>- to count up to 100</li> <li>- to describe a photo-card</li> <li>- to write a short paragraph of 40 words</li> <li>- to write from dictation</li> </ul> | <ul style="list-style-type: none"> <li>- to talk about the sports I play</li> <li>- to say what I do in my free time</li> <li>- to give simple opinions about leisure activities</li> <li>- to say how often I play or do hobbies</li> <li>- to talk about mobile phones and computers</li> <li>- to extend responses spontaneously when asked a questions</li> <li>- to describe a photo-card</li> </ul> |
| <b>Knowledge</b>    | <ul style="list-style-type: none"> <li>- numbers up to 20</li> <li>- the verb <i>sein</i></li> <li>- the verb <i>wohnen</i></li> <li>- to use adjectives</li> <li>- to use the possessive adjectives <i>mein</i> and <i>dein</i></li> <li>- the verb <i>haben</i> + indefinite article</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>- the verb <i>haben</i></li> <li>- pronouns</li> <li>- modal verb phrase <i>kann</i></li> <li>- simple adjective agreement</li> <li>- ordinal numbers</li> <li>- plural of nouns</li> <li>- the present tense of regular verbs</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>- the present tense of simple verbs</li> <li>- word order</li> <li>- common irregular verbs <i>fahren</i> and <i>sehen</i></li> <li>- use <i>gern</i></li> <li>- talk about the future using the present tense</li> <li>- the formal <i>Sie</i></li> <li>- using time phrases</li> </ul>                                                                           |
| <b>Assessment</b>   | - listening, reading and speaking                                                                                                                                                                                                                                                                                                                                                                                         | - listening, reading and writing                                                                                                                                                                                                                                                                                                                                       | - listening, reading and speaking                                                                                                                                                                                                                                                                                                                                                                         |

|                     | Week 25 to 33                                                                                                                                                                                                                                                                                                                                                                                   | Week 33 to 40                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | <i>Wie ist meine Schule?</i><br>What is my school like?                                                                                                                                                                                                                                                                                                                                         | <i>Wie ist meine Stadt?</i><br>Where do I live and what is my town like?                                                                                                                                                                                                                                                                                                                                      |
| <b>Skills</b>       | <ul style="list-style-type: none"> <li>- to talk about school subjects</li> <li>- to give opinions about subjects</li> <li>- to describe timetable</li> <li>- to tell the time</li> <li>- to describe a teacher</li> <li>- to talk about school facilities and school rules</li> <li>- to write a few sentences to describe a photo</li> <li>- to write a short paragraph (40 words)</li> </ul> | <ul style="list-style-type: none"> <li>- to say what there is and isn't in a town</li> <li>- to say what souvenirs I want to buy in town</li> <li>- to order snacks and drinks in town</li> <li>- to talk about what I will do in town during the holiday</li> <li>- to describe a photo-card</li> <li>- to answer questions about town in detail</li> <li>- to write a short paragraph (40 words)</li> </ul> |
| <b>Knowledge</b>    | <ul style="list-style-type: none"> <li>- to use <i>weil</i> to justify opinions</li> <li>- consider word order when including more detail</li> <li>- possessive adjectives <i>sein</i> and <i>ihr</i></li> </ul>                                                                                                                                                                                | <ul style="list-style-type: none"> <li>- <i>es gibt</i> + accusative case</li> <li>- to use <i>kein</i> in negative sentences</li> <li>- forming compound nouns</li> <li>- to use the conditional with <i>ich möchte</i></li> </ul>                                                                                                                                                                           |





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|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <ul style="list-style-type: none"> <li>- prepositions</li> <li>- modal verb <i>dürfen</i></li> <li>- <i>es gibt</i> + accusative case</li> </ul> | <ul style="list-style-type: none"> <li>- to practise understanding and using different currency of Euros</li> <li>- to use <i>werden</i> to refer to the future tense</li> </ul> |
| <b>Assessment</b> | - listening, reading and writing                                                                                                                 | - speaking                                                                                                                                                                       |

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|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>How parents can support:</b> | <ul style="list-style-type: none"> <li>- listen to your child reading out loud in the target language</li> <li>- encourage your child to go on quizlet regularly to practise vocabulary learning</li> <li>- ask your child the golden questions on a regular basis</li> <li>- test vocabulary knowledge English to German and German to English</li> <li>- create a playlist and listen to German music together</li> <li>- watch German films with subtitles (familiar cartoons are a good start) - youtube, netflix, prime</li> <li>- ask your child to teach you or a younger sibling what they have learnt</li> <li>- visit Germany and practise real life conversations</li> <li>- show an open mind to learning a language and to learning about different cultures</li> <li>- be encouraging and supportive when it seems difficult; there will be pit moments but this is part of learning.</li> <li>- share learning together: why not start learning German too?</li> </ul> |
| <b>Useful links</b>             | <a href="http://www.quizlet.com">www.quizlet.com</a><br><a href="http://www.blooket.com">www.blooket.com</a><br><a href="https://www.bbc.co.uk/bitesize/subjects/zgdqxb">https://www.bbc.co.uk/bitesize/subjects/zgdqxb</a><br><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a> (Stimmt 1)<br><a href="https://www.languagesonline.org.uk/Hotpotatoes/index.html">https://www.languagesonline.org.uk/Hotpotatoes/index.html</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Spanish

|                     | Week 1 to 8                                                                                                                                                                                                                                                                                                                                                                                               | Week 9 to 16                                                                                                                                                                                                                                                                                                                                                                                 | Week 17 to 24                                                                                                                                                                                                                                                                                                        |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | <i>¿Quien soy?</i><br>Who am I?                                                                                                                                                                                                                                                                                                                                                                           | <i>¿Qué hago en mi tiempo libre?</i><br>What do I do in my free time?                                                                                                                                                                                                                                                                                                                        | <i>¿Cómo es mi instituto?</i><br>What is my school like?                                                                                                                                                                                                                                                             |
| <b>Skills</b>       | <ul style="list-style-type: none"> <li>- find out where Spanish is spoken</li> <li>- introduce myself</li> <li>- get used to Spanish pronunciation</li> <li>- talk about my personality</li> <li>- talk about age</li> <li>- talk about brothers and sisters</li> <li>- say when my birthday is</li> <li>- use numbers and the alphabet</li> <li>- talk about pets</li> <li>- describe a photo</li> </ul> | <ul style="list-style-type: none"> <li>- find out about common Spanish hobbies</li> <li>- say what I like to do</li> <li>- say what I do in your spare time</li> <li>- talk about the weather</li> <li>- say what sports I do</li> <li>- read about hobbies</li> <li>- approach longer and more challenging texts</li> <li>- take part in a conversation</li> <li>- ask questions</li> </ul> | <ul style="list-style-type: none"> <li>- find out about Spanish speaking schools</li> <li>- say what subjects I study</li> <li>- give opinions about subjects</li> <li>- describe my school</li> <li>- talk about break time</li> <li>- describe a photo</li> <li>- understand details in listening skill</li> </ul> |
| <b>Knowledge</b>    | <ul style="list-style-type: none"> <li>- the indefinite article</li> <li>- the definite article</li> <li>- regular verbs</li> <li>- adjectives in -o and -a</li> <li>- irregular verbs tener and ser</li> <li>- adjective agreement</li> <li>- negative sentences</li> </ul>                                                                                                                              | <ul style="list-style-type: none"> <li>- me gusta + infinitive</li> <li>- the infinitive</li> <li>- -ar verbs in the present tense</li> <li>- cuando clauses</li> <li>- stem changing verbs jugar in the present tense</li> <li>- irregular verb hacer</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>- -ar verbs in the present tense</li> <li>- me gusta(n) + el/los/las noun</li> <li>- articles</li> <li>- adjective agreement</li> <li>- -ir and -er verbs</li> </ul>                                                                                                          |





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|-------------------|-----------------------------------|----------------------------------|-----------------------------------|
| <b>Assessment</b> | - listening, reading and speaking | - listening, reading and writing | - listening, reading and speaking |
|-------------------|-----------------------------------|----------------------------------|-----------------------------------|

|                     | <b>Week 25 to 32</b>                                                                                                                                                                                                                                                                                                                         | <b>Week 33 to 40</b>                                                                                                                                                                                                                                                                                           |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | <i>¿Cómo son mi familia y mis amigos?</i><br>What are my family and friends like?                                                                                                                                                                                                                                                            | <i>¿Cómo es mi ciudad?</i><br>What is my town like?                                                                                                                                                                                                                                                            |
| <b>Skills</b>       | <ul style="list-style-type: none"> <li>- find out about Spanish speaking people</li> <li>- describe my family</li> <li>- describe eye and hair colour</li> <li>- say what other people look like</li> <li>- describe where I live</li> <li>- read about the carnival in Cadiz</li> <li>- plan and give a presentation (of myself)</li> </ul> | <ul style="list-style-type: none"> <li>- find out about Spanish speaking countries and their cultural food</li> <li>- describe my town or village</li> <li>- tell the time</li> <li>- order in a cafe</li> <li>- say what I am going to do at the weekend</li> <li>- write a blog about a town/city</li> </ul> |
| <b>Knowledge</b>    | <ul style="list-style-type: none"> <li>- possessive adjectives</li> <li>- adjective agreement</li> <li>- verb ser and tener</li> <li>- verbs in the third person</li> <li>- verb estar</li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>- articles: a, some, many</li> <li>- verb ir</li> <li>- verb querer</li> <li>- near future</li> <li>- sequencing words</li> <li>- two tenses together</li> </ul>                                                                                                        |
| <b>Assessment</b>   | - listening, reading and writing                                                                                                                                                                                                                                                                                                             | - speaking                                                                                                                                                                                                                                                                                                     |

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| <b>How parents can support:</b> | <ul style="list-style-type: none"> <li>- listen to your child reading out loud in the target language</li> <li>- encourage your child to go on quizlet regularly to practise vocabulary learning</li> <li>- ask your child the golden questions on a regular basis</li> <li>- test vocabulary knowledge English to Spanish and Spanish to English</li> <li>- create a playlist and listen to Spanish music together</li> <li>- watch Spanish films with subtitles (familiar cartoons are a good start) - youtube, netflix, prime</li> <li>- ask your child to teach you or a younger sibling what they have learnt</li> <li>- visit Spain and practise real life conversations</li> <li>- show an open mind to learning a language and to learning about different cultures</li> <li>- be encouraging and supportive when it seems difficult; there will be pit moments but this is part of learning.</li> <li>- share learning together: why not start learning Spanish too?</li> </ul> |
| <b>Useful links</b>             | <a href="http://www.quizlet.com">www.quizlet.com</a><br><a href="http://www.blooket.com">www.blooket.com</a><br><a href="https://www.bbc.co.uk/bitesize/subjects/zgdqxn">https://www.bbc.co.uk/bitesize/subjects/zgdqxn</a><br><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a> (Viva 1 online book)<br><a href="https://www.languagesonline.org.uk/Hotpotatoes/index.html">https://www.languagesonline.org.uk/Hotpotatoes/index.html</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |





## 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. | 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. |

|                     | Term 1                                                                                                                                                                                                                                                                          | Term 2                                                                                                                                                                                                                                                                                                                                                                                           | Term 3                                                                                                                                                                                                                                                                                                                                            |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | What is Rhythm?                                                                                                                                                                                                                                                                 | How can you be a better performer?                                                                                                                                                                                                                                                                                                                                                               | Fanfares. How can you compose music for a special occasion?                                                                                                                                                                                                                                                                                       |
| <b>Skills</b>       | <ul style="list-style-type: none"> <li>Vocal skills - posture, breathing, diction</li> <li>Ability to perform different rhythms</li> <li>Performance skills within a group/class</li> <li>Composing rhythms (groups)</li> <li>Call and response &amp; call and reply</li> </ul> | Developing instrumental and vocal skills<br>Understanding the role of pulse in uniting a group performance<br>Developing rehearsal techniques - both individual and ensemble<br>Developing an aural appreciation of pitch<br>Instrumental skills: keyboard notes, guitar and ukulele chords<br>Developing performance skills towards first live performances<br>Students learn chords on ukulele | Playing fanfares<br>Aurally recognising/commenting on the elements of music and how they help to create a successful fanfare.<br>Composing a fanfare in different parts using the triad of C major                                                                                                                                                |
| <b>Knowledge</b>    | Read rhythm notation, including rests<br>Understanding of pulse<br>Understanding of 3/4 and 4/4<br>Dynamics<br>Soprano, Alto, Tenor, Bass voices. Choir.<br>Introduction to different textures eg monophonic, unison, chordal, polyphonic                                       | Introducing key elements used in music such as: Bass, chords rhythm and melody<br>basic treble clef notation<br>Reading a score - graphic and standard notation.<br>Developing keyboard skills (from 5 notes to an octave)<br>Reinforcing texture and dynamics<br>Introduction to tempo and tempo terms                                                                                          | Melodic structure<br>C major as a scale<br>Concept of key<br>Tonic<br>Triad of C major<br>Concept of chord inversions<br>Pedal note as a bass line<br>Composing/Improvising using the triad of C major<br>How music creates mood or fulfils an occasion<br>Brass instruments<br>Textures - monophonic, chordal/homophonic, polyphonic<br>Cadences |





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| <b>Assessment</b> | Core assessment task at the end of the unit involving group performance | 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                                                                                                                                                                        |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | What is Folk Music?                                                                                                                                      | Structures                                                                                                                                                                                                                                                                                         | Summer Music - the 2 chord song                                                                                                                                               |
| <b>Skills</b>       | Singing and playing folk songs from the Uk and other countries<br>Playing in an ensemble<br>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<br><i>Bringing together the different skills/elements of music learnt across Year 7.</i> |
| <b>Knowledge</b>    | Scansion<br>Compound time<br>Pentatonic<br>Modal<br>Drone accompaniment<br>The role of Folk music<br>Musical instruments used                            | Question and Answer/Call and Response, Phrase(s),<br>Binary Form (AB),<br>Ternary Form (ABA),<br>Rondo Form (ABACADA...),<br>Melody,<br>Drone,<br>Ostinato,<br>Harmony,<br>Treble Clef Pitch Notation                                                                                              | Chords<br>Tonality<br>Rhythm<br>Melody writing<br>Bass lines<br>Instrumentation                                                                                               |
| <b>Assessment</b>   | 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.                                                                                                                                                                  | Composing a 2 chord song (C & G) to represent summer.                                                                                                                         |

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| <b>How parents can support:</b> | 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                                                                                                                                                                    |                                                                                                                |                                                                                                                                                    |                                                                                                                                                                                                                                                                       |
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| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>The intent of our KS3 PE curriculum is to ensure pupils experience;<br/><b>enjoyment</b> through PE lessons, extracurricular and other sporting opportunities.<br/>Develop their <b>confidence</b> physically, mentally and socially.<br/>Become more <b>competent</b> when performing, leading or coaching<br/>Increasing their <b>knowledge and understanding</b> 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> | <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:<br/>More physically confident pupils<br/>More physically able pupils - performing skills, linking and applying them.<br/>Increase the number of pupils who are fully engaged and able to compete effectively and confidently.<br/>Develop pupils who are fair and have respect for each other no matter race, ability, or background.<br/>Pupils have increased fitness and understanding of their health<br/>Pupils participate outside of school.</p> |

|                      | Term 1 and 2                                                                                                                                                                                                   |                                                                                                                                                                                  |                                                                                                                                                                       |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sport                | Badminton                                                                                                                                                                                                      | Football                                                                                                                                                                         | Dance                                                                                                                                                                 |
| Big Question         | <i>Does an understanding of my ability affect my performance??</i>                                                                                                                                             | <i>Why do I need to know the rules of football?</i>                                                                                                                              | <i>What's more important, accuracy or expression?</i>                                                                                                                 |
| Skills and Knowledge | <ul style="list-style-type: none"> <li>Self and Peer evaluation</li> <li>Pace</li> <li>Footwork</li> <li>Court Rules</li> <li>Appropriate grip</li> <li>Forehand serves</li> <li>Successful rallies</li> </ul> | <ul style="list-style-type: none"> <li>Teamwork</li> <li>Self and Peer evaluation</li> <li>Basic dribbling</li> <li>Passing variations</li> <li>Principles of defence</li> </ul> | <ul style="list-style-type: none"> <li>Evaluation</li> <li>Choreography Skills</li> <li>Story Telling</li> <li>Performance skills</li> <li>Movement Phases</li> </ul> |
| Assessment           | Teacher, peer and self-assessment - against the PE departments assessment criteria.                                                                                                                            |                                                                                                                                                                                  |                                                                                                                                                                       |

|                      | Term 3 and 4                                                                                                                                                                                              |                                                                                                                                                                                                                        |                                                                                                                                                                                                                       |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sport                | Orienteering and Fitness                                                                                                                                                                                  | Netball                                                                                                                                                                                                                | Gymnastics                                                                                                                                                                                                            |
| Big Question         | <i>Does an understanding of my ability affect my performance??</i>                                                                                                                                        | <i>Why do I need to know the rules of football?</i>                                                                                                                                                                    | <i>What's more important, accuracy or expression?</i>                                                                                                                                                                 |
| Skills and Knowledge | <ul style="list-style-type: none"> <li>Teamwork</li> <li>Self and Peer evaluation</li> <li>Pace</li> <li>Time Management</li> <li>Developing flexibility and speed</li> <li>Developing stamina</li> </ul> | <ul style="list-style-type: none"> <li>Teamwork</li> <li>Self and Peer evaluation</li> <li>Different positions</li> <li>Different types of passing</li> <li>Footwork rules</li> <li>Two stages of defending</li> </ul> | <ul style="list-style-type: none"> <li>Self and Peer evaluation</li> <li>Fundamental gymnastic skills</li> <li>Use of TECCA to improve performance</li> <li>Linking skills effectively to create a routine</li> </ul> |
| Assessment           | Teacher, peer and self-assessment - against the PE departments assessment criteria.                                                                                                                       |                                                                                                                                                                                                                        |                                                                                                                                                                                                                       |





|                     | <b>Term 5&amp;6</b>                                                                                                                                                                                                                 |                                                                                                                                                                                                                            |                                                                                                                                                                                 |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | Athletics<br><i>How does Athletics impact my body?</i>                                                                                                                                                                              | Rounders<br><i>Why do I need to know the rules of rounders?</i>                                                                                                                                                            | Alternative Games<br><i>What's more important, in gameplay, team or individual performance?</i>                                                                                 |
| <b>Skills</b>       | <ul style="list-style-type: none"> <li>• Self and Peer evaluation</li> <li>• Introduction of running technique</li> <li>• Effective pace for longer runs</li> <li>• Accurate throwing technique for shot put and javelin</li> </ul> | <ul style="list-style-type: none"> <li>• Self and Peer evaluation</li> <li>• Team Work</li> <li>• Difference in overarm and underarm throws</li> <li>• Correct bowling technique</li> <li>• Fielding strategies</li> </ul> | <ul style="list-style-type: none"> <li>• Perform drills and competitive games relating to sports such as diamond cricket, roundnet, volleyball and ultimate frisbee.</li> </ul> |
| <b>Assessment</b>   | Teacher, peer and self-assessment - against the PE departments assessment criteria.                                                                                                                                                 |                                                                                                                                                                                                                            |                                                                                                                                                                                 |

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

| <b>MEGA</b>                                                                                                                                                             |                                                                                                                |                                                                                                                                                    |                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mindset</b>                                                                                                                                                          | <b>Enrichment</b>                                                                                              | <b>Google</b>                                                                                                                                      | <b>Advanced Thinking</b>                                                                                                                                                                                                                                               |
| 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. |





## PSHE - Delivered through 5 'PSHE Days'

| Intent                                                                                                                                                                                                                                                                                                                                                                                                                     | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Our Year 7 PSHE (Personal, Social, Health, and Economic education) curriculum aims to lay a foundational framework for students to become well-rounded, informed, and resilient individuals. By focusing on personal development, social skills, health awareness, and economic understanding, we seek to empower students with the knowledge and skills necessary to navigate the complexities of adolescence and beyond. | <p>The PSHE curriculum for Year 7 will be delivered through five dedicated days spread across the school year. We call these days PSHE days. Each PSHE day will consist of six sessions, ensuring comprehensive coverage of statutory topics for PSHE. These immersive days allow for focused, in-depth exploration of key themes in personal, social, health, and economic education.</p> <p>During these days, students will also get the opportunity to engage in well-being activities such as: cooking, arts, yoga, self-defence and many other activities.</p> | Understanding and managing emotions empower students to express themselves more clearly and confidently in various settings. Sessions on conflict resolution provide students with tools to handle disagreements constructively, enhancing their ability to work effectively in teams. Role-playing, group discussions, and presentations enhance students' public speaking skills. Interactive group activities and projects foster a collaborative spirit. Students learn the value of teamwork, understanding different roles within a team, and the importance of working together towards a common goal. |

|                     | PSHE Day 1- Health and Well-being/Transition                                                                                                | PSHE Day 2- Relationships                                                                                                                     | PSHE Day 3- Living in the Wider World                                                                                                                   |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | What is PSHE?                                                                                                                               | What makes a good friendship?                                                                                                                 | What is Global Citizenship?                                                                                                                             |
| <b>Sessions</b>     | <ul style="list-style-type: none"> <li>-Introduction to PSHE</li> <li>-Road Safety</li> <li>-Fire Safety</li> <li>-Team building</li> </ul> | <ul style="list-style-type: none"> <li>-Bullying and consent</li> <li>-Friendships</li> <li>-Online Safety</li> <li>-Peer Pressure</li> </ul> | <ul style="list-style-type: none"> <li>-Global Citizenship</li> <li>-Climate Conference</li> <li>-Eco-friendly living</li> <li>-Fast fashion</li> </ul> |

|                     | PSHE Day 4- Health and Well-being                                                                                                | PSHE Day 5- Careers                                                                                                                                                  |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | How can I ensure my personal health?                                                                                             | What do I need to know for the future?                                                                                                                               |
| <b>Sessions</b>     | <ul style="list-style-type: none"> <li>-Dental hygiene</li> <li>-Puberty</li> <li>-Periods</li> <li>-Personal Hygiene</li> </ul> | <ul style="list-style-type: none"> <li>-Salaries and budgeting</li> <li>-Linking skills to careers</li> <li>-Meeting MGGS Alumni</li> <li>-Skill building</li> </ul> |

|                                 |                                                                                           |
|---------------------------------|-------------------------------------------------------------------------------------------|
| <b>How parents can support:</b> | Engage in discussions around health and well-being, relationships and the wider community |
|---------------------------------|-------------------------------------------------------------------------------------------|



| 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>PSHE days develop the mindset of pupils to ensure that they are ready for the world beyond MGGS. This means that they will be taught skills that will make them resilient, empathetic and inspiring members of their communities.</p> | <p>We enrich students through the curriculum by including a variety of learning styles and activities in lessons.</p> <p>PSHE sessions can take the form of an ordinary classroom lesson. However, it is very common for students to engage in activities that they have never tried before. This could include cooking, yoga, self-defence classes and many more.</p> <p>Additionally, PSHE days incorporate presentations from guest speakers as well as opportunities to meet alums of MGGS. This allows our students to learn and engage with people from all types of backgrounds and contexts.</p> | <p>Google is a key part of our PSHE curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.</p> <p>In PSHE sessions, pupils will get the opportunity to use their Chromebooks to complete group tasks and presentations. Students will also be asked to engage in research tasks.</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 skills such as analysis, evaluation, and most importantly creativity.</p> |





## 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. | 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.<br>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. | 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                                                                                                                                     |
|---------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Big question</b> | What is religion?                                                              | Judaism                                                                                                                           | Christian Beliefs                                                                                                                          |
| <b>Skills</b>       | Application and evaluation                                                     | Application and evaluation                                                                                                        |                                                                                                                                            |
| <b>Knowledge</b>    | How religion and worldviews are expressed<br><br>What are disciplinary lenses? | Know the importance of covenant, prophecy and monotheism to Judaism<br>Know the application of Jewish beliefs to Jewish practices | The Nature of God<br>Creation and the Fall.<br>The Incarnation<br>Salvation<br>Afterlife<br>The Bible<br>Martin Luther and the Reformation |
| <b>Assessment</b>   | 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                                                       |

|                     | Term 5 & Term 6                                       |
|---------------------|-------------------------------------------------------|
| <b>Big question</b> | Do we need to prove God's existence                   |
| <b>Skills</b>       | Application and evaluation of philosophical arguments |

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

|                                 |                                                                                                                                                            |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>How parents can support:</b> | Discuss religious and ethical issues in the news                                                                                                           |
| <b>Useful links</b>             | <a href="http://www.bbc.co.uk/religion/religions/">www.bbc.co.uk/religion/religions/</a><br><a href="http://www.biblegateway.com">www.biblegateway.com</a> |

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

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



## Science

| Intent                                                                                                                                                                                                                                                                                                             | Implement                                                                                                                                     | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In Year 7 we intend to cover ten topics (as below). Term 1 topics are chosen as they are necessary for students to work safely, and contain less challenging mathematical content. The topic order is designed to allow for spaced retrieval between Biology, Chemistry and Physics to aid in long term retention. | 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 year 7 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 science 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 Science is used outside the classroom. |

|                   | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Term 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Skills</b>     | <p>Working Scientifically skills</p> <ol style="list-style-type: none"> <li>1 Experimental skills and strategies</li> <li>2 Scientific vocabulary, quantities, units, symbols</li> </ol> <p>Thinking Skills</p> <ol style="list-style-type: none"> <li>1 Perseverance</li> <li>2 Logical thinking</li> <li>3 Clarity of expression</li> </ol> <p>Mathematical skills</p> <ol style="list-style-type: none"> <li>1 Arithmetic and numerical computation</li> <li>2 Handling data</li> <li>3 Bar charts</li> </ol> <p>Literacy skills</p> <p>Long term learning strategies to ensure knowledge is built upon over time</p> | <p>Working Scientifically skills</p> <ol style="list-style-type: none"> <li>1 Experimental skills and strategies</li> <li>2 Scientific vocabulary, quantities, units, symbols</li> </ol> <p>Thinking Skills</p> <ol style="list-style-type: none"> <li>1 Perseverance</li> <li>2 Logical thinking</li> <li>3 Clarity of expression</li> </ol> <p>Mathematical skills</p> <ol style="list-style-type: none"> <li>1 Arithmetic and numerical computation</li> <li>2 Handling data</li> <li>3 Bar charts and line graphs</li> </ol> <p>Literacy skills</p> <p>Long term learning strategies to ensure knowledge is built upon over time</p> | <p>Working Scientifically skills</p> <ol style="list-style-type: none"> <li>1 Development of scientific thinking</li> <li>2 Experimental skills and strategies</li> <li>3 Analysis</li> <li>4 Scientific vocabulary, quantities, units, symbols</li> </ol> <p>Thinking Skills</p> <ol style="list-style-type: none"> <li>1 Posing Questions</li> <li>2 Thinking flexibly</li> <li>3 Perseverance</li> <li>4 Logical thinking</li> <li>5 Clarity of expression</li> </ol> <p>Mathematical skills</p> <ol style="list-style-type: none"> <li>1 Arithmetic and numerical computation</li> <li>2 Handling data</li> <li>3 Bar charts</li> </ol> <p>Long term learning strategies to ensure knowledge is built upon over time</p> |
| <b>Knowledge</b>  | <p><b>Topics</b></p> <p>Lab safety and equipment</p> <p>Energy</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Topics</b></p> <p>Forces</p> <p>Organisms</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Topics</b></p> <p>Matter</p> <p>Genes</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Assessment</b> | Google Form assessment at the end of each topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Google Form assessment at the end of each topic.<br>Term 2 Core Assessment (combined Google Form assessment on all topics covered)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Google Form assessment at the end of each topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |





|                   | Term 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Term 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Term 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Skills</b>     | <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 and line graphs</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 Algebra</p> <p>4 Graphs</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 Algebra</p> <p>4 Graphs</p> <p>Literacy skills</p> |
| <b>Knowledge</b>  | <b>Topics</b><br>Reactions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Topics</b><br>Ecosystems<br>Waves                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Topics</b><br>Earth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Assessment</b> | Google Form assessment at the end of each topic.<br>Term 4 Core Assessment (combined Google Form assessment on all topics covered)                                                                                                                                                                                                                                                                                                                                                                                              | Google Form assessment at the end of each topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Google Form assessment at the end of each topic.<br>Term 6 Core Assessment (combined Google Form assessment on all topics covered)                                                                                                                                                                                                                                                                                                                                                                                           |

|                         |                                                                              |
|-------------------------|------------------------------------------------------------------------------|
| <b>Useful resources</b> | Topic summary sheets for revision, BBC bitesize, Educake, KS3 Revision Guide |
|-------------------------|------------------------------------------------------------------------------|

| MEGA                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mindset                                                                                                                                                                                                                                                                    | Enrichment                                                                                                                                                                                                           | Google                                                                                                                                                                                                                                                                           | Advanced Thinking                                                                                                                                                                                                                                     |
| Our curriculum is designed to include regular retrieval opportunities so that students develop confidence and fluency, on their way to mastery. Lessons are designed to foster practice and application - with explicit reference to practice being essential for success. | We enrich students through the curriculum by including a variety of activities in lessons such as, whole class practicals, small group experiments, teacher demonstrations, teacher instruction, and research tasks. | Google is a key part of our curriculum. It is used in some lessons to enhance the structure of students' learning through use of online resources. Google form assessments are fundamental to increasing assessment for learning opportunities and rapid and effective feedback. | 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 creativity. |

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Artwork in this booklet is by Helen Keen, an Art teacher at MGGS who captured what life was like for students at the school during the Second World War.



*Non sibi sed omnibus*

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