Maidstone Grammar School
for Girls

Non sibi sed omnibus

Year 8 Curriculum Information 2024-25

A Reference Booklet
for Parents and Carers

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A forward-thinking community with a tradition of excellence

Dear Parents and Carers

This booklet 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 curriculum, 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.

The Year 8 Curriculum at MGGS

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

Subject 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

Our Year 8 students follow the programmes of study of the National Curriculum (NC). Central to all our lessons is a thinking based approach. We want our students to explore 'big questions and themes'; to research, discuss, analyse and reach carefully considered opinions and views. We also have scheduled into the timetable two hours a fortnight of enrichment that looks at issues 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.

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 highly-regarded Extended Project Qualification.

Google

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

We teach, collaborate and communicate via Google throughout the school. New students often comment on how Google has transformed their learning. All our students have their own chromebook. There are Google Classrooms and Drives for subjects, houses and many other groups, including Student Voice and Careers. Additionally, MGGS has been selected by the DfE to be a Computing Hub school, one of only 30 in the country.

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.

A forward-thinking community with a tradition of excellence

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

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

What do the grades in tracking reviews and reports mean?
The attainment grades mean that if your daughter continues to work as she is now working then by the time she takes her GCSEs she is likely to receive the following grades, based on her current progress:

GCSE grades	9	8	7	6	5	4	3	2	1
MGGS Attainment grades	Achieving our highest expectations			Meeting our expected standard		Working below our expected standard			

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

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 Review' document in term 2, along with a full School Report by 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 that gives you the chance to meet your daughter's teachers.

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.

A variety of homework tasks and activities are 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
- develop ICT and/or handwriting as appropriate
- develop communication skills in presentations to others

Homework is set regularly in each subject area and your daughter will have been given a homework timetable which tells her which homework is being set on particular days. In some subjects such as Music, Art and Design & Technology, homework times may be

amalgamated into ‘blocks of time’ so that a larger piece of work can be completed. In such cases, students will be advised of this at the start of the block of time so that they can plan how and when they complete the work.

All homework will be set via Google Classroom. She should show you this via her school Chromebook on a regular basis. It would be very helpful if you could check that she is using Google Classroom effectively to manage her homework and complete it on time. At MGGS, the amount of homework for each subject is scheduled as follows:

Year 8	**Homework allocations: two week timetable cycle**
Art	1 x 40 minutes
Design and Technology	3 x 20 minutes
Drama	1 x 40 minutes
English	2 x 50 minutes
Geography	1 x 50 minutes
History	1 x 50 minutes
Computing	1 x 40 minutes
Mathematics	2 x 50 minutes
French German or Spanish	2 x 20 minutes 2 x 20 minutes
Music	1 x 40 minutes
Religious Studies	1 x 40 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 and Drives which form part of the school’s virtual learning environment. These will contain a lot of useful information for students to use and which can be accessed 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
In Year 8 we build on skills learned in Year 7, further exploring the formal elements but within the context of the 20th Century art movements. This is to give students an overview of how art today has evolved over the last century, to give them the opportunity to further develop analytical skills and provide them the chance to develop further skills in different media in an appropriate manner.	Students will work through a series of mini projects based on different art movements throughout the first half of the year, developing analytical and technical skills across appropriate techniques, alongside and understanding of how art relates to its context. They will then more thoroughly explore Pop Art and develop their own series of personal responses in a more thorough manner.	At the end of the year, students should have a more confident technical ability across a broader range of skills and a more fluent understanding of how to analyse and respond to an artist's work. They will be starting to show a creative approach to design and development, beginning to come up with ideas independently.

	Term 1		Term 2		Term 3
Big question	How can I visually express my mood in my work?	How can I show different viewpoints in my work?	How can I use surrealism as a creative outlet?		How can I visually express myself in an abstract way?
Skills	Photography, Oil Pastel Drawing	Photography	Tonal Pencil	Watercolour (pencils)	Mixed media
Knowledge	20th Century Timeline Work of German Expressionists (Kirchner) Showing mood in art	Work of Cubists (Picasso)	Composition	Work of Surrealists (Exquisite Corpse) Automatism	Work of Abstract Expressionists (Lee Krasner) Action Painting/Colour Field Painting Synaesthesia/work of Wassily Kandinsky
Assessment	The 'NEWSFEED' document provides opportunities for self reflection, teacher grading, RAGging, written feedback and student responses to teacher feedback. Some of these opportunities are Peer led.				
	CORE ASSESSMENT: Expressionism analysis, Expressionism Outcome (Peer)		CORE ASSESSMENT: Cubism outcome, Surrealism Outcome		CORE ASSESSMENT: Abstract Expressionism analysis (Peer), Abstract Expressionism outcome

	Term 4	Term 5	Term 6
Big question	What makes Pop Art popular?	How can I use Pop Art in a contemporary manner?	How can I create a successful reduction lino print?
Skills	Analytical skills, graphical pen work.	Design, graphical pen work	Reduction Lino Printing
Knowledge	Work of Pop Artists (Warhol/Blake/Haring) Precision in graphics	Design and planning process	Work of Pop Artists (Roy Lichtenstein) Onomatopoeia Reduction Lino print process

Assessment	The 'NEWSFEED' document provides opportunities for self reflection, teacher grading, RAGging, written feedback and student responses to teacher feedback. Some of these opportunities are Peer led.		
	CORE ASSESSMENT: Pop Art Research Page	CORE ASSESSMENT: Pop Art personal outcome (Peer), Year 8 Exam	CORE ASSESSMENT: Reduction Lino Print

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Students continue to be encouraged in their persistence and growth mindset, further exploring a range of areas within art enabling everybody a chance to succeed. They are encouraged to practice continuously in order to further embed their knowledge and skills.	Students who enjoy art and design are welcome to attend the KS3 art club run by our amazing art prefects and Colour and Chat with Mrs Jenkins. In addition to this, there is a homework club for students to come and complete the work they need to do within the art department. Other opportunities, e.g. competitions, are also available on the 'Art Vision Extra' Google Classroom.	All student resources, including lesson slides and supporting videos are kept on the 'Art Students' google drive area, alongside other resources to support independent learning. Assignments and messages are posted routinely on google classroom.	Persistence and Striving for Accuracy are frequently highlighted throughout the year and embedded into the curriculum. De Bono's 6 hats are used to support art analysis and reflection. We frequently use bloom's taxonomy to frame our questions, encouraging students to use higher order thinking skills.

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

Computing

Intent	Implementation	Impact
The increasing use of technology in all aspects of society makes confident, creative and productive use of computing an essential skill for life. Computing capability encompasses not only the mastery of technical skills and techniques, but also the understanding to apply these skills purposefully, safely and responsibly in learning, everyday life and employment.	In Year 8 students continue to develop an understanding by beginning their journey learning a text-based programming language. Students are introduced to the syntax of the Python programming language and continue to extend their knowledge of programming. Other key areas that we learn about this year are the dangers on the internet, digital laws and how to remain safe online. Students are also introduced to functions and formulas in spreadsheets enabling them to be used effectively in the workplace.	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
Big question	What makes a good Digital Citizen?	How can I write programs in Python using Sequence?	How is data represented in the Computer?
Skills	Be able to explain key online safety terminology - Malware, Virus, Internet Banking, Cyberbullying, Digital Footprint, Digital Divide and the Digital Laws.	Problem solving, Python syntax, sequence.	Numeracy skills, binary number conversion and arithmetic.
Knowledge	An understanding of the benefits and dangers of Internet Banking. Classification of the types of Malwares. Be able to explain the key features of digital laws - GDPR, Copyright laws etc. Be able to explain the importance of digital footprint, cyber-bullying and reporting online dangers. Design and implement an online safety website.	➔ Understanding the input-process-output cycle of a computer system. ➔ Simple structures using the Python programming language. ➔ Be able to use variables and input/output constructs in programs. ➔ Designing creative projects using Python.	➔ Understand the term bits and bytes ➔ Be able to convert numbers between the three number systems - binary, hexadecimal and denary. ➔ Be able to perform binary arithmetic. This unit provides the basic knowledge for further learning of data representation in Year 9.
Assessment	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

	Term 4	Term 5	Term 6
Big question	How can I write programs in Python using Selection?	What Computing skills do I need in the world of work?	How can I write programs in Python using Iteration?
Skills	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.
Knowledge	➔ Students will recap their knowledge of programming constructs from Term 2. ➔ Understand that selection can be used to make decisions in programs. ➔ Designing and building a text-based maze game.	➔ Explore the various job roles that require Computing skills and relate it to their future goals. ➔ Be able to produce formulae and functions to ease simple calculations using a spreadsheet. ➔ Organise information, manipulate data and design charts to analyse the data.	➔ Understand that iteration can be used to reduce repeated commands ➔ Be able to decompose a problem and provide a solution. ➔ The fundamentals of programming using the turtle. ➔ Combining techniques of selection and iteration to create spirographs and abstract art using Python turtle programming.
Assessment	End of unit assessment on programming terms and predicting outcomes	Year 8 examination	Mini art project spanning 2-3 weeks.

How parents can support:	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. 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.
Useful links	https://www.bbc.co.uk/bitesize/subjects/zvc9q6f - KS3 Computer Science http://www.thinkuknow.co.uk/ - Guide to internet safety https://www.tutorialspoint.com/python/python_basic_syntax.htm http://www.bbc.co.uk/technology - Latest technology news

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

Design and Technology - Fashion & Textiles

Intent	Implementation	Impact
Students develop 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
Big question	Are there parallel practices in fashion and architecture?	Are there parallel practices in fashion and architecture?	Are there parallel practices in fashion and architecture?
Skills	Designing - understanding contexts, users and purposes. Designing - generating, developing, modelling and communicating ideas.	Designing - generating, developing, modelling and communicating ideas. Making - planning.	Making - practical skills and techniques. Technical knowledge - making products work.
Knowledge	• How to generate CADs from mark making. • How to create structural techniques such as stitch and slash. • How to create structural techniques such as weaving.	• How to create structural techniques such as reverse applique. • How to draw inspiration from the work of others. • How to generate design ideas using architecture as inspiration.	• How to use the sewing machine. • How to change the settings of the sewing machine for different stitches.
Assessment	Technique sampling.	Design ideas.	Technical knowledge and skills.

	Term 4	Term 5	Term 6
Big question	Are there parallel practices in fashion and architecture?	Are there parallel practices in fashion and architecture?	Are there parallel practices in fashion and architecture?
Skills	Making - planning, practical skills and techniques. Technical knowledge - making products work.	Making - planning, practical skills and techniques. Technical knowledge - making products work.	Making - planning, practical skills and techniques. Technical knowledge - making products work. Evaluating - own ideas and products.
Knowledge	• How to use the sewing machine. • How to change the	• How to construct garments using the sewing machine.	• How to construct garments using the sewing machine.

	settings of the sewing machine for different stitches.		• How to evaluate products using third party feedback.
Assessment	Technical knowledge and skills.	Technical knowledge and skills.	Practical outcome and evaluation.

How parents can support:	The department aims to help parents/carers by supplying as much as we can to allow students to make a speedy start to units of work with appropriate high quality materials and resources specific to the topics. Most of the resources are single use, therefore we would be appreciative of ensuring that your daughter has access to these by completing the contributions letter sent home and returning it with payment as soon as possible. Costings are calculated to ensure that these are the absolute minimum for the provision of the materials. On occasions your daughter may be required to provide additional decorative or specialist materials to enhance her practical work.
Useful links	• All lessons/resources are posted onto Google Classroom • www.technologystudent.com

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

Design and Technology - 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
Big question	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?
Skills	Cooking and nutrition - where food comes from. Cooking and nutrition - food preparation, cooking and nutrition.	Cooking and nutrition - where food comes from. Cooking and nutrition - food preparation, cooking and nutrition.	Cooking and nutrition - where food comes from. Cooking and nutrition - food preparation, cooking and nutrition.
Knowledge	• Food hygiene, health and safety protocols. • Food preparation skills. • Theoretical and practical understanding of bread making. • Understanding of how to adapt the flavours of foods.	• Food preparation skills. • Theoretical and practical understanding of pastry making. • How to reduce waste in food preparation/use.	• Food preparation skills. • Theoretical and practical understanding of bread and pastry making. • Protein denaturation and coagulation.
Assessment	Food poisoning bacteria report.	Food waste campaign.	Protein denaturation and coagula report.

	Term 4	Term 5	Term 6
Big question	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?
Skills	Cooking and nutrition - where food comes from. Cooking and nutrition - food preparation, cooking and nutrition.	Cooking and nutrition - where food comes from. Cooking and nutrition - food preparation, cooking and nutrition.	Cooking and nutrition - where food comes from. Cooking and nutrition - food preparation, cooking and nutrition.
Knowledge	• Food preparation skills. • Theoretical and practical understanding of bread and pastry making. • Food processing	• Food preparation skills. • Theoretical and practical understanding of bread and pastry making. • How to adapt and alter	• Food preparation skills. • Theoretical and practical understanding of

	methods and their impact on health.	recipes.	bread and pastry making. • Ethical and economic debates on food production.
Assessment	Food processing report.	Recipe adaptation.	Food debate.

How parents can support:	The department aims to help parents/carers by supplying as much as we can to allow students to make a speedy start to units of work with appropriate high quality materials and resources specific to the topics. Most of the resources are single use, therefore we would be appreciative of ensuring that your daughter has access to these by completing the contributions letter sent home and returning it with payment as soon as possible. Costings are calculated to ensure that these are the absolute minimum for the provision of the materials. On occasions your daughter may be required to provide additional decorative or specialist materials to enhance her practical work.
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Design and Technology - 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
Big question	What influences the design of a product?	What influences the design of a product?	What influences the design of a product?
Skills	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.
Knowledge	• The work of others. • How to identify target markets and carry out client profiling. • Properties of materials.	• How to use sources of inspiration when designing. • How to generate a range of design ideas suited to the needs of the identified client. • General properties of materials.	• How to model ideas to test the design. • Physical and working properties of materials. • How to plan for accurate and high quality manufacture.
Assessment	Investigation into the work of others.	Design ideas.	Plan for manufacture.

	Term 4	Term 5	Term 6
Big question	What influences the design of a product?	What influences the design of a product?	What influences the design of a product?
Skills	Making - planning, practical skills and techniques. Technical knowledge - making products work.	Making - planning, practical skills and techniques. Technical knowledge - making products work. Evaluating - own ideas and products.	Technical knowledge - making products work. Evaluating - own ideas and products.
Knowledge	• How to shape and form materials through waste, forming and addition processes.	• How to shape and form materials through waste, forming and addition processes. • Identification of what improvements need	• Identification of what improvements need making and how to implement these. • How to make use of third party feedback.

		making and how to implement these.	• How to evaluate against design criteria.
Assessment	Technical knowledge and skills.	Practical outcome.	Evaluation.

How parents can support:	The department aims to help parents/carers by supplying as much as we can to allow students to make a speedy start to units of work with appropriate high quality materials and resources specific to the topics. Most of the resources are single use, therefore we would be appreciative of ensuring that your daughter has access to these by completing the contributions letter sent home and returning it with payment as soon as possible. Costings are calculated to ensure that these are the absolute minimum for the provision of the materials. On occasions your daughter may be required to provide additional decorative or specialist materials to enhance her practical work.
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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
Big question	Actor Training *Why is precision and accuracy important when performing?*	Darkwood Manor *How can different moods and atmospheres be created on stage?*	Puppetry *Can an object engage and communicate effectively with an audience?*
Skills	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.
Knowledge	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.
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			
Assessment	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. Small group written feedback is used to help students set individual targets.	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout the unit in order to help students develop their performance skills. Whole class written feedback is used to help students set individual targets.

	Term 4	Term 5	Term 6
Big question	Storytelling *What influence can the performance space have on the actor/audience relationship?*	Exploring Practitioners *What is the purpose of theatre?*	Devising with a Stimulus *How many stories can one picture tell?*
Skills	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..
Knowledge	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.
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			
Assessment	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout. Students work in groups on a final performance piece. 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. Written examination.

How parents can support:	Drama explores what it is to be human, in its broadest sense. Encouraging pupils to use their imaginations and to broaden their reading habits are both useful tools for use across the curriculum. Seeing live or recorded theatre is also a way to spark a pupil's imagination. Encourage students to get involved in the annual whole school production (performer or backstage) in order to develop confidence and skills. As a department we also organise for visiting theatre practitioners to run workshops with our students, taking part in these are so

	useful in terms of widening their experience of theatre. Drama Club runs regularly and like the production will help to develop confidence and communication skills.
Useful links	**BBC Bitesize Drama (AQA exam board) https://www.bbc.co.uk/bitesize/examspecs/zrnjwty** **How to make hands for sock puppets https://www.youtube.com/watch?v=Q9kgniqH6iE**

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. In Drama we particularly want students to develop a curiosity for all aspects of drama and theatre and be respectful and appreciative audience members.	We enrich students through the curriculum 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.	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.	In Drama students are continuously developing their Habits of Mind and rich questioning and retrieval practice is used to help develop their knowledge and understanding.

English

Intent	Implementation	Impact
Reading for comprehension and understanding, Close reading and analysis of language devices Understanding of how historical and social factors affect the production and reception of language. Clarity and accuracy of written communication Ability to think imaginatively and creatively. Appreciation of a broad range of literature. Empathy and understanding of a diverse range of cultures and experiences. Ability to communicate clearly and dynamically using spoken English. Skills in dramatic performance. Persistence, effort and practice through redrafting and proofreading written work	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. Overall, there is a hybrid approach to literature and language.	Students appreciate language and literacy skills and understand the transferable skills developed. Students develop a lifelong love of reading and literature. Students are creative, imaginative, curious, flexible thinkers, good communicators, they are supportive audience members who are able to analyse and evaluate one another's work and offer constructive feedback.

	Term 1: Intro to Shakespeare ('A Midsummer Night's Dream' or 'Much Ado About Nothing')	**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	What are the features of a Shakespearean comedy?	How do writers present difficult experiences?	How do writers present difficult experiences?
Skills	- speaking and listening	- analysis	- recreative writing
Knowledge	**Vocabulary/concepts:** - iambic pentameter - blank verse / verse - playwright - prose	**Vocabulary/concepts:** - Connotations - Symbolism Evaluation - Allegory - Structural analysis	**Vocabulary/concepts:** - Connotations - Symbolism Evaluation - Allegory - Structural analysis
Assessment	- drama performance (speaking and listening)	- PEA-style analytical paragraph	- Recreative writing assignment

	Term 4: Our Planet (Non fiction - English language paper 2)	**Term 5: Our Planet/Poetry Unit (The Natural World)**	**Term 6: Short Stories**
Big question	**What makes a persuasive speech?**	**How do writers use natural imagery and what are the effects?**	**How are stories told?**
Skills	- analysis - Speech writing	Speech performance Year 8 exam: English language Paper 2 section B	Independent Reading Book project
Knowledge	**Vocabulary/concepts:** - pathos - logos - ethos	**Vocabulary** - metaphor - personification - imagery - Alliteration / Analogy /	**Vocabulary/concepts:** <u>Relevant vocabulary</u> - Gothic genre - Crime genre

	rhetorical devices: - hyperbole - tripling - imperative verbs	Address (direct) / Advanced Punctuation - Facts / Figurative Language - Opinion - Rhetorical Questions / Repetition - Emotive Language / Examples / Exaggeration - Statistics / Sentence Structure / Sensory Imagery - Triplets - Humour - Verbs (modal / imperative) - Pronouns	- Dystopian/science fiction genre - Subvert - Feminist - Prose - Fiction <u>Names of language techniques</u> - Medias res - Dialogue - Direct address - Person perspective - Tenses
Assessment	- Speech writing and delivery of speech	Year 8 exam (English language paper 2, part B)	Independent reading project (analysis)

How parents can support:	- read through written work - encourage independent reading

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

Geography

Intent	Implementation	Impact
The Geography curriculum will allow students to become forward thinking and we will regularly adapt to change within the world to ensure that students are being taught about current and relevant local and global topics. At KS3 we ensure students are taught a range of topics which ensures that students develop the contextual knowledge of the location of globally significant places e.g Africa, Russia, Asia and the Middle East learning about the physical and human characteristics of these locations.	At KS3 we have a bespoke curriculum tailored around the core skills required in geography which is updated regularly to reflect the changing dynamics of the world around us. Throughout all courses students are mastering the geographical, numerical and literacy skills needed to succeed in Geography as they progress through topics. Students are expected to take an active part in lessons and their own learning especially through feedback which will develop their knowledge and skills.	The Geography curriculum covers a range of current affairs, social and environmental issues as well as giving students the opportunity to take part in field trips locally and internationally. This enriches our students' experiences of the subject and their awareness of their place in the world.

	Term 1	Term 2	Term 3 and half of 4
Big question	Population	The Geography of Fashion	How is our climate changing
Skills	• Decoding population graphs and pyramids • Identifying trends over time	• To consider aspects of sustainability • To understand the human interaction with place • To understand the interaction of people as part of globalisation	• To analyse climate graphs and data trends • To understand the physical processes that shape our planet • To evaluate what the likely outcomes are for the planet moving forward
Knowledge	• To understand what is causing population to change • To understand why there are differences in the quality of life globally • To understand the impacts that an increasing population will have on the planet	• to understand the global supply chain of fashion • to understand how globalisation has caused winners and losers globally • To understand how fashion is having impacts on the physical world	• to understand patterns in past climates • To understand the impact of past climates in shaping the environment • to understand how changing climates will impact the future for people and places
Assessment	• Key words test • End of unit assessment	• Key words test • End of unit project	• Key words test • Mid unit assessment • End of unit test

	Term 5	Term 6
Big question	**Region in Focus: Africa**	**Can we put life on Mars?**
Skills	• Geographical skills including map reading • Physical processes through space and time • To understand geographical locations	• To understand how we can live in a sustainable way • To understand the interaction between people and place

	and scales	• To understand the physical processes that shape our plant
Knowledge	• To understand the scale and levels of diversity across Africa • To understand the key landforms found across Africa	• To understand what is needed to form an atmosphere and viable conditions for life • To understand how humans interact with one another • To consider the sustainability of the actions that are made
Assessment	• Key words assessment • End of unit assessment	• Key words assessment • End of unit project/presentation

How parents can support:	Geography is about the world around us – it helps explain the past, it illuminates the present and helps us plan for the future. Listening to the news and reading broadsheet newspapers helps to provide a broad general knowledge which will stand students in good stead (as would looking at www.bbc.co.uk). 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?'
Useful links	www.bbc.co.uk – this always has excellent links for places in the news and there is specific KS3 information e.g. http://www.bbc.co.uk/bitesize/ks3/geography/ www.multimap.co.uk is excellent for investigating different sorts of maps as is Google Earth and http://mapzone.ordnancesurvey.co.uk/mapzone/ is one site we will use in class. It is full of games relating to a confident use of maps – helpful for any budding explorer! www.worldmapper.org is an amazing site showing how countries compare and it has a wealth of data behind it.

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
To have an understanding of how England and the British Isles developed between 1700 and 1918, including political, social, religious and economic development. To build a foundation in procedural knowledge.	Students will study 5 topics from 1700 to 1918 and one breadth study that covers the theme of punishment from Roman times to the modern day. In each topic you will focus on developing one aspect of procedural knowledge. These include: ○ Cause and Consequence ○ Change and Continuity ○ Similarity and difference ○ Source Analysis ○ Significance	You will be able to: Identify key historical dates and events Describe key historical events and definitions Explain how key events changed the development of Britain. Demonstrate a written understanding of the foundations in each historical skill.

	Term 1	Term 2	Term 3
Big question	What are the similarities and differences between countries within the British empire?	What were the conditions of factories like in the industrial revolution?	Why did the Police fail to catch Jack the Ripper?
Skills	Similarity and Differences	Source Analysis (inferring, using own knowledge, assessing reliability and utility)	Source Analysis (inferring, using own knowledge, assessing reliability and utility)
Knowledge	What was the British Empire? How did countries join and leave the empire? What goods were traded around the empire? How did Britain treat countries in the empire? the following countries will be explored: ○ India ○ Ireland ○ 13 Colonies ○ Australia ○ Kenya ○ Nigeria	● What was it like for Children working in factories before 1833? ● What factory acts were introduced to improve conditions? ● How did transport change in the industrial revolution?	● What was it like to live in the East end of London? ● Who were the victims of Jack the Ripper? ● Who were the suspects? ● The letters of Jack the Ripper ● Why was Jack the Ripper not caught?
Assessment	2 x Point, Evidence, Evidence, Explain Paragraphs	Source Analysis (inferring, using own knowledge, assessing reliability and utility)	COCO Paragraph (combining description inference and own knowledge) POP Paragraph (own knowledge and utility)

	Term 4	Term 5	Term 6
Big question	How did punishment change through time?	Why is the Slave trade significant?	Why did WW1 occur?/Was that Somme and victory or defeat?
Skills	Change and Continuity	Significance	Cause and Consequence
Knowledge	● How did the use of prisons change over	● What was Africa like before the slave	● What are the short term, long term and trigger causes

	time? • How did the use of the death penalty change over time? • How did the use of public punishment change over time? • How did the use of economic punishments change over time?	trade? • What is the slave trade triangle? • What happened in the middle passages, auctions and on plantations? • Why was slavery abolished?	of WW1? • What were conditions like in the trenches? • What happened at the battle of the Somme? • Was the battle of the Somme a victory or defeat? • What were the consequences of WW1 for Germany?
Assessment	Change and Continuity	N/A	N/A (Year 8 exams on the topics covered in terms 2 - 4 instead)

How parents can support:	• Discuss students homework with them (this is set once every two weeks) • Ask them what they are learning in History • Encourage students to read historical fiction • Ask them to explain why an event or person is important - check if they can use key explanatory vocabulary- because, therefore, as a result
Useful links	https://www.bbc.co.uk/bitesize/subjects/zk26n39 https://senecalearning.com/en-GB/

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. In History students are given time reflect and evaluate on their achievements and areas for development after each assessment	We enrich students through the curriculum by including a variety of learning styles and activities in lessons. There may be the opportunity to visit the WW1 battlefields in France and Belgium.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources. In History students will be issued with a set of electronic notes to support them with their revision. Chromebooks will be used to aid both research and knowledge recall.	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis and evaluation. In History we regularly use thinking maps and lenses to enable students to draw well supported conclusions.

Mathematics

Intent	Implementation	Impact
The work covered in Year 8 builds on that of Year 7. Students will learn about Mathematics in the context of real-life issues. All topics are linked to a theme and this will help to enrich students' experiences of mathematics.	The department uses the Elmwood Press series of textbooks and each pupil will have access to a textbook in school. The topics covered are all available on the *Mymaths* and *CIMT* websites. In lessons pupils will undertake a variety of activities, including: ● whole class discussions - which provide opportunities for students to grow in confidence and to become effective participators ● investigative work – students will gain experience of solving a range of open and closed tasks in order to develop them as independent learners and creative thinkers; ● small group work – students will have opportunities to work collaboratively with other students.	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: ● Display full mastery of arithmetic including decimals, fractions & percentages; ● Recall and apply the formula for area & volume to solve geometry problems. ● Solve linear & simultaneous equations; ● Find the gradient and equation of a straight line; ● Use grouped frequency tables and compare sets of data; ● Perform & describe transformations involving, reflection & enlargement.

	Term 1	Term 2	Term 3
Big idea	Proportion in everyday life.	The Mathematical Structure of a Church	Linear Relations
Skills	Use and interpret notation correctly Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information Interpret results in the context of the given problem	Use and interpret notation correctly Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information Interpret results in the context of the given problem	Use and interpret notation correctly Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information Interpret results in the context of the given problem
Knowledge	Percentage increase/decrease Direct Proportion Speed, distance, time Similar shapes Enlargements Nets, plans and elevations	● Surface area of prisms ● Constructing triangles ● Interior angles of polygons ● Angles in parallel lines	● Equations of horizontal and vertical lines ● Y=mx+c ● Simultaneous equations ● Scatter graphs ● Reflections
Assessment	End of term written assessment Topics will also appear in subsequent assessments	End of term written assessment Topics will also appear in subsequent assessments	End of term written assessment Topics will also appear in subsequent assessments

	Term 4	Term 5	Term 6
Big question	Which is the fastest planet?	Not all is Linear	Relating circles and triangles.

Skills	Use and interpret notation correctly Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information Interpret results in the context of the given problem	Use and interpret notation correctly Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information Interpret results in the context of the given problem	Use and interpret notation correctly Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information Interpret results in the context of the given problem
Knowledge	• Laws of indices • Compound Interest • HCF, LCM • Standard form	• Substitution in expressions • Expanding double brackets • Factorising -double brackets • plotting quadratics • Solving quadratics	• Pythagoras' Theorem • Sectors of a circle • Forming and solving equations • Averages - estimate mean • Cumulative frequency • Boxplots
Assessment	End of term written assessments. Topics will also appear in subsequent assessments	End of term written assessments. Topics will also appear in subsequent assessments	End of term written assessments. Topics will also appear in subsequent assessments

How parents can support:	There are various ways in which parents and carers can support pupils with their learning: • It is vital that your daughter is confident with her 'times tables' so she can complete work quickly. Help with learning and practising these topics will be available on the MGGS website or by using the following link: https://www.mggs.org/admissions/information-for-new-students/maths-transition • Ensure that your daughter is confident with efficient non-calculator methods of arithmetic.ie. She can add, subtract, multiply and divide integers, fractions and decimals. • Help to develop your daughter's mental mathematics. When shopping, ask questions about how much change to expect. Discuss mathematical concepts that are mentioned on television programmes (percentages, averages and statistical charts are often discussed in news programmes). • Take an interest in what your daughter is learning in Mathematics. Look at her exercise book and question her about what she has learnt. • Discuss the problem-solving challenge homework questions with her or ask her about the theme of the topics she is currently learning. • Explain the importance of mathematics to your daughter. If applicable, share with your daughter the mathematics you use in your own job.

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

Modern Foreign Languages

Intent	Implementation	Impact
• Our students develop linguistic confidence and foster an appreciation of other cultures. They can: • understand and respond to spoken and written language from a variety of sources. • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say. • write at varying lengths, for different purposes and audiences, using a variety of grammatical structures. • give opinions on a range of topics and explain their ideas. • discover and develop an appreciation of a range of writing in the language studied. • recognise and appreciate cultural differences.	Students study 5 big questions throughout the year to ensure breadth and depth of understanding and knowledge. Students are taught all 4 language skills and these appear in all lessons. Students are encouraged to focus on the speaking skill in lessons and homework is usually reading or listening based on vocabulary and grammar learning as well as comprehension tasks. All slideshows and resources are shared with students via google classroom and students have their own copy and therefore can work directly on the documents.	Students can use the target language to express themselves on a variety of topics. Students enjoy learning about the culture of the countries where the target language is spoken. They are familiar with Feed Forward Questions and understand the terminology to make further progress. Students feel confident in using the target language for their own purposes. Students are curious and seek to develop their knowledge of the language they learn through the use of authentic material. Students are keen to expand their understanding and knowledge of the language and thus join extra-curricular clubs and activities. Students show enjoyment in lessons and show interest beyond the classroom.

French

	Week 1 to 8	Week 9 to 16	Week 17 to 24
Big question	*Vive les vacances?* What a holiday!	*Aimes-tu les fêtes?* Do you like celebrating?	*Quels sont tes loisirs?* What are your leisure activities?
Skills	talk about school holidays: where, how long, who with - give opinions - say what you did on holiday - describe a visit to a theme park - say where you went and how talk about a disastrous holiday asking and answering questions use the present and perfect together pronunciation of sounds: en, an, gn	- talk about festivals and celebrations - say what you like and dislike - describe festivals and special days - buy food at the market using transactional language - develop prediction strategies in challenging listening and reading tasks - talk about a future trip - write about the new Year combining present and near future tenses	- talk about celebrities and TV programmes - talk about digital technology - form and answer a range of questions - arrange to go to the cinema, buy cinema tickets - talk about leisure activities - spot synonyms - use three tenses when speaking
Knowledge	- avoir in present tense - être in present tense - prepositions: au, a la, en, chez - perfect tense with -er verbs - perfect tense of irregular verbs: boire, faire, voir, prendre - perfect tense of verbs that take être - forming negative sentences	- two verbs together - present tense of regular -ir and -re verbs - partitive articles and quantities - the near future	- singular and plural adjective agreement - negative sentences - practise the perfect tense
Assessment	Both receptive skills and one productive skill (Speaking)	Both receptive skills and one productive skill (Writing)	Both receptive skills and one productive skill (Speaking)

	Week 25 to 32	Week 33 to 40
Big question	*Le monde n'est-il pas petit?* Isn't the world small?	*connais-tu le monde du sport?* Do you know the world of sport?
Skills	- talk about where you live - discuss the weather - describe where you live - recognise silent letters - talk about house chores - talk about daily routine - talk about moving house - translation skills	- talk about sport - give opinions about sports - ask the way and give directions - translating into English - talk about injuries and illness - take part in a conversation with a doctor - interview a sportsperson
Knowledge	- pouvoir + infinitive - devoir + infinitive - reflexive verbs - irregular adjectives - three tenses	- jouer à la, au - faire du, de la - the comparative - the imperative - il faut
Assessment	listening, reading and writing skills	Grammar Test

How parents can support:	- listen to your child reading out loud in the target language - ask your child the golden questions on a regular basis - test vocabulary knowledge English to French and French to English - create a playlist and listen to French music together - watch french films with subtitles (familiar cartoons are a good start) - youtube, netflix, prime - ask your child to teach you or a younger sibling what they have learnt - visit France and practise real life conversations - show an open mind to learning a language and to learning about different cultures - be encouraging and supportive when it seems difficult; there will be pit moments but this is part of learning.
Useful links	www.language-gym.com (the school has a subscription to this and students can access with their school login) www.quizlet.com https://www.bbc.co.uk/bitesize/subjects/zgdqxnb activelearn.com https://www.languagesonline.org.uk/Hotpotatoes/index.html

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
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German

	Week 1 to 8	Week 9 to 16	Week 17 to 24
Big question	*Wo bin ich in den Ferien gegangen?* Where did I go on holiday?	*Bin ich eine Medienfan?* Am I interested in the media?	*Bin ich gesund?* Am I healthy?
Skills	- to compare places then and now - to talk about what I did on holiday - to talk about how I travelled - to talk about the weather - to talk about a past holiday - to talk about problems on holiday - to write a review using past tenses - to research unusual holiday experiences - to design a holiday homepage - to write a longer paragraph (90 words)	- to talk about film preferences - to talk about programmes I watch - to talk about reading preferences - to discuss screen time - to understand opinions and media review - to read for gist - to find out about celebrities and their language knowledge on social media - to research the importance of languages as a means of communication worldwide - to describe a photo-card	- to talk about typical breakfast - to discuss traditional German food - to understand and use recipes - to talk about healthy lifestyles - to name the body parts - to talk about aches and pains - to describe symptoms - to understand longer texts - to describe and compare dinner parties - to explain a menu - to write a paragraph to describe healthy or unhealthy habits (90 words)
Knowledge	- the imperfect tense with only *war, hatte, es gab* - the perfect tense with *haben* - the perfect tense with *sein* - some irregular verbs in the perfect tense - combining the present and the past tenses - asking and answering questions	- questions and answers in the perfect tense - modal verb *wollen* - prepositions with the dative case - modal verbs *sollen, dürfen, können* - asking and answering questions spontaneously - description language to describe a photo-card	- the verb *essen* - *kein* (revisit) - the verb *nehmen* - the imperative (*du* form) - the verb *müssen* - expressions with *haben* - adverbs of frequency
Assessment	- listening and reading skills - speaking skill	- listening and reading skills - writing skill	- listening and reading skills - speaking skill

	Week 25 to 32	Week 33 to 40
Big question	*Was mache ich jeden Tag?* What is my routine like?	*Wie sehe ich aus?* How do I look and let's go out?
Skills	- to understand rules - to discuss daily routine - to understand and give directions - to describe a festival - to learn and write about festivals in Switzerland - to describe a festival I have visited - to describe an activity holiday - to describe a photo-card	- to discuss clothes and style - to talk about plans for a date - to talk about getting ready to go out - to talk about how the date went - to talk about uniforms - to research fair trade labels - to learn about a famous German brand - to prepare and present a fashion show

	- to write a paragraph (90 words)	- to give a spontaneous commentary - to describe a photo-card - to carry out a role-play
Knowledge	- *dürfen* and *müssen* - reflexive verbs - separable verbs - revisit the time - the imperative with *du, ihr* and *Sie* - *zu* + the dative case - adjectives endings before a noun in the nominative and accusative cases - the perfect tense (revisit) - reflexive and separable verbs in the perfect tense	- *wenn* clauses - adjective endings after "a/an" - *tragen* - the future tense - Time, Manner, Place - asking questions with a variety of verbs - past, present and future tenses together
Assessment	- listening and reading skills - writing skill	- Grammar Test

How parents can support:	- listen to your child reading out loud in the target language - ask your child the golden questions on a regular basis - test vocabulary knowledge English to German and German to English - create a playlist and listen to German music together - watch German films with subtitles (familiar cartoons are a good start) - youtube, netflix, prime - ask your child to teach you or a younger sibling what they have learnt - visit Germany and practise real life conversations - show an open mind to learning a language and to learning about different cultures (avoid passing on your fear of languages) - be encouraging and supportive when it seems difficult; there will be pit moments but this is part of learning.
Useful links	www.language-gym.com (the school has a subscription to this and students can access with their school login) www.quizlet.com https://www.bbc.co.uk/bitesize/subjects/zgdqxnb www.pearsonactivelearn.com (Stimmt 2) https://www.languagesonline.org.uk/Hotpotatoes/index.html

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

	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	- to recognise and name places in town - to describe where I go in town - to ask for and give directions - to discuss plans for the weekend - to compare rural and urban environments - to describe how areas have changed over time - to research and present Spanish speaking areas - to ask and answer questions - to describe a photo-card - to write a short paragraph	- to talk about mealtimes - to talk about shopping for food - to recognise and use higher numbers for prices - to understand menus and order food and drinks in a restaurant - to find out about typical Spanish food - to talk about a past meal - to talk about likes and dislikes - to mix tenses - to read extended texts - to practise role-plays - to describe a photo-card orally	- to talk about transport and travelling - to describe holiday activities - to describe holiday experience - to describe a past holiday - to extend narration of events in the past - to describe future holiday plans - to research Guatemala and other Spanish speaking destinations - to describe a photo-card - to write a longer paragraph using three tenses
Knowledge	- the use of *hay* - *ir* in the present tense - the imperative mood - the near future - the comparative *tan* and *tan… como* - expressions in the imperfect tense	- time expressions, time phrases - expressions with *tener* - high numbers - the preterite of regular verbs (-ar, -er and -ir) - *tú* and *usted* - past, present and future tenses together	- *ir* with prepositions - verb *soler* - slang recognition for speaking - preterite tense of regular and irregular verbs - the near future (revisit)
Assessment	- listening and reading skills - speaking skill	- listening and reading skills - writing skill	- listening and reading skills - speaking skill

	Week 25 to 32	Week 33 to 40
Big question	*¿Me interesan los medios de comunicación?* Am I interested in the media?	*¿Qué pienso de la moda e ir de compras?* What do I think of fashion and shopping?
Skills	- to discuss the internet and social media - to discuss TV programmes - to talk about watching films in the cinema or at home - to discuss musical tastes - to create an online profile - to describe a photo-card - to describe a film I have seen - to practise a role-play - to write a paragraph about the media	- to describe what I wear - to describe fashion in detail - to talk about shopping on the high street - to talk about and describe a visit to the shopping centre - to deal with problems when shopping - to discuss hypothetical situations if I won the lottery - to research and find out about fashion in Spanish speaking countries
Knowledge	- negative expressions - *acabar de* - comparison with *mejor* and *peor* + *preferir…a*	- demonstrative adjectives - the present continuous tense - indefinite adjectives

	- *ser* and *estar* - three time frames	- cardinal and ordinal numbers - direct object pronouns - the conditional tense
Assessment	- listening and reading skills - writing skill	- Grammar test

How parents can support:	- listen to your child reading out loud in the target language - ask your child the golden questions on a regular basis - test vocabulary knowledge English to Spanish and Spanish to English - create a playlist and listen to Spanish music together - watch Spanish films with subtitles (familiar cartoons are a good start) - youtube, netflix, prime - ask your child to teach you or a younger sibling what they have learnt - visit Spain and practise real life conversations - show an open mind to learning a language and to learning about different cultures (avoid passing on your fear of languages) - be encouraging and supportive when it seems difficult; there will be pit moments but this is part of learning.
Useful links	www.language-gym.com (the school has a subscription to this and students can access with their school login) www.quizlet.com https://www.bbc.co.uk/bitesize/subjects/zgdqxnb www.kerboodle.com (claro 2) https://www.languagesonline.org.uk/Hotpotatoes/index.html

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Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	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.	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	• Performing blues music individually and in groups • Improvisation • Composing a blues piece using a DAW	• Performing blues music individually and in groups • Improvisation • Composing a blues piece using a DAW	• Sequencing • using DAW to record performance of a riff and adding loops/rhythms • Identifying chord notes and passing notes.
Knowledge	What are the fundamentals of Blues, its history and purpose. 12- bar blues Chords structure - C F G the primary chords I, IV, V The blues scale Transposition - the key of G major How to add a bass line How to create an improvisation using the blues scale Swung and triplet rhythms Chord inversions	What are the fundamentals of Blues, its history and purpose. 12- bar blues Chords structure - C F G the primary chords I, IV, V The blues scale Transposition - the key of G major How to add a bass line How to create an improvisation using the blues scale Swung and triplet rhythms Chord inversions	• What are the fundamentals of a riff • Bass clef • How to develop a bass line • rhythms and loops
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)

	Term 4	Term 5	Term 6
Big question	What is Ambient Music?	Saharan Sounds like?	What makes a good song?
Skills	Creating an ambient composition using a DAW Listening to different examples	To recognise, perform and create African music with an understanding of musical	Creating and performing a cover version of a popular song as part of a group. Combines the

	of ambient music to understand how the music is created, its purpose and effect. The fundamentals of ambient music - how the musical elements are used to create the mood/effect and how this compares with other music.	conventions and processes 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 To learn about different African musical instruments and make connections between these sounds and timbres available within the classroom Listen to a range of different African music, identifying characteristic musical features	knowledge and skills gained over the course but gives students a chance to choose their own material and demonstrate how creative they can be.
Knowledge	How ambient tunes are constructed The use of timbre in ambient music Instrumental Pads Effects such as echo/delay Added chords	Djembe Performance Technique: Bass, Tone and Slap Sounds, Improvisation, Textures: Cyclic and Polyrhythms, African Musical Instruments: Membranophones, Idiophones, Chordophones, Aerophones; Master Drummer, Ostinato, Syncopation, Call and Response	Popular Song Structure: Introduction (intro), 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.
Assessment	Continuous verbal formative assessment. Individual composition.	Assessment: Performance of a chosen piece either vocal or drumming.(group)	Core assessment of composition (group)

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)

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

Physical Education

Intent	Implementation	Impact
The intent of our KS3 PE curriculum is to ensure pupils' experience; **enjoyment** through PE lessons, extracurricular and other sporting opportunities. Develop their **confidence** physically, mentally and socially. Become more **competent** when performing, leading or coaching Increasing their **knowledge and understanding** of the importance of PA, their favourite activities, where they can go to continue to play/do and of how to analyse and improve performance	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.	The impact of the PE curriculum includes the following: More physically confident pupils More physically able pupils - performing skills, linking and applying them. Increase the number of pupils who are fully engaged and able to compete effectively and confidently. Develop pupils who are fair and have respect for each other no matter race, ability, or background. Pupils have increased fitness and understanding of their health Pupils participate in PA outside of school.

	Term 1			**Term 2**		
Big question	Orienteering/Fitness *What is more important, health or fitness?*	Dance (this can be term 1 or 2 *Accuracy or expression?*	Netball *Why do I need to know the rules of netball?*	Badminton *Does an understanding of my ability affect my performance?*	Gymnastics (this can be term 1 or 2) *How does Gymnastics impact my body?*	Football *Why do I need to know the rules of football?*
Skills	Developing skills to solve problems. Pupils will be able to analyse their performances compared to previous ones and demonstrate improvements to achieve their personal best. Develop their confidence in using a map - to plan strategically an effective route. Experiment with pace - to get the best outcome	Perform on stage and in front of others Choreograph a routine based on Matthe Bourne's Nutcracker Evaluate other's choreograph y and performance Explore a variety of dance movements developing their physical confidence in dance	Passing and receiving to keep possession How to use space and beat an attacker Apply skills to competitive situations Teamwork Analysis and Evaluation of their own and others' performance.	Learn to make and apply the correct decision-making more frequently Understand how playing badminton improves fitness Analysis and Evaluation of their own and others' performances. Forehand service, directing the shuttle and use of a forehand and backhand grip Use of skills in a competitive environment.	How to perform in front of others Work on accurately replicating movements (basic and complex cheerleading skills) Work collaboratively Evaluate other's choreography and performance.	Pass, receive and move with the ball using different parts of their foot - in challenging/competitive situations. Learn to make and apply the correct decision-making when attacking and defending. Learn to work as part of a team. Build upon their knowledge of the rules. .

Knowledge	Know-how orienteering impacts their body and fitness. What makes effective teamwork How to evaluate their performance.	Know how to link actions to words/feelings/emotions How to evaluate their own and other performance How to add variety to their choreography	To expand on existing knowledge and ability by developing; Tactical understanding and Rules Performance in skills that are more complex and more demanding. Focus on attacking, defending and using space	Know how to make the correct decisions in competitive situations Be confident in the basic and some complex rules of badminton and use them in a competitive situation. Know how to evaluate their own and others' performances Transfer skills successfully into a competitive environment.	Know how to link together movements effectively. How to work as part of a group Know how to evaluate their own and other performances Know how to add variety to their choreography and their performance Use music to aid their performance.	Know how to use basic principles of attack and defence to plan strategies. Pupils will work on improving the quality of their skills. Build on their knowledge of the rules. How to analyse and evaluate performance
Assessment	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

	Term 5&6		
Big question	Athletics *How does Athletics impact my body?*	Rounders *Why do I need to know the rules of rounders?*	Mixed Games *What's more important, in gameplay, team or individual performance?*
Skills	Accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances Evaluate others and their own performance	Basic skills required in rounders in both competitive and non-competitive situations 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.
Knowledge	Know key technical points for each event (accurate perform the event) Know some of the basic rules of each of the events. Know how to	Know how to make correct decisions in competitive situations Know the basic rules of netball and how they help performance.	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

	analyse their own and others' performances Know-how athletics impacts their body.	Know how to evaluate their own and others' performances	
Assessment	Teacher, peer and self-assessment - against the PE departments assessment criteria.	Teacher, peer and self-assessment - against the PE department's assessment criteria.	Teacher, peer and self-assessment - against the PE department's assessment criteria.

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

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
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PSHE - Delivered through 5 'RISE Days'

Intent	Implementation	Impact
The Year 8 PSHE curriculum is designed to build upon the foundational knowledge and skills acquired in Year 7, further developing students' understanding of relationships, personal wellbeing, and global citizenship. This curriculum aims to deepen students' awareness of themselves, others, and the wider world by providing them with the tools necessary to navigate complex social situations, make informed decisions about their health, and understand their role as active and responsible global citizens. Through a focus on relationships, wellbeing, and global citizenship, Year 8 students will explore key issues such as healthy relationships, mental and physical health.	The PSHE curriculum for Year 8 will be delivered through five dedicated days spread across the school year. We call these days RISE days. Each RISE Day will consist of six sessions, ensuring comprehensive coverage of statutory topics for PSHE. These immersive days allow for focused, in-depth exploration of key themes in personal, social, health, and economic education. During these days, students will also get the opportunity to engage in well-being activities such as: cooking, arts, yoga, self-defence and many other activities.	Understanding and managing emotions through emotional wellbeing sessions empower students to express themselves more clearly and confidently in various settings. Sessions on conflict resolution provide students with tools to handle disagreements constructively. They become skilled at finding mutually beneficial solutions, enhancing their ability to work effectively in teams. Role-playing, group discussions, and presentations during RISE days enhance students' public speaking skills. Students become more comfortable speaking in front of peers and articulating their thoughts on sensitive and complex topics. Interactive group activities and projects during RISE days foster a collaborative spirit. Students learn the value of teamwork, understanding different roles within a team, and the importance of working together towards a common goal.

	RISE Day 1-Equality	RISE Day 2- Careers	RISE Day 3- Keeping Healthy
Big question	**How can we create a more equal society where everyone can thrive?**	**What steps can I take now to explore my future career and make informed decisions about my path?**	**How can I make positive choices today to stay healthy in both body and mind?**
Sessions	- Breaking Down Barriers - The Power of Privilege - Voices of Change - Building an Inclusive Future	- Discovering My Strengths - Exploring Career Options - Skills for the Future: Problem Solving and Teamwork - Mapping My Journey	- Fuel for Your Body: Nutrition and Healthy Eating - Get Moving: The Power of Physical Activity - Mental Health Matters: Building Resilience and Self-Care - Sleep and Screen Time: Finding Balance

	RISE Day 4- Relationships and Wellbeing	RISE Day 5- Living in the Wider World- Crime and Society

Big question	**How can we nurture healthy relationships and wellbeing in all aspects of our lives?**	**How does crime impact society, and how can we make positive choices to shape a safer future?**
Sessions	- Aim a Little Higher - Sun Safety - Energy Drinks: The Hidden Impacts - Relationships and Family Connections	-Art Project - First Aid: Essential Skills for Emergencies - Criminal Responsibility: Understanding the Law - County Lines: The Hidden Dangers - Job Interviews: Building a Positive Future

How parents can support:	- Engage in discussions around health and well-being, relationships and the wider community

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

Religious Studies

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

	Term 1 & Term 2	Term 3 & Term 4	
Big question	Why is there suffering in the world?	What is good and what is challenging about being a teenage Muslim in Britain today?	
Skills	Application and evaluation	Application and evaluation	
Knowledge	• The philosophical and theological problems of evil • Responses to the problem of evil • The story of Job • How Jesus responded to suffering • How Christian charities respond to suffering • Buddhist views on suffering	• Origins of Islam • The Five Pillars of Islam • Modesty laws • Food and dietary laws • Differences between Sunni and Shia Islam • Islamophobia • The work of interfaith groups	
Assessment	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
Big question	Is death the end and does that matter?
Skills	Application and evaluation of philosophical arguments
Knowledge	• Different philosophical ideas on mind and body distinction • Biblical accounts of life after death • Different origins of Christian accounts of heaven and hell

	• The sanctity of life • How Christian Aid embodies the idea of sanctity of life • What happens at a Christian funeral • Buddhist beliefs about the afterlife • Hindu beliefs about the afterlife • Humanism and non-belief in life after death • The role of near death experiences in understanding life after death
Assessment	Knowledge based Google quiz and written assessment checking application of knowledge Written assessment checking application of knowledge and comparative skills

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

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

Science

Intent	Implementation	Impact
The Year 8 Science curriculum aims to ignite curiosity and foster a deep understanding of the natural world. Our intent is to build on foundational knowledge, encouraging students to explore scientific concepts through inquiry-based learning and hands-on experiments. We aim to develop critical thinking, problem-solving skills, and an appreciation for the impact of science on society and the environment. By the end of Year 8, students will be equipped with a robust scientific literacy, enabling them to apply their knowledge to real-world situations and preparing them for further scientific studies. Our curriculum is designed to be inclusive, engaging, and challenging, ensuring all students can achieve their full potential and develop a lifelong love for science	Lessons are delivered through a blend of practical and theory sessions, incorporating spaced repetition to reinforce key concepts and combat the forgetting curve. We utilise active learning strategies, such as inquiry-based experiments and collaborative projects, to deepen understanding and engagement. Retrieval practice is regularly employed to strengthen memory retention, while dual coding techniques, combining visual and verbal information, help students build stronger mental models. This approach ensures that students not only grasp scientific theories but also develop the ability to apply them in diverse contexts.	By the end of our Year 8 Science curriculum, students will have developed a robust understanding of key scientific principles and the ability to apply this knowledge effectively. They will demonstrate enhanced critical thinking and problem-solving skills, capable of conducting scientific inquiries with confidence. Students will show proficiency in both theoretical concepts and practical applications, reflecting a well-rounded scientific literacy. Their improved ability to recall and integrate knowledge will be evident through consistent performance in assessments and practical evaluations. Students will have cultivated a deep appreciation for the role of science in society and its relevance to everyday life, fostering a sense of curiosity and enthusiasm for further scientific exploration.

	Term 1	Term 2	Term 3
Skills	Working Scientifically skills 1 Experimental skills and strategies 2 Scientific vocabulary, quantities, units, symbols Mathematical skills 1 Arithmetic and numerical computation 2 Handling data 3 Bar charts Literacy skills Long term learning strategies to ensure knowledge is built upon over time (e.g. spaced retrieval practice and dual coding)	Working Scientifically skills 1 Experimental skills and strategies 2 Scientific vocabulary, quantities, units, symbols Mathematical skills 1 Arithmetic and numerical computation 2 Handling data 3 Bar charts and line graphs Literacy skills Long term learning strategies to ensure knowledge is built upon over time (e.g. spaced retrieval practice and dual coding)	Working Scientifically skills 1 Development of scientific thinking 2 Experimental skills and strategies 3 Analysis 4 Scientific vocabulary, quantities, units, symbols Mathematical skills 1 Arithmetic and numerical computation 2 Handling data 3 Bar charts Literacy skills Long term learning strategies to ensure knowledge is built upon over time
Knowledge	**Topics** Matter Organisms	**Topics** Energy Waves	**Topics** Reactions Genes
Assessment	End of Topic Google Form assessments for each topic	End of Topic Google Form assessments for each topic Term 2 Combined Assessment Science Skills assessment 1	End of Topic Google Form assessments for each topic

	Term 4	Term 5	Term 6
Skills	Working Scientifically skills 1 Development of scientific thinking 2 Experimental skills and strategies 3 Analysis 4 Scientific vocabulary, quantities, units, symbols Mathematical skills 1 Arithmetic and numerical computation 2 Handling data 3 Bar charts and line graphs Literacy skills	Working Scientifically skills 1 Development of scientific thinking 2 Experimental skills and strategies 3 Analysis 4 Scientific vocabulary, quantities, units, symbols Mathematical skills 1 Arithmetic and numerical computation 2 Handling data 3 Algebra 4 Graphs Literacy skills	Working Scientifically skills 1 Development of scientific thinking 2 Experimental skills and strategies 3 Analysis 4 Scientific vocabulary, quantities, units, symbols Mathematical skills 1 Arithmetic and numerical computation 2 Handling data 3 Algebra 4 Graphs Literacy skills
Knowledge	**Topics** Forces Earth	**Topics** Electromagnets	**Topics** Rocks
Assessment	End of Topic Google Form assessments for each topic Term 4 Combined Assessment Science Skills assessment 2	End of Topic Google Form assessments for each topic	End of Year Exam

How parents can support:	Encourage students to focus on learning rather than purely completion of tasks.
Useful links	Topic summary sheets for revision, BBC bitesize, Educake, KS3 Revision Guide

MEGA			
Mindset	**Enrichment**	**Google**	**Advanced Thinking**
Our curriculum is designed to include regular retrieval opportunities so that students develop confidence and fluency, on their way to mastery. Lessons are designed to foster practice and application - with explicit reference to practise being essential for success.	We enrich students through the curriculum by including a variety of activities in lessons such as, whole class practicals, small group experiments, teacher demonstrations, teacher instruction, regular projects and research tasks.	Google is a key part of our curriculum. It is used in some lessons to enhance the structure of students' learning through use of online resources. Google Form assessments are fundamental to increasing assessment for learning opportunities and rapid and effective feedback.	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and creativity.

Maidstone Grammar School *for* Girls

Non sibi sed omnibus

Non sibi sed omnibus

A forward-thinking community with a tradition of excellence