Year 9

Curriculum Information
2020 - 2021

A Reference Booklet
for Parents and Carers

Contact: Mrs Z Harris, Deputy Headteacher
Planning for the future

Dear Parents and Carers

I hope this booklet about the subjects your daughter is studying in Year 9 will be of interest to you. It contains a lot of valuable information and provides an overview of the Year 9 curriculum.

The first few introductory pages of the booklet give an outline of the Year 9 curriculum at MGGS; what subjects your daughter is studying, details about the National Curriculum and our own Curriculum Extra programme, assessment and homework.

After the introduction, you will find a summary about each subject in Year 9; what work will be covered, how your daughter will be assessed, what progress is expected, the types of homework likely to be set, useful websites and how parents and carers can help.

It would be very helpful if you could spend some time with your daughter going through this booklet together as it will ‘map out’ the year ahead for her. Year 9 Term 6 will be the start of your daughter’s GCSE courses for all of the subjects she will have chosen to do. It is therefore a vital time, and one that ‘sets the scene’ for the years ahead.

Yours faithfully

Mrs Zoë Harris
Deputy Headteacher and Designated Safeguarding Lead
The Year 9 Curriculum at MGGS in a Nutshell …

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

<table>
<thead>
<tr>
<th>Subject Lessons</th>
<th>Number of lessons per fortnight</th>
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</thead>
<tbody>
<tr>
<td>Art</td>
<td>2</td>
</tr>
<tr>
<td>Biology</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>3</td>
</tr>
<tr>
<td>Drama</td>
<td>2</td>
</tr>
<tr>
<td>Enrichment</td>
<td>2</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Geography</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Computing</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Modern Foreign Languages</td>
<td></td>
</tr>
<tr>
<td>French: 4</td>
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<tr>
<td>German/Spanish: 4</td>
<td></td>
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<tr>
<td>Music</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Physics</td>
<td>2</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>2</td>
</tr>
</tbody>
</table>

Key Stage 3 and the National Curriculum (NC)

Our Year 9 students follow the programmes of study of the new National Curriculum (NC) which came into effect in schools nationally in September 2014. In addition to the NC we have our own additional enrichment and extension programmes for all the subjects that your daughter will be studying; this programme is called Curriculum Extra.

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

**Mindset**

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

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

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

**Enquiry, Extension, Enrichment**

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

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

**Google**

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

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

**Advanced Thinking**

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

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

Advanced thinking is embedded in all we do, and there are opportunities to celebrate this through outreach days, competitions and the Festival of Thinking in the Autumn term.
Grading in Year 9

The Key Stage 3 National Curriculum does not have ‘assessment levels’. Schools have the freedom to develop their own means of assessing pupils’ progress towards the end of key stage expectations. At MGGS students work in Year 9 will continue to be measured using the MGGS Attainment grade system.

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

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

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

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

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

Assessment in Year 9
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.

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 and peer assessment**. At MGGS we use the term ‘**Assessment as Learning**’ to describe a student’s involvement in assessment of their own and others’ progress, in order to inform learning.

Parents and carers will receive a *Tracking Reviews* during the academic year along with a full *School Report* at the end of the year. The *Tracking Reviews* give a summary picture of your daughter’s progress in each of her subjects whilst the *School Report* provides more detailed information. There is also a *Parents’ Evening* in Term 3.

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

**Homework & Independent Learning in Year 9**

**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 lifelong learning and adaptability.
- To consolidate and reinforce skills and understanding developed at school.
- To extend school learning, for example through additional reading.
- To prepare for activities and work to be undertaken in future lessons.
- To make use of resources that may not be available in the classroom.
- To sustain the involvement of parents and carers in the management of students’ learning and keeping them informed about the work students are doing.
- In future, to manage the particular demands of public examination coursework.

At MGGS a **variety of homework tasks** and activities is given to Year 9 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 co-ordination with regard to sports and the creative arts
● word process and/or handwrite as appropriate
● develop ICT skills for application in the modern world
● develop communication skills in presentations to others.

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

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

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

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Homework allocations: two week timetable cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>2 x 30 minutes</td>
</tr>
<tr>
<td>Biology</td>
<td>1 x 40 minutes</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1 x 40 minutes</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>3 x 20 minutes</td>
</tr>
<tr>
<td>Drama</td>
<td>2 x 30 minutes</td>
</tr>
<tr>
<td>English</td>
<td>2 x 60 minutes</td>
</tr>
<tr>
<td>Geography</td>
<td>2 x 30 minutes</td>
</tr>
<tr>
<td>History</td>
<td>2 x 30 minutes</td>
</tr>
<tr>
<td>Computing</td>
<td>2 x 30 minutes</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2 x 60 minutes</td>
</tr>
<tr>
<td>Modern Foreign Languages</td>
<td>French: 2 x 30 minutes, German/Spanish: 2 x 30 minutes</td>
</tr>
<tr>
<td>Music</td>
<td>2 x 20 minutes</td>
</tr>
<tr>
<td>Physics</td>
<td>1 x 40 minutes</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>2 x 30 minutes</td>
</tr>
</tbody>
</table>

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

**Google Classrooms, Drive and Sites**

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

**Subject Information**

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

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

The Art Department believes that every student is a creative being and aims for all to fulfil their potential within an enjoyable and engaging atmosphere. Students are given the opportunity to communicate and express ideas, to develop independence in approach and to gain confidence to take creative risks in a supportive environment. Transferable and individual personal learning and thinking skills are encouraged, as is the development of respect and appreciation for the work of others. The learning framework for the year 9 curriculum follows a series of skills and projects based on the theme of ‘Identity’, looking at how they as artists can express who they are in a variety of media.

Course Outline: Art

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Portraiture and Facial Proportions</td>
<td>How can we capture our personality in a drawing?</td>
</tr>
<tr>
<td>Term 2</td>
<td>Grid Drawing from a photograph</td>
<td>How can we capture our personality in a drawing?</td>
</tr>
<tr>
<td>Term 3</td>
<td>Self Portrait painting</td>
<td>How can we capture our personality in a painting?</td>
</tr>
<tr>
<td>Term 4</td>
<td>Mixed Media Collage</td>
<td>What makes up a person’s identity?</td>
</tr>
<tr>
<td>Term 5</td>
<td>Mixed Media Collage</td>
<td>What makes up a person’s identity?</td>
</tr>
<tr>
<td>Term 6</td>
<td>Introduction to GCSE</td>
<td>How can I generate ideas and concepts in Art?</td>
</tr>
</tbody>
</table>

Term 1: Portraiture and Facial Proportions
The students will start by creating studies of facial features, using the average proportions of the face. They will slowly work into these drawings showing more personality through their artwork.

Term 2: Grid Drawing
Students will look at the work of Heikki Leis and will learn how to accurately draw from a photograph based on this work using the grid technique. This will form the basis of their painting in Term 3.

Term 3: Self Portrait Painting
Students will look at the work of Christina Troufa and develop skills in mixing skin tones in paint and showing depth and tone in a self portraiture painting in her style, over their grid drawing from term 2.

Term 4 and 5: Mixed Media Collage
Students will look at the work of Sarah Beetson and develop skills in carbon paper printing, lettering, collage and several different background texture techniques to create an outcome which expresses their own identity.

Term 6: Introduction to GCSE
Students will be introduced to some specialist techniques within the context of a project theme, to prepare them for their GCSE. These techniques include studio photography, etching, advanced painting and ceramics.

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

**Progression: Art**
It is expected that most students in years 7-9 will be working at the ‘B: Secure’ grade in respect to the development of their knowledge, understanding, skills and techniques. The main criteria for deciding grades are as follows:

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

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

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

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

**Websites: Art**
- [www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)  National Gallery [12th to early 20th century art]
- [www.tate.org.uk](http://www.tate.org.uk)  Tate galleries [20th – 21st century art]
- [www.britishmuseum.org](http://www.britishmuseum.org)  British Museum [Multi-cultural artefacts]
- [www.vam.ac.uk](http://www.vam.ac.uk)  Victoria and Albert Museum [Multi-cultural art and design]

**How parents and carers can help in Art**
Parents can help their daughters through ensuring that homework tasks are given the allocated concentrated time and not left to the last minute. Gallery visits [local and national] are an excellent way to develop insights into the world of art and design as well as helping to generate ideas. Also discussing ideas in relation to projects and themes help to extend possibilities for personal pieces of artwork.

**Computing Year 9**

**Course Outline: Computing**
The increasing use of technology in all aspects of society makes confident, creative and productive use of computing an essential skill for life. Computing capability encompasses not only the mastery of technical skills and techniques, but also the understanding to apply these skills purposefully, safely and responsibly in learning, everyday life and employment. Computing capability is fundamental to participation and engagement in modern society. In Year 9 students continue to develop their problem-solving skills and graduate to design and develop games using python programming language and also understand how data is transferred securely across the network.
<table>
<thead>
<tr>
<th>Term 1</th>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
</table>
| ● An introduction to HTML and basic tags used to create a website.  
● Advanced HTML : Including images, embedding videos and inter-linking pages.  
● Styling websites using CSS  
● Accessibility of websites for all users | How do I create dynamic and accessible content on the world wide web? |
| Term 2 | ● Advanced programming in Python  
● Developing programs to store and process data using arrays and random library  
● Designing & developing simple chance based games. | What are the features of a good computer game? |
| Term 3 | ● Digital representation of text  
● Digital representation of images - understanding the term pixels, colour depth and calculating file sizes  
● Using Logic Gates in circuits | How does a computer “save” our work? |
| Term 4 | ● Exploring different methods of encryption  
● Being able to encode and decode source data  
● Evaluating the legal, ethical and political issues around encryption | How can we keep data safe? |
| Term 5 | ● Use of Photo editing software to manipulate images  
● The effect of digital manipulation and its impact on social media | Can I believe every digital media? |

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

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

**Progression: Computing**
Work in Computing will be graded in line with the school assessment policy of awarding an Attainment grade between A and D and an Attitude to Learning grade between 1 and 4. To achieve a grade A in Year 9 we would expect students to show strong problem-solving skills, an ability to debug and alter programs and be able to apply their understanding of the theoretical knowledge.

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

**Websites: Computing**
- [http://www.thinkuknow.co.uk/](http://www.thinkuknow.co.uk/) - Guide to internet safety
- [http://www.bbc.co.uk/technology](http://www.bbc.co.uk/technology) - Latest technology news
- [https://repl.it/](https://repl.it/) - Free platform to create programs using Python (any of the popular programming languages).
- [http://www.python.org/](http://www.python.org/) - Python program and resources to use Python
- [http://www.w3schools.com/](http://www.w3schools.com/) - A guide to using HTML and CSS programming
- [http://www.serif.com/](http://www.serif.com/) - Use trial software to edit images using Serif PhotoPlus

**How parents can help: Computing**
To participate fully in our technology driven society, students need to be competent users of computers and they also need to develop an awareness of how computers are shaping our society and influencing our lifestyle. Keeping up to date with the latest technology related stories in the news will always help. Students will benefit from having a home computer that has a broadband connection to the Internet to practise on their programming skills through this year. If this is not possible then they must realise that they will need to complete homework tasks on the school computers during lunchtime. Students are encouraged to use the online facilities to store files so that they can be worked on at home and in school.

**Design and Technology**

**Course Outline: Design and Technology**

<table>
<thead>
<tr>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food Preparation and Nutrition</strong></td>
<td>Cultural Foods</td>
</tr>
<tr>
<td></td>
<td>- Investigation into international foods and how this can further inspire and develop practical skills.</td>
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<tr>
<td></td>
<td>- To experience different methods of cooking and foods from other cultures.</td>
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<tr>
<td></td>
<td>- To learn about more advanced food safety and hygiene including the use of raw meat and fish.</td>
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<tr>
<td></td>
<td>- To use ICT as and when appropriate.</td>
</tr>
<tr>
<td></td>
<td>Length: Runs throughout the whole year</td>
</tr>
<tr>
<td><strong>Fashion and Textiles</strong></td>
<td>Fabric Manipulation</td>
</tr>
<tr>
<td></td>
<td>- To create a selection of unique and creative responses to a given scenario/brief.</td>
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<tr>
<td></td>
<td>- To further develop a number of textiles techniques.</td>
</tr>
<tr>
<td></td>
<td>- To develop an awareness of a range of skills used in industry.</td>
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<tr>
<td></td>
<td>Length: Runs throughout the whole year</td>
</tr>
<tr>
<td><strong>Product Design</strong></td>
<td>Materials Development</td>
</tr>
<tr>
<td></td>
<td>- To understand in greater depth the design process.</td>
</tr>
</tbody>
</table>
During their third year students continue to study Food Preparation and Nutrition; Textiles and Design and Technology (Product Design) in line with the courses offered at GCSE. During this year students will be encouraged to work more independently, consolidating their knowledge and understanding of ingredients, materials and processes explored in previous years. There will be opportunities again this year to further diversify the range of materials, components, ingredients, tools and equipment used. Equally important, all of these topics will continue to build on the good practical practices and understanding of health and safety your daughter will have gained during her time at MGGS.

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

In all three subjects students will be involved in four key areas of work. These are:
- Investigating, researching, analysing.
- Creating, designing, developing.
- Making activities.
- Testing and evaluating.

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

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

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

**Progression: Design and Technology**
Work in Design and Technology will be graded in line with the school assessment policy of awarding an Attainment grade between A and D and an Attitude to Learning grade between 4 and 1. In order to reach the attainment grade, students will need to demonstrate a high level of analytical skills in their research and a maturity and originality in their designing and planning. In the practical work, students will need to demonstrate high level making and finishing skills, paying particular attention to detail and accuracy.
Homework: Design and Technology
Homework will take a variety of formats and may include, but not exclusively:

- A short research or design activity needed for the next lesson.
- A longer research activity to develop an understanding of a particular topic.
- An extended study requiring careful management of time.
- Planning/preparation for lessons, including weighing out ingredients at home.
- Undertaking a manufacturing diary.
- Evaluations of practical outcomes.
- Watching a documentary or television programme which relates to the topic being studied.

Websites: Design and Technology
www.designandtech.com
www.technologystudent.co.uk
www.foodforum.org.uk/
www.uk-energy-saving.com
www.aboutorganiccotton.org

Additional useful websites will be given out during individual subject lessons.

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

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

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

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

**Course Outline: Drama**

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Verbatim Theatre</td>
<td>‘How can we theatrically present real people’s views?’</td>
</tr>
<tr>
<td>Term 2</td>
<td>Verbatim Theatre</td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>Page to stage: John Godber</td>
<td>‘Are the playwright’s intentions important?’</td>
</tr>
<tr>
<td>Term 4</td>
<td>Page to stage: John Godber</td>
<td></td>
</tr>
<tr>
<td>Term 5</td>
<td>Masks</td>
<td>‘Can masks communicate effectively with an audience?’</td>
</tr>
<tr>
<td>Term 6</td>
<td>Practitioners - Introduction to GCSE</td>
<td>‘What is the purpose of theatre?’</td>
</tr>
</tbody>
</table>

As a department we feel it is imperative that we give the pupils as broad an experience of Drama as possible. Each of the topic areas explores a ‘big question’ which provides a focus for the unit and the opportunity for personal enquiry. In September your daughter will be given a copy of the descriptors that we use to assess students. The pupils’ work is considered under the following headings:

- **Creating** - Exploring, devising, shaping and interpreting.
- **Performing** - Presenting and applying knowledge and understanding in practical work.

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

We aim not only to expose your daughter to a multitude of theatrical techniques but also to nurture group based learning which will aid the development of pupils’ confidence. The cohort will need to learn to trust and support one another; leadership qualities of negotiation, compromise, fairness and responsibility are all honed here. We strongly believe Drama at MGGS develops valuable transferable skills for our students in a thought provoking and supportive environment.

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

Throughout the course our focus is on the creativity of the individual and the course offers pupils opportunities to develop a sense of ownership and pride in the work they develop. We encourage pupils to consider the social, cultural, historic and political aspects of the characters and situations explored. We are pleased to say that, according to past pupils, we manage to achieve this and have fun along the way!

**Assessment: Drama**

Verbal feedback will regularly be given to all pupils on many aspects of their work, from the level of their participation and confidence, to a critique of their performance skills in a formal assessment. Written feedback and formal assessment of the level the student is working at will be given after core assessments.

Alongside their practical exploration of drama, pupils will continue to record their reflections in the Drama Diary that they started in year 7. This should be brought to each lesson. It is important that this
Diary is a **personal exploration** of their experiences in drama; they can present their reflections and evaluations in any way they see fit as long as they are proud of the final result.

At the end of the academic year we hope the pupils will have created a diary brimming with personal reflections, knowledge, self-assessments and passion, showing their journey through drama in KS3. Diaries will be taken in at certain points during the term to monitor progress and teacher’s evaluations of performances will be added. House points will be awarded for excellent portfolio work throughout the year.

Drama is a practical subject and assessments will be made of the pupils’ performance skills as we move through the year. Frequent constructive verbal feedback will be given to pupils throughout lessons from the teacher and through peer assessment. In addition to this pupils will be expected to display their knowledge and understanding in reflective discussions at key moments. Pupils will also be encouraged to assess their own and others’ work in performance using a common set of criteria, as well as develop their critical and reflective skills in response to performance.

**Progression: Drama**

We expect most of our pupils in Year 9 to be working at a B/A (using the MGGS Attainment grading system). We will note each individual’s attainment approximately each Kent term as well as giving regular opportunities to reflect on work. In order to achieve the highest standards of work pupils will need to demonstrate outstanding collaborative skills and sensitivity within a group, confident application of practical skills and an analytical approach to responding to their own and others’ performances.

**Homework: Drama**

Drama homework will take various forms and including reflecting on lesson activities, drawing designs for masks or costumes, learning lines, completing research or bringing in simple props or costume for a performance. We find that pupils who are passionate about the subject enjoy doing extra work on their diaries outside of the classroom, creating a varied scrapbook of their experience of theatre visits or clubs and this initiative and enthusiasm is always commended.

**Websites: Drama**

- Current events in UK theatre, a great source of information on productions, actors, courses and opportunities:  [http://www.thestage.co.uk](http://www.thestage.co.uk)
- Although aimed at GCSE students, the BBC Bitesize website details some of the techniques Year 8 will be introduced to this year and is fun and accessible:  [http://www.bbc.co.uk/schools/gcsebitesize/drama/](http://www.bbc.co.uk/schools/gcsebitesize/drama/)
- The Theatre Museum collections formerly held in the Covent Garden premises are now held by the Victoria and Albert Museum, and their website is interesting and extensive  [http://www.vam.ac.uk/page/t/theatre-and-performance/](http://www.vam.ac.uk/page/t/theatre-and-performance/)

**How parents can help: Drama**

Drama explores what it is to be human, in its broadest sense. Encouraging pupils to use their imaginations and to broaden their reading habits are both useful tools for use across the curriculum. Seeing live theatre is also a way to spark pupils imagination but by simply supporting and encouraging your daughter you will be nurturing them as a potential performer.
English

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre study - Gothic: For example: ‘Rebecca’ / ‘Woman in Black’</td>
<td>What is the supernatural?</td>
<td></td>
</tr>
</tbody>
</table>

| Term 2 | Heritage novel: ‘Of Mice and Men’ or ‘To Kill A Mockingbird.’ | What is meant by a ‘heritage’ novel? How do the respective contexts inform these texts? |

| Term 3 | Shakespeare whole play study: For example: ‘Macbeth’ / ‘Much Ado about Nothing’ | Is the play the thing? |

| Term 4 | Science Fiction/dystopian fiction. | What could the future hold? |

| Term 5 | Traditional poetry (Romantic/First World War) Non-fiction Paper 2 preparation (GCSE) | What is the ‘canon’? What is the GCSE Language Paper 2 like? What is meant by ‘non-fiction’? |

| Term 6 | GCSE preparation: Spoken Language endorsement. |

Students will study a programme covering a range of skills, topics and texts. They will have access to poetry, plays and many novels, as MGGS is passionate about encouraging wider reading. This year builds towards a GCSE unit in Term 6, ensuring that students are ready to be immersed in KS4.

**Term 1: Genre novel unit**
Year 9 begins with the study of the genre novel. Popular choices for this unit are ‘The Woman in Black’ by Susan Hill, a spine-tingling ghost story with a mystery at its heart, and ‘Rebecca’ by Daphne du Maurier, the classic tale of romance and intrigue. Students read the whole texts, discussing key moments within the narratives, and analysing the way the writers build tension, develop plot lines and seek to keep the reader guessing. Students consider what is meant by ‘gothic’ literature and extend their wider reading using our ‘gothic literature’ reading list. This is an extremely popular unit and aims to inspire students to continue reading for pleasure beyond the classroom. Students then write their own gothic short story using the techniques they have studied.

**Term 2: Heritage novel**
This unit explores novels from the old GCSE specifications that are challenging literary texts from the literary heritage. Students study either ‘Of Mice and Men’ or ‘To Kill A Mockingbird’ and explore the contexts of the works and the ways in which these contexts influence the works. They will do a passage analysis as part of their Year 9 examinations (in the style of the GCSE Literature paper 1). The unit will also incorporate drama and non-fiction analysis.

**Terms 3 and 4: Shakespeare**
Students study an entire Shakespeare play, reading key scenes as a class, analysing Shakespeare’s language and imagery, and developing drama skills. Popular choices are ‘Macbeth’ and ‘Much Ado about Nothing’. This unit provides excellent preparation for the study of Shakespeare at GCSE and A-Level.

**Term 5: Classic Poetry/ Non-fiction and Language Paper 2**
Students are encouraged to read poets of the ‘canon’, exploring work they might find challenging and opening them up to classic literature, so that they gain knowledge and understanding regarding some of the key poets of history.

The second unit is a stepping stone to the key non-fiction analysis skills needed in the GCSE curriculum and prepares students for their GCSE Language examination for Paper 2: Writers’ viewpoints and perspectives. In the initial stages, a range of non-fiction texts are studied including broadsheet and tabloid newspapers, magazines and websites. Advertising is closely analysed for its effects and students learn how to independently assess how advertisements use persuasive devices.
Term 6: GCSE Unit
This unit forms the first part of the GCSE English course. Students will cover the skills needed for Language Paper 2. This requires them to independently read and understand literary texts, and also write their own descriptive and narrative work. They will also complete the ‘Spoken Language’ controlled assessment: a speaking and listening presentation, given a separate certificate of Pass, Merit or Distinction.

Assessment: English
Year 9 core and common assessments are outlined below.

Core assessments

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Term 5</th>
<th>Term 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative writing</td>
<td>Literary essay</td>
<td>Reading analysis</td>
<td>Speaking and listening drama task</td>
<td>Writing assessment</td>
<td>GCSE ‘Spoken Language’ presentation</td>
</tr>
<tr>
<td>assessment</td>
<td>[exam]</td>
<td></td>
<td></td>
<td></td>
<td>GCSE reading assessments</td>
</tr>
</tbody>
</table>

Additional assessments common to all classes
Marking of major pieces will consist of positive comments and targets for progression. All such work will be assessed using the MGGS attainment grade descriptors. Notes may be looked at and ticked, or peer-assessed. Self-reflection and target-setting arrangements and time are built into the Year 9 scheme of work.

Progression: English
We expect most of our students to arrive in Year 9 at secure level B. We expect our students to be working at secure level B by the end of Year 9, with a few at Level A. The skills needed to achieve this will depend on the specific task set; however, the main criteria are:

Speaking and Listening
MGGS attainment level B: Pupils adapt their talk to the demands of different contexts with increasing confidence. Their talk engages the interest of the listener through the variety of its vocabulary and expression. Pupils take an active part in discussion, showing understanding of ideas and sensitivity to others. They are usually fluent in their use of standard English in formal situations.

MGGS attainment Level A: Pupils are confident in matching their talk to the demands of different contexts. They use vocabulary precisely and organise their talk to communicate clearly. In discussion, pupils make significant contributions, evaluating others' ideas and varying how and when they participate. They show confident use of standard English in situations that require it.

Reading
MGGS attainment level B: In reading and discussing a range of texts, pupils identify different layers of meaning and comment on their significance and effect. They give personal responses to literary texts, referring to aspects of language, structure and themes in justifying their views. They summarise a range of information from different sources.

MGGS attainment level A: Pupils show understanding of the ways in which meaning and information are conveyed in a range of texts. They articulate personal and critical responses to poems, plays and novels, showing awareness of their thematic, structural and linguistic features. They select and synthesise a range of information from a variety of sources.
Writing
MGGS attainment level B: Pupils' writing often engages and sustains the reader's interest, showing some adaptation of style and register to different forms, including using an impersonal style where appropriate. Pupils use a range of sentence structures and varied vocabulary to create effects. Spelling is generally accurate, including that of irregular words. Handwriting is neat and legible. A range of punctuation is usually used correctly to clarify meaning, and ideas are organised into paragraphs.

MGGS attainment level A: Pupils' writing is confident and shows appropriate choices of style in a range of forms. In narrative writing, characters and settings are developed and, in non-fiction, ideas are organised and coherent. Grammatical features and vocabulary are accurately and effectively used. Spelling is correct, including that of complex irregular words. Work is legible and attractively presented. Paragraphing and correct punctuation are used to make the sequence of events or ideas coherent and clear to the reader.

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

Websites: English
http://www.bbc.co.uk/schools/ks3bitesize/
An excellent site for a range of games, quizzes and skills based learning
http://www.timesspellingbee.co.uk/
A fantastic site to develop spelling and word skills. Great fun too!
http://funschool.kaboose.com/index.html
More games and activities to build confidence with spelling, punctuation and grammar.

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

Geography

Course Outline: Year 9 Geography

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Asia</td>
<td>How is Asia Being Transformed?</td>
</tr>
<tr>
<td>Term 2</td>
<td>Tectonics</td>
<td>Can we ever know enough about earthquakes and volcanoes to live safely?</td>
</tr>
<tr>
<td>Term 3 and 4</td>
<td>Development</td>
<td>What is development?</td>
</tr>
<tr>
<td>Term 5</td>
<td>Resources</td>
<td>How can we ensure that we stay water secure, energy secure and food secure?</td>
</tr>
</tbody>
</table>

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

The KS3 National Curriculum for geography aims to ensure that all students:

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

In Year 9 we aim for students to research and enquire into topics in more detail to gain a greater depth of knowledge and understanding. The topics studied are a range of either human or physical Geography that require students to develop their own enquiry into learning about the interactions within each topic.

Assessment: Geography

Students will be assessed by means of one core assessment for the units on Asia, tectonics, development and resources. These will be marked using the MGGS attainment grade system: A (exceptional) to D (below our expectations). Work completed in lessons, core assessments and homework will be awarded these attainment grades. These grades will vary from each piece of work, depending on the nature of the task and how well your daughter has completed it.

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

Progression: Geography

In order to improve students need to start providing not only organisation and appropriate detail in their answers but by using case studies as examples to support. They will also need to provide reason, show complex links between both human and physical Geography and also justify decisions based on evidence. They will also need to assess and evaluate effectively using examples as evidence. Quality of language is also important with confident use of key terminology.

By the end of year 9 / KS3 pupils should:

- Have extensive knowledge relating to a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local to global.
- Understand the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. They can explain various ways in which places are linked and the impact such links have on people and environments. They can make connections between different geographical phenomena they have studied.
- Be able, with increasing independence, to choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these.
Homework: Geography
Homework may be a set as a variety of tasks – sometimes it will be a consolidation exercise to ensure that the work done in class is fully understood, sometimes it will be learning for a test and sometimes a more creative piece in response to the work done in school. In addition we use homework for students to prepare themselves for assessments which are completed in class or for students to complete the assessment at home. A range of methods are used in each topic in order to assess the variety of skills covered in the course. The list of topic areas covered is outlined above. It would be expected that some research is done on each topic – either through books and newspapers or via computers.

Websites: Geography
www.bbc.co.uk – this always has excellent links for places in the news and there is specific KS3 information e.g. http://www.bbc.co.uk/bitesize/ks3/geography/
www.multimap.co.uk is excellent for investigating different sorts of maps as is Google Earth and www.worldmapper.org is an amazing site showing how countries compare across a variety of themes.
http://www.bbc.co.uk/science/earth/surface_and_interior/plate_tectonics

Students will be directed to specific sites relating to each of the topics covered.

How parents and carers can help: Geography
Geography is about the world around us – it helps explain the past, it illuminates the present and helps us plan for the future. Listening to the news and reading broadsheet papers helps to provide a broad general knowledge which will stand students in good stead (as would looking at www.bbc.co.uk).

Core assessments are critical for helping us all identify how your daughter is progressing. If your daughter misses an assessment she may need to do this at home under controlled conditions (i.e. your supervision) – we hope you will support us in this. Similarly it is important to ensure that if your daughter has any absence, then you encourage her to copy up any notes or collect information about the work as soon as she returns to school. Pupils who develop good habits at Key Stage 3 turn into far more responsible and high-achieving pupils later on.

Using a computer to research is good, using it discriminately is better. Setting your daughter a task of finding out information about a specific country that you may be visiting on holiday or that is currently in the news will provide a focus and also improve her geographical knowledge and her ability to ask and answer questions – such as ‘How can deforestation be managed?’, ‘How does desertification impact people and the environment?’ or ‘Why is it important that we consider sustainability for the future?’

History

Course Outline: History

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>The causes of the outbreak of WW1</td>
<td>Why did World War I break out in 1914?</td>
</tr>
<tr>
<td>Term 2</td>
<td>The causes of the outbreak of WW2</td>
<td>Why did World War II break out in 1939?</td>
</tr>
<tr>
<td>Term 3</td>
<td>Rights and Protest in the 20th century</td>
<td>What are the similarities and differences between different protest movements.</td>
</tr>
<tr>
<td>Term 4</td>
<td>Issues of complicity in genocide</td>
<td>Why should we study the Holocaust?</td>
</tr>
<tr>
<td>Term 5</td>
<td>The Cold War</td>
<td>How did the World get to where it is today?</td>
</tr>
</tbody>
</table>
Term 1: Why did World War I break out in 1914?
We start the year with a study on World War I. We will look at its causes and ask students to make a judgement on how necessary the decision was to fight. The students will gain an overview of the historical reasons behind warfare and the impact it can have on a modern society, including the effects of new technology in causing stalemate and the experiences of soldiers in the trenches.

Term 2: Why did World War II break out in 1939?
Students will study the rise of Hitler and assess the reasons for the outbreak of World War II, considering the cases for and against Appeasement. We will analyse why the Allies won and consider how the end of World War II shaped the bipolar nature of the Cold War.

Term 3: Rights and Protest
Students will compare the similarities and differences between three 20th century protests for people’s rights. These include the right for women to vote in Britain, the fight for Indian Independence from the British Empire and the fight for equality in the Civil Rights movement in the USA.

Term 4: Why should we study the Holocaust?
Here we will study the significance of the Holocaust. We will investigate the causes of the Holocaust and compare with more recent genocides, attempting to offer an insight into how such horrific events can be perpetrated. Students will examine individual experiences as part of this unit.

Term 5: How did the World get where she is today?
Students will study the forces at work during the Cold War and how these shaped modern national and international politics. We may then focus on the rise of Islamic fundamentalism as a force in the world and review the role of the US and Britain in the Middle East in order for students to gain an overview of the forces at work in Britain and the world today.

Assessment: History
The work of Year 9 students will be marked with grades A-D. Students will complete core assessments to indicate progress. Core assessments will assess different skills, so students will not necessarily indicate consistent progress from assessment to assessment. Core assessments can test any combination of the following skills:

- The ability to communicate effectively
- The ability to use evidence from students’ own knowledge to support an argument
- The ability to explain this evidence
- The ability to create a substantiated judgement
- The ability to infer from historical sources
- The ability to assess the reliability and usefulness of evidence
- The ability to support historical interpretations with evidence
- The ability to apply and understand second order concepts, including cause and consequence, change and continuity, similarity and differences and historical significance.

Assessments will be styled in the form of GCSE exam questions in order to provide students with a strong foundation for their studies at KS4.

Progression: History
Our Year 9 students are generally expected to gain B and A grades in their core assessments. Assessments and lesson content will increase in challenge across Key Stage 3, therefore students achieving the same grades in each assessment are making progress. A grades will reflect students who are working beyond our expectations, while C grades will show that students have understand elements of the skills and knowledge being tested, but require more practise and development. Students in Year 9 gaining D grades will have misunderstood the concepts of the assessment, used a wide range of inaccurate knowledge, included assumptions rather than explanations or will not have acted effectively on instructions and
advice. Students will always receive specific feedback on their core assessments to show them how to further develop their understanding and skills.

**Homework: History**
Students will also be assessed through specific pieces of homework set throughout the year. This could include local history projects, diaries, letters, models, extended writing and posters. Students will be provided with the marking criteria beforehand to allow them to reach their full potential. Students will also be set a range of homework tasks designed to prepare students for learning or consolidate what they have already learnt. These will be marked in class. It is our intention that throughout Key Stage 3, students become increasingly able to manage their own time effectively to become independent learners.

**Websites: History**
Students should be very selective when researching, recording and using only the information that is relevant to their enquiry, not printing off vast swaths of unread text. This is a skill that will be taught in class. Some useful websites include:
https://spartacus-educational.com/
http://timelines.tv/
https://www.bbc.com/teach/ks3-history/zhbdpg8
http://www.bbc.co.uk/cbbc/shows/horrible-histories (For amusing clips and songs for all time periods)

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

**Mathematics**

**Course Outline: Mathematics**
Students are taught in sets in Year 9 to enable each of them to work at a suitable pace. They have six Mathematics lessons per fortnight. The work covered in Year 9 builds on that of Year 8 and covers the early stages of the GCSE course.

Students will learn about Mathematics in the context of real-life issues. All topics are linked to “big question” themes and these will help to enrich students’ experiences of Mathematics. The “big questions” explored in Year 9 are:

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Form &amp; solve quadratic equations, plot quadratic graphs, find the equation of a line connecting two points on a graph, solve linear simultaneous algebraically &amp; graphically, perpendicular lines on a graph.</td>
<td>Are you an abstract thinker?</td>
</tr>
<tr>
<td>Term 2</td>
<td>Find the area and perimeter of sectors, use trigonometry, use bounds to calculate the error in measurements, change the subject of a formula.</td>
<td>Can you make the most of it?</td>
</tr>
<tr>
<td>Term 3</td>
<td>Enlarge shapes given the centre and scale factor, use the equation of a mirror line to reflect shapes, fully describe all transformations, find missing sides in similar shapes, tessellate shapes and create a tessellating pattern, use</td>
<td>Can you make the perfect pattern?</td>
</tr>
<tr>
<td>Term 4</td>
<td>Percentages, tax &amp; bills, exchange rates, interest &amp; depreciation, speed &amp; travel costs, distance-time graphs, and calculator methods for best buys.</td>
<td>What is the cost of living?</td>
</tr>
<tr>
<td>Term 5</td>
<td>Collect, represent and analyse large data sets; draw and use cumulative frequency graphs to calculate median &amp; interquartile range, calculate conditional probabilities, stratified sampling.</td>
<td>Am I being misled?</td>
</tr>
<tr>
<td>Term 6</td>
<td>Combined transformations, locus, construction, bearings, sine &amp; cosine rule, the sine formula for area of any triangle.</td>
<td>Where’s Wally?</td>
</tr>
</tbody>
</table>

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

**Assessment: Mathematics**

Students’ progress will be assessed on a regular basis. Students will complete a number of *core assessments* (a project, a written exercise or a test). These assessments will be marked and given a grade or a comment. Students also assess their own understanding of each topic, identifying the areas they need to develop further. They will also undertake a wide range of investigative work; these tasks will often be peer assessed which helps students to understand how they can improve their own problem solving skills.

**Progression: Mathematics**

In Year 9 pupils will recap harder year 8 topics if needed. In order to achieve an A at the end of Year 9, pupils would need to demonstrate most of the following skills:
- Calculate in standard form
- Use trigonometry in a range of geometrical problems
- Solve quadratic equations and draw quadratic graphs
- Find the equation of a line that passes through two points on a graph
- Solve multi-step problems involving fractions, decimals, percentages & ratio
- Use cumulative frequency to find the median & interquartile range
- Use ruler & compass constructions to solve loci problems.

**Homework: Mathematics**

Mathematics homework is set once a week. Students are usually given one or two nights to complete the work. Homework can take the form of:
- arithmetic tasks, to improve speed and accuracy, accompanied by a problem solving task
- exercises to reinforce work taught in KS3
- internet based homework (research or online worksheets)
- independent work to revise for a test or responding to feedback
- investigative work
- creative tasks (producing a poster or a booklet to explain a topic to someone else).
Websites: Mathematics
Pupils may find the following websites a useful source of support during Year 8:

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

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

- 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.
- It is fine to help your daughter with her Mathematics homework, but try to avoid the temptation of doing the questions for her. It is better to talk her through similar questions.
- Encourage your daughter to look over topics covered earlier in the school year.
- Explain the importance of mathematics to your daughter. If applicable, share with your daughter the mathematics you use in your own job.
- Ensure your daughter is confident with her ‘times tables’ as they are vital for completing work quickly. She needs to learn them by rote. Eg once 2 is 2, two 2s are 4, so they recall the facts quickly.
- There are many websites with games to make practising more interesting.
- 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.

Modern Foreign Languages

Course Outline: French

<table>
<thead>
<tr>
<th>Unit/Term</th>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduce oneself and family, describe family and friends; relationships within the family and amongst friends; what is a best friend</td>
<td>Me, my family and relationships “Comment est ma famille?”</td>
</tr>
<tr>
<td>2</td>
<td>Describe where one lives; talk about places of interest in own region but also in France; research places of interest in French speaking countries</td>
<td>My home, town, neighbourhood and region “C’est comment où j’habite?”</td>
</tr>
<tr>
<td>3</td>
<td>Talk about life at school; give opinions on school subjects and school facilities; talk about homework; talk about school rules</td>
<td>My studies “Comment est mon collège?”</td>
</tr>
<tr>
<td>4</td>
<td>Talk about what one does in their free time; talk about music tastes; research popular music in France and French speaking countries; give a review of a film; talk about how often one goes to the cinema</td>
<td>Free time: Music, cinema, TV “Qu’est-ce que je fais pendant mon temps libre (1)’?</td>
</tr>
<tr>
<td>5</td>
<td>Discuss food and drinks tastes; talk about eating out; converse and order food and drinks in a restaurant; describe a past meal; talk about sport and discuss sport tastes; give advantages and disadvantages of sport; say what one does to keep fit</td>
<td>Free time: Food and eating out, sport “Qu’est-ce que je fais pendant mon temps libre (2)?”</td>
</tr>
<tr>
<td>6</td>
<td>Research festivals and festive days in France and French-speaking countries; talk about how one celebrates birthdays, Christmas, Easter…</td>
<td>Customs and Festivals “Quels coutumes est-ce qu’il y a dans les pays francophones?”</td>
</tr>
</tbody>
</table>
## Course Outline: German

<table>
<thead>
<tr>
<th>Unit/ Term</th>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Relationships with family and friends: talk about yourself, your family and pets; family relationships; how you get on with friends. Grammar topics include: revision of haben and sein in the present tense, using regular and irregular verbs in the present tense, using reflexive and separable verbs.</td>
<td>Wie komme ich mit meiner Familie/ meinen Freunden aus?</td>
</tr>
<tr>
<td>2</td>
<td>Home, town, neighbourhood and region: revise describing rooms and what’s in them; describe homes; talk about town/ area you live in; talk about facilities in your town. Grammar topics include: using plurals of nouns, using prepositions to say where things are and the dative case, using inversion to form questions, making questions with interrogatives, using können.</td>
<td>Wie ist mein Haus / meine Stadt / meine Gegend?</td>
</tr>
<tr>
<td>3</td>
<td>My Studies: give opinions about school; describe your school; describe different sorts of schools. Grammar topics include: modal verbs, using the prepositions seit and vor, using infinitive constructions um...zu, ohne...zu</td>
<td>Wie ist meine Schule?</td>
</tr>
<tr>
<td>4</td>
<td>Free time activities (music, cinema and TV): talk about music, cinema and TV. Grammar topics include: separable verbs in the perfect tense, reflexive verbs in the perfect tense</td>
<td>Was für Sendungen/ Filme/ Musik magst du?</td>
</tr>
<tr>
<td>5</td>
<td>Free time activities (food, eating out and sport): talking about what you eat and drink at home and out, talking about food and drink in Germany, talking about sports activities. Grammar topics include: saying what you like / would like to do, the present tense, correct word order with adverbial phrases, say what you like/prefer/ like best, use separable and reflexive verbs in the future tense, the different words for when.</td>
<td>Wo wollen wir essen? Treibst du Sport?</td>
</tr>
<tr>
<td>6</td>
<td>Customs and festivals in German-speaking countries/communities: traditions in German-speaking countries, German customs, festivals in German-speaking countries. Grammar topics include: talking about quantities, weights and containers, using adjectives as nouns, verbs as 2nd idea, the perfect tense, using personal pronouns.</td>
<td>Wie feiert man in Deutschland / Österreich / der Schweiz?</td>
</tr>
</tbody>
</table>

## Course Outline: Spanish

<table>
<thead>
<tr>
<th>Unit/ Term</th>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Describing how you use communication technology. Talking about TV, films and books. Giving more sophisticated opinions and analysing.</td>
<td>¿Me interesan los medios de comunicación?</td>
</tr>
<tr>
<td>2</td>
<td>School, teachers and extracurricular activities.</td>
<td>¿Qué pienso de mi instituto?</td>
</tr>
<tr>
<td>3</td>
<td>Pocket money, jobs and future plans.</td>
<td>¿Cómo puedo ganarme la vida?</td>
</tr>
<tr>
<td>4</td>
<td>El Siglo de Oro Cristóbal Cólón La Armada Cervantes - Don Quijote Velázquez - Las Meninas</td>
<td>¿Cómo era la historia y cultura durante el Siglo de Oro en España?</td>
</tr>
</tbody>
</table>
Throughout the French, German or Spanish Year 9 courses, students will learn and use a variety of skills:

- Comprehension and translation skills
- Pair work and group work for developing speaking skills and becoming effective communicators
- Opportunities for students to be creative with language for different tasks
- Research homework about the target language country
- Students will regularly be asked to reflect on their own work and the work of others, thus improving their metacognitive skills as reflective learners

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

- Research project into a French, Spanish or German town.
- Reading short literary texts, such as extracts from novels or poems
- Making up songs or poems.
- Listening to songs, reading magazines and watching videos or short films from the target language country.
- Opportunities to give presentations
- Access to super curricular resources on our MFL enrichment Google Classrooms

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

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

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

**Homework: Modern Foreign Languages**
Students can expect to get one piece of homework per week for each language that they are studying. This may be a reading, listening or grammar exercise which may be marked in class, a learning homework for a vocabulary test or a preparation for an oral presentation which will be assessed in class.

**Progression: Modern Foreign Languages**
In Year 9 students will develop their grammatical understanding and encounter different tenses and more complex structures. Therefore, it is important that they have a sound knowledge of key verbs and tenses to use in their own work. We supplement the schemes of work in order to allow more able students to use a variety of structures and vocabulary. An integral part of doing well in a language is the ability to add detail and to go beyond a basic response. Therefore, if the homework is to write about their house,
Students who not only describe their house but also give opinions, use connectives and unusual vocabulary and add additional tenses or other extra details, will be awarded the highest marks.

**Websites: Modern Foreign Languages**

There are many websites which can help your daughter learn in MFL and she should be encouraged to carry out her own research. Some of the best, in our view, are:

**French, German and Spanish**

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

**French**

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

**German**

- www.goethe.de
- www.bbc.co.uk/languages/german

**Spanish**

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

**How parents and carers can help: Modern Foreign Languages**

- Buy your daughter a suitable dictionary
- Let her put ‘post-its’ around the house to label the vocabulary she has learnt.
- If you have the opportunity, watch a TV channel in the language she is studying or listen to a foreign radio station.
- Allow her to download foreign music! (legitimately of course). We are building up a range of music available to them at school as well!
- Research has shown that the best and most effective way to learn a foreign language is ‘little but often’, e.g. do not force your daughter to learn vocabulary for hours on end but encourage her to learn it in small ‘chunks’ and to revise on a regular basis.
- Learn and ‘test’ vocabulary with her.
- Ask your daughter what topic she is working on – she will probably be pleased to try and teach you.
- Take an interest in French, German or Spanish events in the news, and try to pick up any associated vocabulary.
- Encourage her to check her spelling carefully.

… and of course let her talk to you in the language she is studying! – even if you don’t understand. Young linguists like to ‘show off’ and impress…and why not? Finally, the best way to really encourage your daughter to learn a language is to take her on a trip to that country. Encourage her to do the shopping, order the drinks, and encourage her to learn the language that is going on around her. You may like to take out a subscription to the ‘Mary Glasgow’ language magazines (this will be offered to your daughter during the first term) but if you do, try to find time to look through the magazine with her. Many of our students are very willing to do some independent learning, but they all like to be encouraged to do
so! Whatever you do: please be positive, encouraging and do listen to and read her work (even if you don’t understand it all!).

Music

<table>
<thead>
<tr>
<th>Course Outline: Music</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic focus</strong></td>
</tr>
<tr>
<td>Term 1: The Musical</td>
</tr>
<tr>
<td>Term 2: Trance</td>
</tr>
<tr>
<td>Term 3: Musical fusion</td>
</tr>
<tr>
<td>Term 4: Musical fusion/ Music for gaming</td>
</tr>
<tr>
<td>Term 5: Music for gaming</td>
</tr>
<tr>
<td>Term 6: GCSE</td>
</tr>
</tbody>
</table>

In lessons, students will learn and develop their knowledge and understanding of composing, performing, listening and appraising through inter-related activities. Students will have opportunities to develop personal learning and thinking skills by working alone or collaboratively in pairs or as part of a group, researching a topic or a brief, planning, preparing and rehearsing for a performance, refining musical ideas, extending and developing creative ideas and performing a finished piece. They will be involved in performing their own music or the music of others, creating and developing their own musical ideas, listening to and evaluating their own music and music by others to learn about different musical styles and conventions, how to use musical ideas to express a mood or for a defined expressive purpose and how music reflects the context and time in which it was composed.

Each of the topic areas discusses a ‘big question’ which provides a focus for the unit and the opportunity for personal enquiry. There are links with different subjects within each unit, and extension and enrichment opportunities are provided through performances. The course culminates in a major musical presentation – Oxjam, where students are responsible for the selection, arrangement and performance of their own music which will be presented in an evening concert in aid of Oxfam. Students will take control of the whole event by planning, producing videos, advertisements, tickets etc. In short, students will become involved in, and learn about the wider range of responsibilities and opportunities within the music business. Outside the classroom, there is a wide range of extra-curricular musical activities available to suit all interests and levels. These provide enrichment and extension opportunities with concerts and performances given within the school and community. Pupils can also take advantage of the small group instrumental lessons run by the school and involving teachers from Kent Music. The school also provides accommodation for pupils to have individual lessons with Kent Music.

Assessment: Music

Students will be assessed in a variety of ways. During each lesson, aural feedback of examples of work in progress will be given to help students to develop their work. At the end of each unit a core listening or appraising exercise will be set. Students work will be appraised in the combined areas of composing and performing and a verbal or written comment will be given which will be contained in a ‘feedback’ book. The department will use level descriptors based on the department’s attainment descriptors and school assessment guidelines. These will be shared with students as either a hard copy or electronically.
**Progression: Music**

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

The likely range of NC levels by the end of Year 9 in Music is between 5 and 7, with the expectancy that most students will have reached a level 6. It is possible for students, after consideration of their work in Year 9 and over the whole of key stage 3, to achieve a level 8 or ‘exceptional’. In order to achieve a level 6, students should show an understanding of a wide range of musical styles, genres or traditions and demonstrate this in their Composing, Performing and Listening and Appraising. They will be able to perform and interpret more difficult music with control, accuracy and confidence and to suggest and make improvements to their own and others’ work depending on the style.

**Homework: Music**

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

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

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

**Websites: Music**

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

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

If you would like your daughter to receive individual instrumental with our main providers, Kent Music, details and application forms are available online at [www.kent-music.com](http://www.kent-music.com)

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

Ensemble skills are an important part of Music and music lessons! Whether your daughter plays a musical instrument or not, it is recommended that she joins at least one of the school’s choirs; not only is the voice central to NC activities, it is a wonderful way of developing listening skills and confidence.

Finally, it is important to remember that the Music curriculum is based on the combined activities of composing, performing, listening and appraising, and aims to develop the greater breadth of musical understanding. Visits to concerts; encouraging listening to a wide range of musical styles, live, recorded, on the radio; discussing favourite or unfamiliar music; talking about the background or context of music (your own experiences) are all worthwhile and important activities in developing the sort of musical breadth and understanding covered in key stage 3.

**Physical Education**

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

**Course Outline: Physical Education**
The curriculum will include activities which cover the following areas:

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

In Year 9 students will be taught the following activities on a carousel:

Netball, gymnastics, volleyball, dance, fitness, hockey, football, athletics and badminton.

The aim of this range of activities is to expand, deepen and broaden student knowledge, skills and understanding. It will allow all students to become successful confident learners who make high levels of progress and achievement. The curriculum will also develop students personally and socially. Students will work as individuals, in groups and in teams, developing concepts of fairness, respect and personal and social responsibility. Students will take on, explore and develop different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that the curriculum offers, students will learn to be successful and effective in competitive, creative and challenging situations. The curriculum also aims to develop the confidence and interest of the students, encouraging them to get involved in exercise and sport outside of school.
Assessment: Physical Education
Students will be assessed at the end of each activity block according to the whole school KS3 assessment policy. The students’ progress and achievement will be marked according to the following:

- developing skills in physical activity
- making and applying decisions
- developing physical and mental capacity
- evaluating and improving

The students marks are levelled and recorded on an individual student profile sheet. The mark for each activity tracks student progress throughout the year. Further to this students will also partake in a range of self assessment and peer assessment activities during lessons, such as observation and evaluation of dance sequences and sporting techniques.

Progression: Physical Education
In order to achieve the highest level in Year 9 students should be able to consistently distinguish and apply advanced skills, techniques and ideas, performing them with high standards of precision, control, fluency and originality. Students should be able to draw on their knowledge of advanced strategies, tactics and compositional ideas and apply these consistently with proficiency and flair in their own and others’ work. They should be able to analyse, modify and refine skills to improve their own and others’ performances. Students should be able to consistently apply their knowledge of health and fitness in all aspects of their work.

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

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

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

How parents and carers can help: Physical Education
Parents and carers can help by encouraging their daughters to attend at least one extra-curricular sports club per week. Students can enhance their physical abilities and develop their social, personal and mental skills through taking part in our high quality out of hours learning programmes. Extra-curricular clubs are open to all students of all abilities and the programme offered caters for a wide variety of interests and tastes. Parents and carers can also help by supporting their daughter in any community activities or clubs that are on offer. The extra-curricular clubs run before school, during lunch time and after school and include the following:

<table>
<thead>
<tr>
<th>Winter activities</th>
<th>Summer activities</th>
<th>Activities offered all year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September to March</strong></td>
<td><strong>April to July</strong></td>
<td>Netball</td>
</tr>
<tr>
<td>Dance</td>
<td>Athletics</td>
<td>Badminton</td>
</tr>
<tr>
<td>Fitness</td>
<td>Cricket</td>
<td>Football</td>
</tr>
<tr>
<td>Benchball</td>
<td>Rounders</td>
<td>Indoor Rowing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zumba</td>
</tr>
</tbody>
</table>

MGGS has a number of competitive fixtures against schools both in and out of the district throughout the year and parents/carers can assist the Physical Education department by encouraging their daughters to
take part in these events. Details about such fixtures will be communicated to students on a weekly basis. If parents or carers would like to assist the Physical Education department with coaching/officiating then please contact the Head of Department, Mrs Robbins.

**Religious Studies**

**Course Outline: Religious Studies**
In Year 9 students study the following units of work in this subject:

<table>
<thead>
<tr>
<th>Term 1 and Term 2</th>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 3</td>
<td>Christianity- Christian beliefs</td>
<td>What are the central Christian beliefs?</td>
</tr>
<tr>
<td>Term 4</td>
<td>Islam - Muslim beliefs</td>
<td>What are the central Muslim beliefs?</td>
</tr>
<tr>
<td>Term 5</td>
<td>Christianity- Living the Christian life</td>
<td>How do Christian beliefs impact their daily lives?</td>
</tr>
<tr>
<td>Term 6</td>
<td>Christianity-Living the Christian life</td>
<td>How do Christian beliefs impact their daily lives?</td>
</tr>
</tbody>
</table>

The students begin their GCSE in term 3 of Year 9. The various schemes all address the requirements of the Edexcel full course Religious Studies specification B. It is not unusual to find this course challenging initially before steadily growing in confidence as the course progresses. The students will be expected to work hard and make progress, whilst also remembering that they are tackling GCSE content at a young age. As a result, we aim to help all students improve throughout Year 9 and for this improvement to continue at Key Stage 4.

**Assessment: Religious Studies**
For terms 1 and 2, students will be assessed in a similar manner to GCSE, but on Key Stage 3 material. From term 3, students are assessed using the exam papers and mark schemes provided by Edexcel. Students can expect to be assessed every term at the end of each unit of study. All assessments are in the same style and the students will always be given the appropriate amount of time (relative to the examination). The assessments include 3, 4, 5 and 12 mark questions. Once marked the student will be made aware of their score, percentage and new GCSE (9-1) grade. We will work to help all students to become self-aware as to how they are doing relative to their peers and their own personal goals.

**Progression: Religious Studies**
Progress in this subject is dependent upon the development and application of general educational skills which are built into the schemes of work. This includes skills such as reasoning, using evidence, advocacy, analysis and evaluation. The students will also need to work on building their knowledge of technical terms and fluency of expression.

The department aims to help all students to reach their goals for GCSE. It will be important for the girls to remember that this course is studied over three years and that their aim should be to make progress each year. It is not uncommon for a student to progress gradually or to make sudden leaps in their attainment. What is essential is to maintain a growth mindset for the duration of the course.

**Homework: Religious Studies**
Homework tasks can be very varied. They may involve: revising in preparation for a test; reinforcing work covered in class; completing a task started in class; carrying out project/investigation work; carrying out preparatory work for a forthcoming task or lesson-activity and conducting questionnaires/surveys. Homework may also include revision for a core assessment.

**Websites: Religious Studies**
There are a plethora of websites on world religions that can easily be found via a search engine. Other very useful sites for research and investigation at this level are:

www.bbc.co.uk/religion
www.islamicity.com

**How parents and carers can help: Religious Studies**

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

**Science**

All students will finish the Science Key Stage 3 curriculum at the end of year 8 and so start GCSE Biology, GCSE Chemistry and GCSE Physics at the beginning of year 9. At MGGS students will be studying AQA GCSEs in Biology, Chemistry and Physics. This will either lead to three separate GCSE grades in each of the Sciences or Combined Science. Combined Science assesses all three subjects but leads to two GCSE grades. The content taught will allow all students to access A Level Science courses, regardless of the route taken and provided they meet the school entry requirements.

**Course Outline: Biology**

<table>
<thead>
<tr>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cell structure and transport</td>
<td>What are the basic building blocks of life?</td>
</tr>
<tr>
<td></td>
<td>How can some organisms be a single cell, and others contain billions of cells?</td>
</tr>
<tr>
<td>Cell division</td>
<td>How do organisms grow?</td>
</tr>
<tr>
<td></td>
<td>Why do we have so many different types of cell?</td>
</tr>
<tr>
<td>Organisation and the digestive</td>
<td>What happens to food after you have eaten it?</td>
</tr>
<tr>
<td>system</td>
<td>Why can’t you live without enzymes?</td>
</tr>
<tr>
<td>Organising plants and animals</td>
<td>How can a piece of mesh prevent a heart attack?</td>
</tr>
<tr>
<td></td>
<td>Are plants the lungs of the planet?</td>
</tr>
</tbody>
</table>

**Course Outline: Chemistry**

<table>
<thead>
<tr>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atomic Structure</td>
<td>How is 99.99% of our body just empty space?</td>
</tr>
<tr>
<td></td>
<td>How do we know what the atom looks like?</td>
</tr>
<tr>
<td>The Periodic Table</td>
<td>Why does the Periodic Table look like that?</td>
</tr>
<tr>
<td></td>
<td>Why do elements react differently?</td>
</tr>
<tr>
<td>Structure and Bonding</td>
<td>Is diamond the hardest surface on Earth? How will nanotechnology change the world?</td>
</tr>
<tr>
<td>Chemical Calculations</td>
<td>How many molecules are there in a glass of water? How much antacid would it take to neutralise stomach acid?</td>
</tr>
</tbody>
</table>
Course Outline: Physics

<table>
<thead>
<tr>
<th>Topic focus</th>
<th>‘Big Question’ around topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy transfer by heating</td>
<td>How does energy reach the Earth from the Sun? How do we cook food?</td>
</tr>
<tr>
<td>Energy resources</td>
<td>How will we find sufficient energy for the 21st century? What is meant by a renewable energy resource?</td>
</tr>
<tr>
<td>Waves</td>
<td>How does waves travel and carry information? What are electromagnetic waves and how do they differ from sound waves?</td>
</tr>
<tr>
<td>Light</td>
<td>What is the difference between reflection and refraction? Where are lenses used and how do they form an image?</td>
</tr>
</tbody>
</table>

Science has something to offer every student and a multitude of careers benefit from a good scientific understanding. From a trainee chef to a nuclear physicist, a construction apprentice to a cancer researcher, everyone needs some level of relevant Science understanding.

Assessment: Science
Students will take end of topic tests in Biology, Chemistry and Physics throughout year 9. These will be graded in line with the school A-D attainment policy and also graded internally on a GCSE 9-1 grading scale. At the end of year 11, each Science subject will be examined by two externally-marked examination papers. Each paper will assess knowledge and understanding from different topics. For the Separate Science GCSEs, both papers are 1 hour 45 minutes in duration. Each is worth 50% of the grade awarded in that Science and has 100 marks available. Papers for the Combined Science examinations are 1hr 15 minutes in duration. There are two for each Science and each is worth 16.7% of the final grade and has 70 marks available. The Combined Science course represents two GCSEs. Students are also required to take part in a number of required practical activities during the course, which are not formally assessed. However, there may be questions on these practical activities in tests and in the examination papers.

Progression: Science
Students will be monitored on the A-D attainment system for each science. However the topics do vary in difficulty, so some students may attain higher in some topics than others. In order to achieve this level they would need to learn and understand the content of the topics covered. Students need to be able to analyse models explaining abstract phenomena; understand the benefits and drawbacks of scientific developments for different people; use key words and terminology in the correct context in both spoken and written communication; understand the risks involved in science and be able to design experiments safely; describe and record observation systematically; use tables, charts and graphs effectively; recognise trends and use primary and secondary data.

Homework: Science
Students will be expected to do regular homework tasks, one in each of the sciences per week. These will include exam style questions, levelled questions from their textbook, literacy activities such as writing a poem, writing up investigations, revising for tests and mid-topic assessments. The homework tasks may be given a mark out of ten, whereas exam style questions, levelled questions and mid-topic assessments will allow students and teachers to monitor what former National curriculum level they are working at.

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

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

Students should be encouraged to follow scientific developments that are happening now. This could be done through the media (magazines such as Focus cover developments in Science; TV programmes such as Brainiac and Mythbusters can include some good science and the more technical programmes such as Horizon can stretch the more able) and visits (alternative technology centres and the Science museum, for example). Visits to museums can encourage students to think about how Science has developed over time and how Scientists have collaborated in their research. A text-book written specifically for this course is available on the schools’ Fronter site. Parents and carers are advised to familiarise themselves with the content of this book so that they are more able to give help. Students should be encouraged to read scientific literature such as the Ask Uncle Albert and Smelly Science books. A CGP science revision guide that follows the new KS3 curriculum will be available for purchase in term 1. A letter will be sent home about this through parent mail.