



Maidstone Grammar School  
*for Girls*

*Non sibi sed omnibus*

Year 8 Curriculum Information 2023-24

A Reference Booklet  
*for Parents and Carers*

Contact: Mr B White, Assistant Headteacher

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

# Reach for the stars!

Dear Parents and Carers

I hope this booklet about the subjects your daughter is studying in Year 8 will be of interest to you. It contains lots of valuable information and provides an overview of the Year 8 curriculum.

The first few introductory pages of the booklet give an outline of the Year 8 curriculum at MGGS; what subjects your daughter is studying, details about the National Curriculum and our own *Curriculum Extra* programme, assessment and homework.

After the introduction, you will find a summary about each subject in Year 8; what work will be covered, how your daughter will be assessed, what progress is expected, the types of homework likely to be set, useful websites and how parents and carers can help.

It would be very helpful if you could spend some time with your daughter going through this booklet together as it will ‘map out’ the year ahead for her. At MGGS we want all of our pupils to realise their full potential both academically and in their personal development, in other words to ‘reach for the stars’.



## The Year 8 Curriculum at MGGS in a Nutshell ...

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

Subject Lessons	Number of lessons per fortnight
Art	2
Computing	2
Design and Technology	3
Drama	2
English	6
Enrichment Big Questions	2
Geography	3
History	3



Mathematics	6
Modern Foreign Languages	8
Music	2
Physical Education	3
Religious Studies	2
Science	6

## Key Stage 3 and the National Curriculum (NC)

Our Year 8 students follow the **programmes of study of the new National Curriculum (NC)**. In addition to the NC we have our own additional enrichment and extension programmes for all the subjects that your daughter will be studying; this programme is called ***Curriculum Extra***.

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

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

**In Modern Foreign Languages (MFL)**, students will continue to study French alongside either German or Spanish, according to whichever second modern foreign language was started in Year 7.

# MGGS is MEGA

## Mindset



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

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

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

## Google



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

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

## Enquiry, Extension, Enrichment



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

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

## Advanced Thinking



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

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

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

## Grading

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

<b><i>MGGS Attainment Grade</i></b>
Exceeding our Expectations
Meeting our Expectations
Working Below our Expectations

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

## What do the grades in tracking reviews and reports mean?

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

<b>New GCSE grades</b>	9	8	7	6	5	4	3	2	1		
<b>Old GCSE grades</b>	A*		A		B		C	D	E	F	G
<b>MGGS Attainment grades</b>	Exceeding our Expectations			Meeting our Expectations			Working below our Expectations				

## 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.

## Assessment in Year 8

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. There is also an **assessment week in Term 6** where students will take summative subject tests.

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

Parents and carers will receive a *Tracking Reviews* during the academic year (**terms 2 & 4**), along with a **full School Report in Term 6**. The Tracking Reviews give a summary picture of your daughter's progress in each of her subjects whilst the School Report provides more detailed information. There is also a **Parents' Evening in Term 2**.

**Our comprehensive systems of assessment, tracking and reporting provide valuable information to determine the progress of each student and what additional support may be needed if necessary.**

## Homework & Independent Learning in Year 8

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

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

At MGGS a **variety of homework tasks** and activities is given to Year 8 students and includes:

- the completion of lesson work
- answering written questions which consolidate and/or extend classroom based work

- researching
- reading
- preparing presentations
- carrying out creative projects
- completing practical and/or investigation based work
- revising for tests and examinations
- consolidating notes from lessons

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

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

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

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

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

Year 8	Homework allocations: two week timetable cycle
Art	1 x 50 minutes
Design and Technology	3 x 20 minutes
Drama	1 x 50 minutes
English	2 x 50 minutes
Geography	1 x 50 minutes

History	1 x 50 minutes
Computing	1 x 50 minutes
Mathematics	2 x 50 minutes
Modern Foreign Languages	1 x 50 minutes (French) 1 x 50 minutes (German or Spanish)
Music	2 x 20 minutes
Religious Studies	1 x 50 minutes
Science	2 x 50 minutes

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

## **Google Classrooms, Drive and Sites**

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

## **Subject Information**

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

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



# Art

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

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

	Term 4		Term 5	Term 6
<b>Big question</b>	How do I use the formal elements in 3-dimensional work?	How can I use pattern and collage effectively?		How could I analyse and respond to an artist's work?
<b>Skills</b>	Ceramics	Collage skills, photography		Analytical skills, using colouring pencils to show all of the formal elements, photography Idea development, monoprinting
<b>Knowledge</b>	How to work safely with ceramics.	Formal elements: Pattern and composition.		How to analyse an artists work: Sarah Graham

	How to slab, build and print into ceramics. How to colourise textured ceramics	The work of Lauren Child.	How to blend colouring pencils effectively How to burnish How to apply colour theory and use colouring pencils to show shape, proportion, tone, texture and colour.
<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: <i>Monoprint (Peer)</i> , ceramics work	CORE ASSESSMENT: Analysis task, <i>collage work (Peer)</i>	CORE ASSESSMENT: <i>Analysis task (Peer)</i> , coloured pencil drawing

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

<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> <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> <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 8 students continue to develop an understanding of key concepts in Computing by beginning their journey on a text-based programming language. They also build on their ICT skills with a number of software packages. They gain a basic understanding of how data is stored in the computer.</p> <p>Students are introduced to the syntax of the Python programming language and they continue to extend their knowledge on programming.</p> <p>One another key unit that we learn in this year is the dangers on the internet, digital laws and how to remain safe online - Digital literacy.</p> <p>Our learning on Computing theory from year 7 now progresses to understanding how data is represented in the computer. Students are also introduced to functions and formulas in spreadsheets enabling them to be used effectively at the workplace.</p>	Students enjoy their introduction to a text-based programming language, understanding all about the online dangers and designing a useful website on being safe on the internet. They are able to produce data analysis outcomes in the forms of summary tables and charts using spreadsheets.

	Term 1	Term 2	Term 3
<b>Big question</b>	What makes a good Digital Citizen?	What are the basic blocks of a text-based computer program?	How is data represented in the Computer?
<b>Skills</b>	Be able to explain key online safety terminology - Malwares, Virus, Internet Banking, Cyber-bullying, Digital Footprint, Digital Divide and the Digital Laws.	Problem solving, Python syntax, sequence.	Numeracy skills, binary number conversion and arithmetic.
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>→ An understanding of the benefits and dangers of Internet Banking.</li> <li>→ Classification of the types of Malwares.</li> </ul>	<ul style="list-style-type: none"> <li>→ Understanding the input-process-output cycle of a computer system.</li> <li>→ Simple structures using the Python programming language.</li> </ul>	<ul style="list-style-type: none"> <li>→ Understand the term bits and bytes</li> <li>→ Be able to convert numbers between the three number systems - binary, hexadecimal and denary.</li> </ul>

	<ul style="list-style-type: none"> <li>→ Be able to explain the key features of digital laws - GDPR, Copyright laws etc.</li> <li>→ Be able to explain the importance of digital footprint, cyber-bullying and reporting online dangers.</li> <li>→ Design and implement an online safety website.</li> </ul>	<ul style="list-style-type: none"> <li>→ Be able to use variables and input/output constructs in programs.</li> <li>→ Designing creative projects using Python.</li> </ul>	<ul style="list-style-type: none"> <li>→ Be able to perform binary arithmetic.</li> </ul> <p>This unit provides the basic knowledge for further learning of data representation in Year 9.</p>
<b>Assessment</b>	End of unit assessment on online dangers and digital laws.	End of unit assessment on python programming.	End of unit assessment on Binary numbers, Hexadecimal numbers and Binary arithmetic

	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Big question</b>	How do computers make decisions?	What Computing skills do I need in the world of work?	How can I write more efficient Python programs?
<b>Skills</b>	Problem solving, Python syntax, sequence, selection.	ICT skills - using spreadsheets to organise and retrieve information.	Problem-solving and creative design skills. Programming constructs such as selection and iteration.
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>→ Students will recap on their knowledge of basic programming constructs from Term 2.</li> <li>→ Understand that selection can be used to make decisions in programs.</li> <li>→ Designing and building a text-based maze game.</li> </ul>	<ul style="list-style-type: none"> <li>→ Explore the various job roles that require Computing skills and relate it to their future goals.</li> <li>→ Be able to produce formulae and functions to ease simple calculations using a spreadsheet.</li> <li>→ Organise information, manipulate data and design charts to analyse the data.</li> </ul>	<ul style="list-style-type: none"> <li>→ Understand that iteration can be used to reduce repeated commands</li> <li>→ Be able to decompose a problem and provide a solution.</li> <li>→ The fundamentals of programming using the turtle.</li> <li>→ Combining techniques of selection and iteration to create spirographs and abstract art using Python turtle programming.</li> </ul>
<b>Assessment</b>	End of unit assessment on programming terms and predicting outcomes	Year 8 examination	Mini art project spanning 2-3 weeks.

<b>How parents can support:</b>	<p>Homework is set on a fortnightly basis via the Google Classroom platform. Homework can sometimes be research-related, be a follow-on from the classwork or evaluation activity from the content of that day's lesson. Students are periodically assigned practice programming tasks and revision tasks in Educake.</p> <p>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.</p>
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<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 <a href="http://www.thinkuknow.co.uk/">http://www.thinkuknow.co.uk/</a> - Guide to internet safety <a href="https://www.tutorialspoint.com/python/python_basic_syntax.htm">https://www.tutorialspoint.com/python/python_basic_syntax.htm</a> - Learning support for Python <a href="http://www.bbc.co.uk/technology">http://www.bbc.co.uk/technology</a> - Latest technology news
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MEGA			
Mindset	Enrichment	Google	Advanced Thinking
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	Advanced thinking gives pupils the power to improve their outcomes by encouraging deeper thinking. It helps to develop and deepen students' subject knowledge. We use a variety of tools consistently across subjects and within lessons to promote advanced thinking

# Design and Technology

## Fashion & Textiles

Intent	Implementation	Impact
Students develop a more in depth and complex knowledge 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 linking fashion to architecture.	Students develop a wider variety of practical skills using the sewing machine including reverse applique, stitch and slash, and weaving. Students make links between structures seen in architecture and parallels seen in the fashion industry, making their own personal response to this theme.	Students generate an array of structural textile techniques, understanding both theoretical and practical applications. Students produce a high quality garment that demonstrates their knowledge and understanding of the sewing machine using more complex patterns, structures, settings and techniques.

	Term 1	Term 2	Term 3
<b>Big question</b>	Are there parallel practices in fashion and architecture?	Are there parallel practices in fashion and architecture?	Are there parallel practices in fashion and architecture?
<b>Skills</b>	Designing - understanding contexts, users and purposes. Designing - generating, developing, modelling and communicating ideas.	Designing - generating, developing, modelling and communicating ideas. Making - planning.	Making - practical skills and techniques. Technical knowledge - making products work.
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>How to generate CADs from mark making.</li> <li>How to create structural techniques such as stitch and slash.</li> <li>How to create structural techniques such as weaving.</li> </ul>	<ul style="list-style-type: none"> <li>How to create structural techniques such as reverse applique.</li> <li>How to draw inspiration from the work of others.</li> <li>How to generate design ideas using architecture as inspiration.</li> </ul>	<ul style="list-style-type: none"> <li>How to use the sewing machine.</li> <li>How to change the settings of the sewing machine for different stitches.</li> </ul>
<b>Assessment</b>	Technique sampling.	Design ideas.	Technical knowledge and skills.

	Term 4	Term 5	Term 6
<b>Big question</b>	Are there parallel practices in fashion and architecture?	Are there parallel practices in fashion and architecture?	Are there parallel practices in fashion and architecture?
<b>Skills</b>	Making - planning, practical skills and techniques. Technical knowledge - making products work.	Making - planning, practical skills and techniques. Technical knowledge - making products work.	Making - planning, practical skills and techniques. Technical knowledge - making products work. Evaluating - own ideas and products.
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>How to use the sewing machine.</li> </ul>	<ul style="list-style-type: none"> <li>How to construct garments using the sewing</li> </ul>	<ul style="list-style-type: none"> <li>How to construct garments using the sewing</li> </ul>

	<ul style="list-style-type: none"> <li>How to change the settings of the sewing machine for different stitches.</li> </ul>	machine.	<ul style="list-style-type: none"> <li>How to evaluate products using third party feedback.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>All lessons/resources are posted onto Google Classroom</li> <li><a href="http://www.technologystudent.com">www.technologystudent.com</a></li> </ul>

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

### Food Preparation & Nutrition

Intent	Implementation	Impact
Students are required to demonstrate a working knowledge of the spread and prevention of food poisoning bacteria. Students understand a selection of baking methods such as bread and pastry making and the science that accompanies this theory.	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 build upon existing skills 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 use baking to produce a range of different products?	How can we use baking to produce a range of different products?	How can we use baking to produce a range of different products?
<b>Skills</b>	Cooking and nutrition - where food comes from. Cooking and nutrition - food preparation, cooking and	Cooking and nutrition - where food comes from. Cooking and nutrition - food preparation, cooking and	Cooking and nutrition - where food comes from. Cooking and nutrition - food preparation, cooking and

	nutrition.	nutrition.	nutrition.
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Food hygiene, health and safety protocols.</li> <li>Food preparation skills.</li> <li>Theoretical and practical understanding of bread making.</li> <li>Understanding of how to adapt the flavours of foods.</li> </ul>	<ul style="list-style-type: none"> <li>Food preparation skills.</li> <li>Theoretical and practical understanding of pastry making.</li> <li>How to reduce waste in food preparation/use.</li> </ul>	<ul style="list-style-type: none"> <li>Food preparation skills.</li> <li>Theoretical and practical understanding of bread and pastry making.</li> <li>Protein denaturation and coagulation.</li> </ul>
<b>Assessment</b>	Food poisoning bacteria report.	Food waste campaign.	Protein denaturation and coagulation report.

	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Big question</b>	How can we use baking to produce a range of different products?	How can we use baking to produce a range of different products?	How can we use baking to produce a range of different products?
<b>Skills</b>	Cooking and nutrition - where food comes from. Cooking and nutrition - food preparation, cooking and nutrition.	Cooking and nutrition - where food comes from. Cooking and nutrition - food preparation, cooking and nutrition.	Cooking and nutrition - where food comes from. Cooking and nutrition - food preparation, cooking and nutrition.
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Food preparation skills.</li> <li>Theoretical and practical understanding of bread and pastry making.</li> <li>Food processing methods and their impact on health.</li> </ul>	<ul style="list-style-type: none"> <li>Food preparation skills.</li> <li>Theoretical and practical understanding of bread and pastry making.</li> <li>How to adapt and alter recipes.</li> </ul>	<ul style="list-style-type: none"> <li>Food preparation skills.</li> <li>Theoretical and practical understanding of bread and pastry making.</li> <li>Ethical and economic debates on food production.</li> </ul>
<b>Assessment</b>	Food processing report.	Recipe adaptation.	Food debate.

<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>	<ul style="list-style-type: none"> <li>All lessons/resources are posted onto Google Classroom</li> <li><a href="http://www.technologystudent.com">www.technologystudent.com</a></li> </ul>

MEGA			
<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.
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## Product Design

Intent	Implementation	Impact
Students develop a more in depth knowledge and understanding of the design process and the properties/functions of materials (timbers, metals, polymers, papers, boards). Students consider how the work of others acts as inspiration throughout the design process.	A blend of theory and practical tasks allow students to further explore the design process whilst becoming more familiar with a wider range of materials, tools, equipment, processes and techniques. Students work to meet the requirements of a third party.	Students are able to generate a wide array of design solutions, taking into account the needs of others. Students manipulate materials through appropriate methods to achieve high quality outcomes. Each student should produce a product based on a selected design movement.

	Term 1	Term 2	Term 3
<b>Big question</b>	What influences the design of a product?	What influences the design of a product?	What influences the design of a product?
<b>Skills</b>	Designing - understanding contexts, users and purposes. Evaluating - existing products.	Designing - generating, developing, modelling and communicating ideas. Making - planning.	Making - planning. Making - practical skills and techniques. Technical knowledge - making products work.
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>The work of others.</li> <li>How to identify target markets and carry out client profiling.</li> <li>Properties of materials.</li> </ul>	<ul style="list-style-type: none"> <li>How to use sources of inspiration when designing.</li> <li>How to generate a range of design ideas suited to the needs of the identified client.</li> <li>General properties of materials.</li> </ul>	<ul style="list-style-type: none"> <li>How to model ideas to test the design.</li> <li>Physical and working properties of materials.</li> <li>How to plan for accurate and high quality manufacture.</li> </ul>
<b>Assessment</b>	Investigation into the work of others.	Design ideas.	Plan for manufacture.

	Term 4	Term 5	Term 6
<b>Big question</b>	What influences the design of a product?	What influences the design of a product?	What influences the design of a product?
<b>Skills</b>	Making - planning, practical skills and techniques. Technical knowledge - making products work.	Making - planning, practical skills and techniques. Technical knowledge - making products work. Evaluating - own ideas and products.	Technical knowledge - making products work. Evaluating - own ideas and products.

<b>Knowledge</b>	<ul style="list-style-type: none"> <li>How to shape and form materials through waste, forming and addition processes.</li> </ul>	<ul style="list-style-type: none"> <li>How to shape and form materials through waste, forming and addition processes.</li> <li>Identification of what improvements need making and how to implement these.</li> </ul>	<ul style="list-style-type: none"> <li>Identification of what improvements need making and how to implement these.</li> <li>How to make use of third party feedback.</li> <li>How to evaluate against design criteria.</li> </ul>
<b>Assessment</b>	Technical knowledge and skills.	Practical outcome.	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>	<ul style="list-style-type: none"> <li>All lessons/resources are posted onto Google Classroom</li> <li><a href="http://www.technologystudent.com">www.technologystudent.com</a></li> </ul>

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

# Drama

Intent	Implementation	Impact
To foster an interest in live theatre and develop young people's imaginations and creative thinking. Every student will work collaboratively and develop confidence in performance. Students will take risks in vocal and physical work and be able to devise from a variety of stimuli and have a sound understanding of how to structure a piece of theatre utilising different theatre practitioner methods and staging configurations. Students will have a basic knowledge of technical theatre practices (puppetry/sound/lighting)	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>	<b>Actor Training</b> <i>Why is precision and accuracy important when performing?</i>	<b>Darkwood Manor</b> <i>How can different moods and atmospheres be created on stage?</i>	<b>Puppetry</b> <i>Can an object engage and communicate effectively with an audience?</i>
<b>Skills</b>	Imagination, given circumstances, emotion memory, hot seating, observation to aid character development. Analysis and evaluation of performance. Working with a script.	Creation of different moods and atmospheres through the use of sound and lighting equipment. Physical theatre, hot seating and cross-cutting. Analysis and evaluation of performance.	Creation and making of shadow, hand (and rod) and paper puppets and experimenting with how they can be used in performance and the different skills/requirements of each puppet type. Accuracy and precision of movement.
<b>Knowledge</b>	Understand how acting style changed from Melodrama to naturalism. Develop a more detailed understanding of Stanislavski's 'System' and how it can aid rehearsal and the creation of believable characters.	Key lighting and sound design terminology and how to create effects on stage. Gothic Horror and its key elements.	Understand the origins and purposes of puppetry. How puppets are used and appear in different countries/cultures. Know how to create theatre using shadow, hand (and rod) and paper puppets. Be able to manipulate puppets using the Gyre and Gimble principles: weight, focus and breath in order to create a character and tell a story.
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			
<b>Assessment</b>	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout. Students work in groups on a final performance piece (Core Assessment) using the Drama Department's assessment criteria. Students receive individual written feedback.	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout the unit in order to help students develop their performance skills. Students work in groups on Core Assessment using the Drama Department's assessment criteria. Small group	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.

		written feedback is used to help students set individual targets.	
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	Term 4	Term 5	Term 6
<b>Big question</b>	<b>Storytelling</b> <i>What influence can the performance space have on the actor/audience relationship?</i>	<b>Exploring Practitioners</b> <i>What is the purpose of theatre?</i>	<b>Devising with a Stimulus</b> <i>How many stories can one picture tell?</i>
<b>Skills</b>	Adapting theatrical skills for different staging configurations. Use of physical theatre, chorus and narration in order to stage a creative adaptation of a Grimm's tale. Analysis and evaluation of performance.	Epic theatre: direct address, narration, multi-role non-chronological order. Theatre of cruelty: symbolism and symbolic images, extreme emotion, universal language of movement, sound. Theatre of the Oppressed/Forum/Invisible Theatre. Analysis and evaluation of performance.	Devising their own piece of theatre using a picture stimulus as a starting point. Creation of a piece of theatre over a longer period of time i.e. story and character development. Use of role on the wall as a way of exploring given circumstances (term 1). Application of devices explored in term 5 and 4. Analysis and evaluation of performance. Opportunity for students to direct..
<b>Knowledge</b>	Understanding of the work of Kneehigh theatre company and their use of stereotypes, music, dance, chorus, narration, ensemble, physical theatre and puppetry in order to engage an audience. Different staging configurations: end on, thrust, in the round, thrust, promenade. How different staging configurations can change the relationship between actor/audience.	Understanding of non-naturalism and the work of three significant theatre practitioners and their aims for theatre and its purpose: Bertolt Brecht, Antonin Artaud and Augusto Boal. Students practically experiment with a variety of different devices/techniques associated with the three named practitioners.	What devising with a stimulus means. Different types of story structure. How to utilise and create dramatic irony using thought tracking. Creation of tension in a piece of theatre. How to create a story which includes a set up/conflict/resolution.
<p>Assessment document provides opportunities for students self-reflection, RAG rating, teacher feedback and target setting.</p> <p>Students are assessed in three areas: creating, performing and responding</p>			
<b>Assessment</b>	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout. Students work in groups on a final performance piece (Core Assessment) using the Drama Department's assessment criteria. Students receive individual written feedback.	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout the unit in order to help students develop their performance skills. Whole class written feedback is used to help students set individual targets.	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 (based on work completed during the term) to help students set individual targets. Written examination.

<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
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	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> <a href="https://www.youtube.com/watch?v=Q9kgniqH6iE">How to make hands for sock puppets</a> <a href="https://www.youtube.com/watch?v=Q9kgniqH6iE">https://www.youtube.com/watch?v=Q9kgniqH6iE</a>

MEGA			
Mindset	Enrichment	Google	Advanced Thinking
<p>Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.</p> <p>In Drama we particularly want students to develop a curiosity for all aspects of drama and theatre and be respectful and appreciative audience members.</p>	<p>We enrich students through the curriculum by including a variety of learning styles and activities in lessons. There are also extra-curricular opportunities such as the annual school production, theatre visits and workshops led by industry professionals.</p>	<p>Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources and students use a target setting doc in order to help keep track of their progress. Using research carried out online also helps to inform performance work and understanding of topics and practitioners.</p>	<p>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.</p>

# English

Intent	Implementation	Impact
<ul style="list-style-type: none"> <li>- Reading for comprehension and understanding</li> <li>- Close reading and analysis of language devices</li> <li>- Understanding of how historical and social factors affect the production and reception of language</li> <li>- Clarity and accuracy of written communication</li> <li>- Ability to think imaginatively and creatively</li> <li>- Appreciation of a broad range of literature</li> <li>- Empathy and understanding of diverse range of cultures and experiences</li> <li>- Ability to communicate clearly and dynamically using spoken English</li> <li>- Skills in dramatic performance</li> <li>- Persistence, effort and practice through redrafting and proofreading written work</li> <li>- Independent research and enquiry</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- We teach ‘A Midsummer Night’s Dream’ or ‘Much Ado’ in Year 8 and ‘Macbeth’ in Year 9 - texts which allow for appropriate challenge, pace and experience of different genres, as well as exposure to Shakespeare, which the students will study at GCSE. By the end of each year, students will have studied a range of different text types which will equip them with skills needed for the GCSE Language course (the Y8 exam is part of a mock GCSE Language paper). Overall, there is a hybrid approach to literature and language, as approved by our examining body AQA.</li> </ul>	<ul style="list-style-type: none"> <li>- At Key Stage Three, students make good progress, and across the department, classes achieve on average similar results. Parity is ensured through moderation of assessments. For those who are identified as underachieving, support measures are put in place in lessons.</li> <li>- Students currently make steady progress throughout their study at Key Stage 3. In year 7 we see mostly ME grades, with some EEs. The average grade is still an ME in year 8, with some EEs. By year 9, most pupils start at an ME and then move to an EE in both/either analytical or creative work.</li> </ul>

	Term 1: Poetry Unit (The Natural World)	Term 2: Novel unit (Either ‘A Monster Calls,’ ‘Animal Farm’ or ‘The Boy in the Striped Pyjamas’)	Term 3: Novel unit/recreative writing (Either ‘A Monster Calls,’ ‘Animal Farm’ or ‘The Boy in the Striped Pyjamas’)
Big question	- How do writers use natural imagery and what are the effects?	How do writers present difficult experiences?	How do writers present difficult experiences?
Skills	-	- analysis	- recreative writing
Knowledge	<b>Vocabulary/concepts:</b> <ul style="list-style-type: none"> <li>- metaphor</li> <li>- personification</li> <li>- imagery</li> </ul>	<b>Vocabulary/concepts:</b> <ul style="list-style-type: none"> <li>- Connotations</li> </ul>	<b>Vocabulary/concepts:</b> <ul style="list-style-type: none"> <li>- Connotations</li> </ul>

		<ul style="list-style-type: none"> <li>- Symbolism</li> <li>- Evaluation</li> <li>- Allegory</li> <li>- Structural analysis</li> </ul>	<ul style="list-style-type: none"> <li>- Symbolism</li> <li>- Evaluation</li> <li>- Allegory</li> <li>- Structural analysis</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Write a poem</li> </ul>	<ul style="list-style-type: none"> <li>- PEA-style analytical paragraph</li> </ul>	<ul style="list-style-type: none"> <li>- Recreative writing assignment</li> </ul>

	<b>Term 4: Intro to Shakespeare ('A Midsummer Night's Dream' or 'Much Ado About Nothing')</b>	<b>Term 5: Our Planet (Non fiction - English language paper 2 )</b>	<b>Term 6: Short Stories</b>
<b>Big question</b>	<b>What are the features of a Shakespearean comedy?</b>	<b>What makes a persuasive speech?</b>	<b>How are stories told?</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- speaking and listening</li> </ul>	<ul style="list-style-type: none"> <li>- analysis</li> <li>- Speech writing (<b>English language Paper 2 section B</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- analysis</li> <li>- evaluation</li> </ul>
<b>Knowledge</b>	<b>Vocabulary/concepts:</b> <ul style="list-style-type: none"> <li>- iambic pentameter</li> <li>- blank verse / verse</li> <li>- playwright</li> <li>- prose</li> </ul>	<b>Vocabulary/concepts:</b> <ul style="list-style-type: none"> <li>- pathos</li> <li>- logos</li> <li>- ethos</li> <li>- rhetorical devices: <ul style="list-style-type: none"> <li>- hyperbole</li> </ul> </li> <li>- tripling</li> <li>- imperative verbs</li> </ul>	<b>Vocabulary/concepts:</b> <ul style="list-style-type: none"> <li>- structural features</li> <li>- cyclical narrative</li> <li>- isolated lines</li> <li>- cliffhangers.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- drama performance (speaking and listening)</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Speech writing</b></li> <li>- <b>Year 8 exam (English language paper 2)</b></li> </ul>	<ul style="list-style-type: none"> <li>- Book project (analysis)</li> </ul>

<b>How parents can support:</b>	<ul style="list-style-type: none"> <li>- read through written work</li> <li>- encourage independent reading</li> </ul>
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MEGA			
Mindset	Enrichment	Google	Advanced Thinking
Our curriculum is designed to support student’s mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	Advanced thinking promotes many of the skills which are integral to success in English.



# Geography

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

	Term 1	Term 2	Term 3 and half of 4
<b>Big question</b>	How is the global population changing?	How do we use the earth's natural resources?	What are the challenges and opportunities facing Africa?
<b>Skills</b>	<ul style="list-style-type: none"> <li>Read and interpret population graphs</li> <li>Learn how to use a choropleth map</li> <li>Construct population pyramids</li> </ul>	<ul style="list-style-type: none"> <li>Geological time scales explored</li> <li>Draw their own soil profile</li> <li>Use map skills to locate rainforests</li> <li>Using aerial photographs</li> </ul>	<ul style="list-style-type: none"> <li>Atlas skills</li> <li>Map skills</li> <li>Construct and analyse climate graphs</li> <li>Field trip</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>To understand how global population is changing</li> <li>To analyse global population patterns</li> <li>Explain the demographic transition model</li> <li>To understand how Russia and China</li> </ul>	<ul style="list-style-type: none"> <li>To understand what renewable and non renewable resources are</li> <li>To explain what rocks are and how they are a resource</li> <li>To describe the history of coal production</li> <li>To understand why soils are an important</li> </ul>	<ul style="list-style-type: none"> <li>To describe the physical landscape of Africa</li> <li>To understand what Colonialism is</li> <li>Describe how colonisation has affected Africa</li> <li>To understand what development is</li> <li>To describe the differences in levels of</li> </ul>

	<p>(one child policy) control their population growth</p> <ul style="list-style-type: none"> <li>To explain why people migrate and where they migrate to</li> <li>To compare rural to urban migration around the world</li> <li>To understand how urbanisation changes a city</li> </ul>	<p>natural resource</p> <ul style="list-style-type: none"> <li>To understand how the Earth's spheres interact to create biomes.</li> <li>To appreciate the consequences of water insecurity.</li> <li>To understand the varied uses of oil in our daily lives.</li> <li>To consider the advantages and disadvantages of using different resources to create electricity</li> <li>To consider the global challenge to the Earth's future with regard to using resources.</li> <li></li> </ul>	<p>development across African countries.</p> <ul style="list-style-type: none"> <li>To consider different points of view about development in African countries.</li> <li>Describe the different biomes that are located across the continent of Africa</li> <li>Compare the differences between the biomes</li> <li>To understand what desertification is</li> <li>Describe the causes of desertification</li> <li>Explain the effects of desertification</li> <li>To describe the population distribution across Africa</li> <li>Understand reasons for population change across Africa</li> <li>To understand what urbanisation is</li> <li>To explain the opportunities and challenges of life in a growing African city.</li> <li>To understand the role China plays in the development of Africa</li> </ul>
<b>Assessment</b>	End of population and migration unit assessment	End of unit assessment	End of unit Africa Assessment

	<b>Half of Term 4 and Term 5</b>	<b>Term 6</b>
<b>Big question</b>	What happens when the land meets the sea?	Why is the Middle East an important world region?
<b>Skills</b>	<ul style="list-style-type: none"> <li>Use photographs to identify features</li> <li>Use OS maps to identify features</li> </ul>	<ul style="list-style-type: none"> <li>Effectively use world maps and the atlas</li> <li>Accurately draw and understand climate graphs</li> <li>Accurately draw bar graphs</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>To describe how waves form and the differences between constructive and destructive waves</li> <li>To understand the difference between erosion and weathering</li> <li>To describe the different types of erosion and weathering</li> <li>To describe how caves, arches, stacks and stumps are formed</li> <li>To describe what longshore drift is</li> <li>Explain how transport of sediment along the coastline changes the</li> </ul>	<ul style="list-style-type: none"> <li>Describe the location of the middle east and the countries that make up this region</li> <li>Describe the physical geography of the Middle East and understand how it influences the region</li> <li>Understand the climate zones of the region and describe the challenges this can create</li> <li>Describe the desert climate</li> <li>Describe the population distribution across the Middle East</li> <li>Describe the importance of oil to the economy of the countries in the Middle East</li> </ul>

	coastline <ul style="list-style-type: none"> <li>• Explain how coastal landforms are created by deposition e.g. spits</li> <li>• To understand the need for coastal erosion</li> <li>• Describe different hard and soft engineering strategies including positives and negatives</li> <li>• Evaluate if the Holderness coastline has been managed effectively</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how the UAE has developed</li> <li>• Explain why Yemen is the poorest country in the Middle East</li> <li>• Consider the reasons for conflict in the Middle East</li> <li>• Explain the importance of the Middle East in a global context</li> </ul>
<b>Assessment</b>	End of unit Coasts assessment	End of unit assessment

<b>How parents can support:</b>	<p>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>).</p> <p>Core assessments are critical for helping us all identify how your daughter is progressing. If your daughter misses an assessment she may need to do this at home under controlled conditions (i.e. your supervision) – we hope you will support us in this. Similarly it is important to ensure that if your daughter has any absence, then you encourage her to copy up any notes or collect information about the work as soon as she returns to school. Pupils who develop good habits at Key Stage 3 turn into far more responsible and high-achieving pupils later on.</p> <p>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 ‘Is the Grand Canyon Skywalk a step too far?’, ‘What advantages and disadvantages does modern technology bring to people in developing countries?’ or ‘Why can some deserts be cold?’</p>
<b>Useful links</b>	<p><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></p> <p><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!</p> <p><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.</p>

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

# History

Intent	Implement	Impact
<ul style="list-style-type: none"> <li>To have an understanding of how England developed into Britain.</li> <li>To understand the social, economic and political development within Britain.</li> <li>To understand Britain's position within the wider world.</li> <li>To understand the position of Britain within the world by 1918.</li> </ul>	<ul style="list-style-type: none"> <li>You will study the 6 topics in chronological order (other than Crime and Punishment which covers multiple historical eras).</li> <li>You will focus on developing one or two particular historical skills in each topic of study. these include: <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> <li>Significance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify key historical dates and events between 1700 and 1918.</li> <li>Describe key historical events.</li> <li>Explain how key events changed the development of Britain.</li> <li>Explain the positives and negatives of Britain in the wider world.</li> <li>Demonstrate a written understanding of each historical skill by applying the skills to exam questions.</li> <li>Be able to describe the political, social and economic changes in Britain.</li> </ul>

	Term 1	Term 2	Term 3
<b>Big question</b>	What are the similarities and differences between countries within the British empire?	What were the conditions of factories like in the industrial revolution?	How did punishment change through time?
<b>Skills</b>	Similarity and Differences	Source Analysis (inferring, using own knowledge, assessing reliability and utility)	Change and Continuity
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>What was the British Empire?</li> <li>How did countries join and leave the empire?</li> <li>What goods were traded around the empire?</li> <li>How did Britain treat countries in the empire?</li> <li>the following countries will be explored: <ul style="list-style-type: none"> <li>India</li> <li>Ireland</li> <li>13 Colonies</li> <li>Australia</li> <li>Kenya</li> <li>Nigeria</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>What was it like for Children working in factories before 1833?</li> <li>What factory acts were introduced to improve conditions?</li> <li>How did transport change in the industrial revolution?</li> </ul>	<ul style="list-style-type: none"> <li>What were the key punishments in the following eras? <ul style="list-style-type: none"> <li>Roman</li> <li>Saxon</li> <li>Norman and Medieval</li> <li>18th/19th century</li> <li>20th century</li> </ul> </li> <li>How did the use of prisons change over time?</li> <li>How did the use of the death penalty change over time?</li> <li>How did the use of public punishment change over time?</li> <li>How did the use of economic punishments change over time?</li> </ul>
<b>Assessment</b>	2 x Point, Evidence, Evidence, Explain Paragraphs	Source analysis questions on quoting, inferring and assessing reliability	1 x Point, Evidence, Evidence, Explain Paragraph Questions on Short and Long term change Question on the pace of change

	Term 4	Term 5	Term 6
<b>Big question</b>	Why did the Police fail to catch Jack the Ripper?	Why is the Slave trade significant?	Why did WW1 occur?/Was that Somme and victory or defeat?
<b>Skills</b>	Source Analysis (inferring, using own knowledge, assessing reliability and utility)	Significance	Cause and Consequence

<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• What was it like to live in the East end of London?</li> <li>• Who were the victims of Jack the Ripper?</li> <li>• Who were the suspects?</li> <li>• The letters of Jack the Ripper</li> <li>• Why was Jack the Ripper not caught?</li> </ul>	<ul style="list-style-type: none"> <li>• What was Africa like before the slave trade?</li> <li>• What is the slave trade triangle?</li> <li>• What happened in the middle passages, auctions and on plantations?</li> <li>• Why was slavery abolished?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the short term, long term and trigger causes of WW1?</li> <li>• What were conditions like in the trenches?</li> <li>• What happened at the battle of the Somme?</li> <li>• Was the battle of the Somme a victory or defeat?</li> <li>• What were the consequences of WW1 for Germany?</li> </ul>
<b>Assessment</b>	COCO Paragraph (combining description inference and own knowledge) POP Paragraph (own knowledge and utility)	N/A	N/A (Year 8 exams on the topics covered in terms 2 - 4 instead)

<b>How parents can support:</b>	<ul style="list-style-type: none"> <li>• Discuss students homework with them (this is set once every two weeks)</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> <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> <a href="https://www.kerboodle.com/users/login?user_return_to=%2Fapp">https://www.kerboodle.com/users/login?user_return_to=%2Fapp</a>

MEGA			
Mindset	Enrichment	Google	Advanced Thinking
<p>Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.</p> <p>In History students are given time reflect and evaluate on their achievements and areas for development after each assessment</p>	<p>We enrich students through the curriculum by including a variety of learning styles and activities in lessons.</p> <p>In History we offer house competitions and an opportunity to visit a recreated trench. There may be the opportunity to visit the WW1 battlefields in France and Belgium.</p>	<p>Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.</p> <p>In History students will complete the majority of their work electronically to ensure they have organised notes. We will see a range of virtual resources to support learning such as use QR codes</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 analys, evaluation, and most importantly creativity.</p> <p>In History we regularly use thinking maps and lenses to enable students to draw well supported conclusions.</p>

# Mathematics

Intent	Implementation	Impact
<p>Students are taught in sets in Year 8 to enable each of them to work at a suitable pace. They have six Mathematics lessons per fortnight. The work covered in Year 8 builds on that of Year 7. Students will learn about Mathematics in the context of real-life issues.</p> <p>All topics are linked to “big question” themes and these will help to enrich students’ experiences of mathematics.</p>	<p>The department uses the Elmwood Press series of textbooks and each pupil will have access to a textbook in school. Many resources are available on Google Drive. The topics covered are all available on the <i>Mymaths</i> and <i>CIMT</i> websites.</p> <p>In lessons pupils will undertake a variety of activities, including:</p> <ul style="list-style-type: none"> <li>• whole class discussions - which provide opportunities for students to grow in confidence and to become effective participators</li> <li>• 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;</li> <li>• small group work – students will have opportunities to work collaboratively with other students.</li> </ul>	<p>In Year 8 pupils will recap harder year 7 topics if needed. In order to achieve an “Exceeding” at the end of Year 8, pupils would need to demonstrate most of the following skills:</p> <ul style="list-style-type: none"> <li>• Display full mastery of arithmetic including decimals, fractions &amp; percentages;</li> <li>• Recall and apply the formula for area &amp; volume to solve geometry problems.</li> <li>• Solve linear &amp; simultaneous equations;</li> <li>• Find the gradient and equation of a straight line;</li> <li>• Use grouped frequency tables and compare sets of data;</li> <li>• Perform &amp; describe transformations involving translation, reflection, rotation &amp; enlargement;</li> </ul>

	Term 1	Term 2	Term 3
<b>Big question</b>	Can you read between the lines?	Are you a designer?	Am I healthy?
<b>Skills</b>	<b>AO1 Use and apply</b> Use and interpret notation correctly <b>AO2 Reason, interpret and communicate mathematically</b> Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information <b>AO3 Solve problems within mathematics and in other context</b> Interpret results in the context of the given problem	<b>AO1 Use and apply</b> Use and interpret notation correctly <b>AO2 Reason, interpret and communicate mathematically</b> Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information <b>AO3 Solve problems within mathematics and in other context</b> Interpret results in the context of the given problem	<b>AO1 Use and apply</b> Use and interpret notation correctly <b>AO2 Reason, interpret and communicate mathematically</b> Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information <b>AO3 Solve problems within mathematics and in other context</b> Interpret results in the context of the given problem
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Recap decimal calculations &amp; division by decimals</li> <li>• “Use given” questions (place value)</li> <li>• Estimation &amp; significant figures</li> </ul>	<ul style="list-style-type: none"> <li>• Solve multi-step problems involving angle rules</li> <li>• Simplifying algebraic terms</li> <li>• Gradient of a straight line</li> <li>• Equation of a straight line <math>y=mx+c</math></li> <li>• Substitution into a formula</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems with averages, including averages from frequency tables</li> <li>• Scatter diagrams</li> <li>• Interpreting bar &amp; pie charts</li> <li>• Loci &amp; construction</li> <li>• Bearings &amp; scale drawings</li> </ul>

	<ul style="list-style-type: none"> <li>Factors, multiples &amp; primes including prime factor decomposition</li> <li>Highest common factor &amp; lowest common multiple (of large numbers)</li> <li>Add, subtract, multiply &amp; divide with fractions &amp; mixed numbers</li> <li>Recap of negative numbers &amp; BIDMAS</li> <li>Using tables to find the 1st &amp; 2nd differences of a sequence</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems with compound areas</li> </ul>	
<b>Assessment</b>	End of term written assessment Topics will also appear in subsequent assessments	End of term written assessment Topics will also appear in subsequent assessments	End of term written assessment Topics will also appear in subsequent assessments

	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Big question</b>	What is a good transformation?	Can you go the distance?	Would you “Pack it in”?
<b>Skills</b>	<b>AO1 Use and apply</b> Use and interpret notation correctly <b>AO2 Reason, interpret and communicate mathematically</b> Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information <b>AO3 Solve problems within mathematics and in other context</b> Interpret results in the context of the given problem	<b>AO1 Use and apply</b> Use and interpret notation correctly <b>AO2 Reason, interpret and communicate mathematically</b> Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information <b>AO3 Solve problems within mathematics and in other context</b> Interpret results in the context of the given problem	<b>AO1 Use and apply</b> Use and interpret notation correctly <b>AO2 Reason, interpret and communicate mathematically</b> Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information <b>AO3 Solve problems within mathematics and in other context</b> Interpret results in the context of the given problem
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Percentage increase &amp; decrease (without a calculator)</li> <li>Real life graphs</li> <li>Reflection in an equation of a straight line</li> <li>Rotation &amp; enlargement</li> <li>Find the centre of rotation/enlargement</li> <li>Expanding &amp; factorising brackets</li> <li>Solving equations with brackets &amp; unknowns on both sides</li> </ul>	<ul style="list-style-type: none"> <li>Finding the Nth term of a linear sequence</li> <li>Pythagoras’ Theorem</li> <li>Drawing straight line graphs on paper &amp; using Geogebra</li> <li>Finding the equation of a straight line</li> <li>Drawing quadratic graphs</li> <li>Using conversion graphs</li> <li>Ratio &amp; map scales</li> </ul>	<ul style="list-style-type: none"> <li>Solving equations with fractions</li> <li>Forming equations</li> <li>Volumes of cuboids, cylinders &amp; other prisms</li> <li>Surface area of 3D solids</li> <li>Percentages of an amount</li> <li>Percentage increase &amp; decrease (using a calculator)</li> <li>Probability &amp; expected outcomes</li> <li>Isometric drawing</li> </ul>
<b>Assessment</b>	End of term written assessment Topics will also appear in subsequent assessments	During Term 5 students will sit 2 Maths exam papers Topics will also appear in subsequent assessments	End of term written assessment or mini-assessment Topics will also appear in subsequent assessments



<b>How parents can support:</b>	<p>There are various ways in which parents and carers can support pupils with their learning:</p> <ul style="list-style-type: none"> <li>• It is vital that your daughter is confident with her 'times tables' so she can complete work quickly. She needs to learn them by rote. eg once 2 is 2, two 2s are 4, so she can recall the facts quickly. eg. What two numbers multiply to make 63? Practise them as you are walking along together or driving somewhere.</li> <li>• 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></li> <li>• There are many other websites with games to make practising interesting once tables have been learnt.</li> <li>• 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.</li> <li>• Help to develop your daughter's mental mathematics. When shopping, ask questions about how much change to expect. Discuss mathematical concepts that are mentioned on television programmes (percentages, averages and statistical charts are often discussed in news programmes).</li> <li>• Take an interest in what your daughter is learning in Mathematics. Look at her exercise book and question her about what she has learnt.</li> <li>• Discuss the problem-solving challenge homework questions with her or ask her about the theme of the topics she is currently learning.</li> <li>• It is fine to help your daughter with her Mathematics homework, but try to avoid the temptation of doing the questions for her. It is better to talk to her through similar questions.</li> <li>• Encourage your daughter to look over topics covered earlier in the school year or in year 7.</li> <li>• Explain the importance of mathematics to your daughter. If applicable, share with your daughter the mathematics you use in your own job.</li> </ul>
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Mindset	Enrichment	Google	Advanced Thinking
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# Modern Foreign Languages

## French

Intent	Implementation	Impact
<p>As a result of studying a language at Key Stage 3 our students develop linguistic confidence and foster an appreciation of other cultures. They can:</p> <ul style="list-style-type: none"> <li>understand and respond to spoken and written language from a variety of sources, including authentic material.</li> <li>speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions.</li> <li>write at varying lengths, for different purposes and audiences, using a variety of grammatical structures that they have learnt.</li> <li>give opinions on a range of topics and explain their ideas.</li> <li>recognise and use with confidence three different tenses to referring to the three time frames of present, past and future.</li> <li>reflect on and identify ways in which to improve their comprehension as well as the quality of their work and the clarity with which they express their ideas.</li> <li>discover and develop an appreciation of a range of writing in the language studied, including literary texts.</li> <li>recognise and appreciate cultural differences and demonstrate a curiosity about aspects of the target language culture.</li> </ul>	<p>At the beginning of year 8, we reinforce the use of the present tense and the near future to consolidate what the students have retained from their first year of learning. This is taught through the topics of town, food and eating out. To develop the students' ability to converse and write in all three time frames, year 8 then focuses on the teaching and learning of the preterite through the topics of holidays, the media, fashion and shopping. All these topics prompt the students to refer to all three time frames with the present, the near future and the preterite.</p> <p>Students study 5 big questions throughout the year to ensure breadth and depth of understanding and knowledge. Students are taught all 4 language skills and these appear in all lessons. Students are encouraged to focus on the speaking skill in lessons and homework is usually reading or listening based on vocabulary and grammar learning as well as comprehension tasks.</p> <p>We use exercise books for writing work and chromebooks for listening and reading work. All slideshows and resources are shared with students via google classroom and students have their own copy and therefore can work directly on the documents. This allows for clarity in books and more noticeable progress in the writing skills and students can revisit lessons with answers on chromebooks. Students all have a folder for reference material such as vocabulary lists and grammar rules.</p>	<p>Students can use the target language to express themselves using the present, past and future tenses as well as opinions with justifications. Students feel confident in conversing and writing on the topics taught throughout the year.</p> <p>Students enjoy learning about the culture of the countries where the target language is spoken.</p> <p>Students respond well to formative assessment and seek to perform well in their summative assessments. They are familiar with FFQ and understand the terminology to make further progress.</p> <p>Students feel confident in using the target language for their own purposes.</p> <p>Students are curious and seek to develop their knowledge of the language they learn through the use of authentic material such as music, TV, films, cinema, literature...</p> <p>Students are keen to expand their understanding and knowledge of the language and thus join extra-curricular clubs and activities.</p> <p>Students show enjoyment in lessons and show interest beyond the classroom.</p>

	Week 1 to 8	Week 9 to 16	Week 17 to 24
Big question	<i>On fait les magasins?</i> Shall we go shopping?	<i>On fait des projets?</i> Where shall we go and how?	<i>Comment est ma vie au collège?</i> What is my school life like?
Skills	- to talk about shops and shopping - to say what is sold in shops	- to talk about countries in Europe - to recognise and name different countries and	- to find out about school life in France - to talk about my school

	<ul style="list-style-type: none"> <li>- to talk about money and prices</li> <li>- to talk about food shopping</li> <li>- discuss choices when shopping</li> <li>- to give my opinions when shopping</li> <li>- to carry out role-plays in shops</li> </ul>	<ul style="list-style-type: none"> <li>continents</li> <li>- to talk about means of transport</li> <li>- to talk about what I am going to do</li> <li>- to talk about what I can or cannot do</li> <li>- to ask permission to do something</li> <li>- to describe places</li> <li>- to discuss travel plans and use the 24 hour clock</li> </ul>	<ul style="list-style-type: none"> <li>- to talk about my school subjects</li> <li>- to talk about my timetable using the time</li> <li>- to talk about my daily routine</li> <li>- to talk about my favourite subjects</li> <li>- to talk about what I want and don't want to do</li> <li>- to talk about research on computers</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- er, -ir and -re verbs in the present tense</li> <li>- expressions of quantity</li> <li>- high numbers</li> <li>- negative expressions</li> </ul>	<ul style="list-style-type: none"> <li>- prepositions with towns, countries and continents</li> <li>- <i>partir</i></li> <li>- <i>venir</i></li> <li>- future time phrases and expressions</li> <li>- the near future</li> <li>- <i>pouvoir</i></li> <li>- two verbs together</li> <li>- <i>il faut</i></li> </ul>	<ul style="list-style-type: none"> <li>- the time (analog)</li> <li>- reflexive verbs</li> <li>- revisit <i>faire</i></li> <li>- <i>apprendre</i> and <i>comprendre</i></li> <li>- comparisons</li> <li>- <i>vouloir</i></li> <li>- <i>lire, dire</i> and <i>écrire</i></li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- listening and reading skills</li> <li>- writing skill</li> </ul>	<ul style="list-style-type: none"> <li>- listening and reading skills</li> <li>- speaking skill</li> </ul>	<ul style="list-style-type: none"> <li>- listening and reading skills</li> <li>- writing skill</li> </ul>

	<b>Week 25 to 32</b>	<b>Week 33 to 40</b>
<b>Big question</b>	<i>On part en vacances et on reste en famille?</i> Where did I stay?	<i>Qu'est-ce qu'on mange?</i> Where and what shall we eat?
<b>Skills</b>	<ul style="list-style-type: none"> <li>- to describe myself and others</li> <li>- to greet and introduce people</li> <li>- to talk about staying with a family</li> <li>- to discuss helping at home</li> <li>- to talk about what I have done recently</li> <li>- to talk about presents and choices</li> <li>- to describe a visit and/or a day out</li> </ul>	<ul style="list-style-type: none"> <li>- to find out about meals and food in France</li> <li>- to find out about cafes in France</li> <li>- to say what drinks and food I like</li> <li>- to order food and drink in a cafe/restaurant</li> <li>- to describe food and recent meals</li> <li>- to talk about a picnic</li> <li>- to discuss menus</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- the perfect tense with <i>avoir</i> and <i>être</i></li> <li>- expressions of time</li> <li>- demonstrative adjectives</li> </ul>	<ul style="list-style-type: none"> <li>- partitive articles</li> <li>- <i>prendre</i></li> <li>- <i>boire</i></li> <li>- the perfect tense</li> <li>- the near future tense</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- listening and reading skills</li> <li>- writing skill</li> </ul>	<ul style="list-style-type: none"> <li>- listening and reading skills</li> <li>- speaking skill</li> </ul>

<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>- 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 and practise real life conversations</li> <li>- show an open mind to learning a language and to learning about different cultures (avoid passing on your fear of languages)</li> <li>- be encouraging and supportive when it seems difficult; there will be pit moments but this is part of learning.</li> </ul>
<b>Useful links</b>	<p><a href="http://www.language-gym.com">www.language-gym.com</a> (the school has a subscription to this and students can access with their school login)</p> <p><a href="http://www.quizlet.com">www.quizlet.com</a></p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/zgdqxn">https://www.bbc.co.uk/bitesize/subjects/zgdqxn</a></p> <p><a href="http://www.kerboodle.com">www.kerboodle.com</a> (tricolore 1 and 2)</p> <p><a href="https://www.languagesonline.org.uk/Hotpotatoes/index.html">https://www.languagesonline.org.uk/Hotpotatoes/index.html</a></p>

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## German

Intent	Implementation	Impact
<p>As a result of studying a language at Key Stage 3 our students develop linguistic confidence and foster an appreciation of other cultures. They can:</p> <ul style="list-style-type: none"> <li>• understand and respond to spoken and written language from a variety of sources, including authentic material.</li> <li>• speak with increasing confidence, fluency and spontaneity, finding ways of communicating what</li> </ul>	<p>In year 8, we reinforce the use of the present tense to refer to the present and future time frames in order to consolidate what the students have retained from their first year of learning. This is taught throughout the academic year within all the topics.</p> <p>To develop the students' ability to converse and write in all three time frames, year 8 focuses on the teaching and learning of the perfect tense through the topics of holiday, the</p>	<p>Students can use the target language to express themselves using the present, past and future tenses as well as opinions with justifications. Students feel confident in conversing and writing on the topics taught throughout the year.</p> <p>Students enjoy learning about the culture of the countries where the target language is spoken.</p>

<p>they want to say, including through discussion and asking questions.</p> <ul style="list-style-type: none"> <li>• write at varying lengths, for different purposes and audiences, using a variety of grammatical structures that they have learnt.</li> <li>• give opinions on a range of topics and explain their ideas.</li> <li>• recognise and use with confidence three different tenses to refer to the three time frames of present, past and future.</li> <li>• reflect on and identify ways in which to improve their comprehension as well as the quality of their work and the clarity with which they express their ideas.</li> <li>• discover and develop an appreciation of a range of writing in the language studied, including literary texts.</li> <li>• recognise and appreciate cultural differences and demonstrate a curiosity about aspects of the target language culture.</li> </ul>	<p>media, festivals and routine as well as the future tense with “<i>werden</i>” with the topics of health and going out.</p> <p>Students study 5 big questions throughout the year to ensure breadth and depth of understanding and knowledge. Students are taught all 4 language skills and these appear in all lessons. Students are encouraged to focus on the speaking skill in lessons and homework is usually reading or listening based on vocabulary and grammar learning as well as comprehension tasks.</p> <p>We use exercise books for writing work and chromebooks for listening and reading work. All slideshows and resources are shared with students via google classroom and students have their own copy and therefore can work directly on the documents. This allows for clarity in books and more noticeable progress in the writing skills and students can revisit lessons with answers on chromebooks. Students all have a folder for reference material such as vocabulary lists and grammar rules.</p>	<p>Students respond well to formative assessment and seek to perform well in their summative assessments. They are familiar with FFQ and understand the terminology to make further progress.</p> <p>Students feel confident in using the target language for their own purposes.</p> <p>Students are curious and seek to develop their knowledge of the language they learn through the use of authentic material such as music, TV, films, cinema, literature...</p> <p>Students are keen to expand their understanding and knowledge of the language and thus join extra-curricular clubs and activities.</p> <p>Students show enjoyment in lessons and show interest beyond the classroom.</p>
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	Week 1 to 8	Week 9 to 16	Week 17 to 24
Big question	<i>Wo bin ich in den Ferien gegangen?</i> Where did I go on holiday?	<i>Bin ich eine Medienfan?</i> Am I interested in the media?	<i>Bin ich gesund?</i> Am I healthy?
Skills	<ul style="list-style-type: none"> <li>- to compare places then and now</li> <li>- to talk about what I did on holiday</li> <li>- to talk about how I travelled</li> <li>- to talk about the weather</li> <li>- to talk about a past holiday</li> <li>- to talk about problems on holiday</li> <li>- to write a review using past tenses</li> <li>- to research unusual holiday experiences</li> <li>- to design a holiday homepage</li> <li>- to write a longer paragraph (90 words)</li> </ul>	<ul style="list-style-type: none"> <li>- to talk about film preferences</li> <li>- to talk about programmes I watch</li> <li>- to talk about reading preferences</li> <li>- to discuss screen time</li> <li>- to understand opinions and media review</li> <li>- to read for gist</li> <li>- to find out about celebrities and their language knowledge on social media</li> <li>- to research the importance of languages as a means of communication worldwide</li> <li>- to describe a photo-card</li> </ul>	<ul style="list-style-type: none"> <li>- to talk about typical breakfast</li> <li>- to discuss traditional German food</li> <li>- to understand and use recipes</li> <li>- to talk about healthy lifestyles</li> <li>- to name the body parts</li> <li>- to talk about aches and pains</li> <li>- to describe symptoms</li> <li>- to understand longer texts</li> <li>- to describe and compare dinner parties</li> <li>- to explain a menu</li> <li>- to write a paragraph to describe healthy or unhealthy habits (90 words)</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>- the imperfect tense with only <i>war, hatte, es gab</i></li> <li>- the perfect tense with <i>haben</i></li> <li>- the perfect tense with <i>sein</i></li> </ul>	<ul style="list-style-type: none"> <li>- questions and answers in the perfect tense</li> <li>- modal verb <i>wollen</i></li> <li>- prepositions with the dative case</li> </ul>	<ul style="list-style-type: none"> <li>- the verb <i>essen</i></li> <li>- <i>kein</i> (revisit)</li> <li>- the verb <i>nehmen</i></li> </ul>

	<ul style="list-style-type: none"> <li>- some irregular verbs in the perfect tense</li> <li>- combining the present and the past tenses</li> <li>- asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>- modal verbs <i>sollen, dürfen, können</i></li> <li>- asking and answering questions spontaneously</li> <li>- description language to describe a photo-card</li> </ul>	<ul style="list-style-type: none"> <li>- the imperative (<i>du</i> form)</li> <li>- the verb <i>müssen</i></li> <li>- expressions with <i>haben</i></li> <li>- adverbs of frequency</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- listening and reading skills</li> <li>- writing skill (90 words)</li> </ul>	<ul style="list-style-type: none"> <li>- listening and reading skills</li> <li>- speaking skill</li> </ul>	<ul style="list-style-type: none"> <li>- listening and reading skills</li> <li>- writing skill (90 words)</li> </ul>

	<b>Week 25 to 32</b>	<b>Week 33 to 40</b>
<b>Big question</b>	<i>Was mache ich jeden Tag?</i> What is my routine like?	<i>Wie sehe ich aus?</i> How do I look and let's go out?
<b>Skills</b>	<ul style="list-style-type: none"> <li>- to understand rules</li> <li>- to discuss daily routine</li> <li>- to understand and give directions</li> <li>- to describe a festival</li> <li>- to learn and write about festivals in Switzerland</li> <li>- to describe a festival I have visited</li> <li>- to describe an activity holiday</li> <li>- to describe a photo-card</li> <li>- to write a paragraph (90 words)</li> </ul>	<ul style="list-style-type: none"> <li>- to discuss clothes and style</li> <li>- to talk about plans for a date</li> <li>- to talk about getting ready to go out</li> <li>- to talk about how the date went</li> <li>- to talk about uniforms</li> <li>- to research fair trade labels</li> <li>- to learn about a famous German brand</li> <li>- to prepare and present a fashion show</li> <li>- to give a spontaneous commentary</li> <li>- to describe a photo-card</li> <li>- to carry out a role-play</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- <i>dürfen</i> and <i>müssen</i></li> <li>- reflexive verbs</li> <li>- separable verbs</li> <li>- revisit the time</li> <li>- the imperative with <i>du, ihr</i> and <i>Sie</i></li> <li>- <i>zu</i> + the dative case</li> <li>- adjectives endings before a noun in the nominative and accusative cases</li> <li>- the perfect tense (revisit)</li> <li>- reflexive and separable verbs in the perfect tense</li> </ul>	<ul style="list-style-type: none"> <li>- <i>wenn</i> clauses</li> <li>- adjective endings after “a/an”</li> <li>- <i>tragen</i></li> <li>- the future tense</li> <li>- Time, Manner, Place</li> <li>- asking questions with a variety of verbs</li> <li>- past, present and future tenses together</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- listening and reading skills</li> <li>- writing skill (90 words)</li> </ul>	<ul style="list-style-type: none"> <li>- listening and reading skills</li> <li>- speaking skill</li> </ul>

<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>- 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> </ul>
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	<ul style="list-style-type: none"> <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 (avoid passing on your fear of languages)</li> <li>- be encouraging and supportive when it seems difficult; there will be pit moments but this is part of learning.</li> </ul>
<b>Useful links</b>	<p><a href="http://www.language-gym.com">www.language-gym.com</a> (the school has a subscription to this and students can access with their school login)</p> <p><a href="http://www.quizlet.com">www.quizlet.com</a></p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/zgdqxn">https://www.bbc.co.uk/bitesize/subjects/zgdqxn</a></p> <p><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a> (Stimmt 2)</p> <p><a href="https://www.languagesonline.org.uk/Hotpotatoes/index.html">https://www.languagesonline.org.uk/Hotpotatoes/index.html</a></p>

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

## Spanish

Intent	Implementation	Impact
<p>As a result of studying a language at Key Stage 3 our students develop linguistic confidence and foster an appreciation of other cultures. They can:</p> <ul style="list-style-type: none"> <li>• understand and respond to spoken and written language from a variety of sources, including authentic material.</li> <li>• speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions.</li> <li>• write at varying lengths, for different purposes and audiences, using a variety of grammatical structures that they have learnt.</li> </ul>	<p>At the beginning of year 8, we reinforce the use of the present tense and the near future to consolidate what the students have retained from their first year of learning. This is taught through the topics of town, food and eating out. To develop the students' ability to converse and write in all three time frames, year 8 then focuses on the teaching and learning of the preterite through the topics of holidays, the media, fashion and shopping. All these topics prompt the students to refer to all three time frames with the present, the near future and the preterite.</p> <p>Students study 5 big questions throughout the year to ensure breadth and depth of understanding and knowledge. Students</p>	<p>Students can use the target language to express themselves using the present, past and future tenses as well as opinions with justifications. Students feel confident in conversing and writing on the topics taught throughout the year.</p> <p>Students enjoy learning about the culture of the countries where the target language is spoken.</p> <p>Students respond well to formative assessment and seek to perform well in their summative assessments. They are familiar with FFQ and understand the terminology to make further progress.</p> <p>Students feel confident in using the target language for their own</p>

<ul style="list-style-type: none"> <li>• give opinions on a range of topics and explain their ideas.</li> <li>• recognise and use with confidence three different tenses to refer to the three time frames of present, past and future.</li> <li>• reflect on and identify ways in which to improve their comprehension as well as the quality of their work and the clarity with which they express their ideas.</li> <li>• discover and develop an appreciation of a range of writing in the language studied, including literary texts.</li> <li>• recognise and appreciate cultural differences and demonstrate a curiosity about aspects of the target language culture.</li> </ul>	<p>are taught all 4 language skills and these appear in all lessons. Students are encouraged to focus on the speaking skill in lessons and homework is usually reading or listening based on vocabulary and grammar learning as well as comprehension tasks.</p> <p>We use exercise books for writing work and chromebooks for listening and reading work. All slideshows and resources are shared with students via google classroom and students have their own copy and therefore can work directly on the documents. This allows for clarity in books and more noticeable progress in the writing skills and students can revisit lessons with answers on chromebooks. Students all have a folder for reference material such as vocabulary lists and grammar rules.</p>	<p>purposes.</p> <p>Students are curious and seek to develop their knowledge of the language they learn through the use of authentic material such as music, TV, films, cinema, literature...</p> <p>Students are keen to expand their understanding and knowledge of the language and thus join extra-curricular clubs and activities.</p> <p>Students show enjoyment in lessons and show interest beyond the classroom.</p>
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	Week 1 to 8	Week 9 to 16	Week 17 to 24
Big question	¿Dónde vivo? Where do I live?	¿Qué voy a tomar? What shall we eat?	¿Vamos de vacaciones? Let's go on holiday?
Skills	<ul style="list-style-type: none"> <li>- to recognise and name places in town</li> <li>- to describe where I go in town</li> <li>- to ask for and give directions</li> <li>- to discuss plans for the weekend</li> <li>- to compare rural and urban environments</li> <li>- to describe how areas have changed over time</li> <li>- to research and present Spanish speaking areas</li> <li>- to ask and answer questions</li> <li>- to describe a photo-card</li> <li>- to write a short paragraph</li> </ul>	<ul style="list-style-type: none"> <li>- to talk about mealtimes</li> <li>- to talk about shopping for food</li> <li>- to recognise and use higher numbers for prices</li> <li>- to understand menus and order food and drinks in a restaurant</li> <li>- to find out about typical Spanish food</li> <li>- to talk about a past meal</li> <li>- to talk about likes and dislikes</li> <li>- to mix tenses</li> <li>- to read extended texts</li> <li>- to practise role-plays</li> <li>- to describe a photo-card orally</li> </ul>	<ul style="list-style-type: none"> <li>- to talk about transport and travelling</li> <li>- to describe holiday activities</li> <li>- to describe holiday experience</li> <li>- to describe a past holiday</li> <li>- to extend narration of events in the past</li> <li>- to describe future holiday plans</li> <li>- to research Guatemala and other Spanish speaking destinations</li> <li>- to describe a photo-card</li> <li>- to write a longer paragraph using three tenses</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>- the use of <i>hay</i></li> <li>- <i>ir</i> in the present tense</li> <li>- the imperative mood</li> <li>- the near future</li> <li>- the comparative <i>tan</i> and <i>tan... como</i></li> <li>- expressions in the imperfect tense</li> </ul>	<ul style="list-style-type: none"> <li>- time expressions, time phrases</li> <li>- expressions with <i>tener</i></li> <li>- high numbers</li> <li>- the preterite of regular verbs (-ar, -er and -ir)</li> <li>- <i>tú</i> and <i>usted</i></li> <li>- past, present and future tenses together</li> </ul>	<ul style="list-style-type: none"> <li>- <i>ir</i> with prepositions</li> <li>- verb <i>soler</i></li> <li>- slang recognition for speaking</li> <li>- preterite tense of regular and irregular verbs</li> <li>- the near future (revisit)</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>- listening and reading skills</li> <li>- writing skill</li> </ul>	<ul style="list-style-type: none"> <li>- listening and reading skills</li> <li>- speaking skill</li> </ul>	<ul style="list-style-type: none"> <li>- listening and reading skills</li> <li>- writing skill</li> </ul>



	Week 25 to 32	Week 33 to 40
<b>Big question</b>	<i>¿Me interesan los medios de comunicación?</i> Am I interested in the media?	<i>¿Qué pienso de la moda e ir de compras?</i> What do I think of fashion and shopping?
<b>Skills</b>	<ul style="list-style-type: none"> <li>- to discuss the internet and social media</li> <li>- to discuss TV programmes</li> <li>- to talk about watching films in the cinema or at home</li> <li>- to discuss musical tastes</li> <li>- to create an online profile</li> <li>- to describe a photo-card</li> <li>- to describe a film I have seen</li> <li>- to practise a role-play</li> <li>- to write a paragraph about the media</li> </ul>	<ul style="list-style-type: none"> <li>- to describe what I wear</li> <li>- to describe fashion in detail</li> <li>- to talk about shopping on the high street</li> <li>- to talk about and describe a visit to the shopping centre</li> <li>- to deal with problems when shopping</li> <li>- to discuss hypothetical situations if I won the lottery</li> <li>- to research and find out about fashion in Spanish speaking countries</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- negative expressions</li> <li>- <i>acabar de</i></li> <li>- comparison with <i>mejor</i> and <i>peor</i> + <i>preferir...a</i></li> <li>- <i>ser</i> and <i>estar</i></li> <li>- three time frames</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrative adjectives</li> <li>- the present continuous tense</li> <li>- indefinite adjectives</li> <li>- cardinal and ordinal numbers</li> <li>- direct object pronouns</li> <li>- the conditional tense</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- listening and reading skills</li> <li>- writing skill</li> </ul>	<ul style="list-style-type: none"> <li>- listening and reading skills</li> <li>- speaking skill</li> </ul>

<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>- 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 (avoid passing on your fear of languages)</li> <li>- be encouraging and supportive when it seems difficult; there will be pit moments but this is part of learning.</li> </ul>
<b>Useful links</b>	<p><a href="http://www.language-gym.com">www.language-gym.com</a> (the school has a subscription to this and students can access with their school login)</p> <p><a href="http://www.quizlet.com">www.quizlet.com</a></p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/zgdqxn">https://www.bbc.co.uk/bitesize/subjects/zgdqxn</a></p> <p><a href="http://www.kerboodle.com">www.kerboodle.com</a> (claro 2)</p>



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

# Music

Intent	Implementation	Impact
Through the interrelated study of theory (reading and notating music), performing (developing instrumental and vocal skills), composing (creating music) and listening to/appraising music from a variety of cultures, times and genres the curriculum aims to give students a greater understanding of music, an opportunity to participate in performances in and beyond the classroom and to express themselves through creating music.	At Key Stage 3 the topics have been chosen to cover a range of styles, cultures/ traditions and genres. The sequence in which they are taught, and content, is appropriate as the units are connected by progressive developments of theory knowledge, musical structure, performing skills and composing with each unit successively building on these areas. Lessons are taught as a mixture of related activities - listening, theory knowledge and performing/composing. Self and peer assessment is a regular feature of lessons as students reflect on what they have achieved and how this can be improved. There is a core assessment task at the end of each unit which may be a performing or composing task. Knowledge of theory and listening skills are tested in tasks given for homework or during lessons in each unit. All performing, theory and composition tasks are designed to challenge the individual student and material/responses are differentiated but with the aim of enabling all students to make outstanding progress, whatever their level. Revision and returning to previous learning and skills is also a feature of the curriculum enabling students to embed their knowledge and understanding of theory, instrumental skills and musical features.	In year 8 , students will develop the skills they started in year 7 by extending and developing musical ideas and performances, increasing technical proficiency and developing an appropriate expressive quality in performing and composing.

	Term 1	Term 2	Term 3
Big question	What is the Blues? - ‘Bags Groove’	What is the Blues? continued? -	What is a riff?
Skills	<ul style="list-style-type: none"> <li>Performing blues music individually and in groups</li> <li>Improvisation</li> <li>Composing a blues piece using a DAW</li> </ul>	<ul style="list-style-type: none"> <li>Performing blues music individually and in groups</li> <li>Improvisation</li> <li>Composing a blues piece using a DAW</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing</li> <li>using DAW to record performance of a riff and adding loops/rhythms</li> <li>Identifying chord notes and passing notes.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>What are the fundamentals of Blues, its history and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>What are the fundamentals of Blues, its history and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>What are the fundamentals of a riff</li> <li>Bass clef</li> </ul>

	<ul style="list-style-type: none"> <li>12- bar blues</li> <li>Chords structure - C F G the primary chords I, IV, V</li> <li>The blues scale</li> <li>Transposition - the key of G major</li> <li>How to add a bass line</li> <li>How to create an improvisation using the blues scale</li> <li>Swung and triplet rhythms</li> <li>Chord inversions</li> </ul>	<ul style="list-style-type: none"> <li>12- bar blues</li> <li>Chords structure - C F G the primary chords I, IV, V</li> <li>The blues scale</li> <li>Transposition - the key of G major</li> <li>How to add a bass line</li> <li>How to create an improvisation using the blues scale</li> <li>Swung and triplet rhythms</li> <li>Chord inversions</li> </ul>	<ul style="list-style-type: none"> <li>How to develop a bass line</li> <li>rhythms and loops</li> </ul>
<b>Assessment</b>	Continuous verbal formative assessment. Core assessment task at the end of the unit. Working in pairs	Core assessment task at the end of the unit. Composing (pairs)	Core assessment of performing and sequencing (pairs)

	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Big question</b>	What is Ambient Music?	Saharan Sounds like?	What makes a good song?
<b>Skills</b>	<ul style="list-style-type: none"> <li>Creating an ambient composition using a DAW</li> <li>Listening to different examples of ambient music to understand how the music is created, its purpose and effect.</li> <li>The fundamentals of ambient music - how the musical elements are used to create the mood/effect and how this compares with other music.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise, perform and create African music with an understanding of musical conventions and processes</li> <li>To explore different rhythmic processes used in African music – cyclic rhythms, polyrhythms, syncopation and call and response and apply these to own composition and performance activities</li> <li>To learn about different African musical instruments and make connections between these sounds and timbres available within the classroom</li> <li>Listen to a range of different African music, identifying characteristic musical features</li> </ul>	Creating and performing a cover version of a popular song as part of a group. Combines the knowledge and skills gained over the course but giving students a chance to choose their own material and demonstrate how creative they can be.
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>How ambient tunes are constructed</li> <li>The use of timbre in ambient music</li> <li>Instrumental Pads</li> <li>Effects such as echo/delay</li> <li>Added chords</li> </ul>	<ul style="list-style-type: none"> <li>Djembe Performance Technique: Bass, Tone and Slap Sounds,</li> <li>Improvisation,</li> <li>Textures: Cyclic and Polyrhythms,</li> <li>African Musical Instruments: Membranophones, Idiophones, Chordophones, Aerophones;</li> <li>Master Drummer,</li> <li>Ostinato,</li> <li>Syncopation,</li> <li>Call and Response</li> </ul>	<ul style="list-style-type: none"> <li>Popular Song Structure: Introduction (intro),</li> <li>Verse(s), Strophic, Link, PreChorus, Chorus, Bridge/Middle 8, Coda (outro); Lyrics, Hook, Riff, Melody, Counter-Melody, Texture, Chords, Accompaniment, Bass Line, Lead Sheet, Arrangement, Cover Version, Melodic Motion: Conjunct, Disjunct, Range; Instruments, Timbres and Sonorities in Songs.</li> </ul>

Assessment	Continuous verbal formative assessment. Individual composition.	Assessment: Performance of a chosen piece either vocal or drumming.(group)	Core assessment of composition (group)
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How parents can support:	By looking at the Music google classroom to see what work has been set and encouraging students to complete work to the best of their ability. As the keyboard is the ‘instrument of choice’ it would be very useful for students to have access to a keyboard outside of the classroom if possible. This could be a piano or electronic keyboard (however small)
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MEGA			
Mindset	Enrichment	Google	Advanced Thinking
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# Physical Education

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

	Term 1			Term 2		
Big question	<p>Orienteering/Fitness</p> <p><i>What is more important, health or fitness?</i></p>	<p>Dance</p> <p>(this can be term 1 or 2)</p> <p><i>What's more important, accuracy or expression?</i></p>	<p>Netball</p> <p><i>Why do I need to know the rules of netball?</i></p>	<p>Badminton</p> <p><i>Does an understanding of my ability affect my performance?</i></p>	<p>Gymnastics</p> <p>(this can be term 1 or 2)</p> <p><i>How does Gymnastics impact my body?</i></p>	<p>Football</p> <p><i>Why do I need to know the rules of football?</i></p>
Skills	<p>Developing skills to solve problems, either individually or as a group.</p> <p>Pupils will be able to analyse their performances compared to previous ones and demonstrate improvements to achieve their personal best.</p> <p>Develop their confidence in using a map - to plan strategically an effective route.</p> <p>Experiment with pace - to get the best outcome (fast time)</p>	<p>Perform on stage and in front of others</p> <p>Choreograph a routine based on Matthe Bourne's Nutcracker</p> <p>Work collaboratively with other students</p> <p>Evaluate other's choreography and performance</p> <p>Explore a variety of dance movements developing their physical confidence in dance</p>	<p>Passing and receiving to keep possession</p> <p>How to use space and beat an attacker</p> <p>Apply skills to competitive situations</p> <p>Teamwork</p> <p>Analysis and Evaluation of their own and others' performance.</p>	<p>Learn to make and apply the correct decision-making more frequently</p> <p>Understand how playing badminton improves fitness</p> <p>Analysis and Evaluation of their own and others' performances.</p> <p>Forehand service, directing the shuttle and use of a forehand and backhand grip</p> <p>Use of skills in a competitive environment.</p>	<p>How to perform in front of others</p> <p>Work on accurately replicating movements (basic and complex cheerleading skills)</p> <p>Work collaboratively</p> <p>Evaluate other's choreography and performance.</p>	<p>Pass, receive and move with the ball using different parts of their foot - in challenging/competitive situations.</p> <p>Learn to make and apply the correct decision-making when attacking and defending.</p> <p>Learn to work as part of a team.</p> <p>Build upon their knowledge of the rules.</p> <p>Analysis and Evaluation of their own and others' performance.</p>
Knowledge ge	<p>Know-how orienteering impacts their body and fitness.</p> <p>How to read a map</p> <p>What makes effective teamwork</p> <p>How to evaluate their performance.</p>	<p>Know how to link actions to words/feelings/emotions</p> <p>How to work as part of a group</p> <p>How to evaluate their own and other performances</p> <p>How to add variety to their choreography</p>	<p>To expand on existing knowledge and ability by developing;</p> <p>Tactical understanding and Rules</p> <p>Performance in skills that are more complex and more demanding.</p> <p>Focus on attacking, defending and using space</p>	<p>Know how to make the correct decisions in competitive situations</p> <p>Be confident in the basic and some complex rules of badminton and use them in a competitive situation.</p> <p>Know how to evaluate their own and others' performances</p>	<p>Know how to link together movements effectively.</p> <p>How to work as part of a group</p> <p>Know how to evaluate their own and other performances</p> <p>Know how to add variety to their choreography and their performance</p> <p>Use music to aid their</p>	<p>Know how to use basic principles of attack and defence to plan strategies.</p> <p>Pupils will work on improving the quality of their skills.</p> <p>Build on their knowledge of the rules.</p> <p>How to analyse and evaluate performance</p>

				Transfer skills successfully into a competitive environment.	performance.	
<b>Assessment</b>	Teacher, peer and self-assessment - against the PE departments assessment criteria	Teacher, peer and self-assessment - against the PE departments assessment criteria	Teacher, peer and self-assessment - against the PE departments assessment criteria	Teacher, peer and self-assessment - against the PE departments assessment criteria	Teacher, peer and self-assessment - against the PE departments assessment criteria (linked to TECCA)	Teacher, peer and self-assessment - against the PE departments assessment criteria

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

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

# Religious Studies

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

	Term 1	Term 2	Term 3	Term 4
<b>Big question</b>	Why is there suffering in the world?		What is good and what is challenging about being a teenage Muslim in Britain today?	
<b>Skills</b>	Application and evaluation		Application and evaluation	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>The philosophical and theological problems of evil</li> <li>Responses to the problem of evil</li> <li>The story of Job</li> <li>How Jesus responded to suffering</li> <li>How Christian charities respond to suffering</li> <li>Buddhist views on suffering</li> </ul>		<ul style="list-style-type: none"> <li>Origins of Islam</li> <li>The Five Pillars of Islam</li> <li>Modesty laws</li> <li>Food and dietary laws</li> <li>Differences between Sunni and Shia Islam</li> <li>Islamophobia</li> <li>The work of interfaith groups</li> </ul>	
<b>Assessment</b>	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	Written assessment checking application of knowledge and comparative skills

	Term 5	Term 6
<b>Big question</b>	Is death the end and does that matter?	
<b>Skills</b>	Application and evaluation of philosophical arguments	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Different philosophical ideas on mind and body distinction</li> </ul>	



	<ul style="list-style-type: none"> <li>• Biblical accounts of life after death</li> <li>• Different origins of Christian accounts of heaven and hell</li> <li>• The sanctity of life</li> <li>• How Christian Aid embodies the idea of sanctity of life</li> <li>• What happens at a Christian funeral</li> <li>• Buddhist beliefs about the afterlife</li> <li>• Hindu beliefs about the afterlife</li> <li>• Humanism and non-belief in life after death</li> <li>• The role of near death experiences in understanding life after death</li> </ul>	
<b>Assessment</b>	Knowledge based Google quiz and written assessment checking application of knowledge	Written assessment checking application of knowledge and comparative skills

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

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# Science

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	Term 1	Term 2	Term 3	Term 4
<b>Big question</b>	Why is there suffering in the world?		What is good and what is challenging about being a teenage Muslim in Britain today?	
<b>Skills</b>	Application and evaluation		Application and evaluation	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>The philosophical and theological problems of evil</li> <li>Responses to the problem of evil</li> <li>The story of Job</li> <li>How Jesus responded to suffering</li> <li>How Christian charities respond to suffering</li> <li>Buddhist views on suffering</li> </ul>		<ul style="list-style-type: none"> <li>Origins of Islam</li> <li>The Five Pillars of Islam</li> <li>Modesty laws</li> <li>Food and dietary laws</li> <li>Differences between Sunni and Shia Islam</li> <li>Islamophobia</li> <li>The work of interfaith groups</li> </ul>	
<b>Assessment</b>	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	Written assessment checking application of knowledge and comparative skills

	Term 5	Term 6
<b>Big question</b>	Is death the end and does that matter?	
<b>Skills</b>	Application and evaluation of philosophical arguments	
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<b>Assessment</b>	Knowledge based Google quiz and written assessment checking application of knowledge	Written assessment checking application of knowledge and comparative skills

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

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