



Maidstone Grammar School
for Girls

Non sibi sed omnibus

Year 9 Curriculum Information 2023-24

A Reference Booklet
for Parents and Carers

Contact: Mr B White, Assistant Headteacher

A forward-thinking community with a tradition of excellence

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.

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.

Subject Lessons	Number of lessons per fortnight
Art	2
Biology	2
Chemistry	2
Design and Technology	3
Drama	2
Enrichment	2
English	6
Geography	3
History	3



Computing	2
Mathematics	6
Modern Foreign Languages	French: 4 German/Spanish: 4
Music	2
Physical Education	3
Physics	2
Religious Studies	2

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

MGGS is MEGA



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

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

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



Google

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

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



Enquiry, Extension, Enrichment



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

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



Advanced Thinking

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

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

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

Grading in Year 9

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

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

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

What do the grades in tracking reviews and reports mean?

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

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

Progression

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

Assessment in Year 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:

Year 9	Homework allocations: two week timetable cycle
Art	2 x 30 minutes
Biology	1 x 40 minutes
Chemistry	1 x 40 minutes
Design and Technology	3 x 20 minutes
Drama	2 x 30 minutes

English	2 x 60 minutes
Geography	2 x 30 minutes
History	2 x 30 minutes
Computing	2 x 30 minutes
Mathematics	2 x 60 minutes
Modern Foreign Languages	French: 2 x 30 minutes German/Spanish: 2 x 30 minutes
Music	2 x 20 minutes
Physics	1 x 40 minutes
Religious Studies	2 x 30 minutes

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

Google Classrooms, Drive and Sites

All students will 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

Intent	Implement	Impact
The aim in Year 9 is for students to start making their own creative decisions in order to express themselves visually. The theme of the year is 'personal identity' and through further exploration of various recording skills and exploring artists, students will complete a series of more accomplished and independently developed outcomes. The skills they explore in this academic year will also underpin the GCSE course if they choose to pursue art further.	Students will develop skills in portraiture drawing and then they will complete 3 projects, each based on different artists, covering different skills in order to explore a variety of ways of expressing themselves.	At the end of year 9 students will have a deeper understanding of the creative process and a much broader range of skills across various new media. If they choose to pursue art at GCSE, students will have a strong foundation of knowledge to prepare them for the more independent nature of Key Stage 4 Art, Craft and Design.

	Term 1		Term 2	Term 3
Big question	How can I accurately draw a human face?	How can I use proportion to create an expressive human face		Who am I and how can I show this creatively?
Skills	Typography and graphic layout design, Tonal drawing from observation	Analytical sketchbook pages	Life drawing, carbon paper printing	Analytical sketchbook pages, photography, collage, painting skin tones
Knowledge	Proportions of the face	Work of Adebajji Alade	How to capture expression in the face	Work of Hanoch Piven, Opacity in paint, painting skin tones, recognising a sense of 'self'.
Assessment	The 'NEWSFEED' document provides opportunities for self reflection, teacher grading, RAGging, written feedback and student responses to the feedback given.			
	CORE ASSESSMENT: Graphical front cover of sketchbook	CORE ASSESSMENT: Adebajji Alade analysis page, <i>Carbon print portrait (Peer)</i>		CORE ASSESSMENT: <i>Hanoch Piven analysis page (Peer)</i> , Exam drawing, Hanoch Piven outcome

	Term 4	Term 5	Term 6
Big question	How can I use mixed media to express who I am?	How can I use mixed media to express who I am?	How can I explore new ways of creative artwork?
Skills	Analytical sketchbook pages, design work, typography	Carbon paper printing, acrylic painting, background techniques, photo transfer techniques	Etching, Linocut, Monoprint, DSLR photography
Knowledge	Work of Sarah Beeton Using colour and texture to express yourself	Composition, design process	Techniques and processes
Assessment	The 'NEWSFEED' document provides opportunities for self reflection, teacher grading, RAGging, written feedback and student responses to the feedback given.		

	CORE ASSESSMENT: Sarah Beetson analysis, <i>typography work (Peer)</i>	CORE ASSESSMENT: Mixed media Beeston response	Skills assessment on KS4 Newsfeed sheet
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How parents can support:	Encourage your child to use the whole of their designated homework time on making sure their work is completed to the best of their ability. We also recommend taking your child to art exhibitions and galleries to inspire them.
Useful links	https://www.studentartguide.com/ www.timeout.com/london/art/top-10-art-exhibitions-in-london https://www.tate.org.uk/kids

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

Computing

Intent	Implementation	Impact
The increasing use of technology in all aspects of society makes confident, creative and productive use of computing an essential skill for life. Computing capability encompasses not only the mastery of technical skills and techniques, but also the understanding to apply these skills purposefully, safely and responsibly in learning, everyday life and employment.	<p>The year 9 Computing journey continues to develop students' problem-solving and programming skills and also strengthens their understanding of online safety / cyber security measures.</p> <p>Students are introduced to the syntax of HTML and CSS enabling them to design websites.</p> <p>We move on to master key concepts to be able to design text based games.</p> <p>Keeping data safe on the internet using encryption techniques and the relevant algorithms is a progression from online dangers learnt in Year 8.</p> <p>Students also learn about the ethical and moral issues surrounding image manipulation.</p>	Students have a good understanding of programming skills required and the foundation of computing theory to make a decision about choosing this as an option for their GCSE.

	Term 1	Term 2	Term 3
Big question	How do I create dynamic content on the World Wide Web (www)?	What are the features of a good computer game?	How are images and text represented (data representation contd.)?
Skills	Syntax of HTML and CSS, structure a program, creative.	Problem solving, advanced Python programming - data structures and random functions.	Numeracy skills, binary number conversion and calculation of file sizes.
Knowledge	<ul style="list-style-type: none"> → An introduction to HTML and basic tags required to construct a webpage. → Embedding images, videos, tables, frames to construct a meaningful and catchy homepage. → Use CSS as a formatting tool for web page content. 	<ul style="list-style-type: none"> → This unit of work begins with a recap of python programming skills. → The need for and how to use Random library to generate unpredictable values in a game. → Be able to store multiple values in a single variable - array. 	<ul style="list-style-type: none"> → This unit is a continuation of the learning on data representation - binary, hexadecimal number system. → Understanding the components of image representation → Digital representation of text.

	→ Design and implement a website in their own area of interest (music, dance, bake, skating, fashion, textiles etc.)	→ Design and produce simple ‘guessing’ games.	→ Using Logic Gates in circuits - designing and building circuits to simulate properties of basic gates (NOT, AND and OR).
Assessment	Evaluation of the individual websites and End of unit assessment HTML and CSS syntax and problem-solving techniques.	Year 9 examination.	End of unit assessment on data representation.

	Term 4	Term 5	Term 6
Big question	How can I keep data safe on the internet?	Can I believe every digital media?	GCSE Headstart
Skills	Encryption techniques, coding and decoding messages, numerical skills, spreadsheet functions	ICT skills - using image manipulation software and mastering different techniques to ethically alter images. Teamwork	Mastering Python programming skills - assignment, selection and iteration. Numeracy skills
Knowledge	→ Students have a recap on the dangers of transmitting data on the internet and a simple encryption technique to encrypt messages - transposition cipher . → Understand and work with different ciphers to encrypt and decrypt messages → Use further functions available in spreadsheets such as LOOKUP.	→ Understand the ethical and moral implications surrounding image manipulation. → Use the Serif Photoplus software to digitally alter images for a given set of scenarios.	→ This term we begin our journey on GCSE Computer Science. → Mastering the fundamentals of problem-solving and programming - data types, selection and iteration. → Be able to plan and code a mini programming project independently. → Recap on the data representation knowledge from year 8 and year 9 - Binary and Hexadecimal number systems, arithmetic, character and image representation.
Assessment	End of unit assessment on encryption techniques.	Project presentation	→ A summative assessment on Fundamentals of Programming → A summative assessment on Data Representation

How parents can support:	<p>Homework is set on a weekly basis via the Google Classroom platform. Homework can often be research-related, be a follow-on from the classwork or evaluation activity from the content of that day's lesson. In Year 9 some of the homework revolves around planning and / or revisiting the learning activities to enable them to develop on their metacognition skills.</p> <p>Pupils are encouraged to keep up to date with technology news that can be used in class discussions and update their electronic portfolio with opinions on current technological news as well as classwork and homework. Parents are encouraged to support their children in these learning.</p>
Useful links	<p>https://www.tutorialspoint.com/html/index.htm - A guide to HTML and CSS</p> <p>https://www.bbc.co.uk/bitesize/subjects/zvc9q6f - KS3 Computer Science</p> <p>http://www.thinkuknow.co.uk/ - Guide to internet safety</p> <p>https://student.craigndave.org/gcse-aqa-8525 - Videos supporting the GCSE learning</p> <p>http://www.bbc.co.uk/technology - Latest technology news</p>

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

Design and Technology

Fashion & Textiles

Intent	Implementation	Impact
Students develop an even more in depth and complex knowledge of what textiles is and how it can be used to design and make fashion garments linking to anthropometric data. Students work through a creative design process focussing on pattern and fabric manipulation and adaptations.	Students work with a variety of paper patterns and fabrics to implement theoretical knowledge into practice. Students work to develop a range of technical skills and apply these to their design intentions in order to manufacture a high quality garment reflective of the skills and techniques explored.	Students develop a wider variety of practical skills and knowledge using the sewing machine including pattern manipulation, adding darts, adding pleats, fabric manipulation through origami and american smocking. Students design and adapt patterns to meet their needs taking into account anthropometric data.

	Term 1	Term 2	Term 3
Big question	How important are fabrics and garments?	How important are fabrics and garments?	How important are fabrics and garments?
Skills	Designing - understanding contexts, users and purposes. Making - practical skills and techniques. Technical knowledge - making products work.	Making - practical skills and techniques. Technical knowledge - making products work.	Designing - generating, developing, modelling and communicating ideas. Making - practical skills and techniques. Technical knowledge - making products work.
Knowledge	<ul style="list-style-type: none"> How to gather and use anthropometric data. How to manipulate fabrics using darts. How to manipulate fabrics using origami. 	<ul style="list-style-type: none"> How to manipulate fabrics using a variety of pleating methods. How to manipulate fabrics using American smocking. 	<ul style="list-style-type: none"> How to adapt and manipulate paper patterns. How to use the sewing machine. How to adapt the sewing machine settings.
Assessment	Technique sampling.	Technique sampling.	Design ideas.

	Term 4	Term 5	Term 6
Big question	How important are fabrics and garments?	How important are fabrics and garments?	Start of GCSE Course
Skills	Making - planning, practical skills and techniques. Technical knowledge - making products work.	Making - planning, practical skills and techniques. Technical knowledge - making products work.	Making - planning, practical skills and techniques. Technical knowledge - making products work.
Knowledge	<ul style="list-style-type: none"> How to adapt and manipulate paper patterns. 	<ul style="list-style-type: none"> How to adapt and manipulate paper patterns. How to use the sewing machine. 	<ul style="list-style-type: none"> How to manipulate materials How to create samples and swatches

	<ul style="list-style-type: none"> How to use the sewing machine. How to adapt the sewing machine settings. 	<ul style="list-style-type: none"> How to adapt the sewing machine settings. 	<ul style="list-style-type: none"> How to record work
Assessment	Technical knowledge and skills.	Technical knowledge and skills.	Technical knowledge and skills.

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

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

Food & Nutrition

Intent	Implementation	Impact
Students are required to demonstrate a working knowledge of the spread and prevention of food poisoning bacteria. Students must understand a selection of more advanced cooking methods and different recipes from across the world.	Students undertake a range of theory and practical tasks to link their knowledge. They explore food science, provenance, nutrition and choice. They work to prepare a range of recipes of increasing complexity from different cultures from across the world.	Students build upon existing skills to become competent and confident with a range of food preparation methods using the oven/hob. They develop food preparation skills with increasing accuracy. The recipes they follow require more quality control checks as time goes on.

	Term 1	Term 2	Term 3
Big question	Where in the world does our food come from and what influences consumer choices?	Where in the world does our food come from and what influences consumer choices?	Where in the world does our food come from and what influences consumer choices?

Skills	Cooking and nutrition - where food comes from. Cooking and nutrition - food preparation, cooking and nutrition.	Cooking and nutrition - where food comes from. Cooking and nutrition - food preparation, cooking and nutrition.	Cooking and nutrition - where food comes from. Cooking and nutrition - food preparation, cooking and nutrition.
Knowledge	<ul style="list-style-type: none"> Food hygiene, health and safety protocols. Food preparation skills. Theoretical and practical understanding of bread making and how this differs across the world. 	<ul style="list-style-type: none"> Food preparation skills. The process and science of gelatinisation. Shaping dough. 	<ul style="list-style-type: none"> Food investigation - how to carry out research. Food investigation - how to carry out fair testing. Food investigation - how to gather data and analyse results.
Assessment	Pathogenic bacteria and food spoilage report.	Gelatinisation report.	Food science investigation.

	Term 4	Term 5	Term 6
Big question	Where in the world does our food come from and what influences consumer choices?	Where in the world does our food come from and what influences consumer choices?	Start of GCSE Course
Skills	Cooking and nutrition - where food comes from. Cooking and nutrition - food preparation, cooking and nutrition.	Cooking and nutrition - where food comes from. Cooking and nutrition - food preparation, cooking and nutrition.	Food hygiene, health and safety
Knowledge	<ul style="list-style-type: none"> Diets from around the world. Dishes from eastern cultures and appropriate cooking methods. 	<ul style="list-style-type: none"> Food nutrition dietary needs How to adapt recipes according to a variety of dietary needs Macronutrient and micronutrients. 	<ul style="list-style-type: none"> Critical temperatures Food poisoning bacteria spread and prevention Food spoilage microorganisms and enzymes Food preservation methods
Assessment	Dietary needs report.	Recipe adaptation.	Food HHS.

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

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Product Design

Intent	Implementation	Impact
Students develop a wider variety of design communication skills including modelling for form and function. Students focus more closely on the use of timbers and explore mechanical motion and construction methods.	A selection of modelling methods are utilised in order to explore the concept of mechanical motion in action. Students undertake a blend of theory and practical tasks in order to investigate materials, form and function of products.	Students are able to generate a wide array of design solutions, taking into account both form and function as part of design solutions. Students manipulate materials through appropriate methods to produce a product based on one or more mechanical motions.

	Term 1	Term 2	Term 3
Big question	Can we live without Design and Technology?	Can we live without Design and Technology?	Can we live without Design and Technology?
Skills	Designing - understanding contexts, users and purposes. Designing - generating, developing, modelling and communicating ideas.	Designing - generating, developing, modelling and communicating ideas. Making - planning.	Making - practical skills and techniques. Technical knowledge - making products work.
Knowledge	<ul style="list-style-type: none"> How to identify target markets and carry out client profiling. Materials and their properties. Mechanisms and their functions. Modelling methods. 	<ul style="list-style-type: none"> Modelling methods. How to generate a range of design ideas suited to the needs of the identified client. How to plan for accurate and high quality manufacture. 	<ul style="list-style-type: none"> Physical and working properties of materials and mechanisms. How to shape and form materials through waste, forming and addition processes.
Assessment	Modelling form and function.	Design ideas.	Technical knowledge and skills.

	Term 4	Term 5	Term 6
Big question	Can we live without Design and Technology?	Can we live without Design and Technology?	Start of GCSE Course
Skills	Making - planning, practical skills and techniques. Technical knowledge - making products work.	Making - planning, practical skills and techniques. Technical knowledge - making products work. Evaluating - own ideas and products.	Designing and making principles - mock NEA task

Knowledge	<ul style="list-style-type: none"> How to shape and form materials through waste, forming and addition processes. 	<ul style="list-style-type: none"> How to shape and form materials through waste, forming and addition processes. Identification of what improvements need making and how to implement these. 	<ul style="list-style-type: none"> The requirements of an NEA task. How to design and make according to a set theme/specific criteria. How to design a flat pack practical outcome.
Assessment	Technical knowledge and skills.	Practical outcome.	Mock NEA task.

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

Drama

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

	Term 1 and 2	Term 3 and 4
Big question	Verbatim Theatre: The Paper Birds <i>How can we theatrically present real people's views?</i>	Page to Stage: Teechers by John Godber <i>Are the playwright's intentions important?</i>
Skills	Interviewing and selecting text, stream of consciousness in order to create text, physical theatre/choreographed movement sequences, exposing the method. Consideration and exploration of socio-political issues/world events through performance. Opportunity for students to direct the Core Assessment task. Analysis and evaluation of performance.	Analysis of text and understanding of the social, cultural context. Multi-role, actor as a prop, direct address, creation of comedy, ensemble work, how to use a set in a mutli-purpose way and utilise token items of costume and props. Analysis and evaluation of performance
Knowledge	Understanding the work of The Paper Birds theatre company and how they use verbatim, movement and exposing the method in a unique way. What verbatim is, how it can be created and collected and how it can be utilised in a piece of theatre in order to add a sense of truth. A greater understanding of physical theatre and how it can add emphasis to text.	The importance of the social, cultural and historical context of a text. Understanding what is meant by 'a playwright's intentions'. Some understanding (through practical exploration) of how the practitioners Steven Berkoff and Bertolt Brecht influenced Godber's writing. How to use a wide range of theatrical skills in order to multi-role. Understanding of backstage roles.
Assessment document provides opportunities for students self-reflection, RAG rating, teacher feedback and target setting. Students are assessed in three areas: creating, performing and responding		
Assessment	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout the unit in order to help students develop their performance skills. Whole class feedback (written) given at the end of term 1. Students work in groups on Core Assessment using the Drama Department's assessment criteria. In term 2 small group written feedback is used to help students set individual targets.	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout. Students work in groups on a final performance piece (Core Assessment) using the Drama Department's assessment criteria. In term 4 students receive individual written feedback. Written examination.

	Term 5	Term 6
Big question	Masks <i>Can masks communicate effectively with an audience?</i>	Introduction to GCSE <i>How can meaning be communicated through performance and design?</i>
Skills	Exaggerated use of physical skills, 'golden rules' of how to perform in a mask, how to create major and minor characters, creation of an internal monologue, use of counter mask to show a variety of emotions. Creation of comedy. Analysis and evaluation of performance	Given circumstances, imagined circumstances, units and objectives applied to a scene from Top Girls by Caryl Churchill. Use of direct address, narration, non-linear structure, gestus, verfremdungseffekt, spass. Greater understanding of symbolism and surrealism. Total theatre, 'chair duets', 'round shift and through' and immersive theatre techniques. Costume design and recap of lighting and sound design. Analysis and evaluation of performance
Knowledge	Greater understanding of physical theatre. Introduction to Trestle and Vamos theatre companies and their use of full face masks. Understanding of how masks are used in theatre around the world and other cultures/countries. The benefits for deaf audiences i.e. universal language of movement. How masks can be used to communicate character and storylines.	Understanding the requirements of the AQA GCSE Drama course. Recap stage directions, staging configurations and roles and responsibilities of theatre makers for Component 1 Section A of the GCSE written paper. Good knowledge of a range of influential theatre practitioners: Stanislavski, Brecht, Artaud, Berkoff, Frantic Assembly, Punchdrunk. Some of these have been touched on earlier in KS3. Recap of costume, lighting and sound design and how they can aid the creation of mood/atmosphere/character.
Assessment document provides opportunities for students self-reflection, RAG rating, teacher feedback and target setting. Students are assessed in three areas: creating, performing and responding		
Assessment	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout the unit in order to help students develop their performance skills. Whole class written feedback is used to help students set individual targets.	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout the unit in order to help students develop their performance skills. Whole class written feedback is used to help students set individual targets.

How parents can support:	Drama explores what it is to be human, in its broadest sense. Encouraging pupils to use their imaginations and to broaden their reading habits are both useful tools for use across the curriculum. Seeing live or recorded theatre is also a way to spark a pupil's imagination. Encourage students to get involved in the annual whole school production (performer or backstage) in order to develop confidence and skills. As a department we also organise for visiting theatre practitioners to run workshops with our students, taking part in these are so useful in terms of widening their experience of theatre.
Useful links	BBC Bitesize Drama (AQA exam board) https://www.bbc.co.uk/bitesize/examspecs/zrnjwty

MEGA			
Mindset	Enrichment	Google	Advanced Thinking

<p>Our curriculum is designed to support student’s mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.</p> <p>In Drama we particularly want students to develop a curiosity for all aspects of drama and theatre and be respectful and appreciative audience members.</p>	<p>We enrich students through the curriculum by including a variety of learning styles and activities in lessons. There are also extra-curricular opportunities such as the annual school production, theatre visits and workshops led by industry professionals.</p>	<p>Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources and students use a target setting document in order to help keep track of their progress.</p>	<p>In Drama students are continuously developing their Habits of Mind and rich questioning and retrieval practice is used to help develop their knowledge and understanding.</p>
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English

Intent	Implementation	Impact
<ul style="list-style-type: none"> - Reading for comprehension and understanding - Close reading and analysis of language devices - Understanding of how historical and social factors affect the production and reception of language - Clarity and accuracy of written communication - Ability to think imaginatively and creatively - Appreciation of a broad range of literature - Empathy and understanding of diverse range of cultures and experiences - Ability to communicate clearly and dynamically using spoken English - Skills in dramatic performance - Persistence, effort and practice through redrafting and proofreading written work - Independent research and enquiry 	<ul style="list-style-type: none"> - The KS3 course gets progressively more challenging, as to be expected, with Shakespeare and heritage texts such as ‘Of Mice and Men’ and gothic literature integrated throughout the key stage to allow for development of knowledge and academic enrichment. - We teach ‘A Midsummer Night’s Dream’ or ‘Much Ado’ in Year 8 and ‘Macbeth’ in Year 9 - texts which allow for appropriate challenge, pace and experience of different genres, as well as exposure to Shakespeare, which the students will study at GCSE. By the end of each year, students will have studied a range of different text types which will equip them with skills needed for the GCSE Language course (the Y8 exam is part of a mock GCSE Language paper). Overall, there is a hybrid approach to literature and language, as approved by our examining body AQA. 	<ul style="list-style-type: none"> - At Key Stage Three, students make good progress, and across the department, classes achieve on average similar results. Parity is ensured through moderation of assessments. For those who are identified as underachieving, support measures are put in place in lessons. - Students currently make steady progress throughout their study at Key Stage 3. In year 7 we see mostly ME grades, with some EEs. The average grade is still an ME in year 8, with some EEs. By year 9, most - pupils start at an ME and then move to an EE in both/either analytical or creative work.

	Term 1: Novel Unit (Of Mice and Men)	Term 2: The Gothic (English language Paper 1)	Term 3: Introduction to GCSE Poetry
Big question	How do writers give a voice to the marginalised?	What are the features of the Gothic Genre?	What is the canon?
Skills	<ul style="list-style-type: none"> - recreative writing 	<ul style="list-style-type: none"> - analysis 	<ul style="list-style-type: none"> - analysis
Knowledge	Vocabulary/concepts: <ul style="list-style-type: none"> - Discrimination - Hierarchy - Social Darwinism 	Vocabulary/concepts: <ul style="list-style-type: none"> - the Gothic - uncanny - motif 	Vocabulary/concepts: <ul style="list-style-type: none"> - enjambment - caesura

	- Foreshadowing		
Assessment	- recreative writing assignment	- Practice questions for English language paper 1	- year 9 exam (English language paper 1)

	Term 4: Shakespeare ('Macbeth')	Term 5: Non Fiction Texts	Term 6: GCSE Spoken Language
Big question	What are the features of a tragedy?	What are the features of non fiction texts?	What engages an audience?
Skills	- analysis	- analysis	- speaking and listening
Knowledge	<ul style="list-style-type: none"> - hamartia / fatal flaw - Turning point - Tragic hero - Senecan tragedy - Conventions of tragic drama - Soliloquy 	Vocabulary/concepts: <ul style="list-style-type: none"> - 	Vocabulary/concepts: <ul style="list-style-type: none"> - rapport - Ethos - Pathos - Logos
Assessment	- Poetry essay (timed conditions - within the first 2 weeks of term)	<ul style="list-style-type: none"> - Character essay question on Macbeth (within the first 2 weeks of term) - Persuasive speech (not the same topic as Spoken Language. To be marked in term 6) 	- GCSE Spoken Language Task

How parents can support:	<ul style="list-style-type: none"> - read through written work - encourage independent reading
Useful links	- https://www.bbc.co.uk/bitesize/subjects/z3kw2hv

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			promote key skills such as analysis, evaluation, and most importantly creativity.
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Geography

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

	Term 1 and 2	Term 3 and 4	Term 5
Big question	Can we ever know enough about earthquakes and volcanoes to live safely?	What is development?	How is Asia Being Transformed?
Skills	<ul style="list-style-type: none"> Using world maps effectively Describe patterns shown on maps Research skills using the internet 	<ul style="list-style-type: none"> Using a choropleth map Manipulating data Describing patterns shown on maps Research skills using the internet 	<ul style="list-style-type: none"> Extend locational knowledge using maps of Asia Using climate data to identify patterns Understand the geographical differences of place through physical and human geography Explaining patterns using population pyramids and accurately drawing population pyramids

Knowledge	<ul style="list-style-type: none"> • Understand how plate tectonics cause earthquake and volcanoes to occur • Explain continental drift • Describe the location of earthquakes and volcanoes across the globe • Explain what happens at constructive, destructive and conservative plate boundaries • Understand how we can measure seismic activity using a seismometer and how the magnitude of earthquakes is measured using the Richter scale. • Researching and create case studies of earthquakes • Describe the characteristics of a volcano • Explain the advantages and disadvantages of living in a tectonically active area • Researching and creating volcano case studies • Understanding what causes Tsunamis and the effects they cause • Explain how Tsunamis can be managed • Researching and creating Tsunami case studies 	<ul style="list-style-type: none"> • Define development • Understand how different development indicators are used to measure development • Describe the differences between HIC's, NEE's and LIC's • Describe how economic activity changes over time • Understand what is meant by inequalities between countries but also within countries and be able to explain why this happens and describe the effects of this. • Understand the causes of poverty • Investigate the causes of poverty in Nepal • Understand what gender inequality is • Investigate gender inequality in Bangladesh • Describe the differences between Bi-lateral Aid and Non-Governmental Aid • Research an NGO and find out what projects they currently run • Understand the sustainable development goals 	<ul style="list-style-type: none"> • Map and describe the human and physical geography of Asia • Describe how the lives people lead differ across Asia • Describe how climate varies across Asia • Explain how Monsoons occur • Flooding in Bangladesh - describe the causes and explain the effects • Describe how vegetation and animals adapt to live in a different biomes • Investigate how the populations of China and India have changed over time • Understand what urbanisation is and the impacts of this • Explain why rural to urban migration takes place • Investigate urbanisation in Bangalore • Understand why slums occur and the effects on people of living in this as well as explaining how slums can be improved • Investigating China's economic growth • Understanding what is meant by interdependence • Describing what the belt and road initiative is • Explain why China developed the belt and road • Understand the growing world importance of Asia
Assessment	End of tectonics assessment	End of development assessment	End of Asia Assessment

	Term 6
Big question	How can we ensure access to resources now and in the future?
Skills	<ul style="list-style-type: none"> • Use and describe choropleth maps • Describe patterns shown on maps • Use data to describe patterns • Research skills using the internet
Knowledge	<ul style="list-style-type: none"> • Understand why resources are so important • Describe the world distribution of food, water and energy. • Describe why we import so much food into the UK and explain the impacts of this.

	<ul style="list-style-type: none"> • Describe how we can reduce the importing of food into the UK • Explain how the UK's demand for water has changed and describe how we can manage water supply and quality in the UK • Explain how the UK's energy mix is changing and explain the economic and environmental opportunities and challenges of energy in the UK • To understand what food security is and explain the causes of food insecurity • Explain the impacts of food insecurity on people and the environment • Understand how we can increase the amount of food grown globally • Using a case study explain large scale agriculture • Explain how food can be produced sustainably • Using a case study show how sustainable food production can take place
Assessment	End of unit assessment

How parents can support:	<p>Geography is about the world around us – it helps explain the past, it illuminates the present and helps us plan for the future. Listening to the news and reading broadsheet newspapers helps to provide a broad general knowledge which will stand students in good stead (as would looking at www.bbc.co.uk).</p> <p>Core assessments are critical for helping us all identify how your daughter is progressing. If your daughter misses an assessment she may need to do this at home under controlled conditions (i.e. your supervision) – we hope you will support us in this. Similarly it is important to ensure that if your daughter has any absence, then you encourage her to copy up any notes or collect information about the work as soon as she returns to school. Pupils who develop good habits at Key Stage 3 turn into far more responsible and high-achieving pupils later on.</p> <p>Setting your daughter a task of finding out information about a specific country that you may be visiting on holiday or that is currently in the news will provide a focus and also improve her geographical knowledge and her ability to ask and answer questions – such as ‘Is the Grand Canyon Skywalk a step too far?’, ‘What advantages and disadvantages does modern technology bring to people in developing countries?’ or ‘Why can some deserts be cold?’</p>
Useful links	<p>www.bbc.co.uk – this always has excellent links for places in the news and there is specific KS3 information e.g. http://www.bbc.co.uk/bitesize/ks3/geography/</p> <p>www.multimap.co.uk is excellent for investigating different sorts of maps as is Google Earth and http://mapzone.ordnancesurvey.co.uk/mapzone/ is one site we will use in class. It is full of games relating to a confident use of maps – helpful for any budding explorer!</p> <p>www.worldmapper.org is an amazing site showing how countries compare and it has a wealth of data behind it.</p>

MEGA			
Mindset	Enrichment	Google	Advanced Thinking
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History

Intent	Implement	Impact
<ul style="list-style-type: none"> To have an understanding of how Britain became the country it is today. To understand Britain's changing position within the world. To understand Britain's relationships with other civilisations. To understand the development of some other civilisations that impacted the development of the world in the 20th century. 	<ul style="list-style-type: none"> You will study the 5 topics in chronological order (other Rights and Protest which covers multiple historical eras). You will focus on developing one or two particular historical skills in each topic of study. these include: <ul style="list-style-type: none"> Cause and Consequence Change and Continuity Similarity and difference Source Analysis Significance 	<ul style="list-style-type: none"> Identify key historical dates and events between 1900 and 2000. Describe key historical events. Explain how key events changed the development of the modern world. Demonstrate a written understanding of each historical skill Be able to describe the political, social and economic changes in Britain.

	Term 1	Term 2	Term 3
Big question	To what extent did the Russian Revolution change Russia?	What are the key events of WW2?	Rights and Protest
Skills	Change and Continuity	Source Analysis (all skills)	Similarity and Difference
Knowledge	<ul style="list-style-type: none"> The political circumstances of Russia under: <ul style="list-style-type: none"> Tsar Nicholass II Vladmir Lenin Joseph Stalin What changed and continued between different rulers of Russia? 	<ul style="list-style-type: none"> Appeasement Dunkirk Blitz Home Front Stalingrad Pearl Harbour Hiroshima 	<ul style="list-style-type: none"> What was the main reason for some women receiving the vote in 1918? What methods were used in the Civil Rights Movement in the USA What methods were used in the Civil Rights Movement in Britain. <ul style="list-style-type: none"> Montgomery vs. Bristol Bus Boycott Windrush Notting Hill and Brixton Riots Stephen Lawrence What are the similarities and differences between the suffrage movement and the civil rights movement.
Assessment	Assessment on the short/long term causes, pace and extent of change	2 x COCO POP paragraphs and a judgement	Year 9 Exams

	Term 4	Term 5	Term 6 (GCSE students ONLY)
Big question	The Holocaust	The Cold War	How did democracy rise in Germany between 1890-1929?
Skills	Significance	Cause and Consequence	A01: Using historical knowledge AO2: Explanation of second order concepts
Knowledge	<ul style="list-style-type: none"> To explore why the key features of the holocaust (Persecution, Ghettos, Transportation, Concentration Camps, Death Camps and Survivor Stories) are significant, considering the following criteria: <ul style="list-style-type: none"> Volume Geography Profundity Consequence Duration 	<ul style="list-style-type: none"> What were the causes and consequences of: <ul style="list-style-type: none"> Berlin Blockade Berlin Wall Cuban Missile Crisis Vietnam War 	<ul style="list-style-type: none"> How was Germany founded? How in control was the Kaiser? How did socialism and the navy laws impact the Kaiser? How did WW1 affect Germany? What are the strengths and weaknesses of the Weimar constitution? What problems did the Weimar Republic face between 1919 and 1923. How far did Stresemann recover Germany between 1924 and 1929? What was the culture of the Weimar Republic like?
Assessment	2 x PEEEE paragraphs (on Term 3 topic - Rights and Protest)		4 x 4 mark questions (description) 2 x 8 mark (PEEEE paragraphs)

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

MEGA			
Mindset	Enrichment	Google	Advanced Thinking
<p>Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.</p> <p>In History students are given time reflect and evaluate on their achievements and areas for development after each assessment</p>	<p>We enrich students through the curriculum by including a variety of learning styles and activities in lessons.</p> <p>In History we use the WW2 evacuation tunnels on site to enhance students understanding of what it would have been like to be a school girl on the homefront during WW2</p> <p>There may be the opportunity to visit the recreated WW1 trenches at Detling, Maidstone</p>	<p>Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.</p> <p>In History students use google slides to organise their notes have the opportunities to use digital resource to extend their knowledge through further research</p>	<p>We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity. In History we regularly use thinking maps and lenses to enable students to draw well supported conclusions.</p>

Mathematics

Intent	Implementation	Impact
<p>Students are taught in sets in Year 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.</p> <p>Students will learn about Mathematics in the context of real-life issues.</p> <p>All topics are linked to “big question” themes and these will help to enrich students’ experiences of Mathematics.</p>	<p>The department uses the Elmwood Press series of textbooks and each pupil will have access to a textbook in school. Many resources are available on Google Drive. The topics covered are all available on the <i>Mymaths</i> and <i>CIMT</i> websites.</p> <p>In lessons pupils will undertake a variety of activities, including:</p> <ul style="list-style-type: none"> • whole class discussions - which provide opportunities for students to grow in confidence and to become effective 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. 	<p>In Year 9 pupils will recap harder year 8 topics if needed. In order to achieve an “Exceeding” at the end of Year 9, pupils would need to demonstrate most of the following skills:</p> <ul style="list-style-type: none"> • 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.

	Term 1	Term 2	Term 3
Big question	Which is the fastest planet?	Can you make the most of it?	Are you an abstract thinker?
Skills	<p>AO1 Use and apply Use and interpret notation correctly</p> <p>AO2 Reason, interpret and communicate mathematically Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information</p> <p>AO3 Solve problems within mathematics and in other context Interpret results in the context of the given problem</p>	<p>AO1 Use and apply Use and interpret notation correctly</p> <p>AO2 Reason, interpret and communicate mathematically Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information</p> <p>AO3 Solve problems within mathematics and in other context Interpret results in the context of the given problem</p>	<p>AO1 Use and apply Use and interpret notation correctly</p> <p>AO2 Reason, interpret and communicate mathematically Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information</p> <p>AO3 Solve problems within mathematics and in other context Interpret results in the context of the given problem</p>
Knowledge	<ul style="list-style-type: none"> • Calculations with decimals & fractions • Recap of percentages • Index laws with fractional or negative indices 	<ul style="list-style-type: none"> • Recap of all shape & space topics • Area & perimeter of sectors • Trigonometry • Change the subject of a formula 	<ul style="list-style-type: none"> • Form & solve linear & quadratic equations • Find the equation of a line from two points • Solve linear simultaneous equations algebraically & graphically • Parallel & perpendicular lines on a graph

	<ul style="list-style-type: none"> Standard form calculations 		
Assessment	End of term written assessment Topics will also appear in subsequent assessments	End of term written assessment Topics will also appear in subsequent assessments	End of term written assessment Topics will also appear in subsequent assessments

	Term 4	Term 5	Term 6
Big question	What is the cost of living?	Are you being misled?	Where are you heading?
Skills	AO1 Use and apply Use and interpret notation correctly AO2 Reason, interpret and communicate mathematically Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information AO3 Solve problems within mathematics and in other context Interpret results in the context of the given problem	AO1 Use and apply Use and interpret notation correctly AO2 Reason, interpret and communicate mathematically Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information AO3 Solve problems within mathematics and in other context Interpret results in the context of the given problem	AO1 Use and apply Use and interpret notation correctly AO2 Reason, interpret and communicate mathematically Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information AO3 Solve problems within mathematics and in other context Interpret results in the context of the given problem
Knowledge	<ul style="list-style-type: none"> Reverse percentages Tax & bills Exchange rates, interest & depreciation Speed calculations & travel costs Best value for money 	<ul style="list-style-type: none"> Collect & represent data Cumulative frequency diagrams Median & interquartile range Conditional probability using tree diagrams Stratified sampling 	<ul style="list-style-type: none"> All combinations of transformations Negative scale factor enlargements Loci & construction Bearings Sine & cosine rule
Assessment	End of term written assessment Topics will also appear in subsequent assessments	During Term 5 students will sit 2 Maths exam papers Topics will also appear in subsequent assessments	End of term written assessment or mini-assessment Topics will also appear in subsequent assessments

How parents can support:	<p>There are various ways in which parents and carers can support pupils with their learning:</p> <ul style="list-style-type: none"> It is vital that your daughter is confident with her 'times tables' so she can complete work quickly. She needs to learn them by rote. eg once 2 is 2, two 2s are 4, so she can recall the facts quickly. eg. What two numbers multiply to make 63? Practise them as you are walking along together or driving somewhere. Help with learning and practising these topics will be available on the MGGS website or by using the following link: https://www.mggs.org/admissions/information-for-new-students/maths-transition There are many other websites with games to make practising interesting once tables have been learnt. Ensure that your daughter is confident with efficient non-calculator methods of arithmetic. ie. She can add, subtract, multiply and divide integers, fractions and decimals.
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	<ul style="list-style-type: none"> ● Help to develop your daughter’s mental mathematics. When shopping, ask questions about how much change to expect. Discuss mathematical concepts that are mentioned on television programmes (percentages, averages and statistical charts are often discussed in news programmes). ● Take an interest in what your daughter is learning in Mathematics. Look at her exercise book and question her about what she has learnt. ● Discuss the problem-solving challenge homework questions with her or ask her about the theme of the topics she is currently learning. ● It is fine to help your daughter with her Mathematics homework, but try to avoid the temptation of doing the questions for her. It is better to talk to her through similar questions. ● Encourage your daughter to look over topics covered earlier in the school year or in year 8. ● Explain the importance of mathematics to your daughter. If applicable, share with your daughter the mathematics you use in your own job.
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MEGA			
Mindset	Enrichment	Google	Advanced Thinking
Our curriculum is designed to support student’s mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources.	Advanced thinking gives pupils the power to improve their outcomes by encouraging deeper thinking. It helps to develop and deepen students' subject knowledge. We use a variety of tools consistently across subjects and within lessons to promote advanced thinking

Modern Foreign Languages

French

Intent	Implementation	Impact
<p>As a result of studying a language at Key Stage 3 our students develop linguistic confidence and foster an appreciation of other cultures. They can:</p> <ul style="list-style-type: none"> • understand and respond to spoken and written language from a variety of sources, including authentic material. • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions. • write at varying lengths, for different purposes and audiences, using a variety of grammatical structures that they have learnt. • give opinions on a range of topics and explain their ideas. • recognise and use with confidence three different tenses to refer to the three time frames of present, past and future. • reflect on and identify ways in which to improve their comprehension as well as the quality of their work and the clarity with which they express their ideas. • discover and develop an appreciation of a range of writing in the language studied, including literary texts. • recognise and appreciate cultural differences and demonstrate a curiosity about aspects of the target language culture. 	<p>In year 9, we focus on the teaching of different tenses to consolidate the students' ability to refer to three time frames. The grammatical content becomes more challenging as we approach modal verbs, direct object pronouns and longer sentences. Grammar is taught alongside topics over 5 terms before students start their GCSE course in term 6.</p> <p>In their third year, we cover topics which further encourage the use of MEGA as they become more challenging in content and grammar. We use the textbook Tricolore 3, which is scaffolded well in difficulty. Teachers use a variety of activities in all skills to cater for all learning styles and needs.</p> <p>Students study 5 big questions throughout the year to ensure breadth and depth of understanding and knowledge. Students are taught all 4 language skills and these appear in all lessons. Students are encouraged to focus on the speaking skill in lessons and homework is usually reading or listening based on vocabulary and grammar learning as well as comprehension tasks. Writing tasks are completed in class, first as open book and closed books tasks.</p> <p>We use exercise books for writing work and chromebooks for listening and reading work. All slideshows and resources are shared with students via google classroom and students have their own copy and therefore can work directly on the documents. This allows for clarity in books and more noticeable progress in the writing skills and students can revisit lessons with answers on chromebooks. Students all have a folder for reference material such as vocabulary lists and grammar rules.</p>	<p>Students can use the target language to express themselves using the present, past and future tenses as well as opinions with justifications. Students feel confident in conversing and writing on the topics taught throughout the year.</p> <p>Students enjoy learning about the culture of the countries where the target language is spoken.</p> <p>Students respond well to formative assessment and seek to perform well in their summative assessments. They are familiar with FFQ and understand the terminology to make further progress.</p> <p>Students feel confident in using the target language for their own purposes.</p> <p>Students are curious and seek to develop their knowledge of the language they learn through the use of authentic material such as music, TV, films, cinema, literature...</p> <p>Students are keen to expand their understanding and knowledge of the language and thus join extra-curricular clubs and activities.</p> <p>Students show enjoyment in lessons and show interest beyond the classroom.</p>

	Term 1	Term 2	Term 3
Big question	<i>Comment est ma vie d'ado?</i> What is my life as a teenager like?	<i>On voyage en France?</i> Let's go to France?	<i>Qu'est-ce que je veux faire à l'avenir?</i> What studies and job do I want to do in the future?
Skills	<ul style="list-style-type: none"> - to find out about the French speaking world - to exchange information asking and answering questions - to exchange information about family - to describe friends and other people - to discuss relationships - to talk about aspects of daily life - to learn about some French people - to discuss a photo related to a French speaking country 	<ul style="list-style-type: none"> - to find out about some Paris sights and describe places of interest - to understand tourist information and places to visit in Paris - to talk about what you have done - to understand information about travel and the metro in Paris - to describe a recent event giving opinions - to discuss a photo about a monument in Paris 	<ul style="list-style-type: none"> - to understand information about school life in France - to describe your school day and your school - to discuss school subjects - to discuss plans for the next year - to discuss aspects for school life - to talk about different careers - to talk about jobs - to find out about two famous French people - to discuss a photo card
Knowledge	<ul style="list-style-type: none"> - the present tense of regular and main irregular verbs - adjectives - reflexive verbs - suffix <i>-ment</i> - negative expressions 	<ul style="list-style-type: none"> - the perfect tense with avoir and être - irregular verbs in the perfect tense - the past participle with être - using present and perfect tenses together 	<ul style="list-style-type: none"> - the near future - <i>il faut/ il ne faut pas</i> - negative expressions - <i>avoir raison/ avoir tort</i> - no article with jobs - adjective endings in masculine and feminine - time expressions
Assessment	<ul style="list-style-type: none"> - listening and reading - writing 	YEAR 9 INTERNAL EXAMINATIONS (beginning of term 3)	<ul style="list-style-type: none"> - listening and reading - speaking

	Term 4	Term 5	Term 6
Big question	<i>On ira où?</i> Where will we go?	<i>Que faisais-tu quand tu étais plus jeune ?</i> What did you use to do when you were younger?	ME, MY FAMILY AND FRIENDS (unit 1 GCSE)
Skills	<ul style="list-style-type: none"> - to find out about the Futuroscope theme park - to talk about future plans - to found out about hotel facilities and services - to report a problem - to talk about the future when you grow up - to discuss the weather and understand a weather forecast - to use expressions of time 	<ul style="list-style-type: none"> - to talk about leisure activities - to use expression of times in the past - to talk about when you were younger - to learn about 2 francophone countries - to express how life has changed - to talk about leisure activities such as TV, cinema and books. - to learn about some famous French people 	<ul style="list-style-type: none"> - talk about yourself and family - talk about getting on with others - talk about personal relationships - describe family and friends - talk about future relationships - discuss future relationship choices - strategies on learning vocabulary - ignore words which are not needed

			<ul style="list-style-type: none"> - use cognates and near-cognates - include adjectives - understand near-cognates when listening - answer unprepared questions
Knowledge	<ul style="list-style-type: none"> - the simple future tense of both regular and irregular verbs - expressions of time - the pronoun <i>y</i> - using 3 tenses together 	<ul style="list-style-type: none"> - imperfect tense - imperfect tense to compare past and present - comparative and superlative of adjectives - use of perfect and imperfect together 	<ul style="list-style-type: none"> - avoir and être - reflexive verbs - direct and indirect object pronouns - position of adjectives - agreement of adjectives - comparatives and superlatives - the immediate future - the simple future - relative pronoun: dont
Assessment	<ul style="list-style-type: none"> - listening and reading - grammar 	<ul style="list-style-type: none"> - listening and reading skills - translation 	<ul style="list-style-type: none"> - listening and reading - writing skill

How parents can support:	<ul style="list-style-type: none"> - listen to your child reading out loud in the target language - ask your child the golden questions on a regular basis - test vocabulary knowledge English to French and French to English - create a playlist and listen to French music together - watch french films with subtitles (familiar cartoons are a good start) - youtube, netflix, prime - ask your child to teach you or a younger sibling what they have learnt - visit France and practise real life conversations - show an open mind to learning a language and to learning about different cultures (avoid passing on your fear of languages) - be encouraging and supportive when it seems difficult; there will be pit moments but this is part of learning.
Useful links	<p>www.language-gym.com (the school has a subscription to this and students can access with their school login)</p> <p>www.quizlet.com</p> <p>https://www.bbc.co.uk/bitesize/subjects/zgdqxn</p> <p>www.kerboodle.com (tricolore 3 + AQA GCSE French 9-1)</p> <p>https://www.languagesonline.org.uk/Hotpotatoes/index.html</p>

MEGA			
Mindset	Enrichment	Google	Advanced Thinking

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

Intent	Implementation	Impact
<p>As a result of studying a language at Key Stage 3 our students develop linguistic confidence and foster an appreciation of other cultures. They can:</p> <ul style="list-style-type: none"> understand and respond to spoken and written language from a variety of sources, including authentic material. speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions. write at varying lengths, for different purposes and audiences, using a variety of grammatical structures that they have learnt. give opinions on a range of topics and explain their ideas. recognise and use with confidence three different tenses to refer to the three time frames of present, past and future. reflect on and identify ways in which to improve their comprehension as well as the quality of their work and the clarity with which they express their ideas. discover and develop an appreciation of a range of writing in the language studied, including literary texts. recognise and appreciate cultural differences and demonstrate a curiosity about aspects of the target language culture. 	<p>In year 9, we focus on the teaching of different tenses to consolidate the students' ability to refer to three time frames. The grammatical content becomes more challenging as we approach modal verbs, direct object pronouns and longer sentences. Grammar is taught alongside topics over 5 terms before students start their GCSE course in term 6.</p> <p>In their third year, we cover topics which further encourage the use of MEGA as they become more challenging in content and grammar. We use the textbook Stimmt 3, which is scaffolded well in difficulty. Teachers use a variety of activities in all skills to cater for all learning styles and needs.</p> <p>Students study 5 big questions throughout the year to ensure breadth and depth of understanding and knowledge. Students are taught all 4 language skills and these appear in all lessons. Students are encouraged to focus on the speaking skill in lessons and homework is usually reading or listening based on vocabulary and grammar learning as well as comprehension tasks. Writing tasks are completed in class, first as open book and closed books tasks.</p> <p>We use exercise books for writing work and chromebooks for listening and reading work. All slideshows and resources are shared with students via google classroom and students have their own copy and therefore can work directly on the documents. This allows for clarity in books and more noticeable progress in the writing skills and students can revisit lessons with answers on chromebooks. Students all have a folder for reference material such as vocabulary lists and grammar rules.</p>	<p>Students can use the target language to express themselves using the present, past and future tenses as well as opinions with justifications. Students feel confident in conversing and writing on the topics taught throughout the year.</p> <p>Students enjoy learning about the culture of the countries where the target language is spoken.</p> <p>Students respond well to formative assessment and seek to perform well in their summative assessments. They are familiar with FFQ and understand the terminology to make further progress.</p> <p>Students feel confident in using the target language for their own purposes.</p> <p>Students are curious and seek to develop their knowledge of the language they learn through the use of authentic material such as music, TV, films, cinema, literature...</p> <p>Students are keen to expand their understanding and knowledge of the language and thus join extra-curricular clubs and activities.</p> <p>Students show enjoyment in lessons and show interest beyond the classroom.</p>

	Term 1	Term 2	Term 3
Big question	<i>Habe ich Vorbilder?</i> Who do I look up to and what do I aspire to be?	<i>Ist Musik in meinem Leben wichtig?</i> Does music play an important part in my life?	<i>Was sind meine Ambitionen?</i> What job shall I do?
Skills	<ul style="list-style-type: none"> - to talk about role models - to talk about experiences - to name parts of the body and give someone instructions - to talk about overcoming misfortune - to explain how a role model inspires you - to write with accuracy - to understand a longer text 	<ul style="list-style-type: none"> - to talk about types of music - to say which music is my favourite and why - to talk about singing or playing in a band - to discuss different types of bands - to describe a music festival - to get to know a famous German band - to ask and answer questions spontaneously - to describe a photo-card - to write a paragraph about music tastes and bands 	<ul style="list-style-type: none"> - to discuss ambitions - to talk about reasons for doing jobs - to discuss what you would like to be or do - to talk about working in a ski resort - to understand longer texts - to understand longer audio files (voice messages)
Knowledge	<ul style="list-style-type: none"> - the present tense - adverbs - the perfect tense - the imperative - the definite article to say what you injured - the future tense with <i>werden</i> 	<ul style="list-style-type: none"> - subject and direct object pronouns - <i>seit</i> - comparisons - the perfect tense - separable verbs in the perfect tense 	<ul style="list-style-type: none"> - the conditional tense - <i>um ...zu</i> - word order - prepositions <i>in</i> and <i>auf</i> with the accusative and dative cases
Assessment	<ul style="list-style-type: none"> - listening and reading skills - writing skill 	<ul style="list-style-type: none"> - listening and reading skills - YEAR 9 EXAMS - writing skill - YEAR 9 EXAMS 	<ul style="list-style-type: none"> - listening and reading skills - speaking skill

	Term 4	Term 5	Term 6
Big question	<i>Wie war meine Kindheit?</i> What was life like when I was little?	<i>Was sind meine Rechte und Pflichten?</i> What is my role in this world?	<i>Wie sind meine Freunde und meine Familie?</i> me, my family and friends (GCSE)
Skills	<ul style="list-style-type: none"> - to talk about my childhood - to talk about childhood activities - to compare primary and secondary school - to talk about Grimm's tales - to describe a photo-card - to use a dictionary correctly - to write a story in your own words (90 words) 	<ul style="list-style-type: none"> - to talk about age limits - to discuss what is more important to us - to compare life then and now - to discuss how we can make a difference - to describe small changes what make a difference - to explore records and unusual facts - to read and respond to authentic texts - to explore countries in more detail - to write a paragraph talking about rights and responsibilities (90 words) 	<ul style="list-style-type: none"> - to talk about myself, family and pets - to talk about family relationships - to talk about marriage and partnership - to share views on marriage - to talk about marriage and its alternatives - to listen for clues - to distinguish word types - to understand questions and respond spontaneously - to spot patterns - to extend opinions with justifications
Knowledge	- <i>als</i> to mean when in the past	- word order with conjunctions	- <i>haben</i> and <i>sein</i>

	<ul style="list-style-type: none"> - the imperfect tense of modal verbs - the superlative - the imperfect tense 	<ul style="list-style-type: none"> - understand and use past, present and future tenses - <i>um...zu</i> - opinions and justifications 	<ul style="list-style-type: none"> - the present tense - adjectives - comparatives and superlatives - separable verbs - reflexive verbs - the future tense
Assessment	<ul style="list-style-type: none"> - listening and reading skills - writing skill 	<ul style="list-style-type: none"> - listening and reading skills - speaking skill 	<ul style="list-style-type: none"> - listening and reading skills - writing skill (90 words + translation)

How parents can support:	<ul style="list-style-type: none"> - listen to your child reading out loud in the target language - ask your child the golden questions on a regular basis - test vocabulary knowledge English to German and German to English - create a playlist and listen to German music together - watch German films with subtitles (familiar cartoons are a good start) - youtube, netflix, prime - ask your child to teach you or a younger sibling what they have learnt - visit Germany and practise real life conversations - show an open mind to learning a language and to learning about different cultures (avoid passing on your fear of languages) - be encouraging and supportive when it seems difficult; there will be pit moments but this is part of learning.
Useful links	<p>www.language-gym.com (the school has a subscription to this and students can access with their school login)</p> <p>www.quizlet.com</p> <p>https://www.bbc.co.uk/bitesize/subjects/zgdqxb</p> <p>www.pearsonactivelearn.com (Stimmt 3)</p> <p>https://www.languagesonline.org.uk/Hotpotatoes/index.html</p>

MEGA			
Mindset	Enrichment	Google	Advanced Thinking
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Spanish

Intent	Implementation	Impact
<p>As a result of studying a language at Key Stage 3 our students develop linguistic confidence and foster an appreciation of other cultures. They can:</p> <ul style="list-style-type: none"> understand and respond to spoken and written language from a variety of sources, including authentic material. speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions. write at varying lengths, for different purposes and audiences, using a variety of grammatical structures that they have learnt. give opinions on a range of topics and explain their ideas. recognise and use with confidence three different tenses to refer to the three time frames of present, past and future. reflect on and identify ways in which to improve their comprehension as well as the quality of their work and the clarity with which they express their ideas. discover and develop an appreciation of a range of writing in the language studied, including literary texts. recognise and appreciate cultural differences and demonstrate a curiosity about aspects of the target language culture. 	<p>In year 9, we focus on the teaching of different tenses to consolidate the students' ability to refer to three time frames. The grammatical content becomes more challenging as we approach modal verbs, direct object pronouns and longer sentences. Grammar is taught alongside topics over 5 terms before students start their GCSE course in term 6.</p> <p>In their third year, we cover topics which further encourage the use of MEGA as they become more challenging in content and grammar. We use the textbook Tricolore 3, which is scaffolded well in difficulty. Teachers use a variety of activities in all skills to cater for all learning styles and needs.</p> <p>Students study 5 big questions throughout the year to ensure breadth and depth of understanding and knowledge. Students are taught all 4 language skills and these appear in all lessons. Students are encouraged to focus on the speaking skill in lessons and homework is usually reading or listening based on vocabulary and grammar learning as well as comprehension tasks. Writing tasks are completed in class, first as open book and closed books tasks.</p> <p>We use exercise books for writing work and chromebooks for listening and reading work. All slideshows and resources are shared with students via google classroom and students have their own copy and therefore can work directly on the documents. This allows for clarity in books and more noticeable progress in the writing skills and students can revisit lessons with answers on chromebooks. Students all have a folder for reference material such as vocabulary lists and grammar rules.</p>	<p>Students can use the target language to express themselves using the present, past and future tenses as well as opinions with justifications. Students feel confident in conversing and writing on the topics taught throughout the year.</p> <p>Students enjoy learning about the culture of the countries where the target language is spoken.</p> <p>Students respond well to formative assessment and seek to perform well in their summative assessments. They are familiar with FFQ and understand the terminology to make further progress.</p> <p>Students feel confident in using the target language for their own purposes.</p> <p>Students are curious and seek to develop their knowledge of the language they learn through the use of authentic material such as music, TV, films, cinema, literature...</p> <p>Students are keen to expand their understanding and knowledge of the language and thus join extra-curricular clubs and activities.</p> <p>Students show enjoyment in lessons and show interest beyond the classroom.</p>

	Week 1 - 8	week 9 - 16	Week 17 - 24
Big question	<i>¿Dónde se habla español?</i> Where is Spanish spoken?	<i>¿Qué me preocupa?</i> What are my concerns?	<i>¿Qué era El Siglo de Oro Español?</i> What was the Golden Age of Spain?

Skills	<ul style="list-style-type: none"> - to discover Texan culture - to compare Madrid and Barcelona - to discover Mexico city - to find out about Peru - to learn about life in Cuba - to plan a trip across South America 	<ul style="list-style-type: none"> - to learn about environmental problems and solutions - to learn about global issues - to discuss helping the environment at home - to describe working conditions - to talk about fair trade 	<ul style="list-style-type: none"> - to learn about historical events in Spain - to find out about key figures in Spanish history - to learn about the effect of the “discovery” of America. - to learn about Spanish literary figures and Don Quijote - to study Spanish painting of the Golden Age: Las Meninas
Knowledge	<ul style="list-style-type: none"> - radical changing verbs - perfect tense - irregular past participles in the perfect tense - recognise the imperfect tense - reflexive verbs - comparisons - future and conditional tenses 	<ul style="list-style-type: none"> - deber - impersonal verbs - irregular verbs in the future and conditional - reflexive verbs 	<ul style="list-style-type: none"> - preterite tense: regular and irregular verbs - imperfect tense - using the passive voice - ser and estar - prepositions
Assessment	<ul style="list-style-type: none"> - listening and reading skills - writing skill 	<ul style="list-style-type: none"> - listening and reading skills - writing skill - Year 9 examinations 	<ul style="list-style-type: none"> - listening and reading skills - speaking skill

	week 25 - 32	Term 6
Big question	<i>¿Qué quiero hacer en el futuro?</i> What are my future plans?	<i>¿Cómo son mi familia y mis amigos?</i> What are my family and friends like? GCSE course
Skills	<ul style="list-style-type: none"> - to say how I earn and spend my money. - to say what I would like to do. - to describe jobs - to describe the advantages and disadvantages of jobs - to use languages in jobs. - to say what I will do in the future - to describe a photo-card - to ask and answer questions spontaneously 	<ul style="list-style-type: none"> - to talk about friends - to describe family relationships - to talk about future plans - to talk about relationships nowadays - to adapt a model - to give opinions in different ways - to recognise false friends
Knowledge	<ul style="list-style-type: none"> - present tense irregular verbs. - masculine and feminine adjectives - near future tense - conditional tense: me gustaría - simple future tense 	<ul style="list-style-type: none"> - adjective agreements and position - reflexive verbs - <i>ser</i> and <i>estar</i> - <i>que</i> to extend sentences - the immediate future - direct and indirect object pronouns

	<ul style="list-style-type: none"> - preterite tense - using 3 tenses together 	<ul style="list-style-type: none"> - irregular adjectives
Assessment	<ul style="list-style-type: none"> - listening and reading skills - translation skill 	<ul style="list-style-type: none"> - listening and reading skills - writing skill

How parents can support:	<ul style="list-style-type: none"> - listen to your child reading out loud in the target language - ask your child the golden questions on a regular basis - test vocabulary knowledge English to Spanish and Spanish to English - create a playlist and listen to Spanish music together - watch Spanish films with subtitles (familiar cartoons are a good start) - youtube, netflix, prime - ask your child to teach you or a younger sibling what they have learnt - visit Spain or a Spanish speaking country and practise real life conversations - show an open mind to learning a language and to learning about different cultures (avoid passing on your fear of languages) - be encouraging and supportive when it seems difficult; there will be pit moments but this is part of learning.
Useful links	<p>www.language-gym.com (the school has a subscription to this and students can access with their school login)</p> <p>www.quizlet.com</p> <p>https://www.bbc.co.uk/bitesize/subjects/zgdqxn</p> <p>www.kerboodle.com (claro 2 + AQA GCSE Spanish 9-1)</p> <p>https://www.languagesonline.org.uk/Hotpotatoes/index.html</p>

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Music

Intent	Implementation	Impact
Through the interrelated study of theory (reading and notating music), performing (developing instrumental and vocal skills), composing (creating music) and listening to/appraising music from a variety of cultures, times and genres the curriculum aims to give students a greater understanding of music, an opportunity to participate in performances in and beyond the classroom and to express themselves through creating music.	At Key Stage 3 the topics have been chosen to cover a range of styles, cultures/ traditions and genres. The sequence in which they are taught, and content, is appropriate as the units are connected by progressive developments of theory knowledge, musical structure, performing skills and composing with each unit successively building on these areas. Lessons are taught as a mixture of related activities - listening, theory knowledge and performing/composing. Self and peer assessment is a regular feature of lessons as students reflect on what they have achieved and how this can be improved. There is a core assessment task at the end of each unit which may be a performing or composing task. Knowledge of theory and listening skills are tested in tasks given for homework or during lessons in each unit. All performing, theory and composition tasks are designed to challenge the individual student and material/responses are differentiated but with the aim of enabling all students to make outstanding progress, whatever their level. Revision and returning to previous learning and skills is also a feature of the curriculum enabling students to embed their knowledge and understanding of theory, instrumental skills and musical features.	In year 9, students will refine the skills they have developed in years 7 and 8 by demonstrating that they can perform confidently in a range of solo and ensemble contexts using their voice, playing and singing musically, fluently and with expression while developing a more individual compositional style, using previous knowledge and skills to comment on their own music and the music of others.

	Topic 1	Topic 2	Topic 3
Big question	What is a Musical? 7 lessons	Music for Film. How does music create mood? 5 lessons	Fusion - performance/evaluation 5 lessons
Skills	Hamilton: Ensemble performance Listening/analysing extracts	Composing to a brief Listening/analysing extracts	Understanding the elements of Bhangra and its social context. Listening/analysing extracts
Knowledge	<p>The musical - different types and the role of songs within a musical The use of musical elements (MAD T SHIRT) Applying understanding of musical elements to listening tasks</p> <ul style="list-style-type: none"> • Jukebox Musical • Musical Comedy • Historical Musicals • Ground Bass • Hip Hop vs main stream popular musical 	<p>How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. How timing is a crucial factor in the composition and performance of music for film. How film music can change the viewer's interpretation of a scene. How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect.</p> <ul style="list-style-type: none"> • Leitmotif, • Soundtrack, • Theme Song, • Mickey-Mousing, • Sequencing, • Storyboard, • Timbre/Sonority, • Musical Clichés, • Diegetic and Non-Diegetic Music. 	<p>Understanding how Bhangra combines Punjabi folk music with modern dance Fusion. Understanding of the features of Bhangra.</p> <p>Set work: Mundian to Bach Ke</p> <ul style="list-style-type: none"> • Indian instrumentation • Use of ostinato, • Rhythmic features such as chaal rhythms/triplets • Use of repeated chords as the basis of a piece • Microtonal intervals in vocal parts • Popular song form
Assessment	Continuous verbal formative assessment. Performing core assessment ensemble task at the end of the unit (instrumental and vocal)	Continuous verbal formative assessment. Core - composing to a brief (in pairs).	Continuous verbal formative assessment. Core analysis of a Bhangra track

	Topic 4	Term 6
Big question	'In the Style of' 6/7 Lessons	GCSE - Film Music.
Skills	Using DAWs to create remixes of popular songs Explore structure, lyrics and instrumentation	Performing, Composing, Listening and appraising, Aural dictation of rhythm and pitch

	Using technological effects Creating drum beats Combining audio and MIDI Utilising structure and form to sustain interest.	
Knowledge	Identifying and using common music tech effects from popular music Using samples and stems to create their own arrangement of music Understanding the role of a music producer and how central DAWs are to the production process.	Theory, Musical terms and devices, solo and ensemble performance skills.
Assessment	Continuous verbal formative assessment.. In pairs create a remix of a song	Continuous verbal assessment, quizzes and tests. ‘GCSE style’ Listening questions on film music

How parents can support:	Encouraging students to listen/watch a wide variety of music styles using YouTube, Arts section on BBC iPlayer and attending free concerts. Helping students seek opportunities to perform in and out of school (assemblies, school concerts, taking part in extra-curricular clubs etc)
Useful links	All students have access to focus on sound which is an online music dictionary with quizzes. They also have access to Teaching Gadget which are online theory based games and to Musical Futures which has lessons and play along videos for guitar, ukulele and tuned percussion. All links for these are on their google classrooms.

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Physical Education

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

	Term 1			Term 2		
Big question	Orienteering/Fitness <i>What is more important, health or fitness?</i>	Dance <i>What's more important, accuracy or expression?</i>	Netball <i>Why do I need to know the rules of netball?</i>	Badminton <i>Does an understanding of my ability affect my performance?</i>	Gymnastics <i>How does Gymnastics impact my body?</i>	Football <i>Why do I need to know the rules of football?</i>
Skills	<p>Pupils will be able to identify key features on the map and be able to explain what orienteering is.</p> <p>Will be able to identify the most effective route in order to complete the orienteering course.</p> <p>Pupils will be able to refine and adapt skills to improve their performance.</p> <p>Pupils will be able to devise their own training sessions based on previous fitness knowledge.</p>	<p>Are able to create a dance sequence which incorporates all elements of dance.</p> <p>Choreograph a short dance phrase for a group of dancers.</p> <p>Use Cunningham's chance dance method to create and develop a dance phrase.</p> <p>Explore a variety of stimuli to create dance movements.</p> <p>Choreograph and develop a performance piece based on a stimulus.</p> <p>Rehearse and perform their stimulus dance to an audience</p>	<p>Obtain the advantage and control play as a defender</p> <p>Move the ball effectively and efficiently to the circle edge</p> <p>Be able to effectively apply some learned concepts to a competitive situation.</p> <p>Be able to execute a throw-in with a range of options.</p> <p>How to perform a successful centre pass.</p> <p>Be able to apply various tactics/concepts to a game.</p>	<p>A variety of backhand shots and forehand shots.</p> <p>Underarm serving and backhand serving.</p> <p>Be able to use different shots to outwit their opponent.</p> <p>Correct footwork for forwarding movements.</p> <p>The correct technique for throwing the racket.</p> <p>Analyse and evaluate performance.</p>	<p>Be able to perform a variety of counterbalance and counter-tension pair balances in a controlled environment.</p> <p>Use balances to begin to choreograph a routine.</p> <p>Consider elements of TECCA when putting together their routine</p> <p>Teamwork</p> <p>Use the music effectively to aid their performance.</p> <p>Use the assessment criteria to assess their own performance</p>	<p>Passing and Receiving</p> <p>Dribbling and moving with the ball - Using space</p> <p>Outwitting Opponents</p> <p>Defensive Play</p> <p>Develop knowledge of using space and ways in which to attack.</p> <p>Demonstrate the ability to outwit an opponent</p>
Knowledge	<p>Know the importance of PA - specifically orienteering.</p> <p>Know the opportunities available to participate in orienteering outside of the curriculum.</p> <p>Know how to analyse their own performance in orienteering (identifying</p>	<p>Know the importance of PA - specifically Dance (Pupils to understand the benefits of Dance).</p> <p>Know the opportunities to take part in dance outside of the curriculum.</p> <p>Be able to analyse their own performance in Dance</p>	<p>Know the importance of PA - specifically Netball (Pupils to understand the benefits of Netball).</p> <p>Know the opportunities available to play netball outside of the curriculum.</p> <p>Be able to analyse their own performance in netball</p>	<p>Know how to perform specific skills, tactics and strategies.</p> <p>Know the importance of PA - specifically Badminton (Pupils to understand the benefits of Badminton).</p>	<p>Know how to perform specific skills with increasing difficulty</p> <p>Know the importance of PA - specifically gymnastics (Pupils understand the benefits of gymnastics).</p> <p>Know the opportunities available to perform gymnastics outside of the curriculum.</p>	<p>Know how to use basic principles of attack and defence to plan strategies and tactics for Football.</p> <p>Know how to improve the quality of their skills with the intention of outwitting opposition.</p> <p>Know how to work as a team</p>

	both strengths and weaknesses) Know the theoretical aspects of orienteering – linking to fitness analysis of performance etc.	(identifying both strengths and weaknesses). Know some of the key principles to choreographing a dance.	(identifying both strengths and weaknesses) Know some of the key rules Know how to outwit an opponent.	Know opportunities available to play Badminton outside of the curriculum. Know how to analyse their own performance in badminton (identifying both strengths and weaknesses)	Know how to analyse their own performance in gymnastics (identifying both strengths and weaknesses).	
Assessment	Teacher, peer and self-assessment - against the PE departments assessment criteria	Teacher, peer and self-assessment - against the PE departments assessment criteria	Teacher, peer and self-assessment - against the PE departments assessment criteria	Teacher, peer and self-assessment - against the PE departments assessment criteria	Teacher, peer and self-assessment - against the PE departments assessment criteria (linked to TECCA)	Teacher, peer and self-assessment - against the PE departments assessment criteria

	Term 5&6		
Big question	Athletics <i>How does Athletics impact my body?</i>	Rounders <i>Why do I need to know the rules of rounders?</i>	Mixed Games <i>What's more important, in gameplay, team or individual performance?</i>
Skills	How to perform specific skills, tactics and strategies (progressive difficulty). The importance of PA - specifically athletics (Pupils to understand the benefits of football). Know the opportunities available to compete in athletics outside of the curriculum. Be able to analyse their own performance in athletics (identifying both strengths and weaknesses).	The importance of PA - specifically Rounders (Pupils to understand the benefits of Rounders). Know the opportunities available to play Rounders outside of the curriculum. Be able to analyse their own performance in rounders (identifying both strengths and weaknesses)	Be able to perform specific skills, tactics and strategies. The importance of PA - specifically alternative games (Pupils to understand the benefits of alternative games). Know the opportunities available to take part in the activities outside of school. Be able to analyse their own performance. (identifying both strengths and weaknesses).
Knowledge	Sprint running technique (100/200/400m/relays) Be able to replicate the sprinting technique, adjusting small elements to improve overall performance. Middle distance running – 800m To be able to replicate and maintain an effective running technique. Jumping - triple jump To be able to replicate the technique for an effective triple jump. Throwing – shot put To be able to perform and accurately replicate the shuffle technique for shot put. Throwing - javelin To be able to perform and accurately replicate the technique for javelin.	Fielding Be able to replicate fielding skills and use them effectively in a game situation. Bowling development Be able to replicate a legal bowling technique in a controlled/competitive environment. Batting development Be able to develop batting techniques showing signs of incorporating power and placement. Fielding roles/outwit opponents Discover and explore the role of a fielder in a competitive environment. Evaluation of tactics/peer assessment Is able to perform and replicate a combination of skills to implement tactics and to outwit opponents.	Know how to make correct decisions in competitive situations Know the basic rules of the game and how they help performance. Know how to evaluate their own and others' performances

	Relay - 4x400m To be able to perform and replicate the correct running technique for a 400m run.	Assessment To demonstrate an understanding of some of the tactics and strategies linked to rounders.	
Assessment	Teacher, peer and self-assessment - against the PE departments assessment criteria.	Teacher, peer and self-assessment - against the PE department's assessment criteria.	Teacher, peer and self-assessment - against the PE department's assessment criteria.

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

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

Religious Studies

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

	Term 1	Term 2	Term 3	Term 4
Big question	Does living Biblically mean obeying the whole Bible?		GCSE: Which are the significant Muslim Beliefs?	
Skills	Application and evaluation		Application and evaluation	
Knowledge	<ul style="list-style-type: none"> • The structure and the authorship of the Bible • The Ten Commandments • Moral and spiritual teachings of Jesus • The authority of the Bible • Catholicism and the authority of the Church • Situation Ethics • How Christianity responds to modern ethical issues • Are the values of the Bible uniquely Christian? 		<ul style="list-style-type: none"> • The Six Beliefs • The five roots of ‘Usul ad-Din • The nature of Allah • Risalah • Muslim holy books • Angels • Predestination • Justice and judgement 	
Assessment	Online core assessment checking knowledge	Written assessment checking application of knowledge and comparative skills	Knowledge based Google quiz and GCSE style written assessment checking application of knowledge	GCSE-style written assessment checking application of knowledge and comparative skills

	Term 5	Term 6
Big question	GCSE: Which are the significant Christian beliefs?	
Skills	Application and evaluation	
Knowledge	<ul style="list-style-type: none"> • The nature of God • The Trinity • The importance of Creation • Incarnation • Last days of Jesus • Atonement • Salvation • Life after death • The Problem of Evil 	
Assessment	Knowledge based Google quiz and GCSE style written assessment checking application of knowledge GCSE-style written assessment checking application of knowledge and comparative skills	Knowledge based Google quiz and GCSE style written assessment checking application of knowledge GCSE-style written assessment checking application of knowledge and comparative skills

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

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

Science

Biology

Intent	Implement	Impact
In year 9 students prepare for GCSEs by studying the AQA separate science course. We intend to cover four topics during the year in Biology lessons; cell structure and transport, cell division, organisation and the digestive system and organising plants and animals . These topics are chosen as being core Biology topics which build on the content covered in year 7 and 8.	GCSE Biology students in year 9 receive 2 hours of Biology lessons per fortnight with 3 hours in term 6. Students will experience a mixture of practical and theory lessons including the requirement to complete 10 required practical activities during the course. We follow the AQA GCSE Biology course using the Oxford books as the basis for our SOW.	By the end of the year students should be developing a range of problem solving and practical skills; students should be able to apply their knowledge of Biology to a range of real world applications. Students should be gaining confidence at handling equipment and using it to produce experimental results. Students will be learning to analyse and evaluate data. Students will be able to highlight how Biology is used outside the classroom.

	Term 1	Term 2	Term 3
Skills	Working Scientifically skills Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Thinking Skills Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs	Working Scientifically skills Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Thinking Skills Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs	Working Scientifically skills Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Thinking Skills Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs
Knowledge	B1 Cell Structure and Transport - cell structure and specialised cells, exchange of substances across cell membranes	B1 Cell Structure and Transport - cell structure and specialisation, exchange of substances across cell membranes B2 Cell Division - cell division, cell differentiation, stem cells	B3 Organisation and the digestive system - structure and function of the digestive system, enzymes
Assessment	B1 Cell Structure and transport knowledge test Required Practical 1 Microscopy Required Practical 3 Osmosis	B2 Cell division knowledge test B1 and B2 end of topic test	Year 9 examination Required Practical 4 Food tests

	Term 4	Term 5	Term 6
Skills	Working Scientifically skills	Working Scientifically skills	Working Scientifically skills

	Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Thinking Skills Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs	Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Thinking Skills Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs	Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Thinking Skills Posing Questions, Thinking flexibly, Perseverance, Visualisation, Logical thinking, Clarity of expression Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs
Knowledge	B3 Organisation and the digestive system - structure and function of the digestive system, enzymes	B3 Organisation and the digestive system - structure and function of the digestive system, enzymes B4 Organising plants and animals - structure and function of the blood and heart, respiratory system, plant structure and transport	B4 Organising plants and animals - structure and function of the blood and heart, respiratory system, plant structure and transport
Assessment	Required Practical 5 Enzymes	B3 Organisation and the digestive system knowledge test	B4 Organising plants and animals knowledge test B3 and B4 end of topic test

How parents can support:	Encourage students to: review and apply their learning after lessons; revise for tests and other assessments carefully; complete homework tasks and meet deadlines; watch documentaries and the news to appreciate how Biology can be used and applied outside the classroom.
Useful links	Kerboodle online Seneca learning Educake CGP New GCSE Biology AQA Revision Guide - Higher includes Online Edition, Videos & Quizzes CGP 9-1 GCSE Biology AQA Revision Question Cards Grade 9-1 GCSE Biology: AQA Workbook - Higher AQA Biology for GCSE textbook: Third Edition - Oxford Publishing

MEGA			
M	E	G	A
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			mind that promote key skills such as analysis, evaluation, and most importantly creativity.
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Chemistry

Intent	Implement	Impact
In Chemistry students will examine how the properties of the elements are related to their electronic structure and how this determines their position in the Periodic table. They will also explore how industries use the Earth's natural resources to manufacture useful products and understand why in order to operate sustainably, chemists seek to minimise the use of limited resources, the use of energy, waste produced and environmental impact.	Year 9 have two chemistry lessons per fortnightly cycle to begin their AQA GCSE Chemistry course, this increases to 3 lessons per fortnight in term 6 of year 9. We follow the Oxford AQA Chemistry course, using their textbooks, experiments and resources.	By the end of Year 9, students should have the knowledge to enable them to develop curiosity about the natural world, insight into working scientifically, and appreciation of the relevance of science to their everyday lives. They will have developed an understanding of the nature, processes and methods of science, through different types of scientific inquiry that help them to answer scientific questions about the world around them.

	Term 1 + 2	Term 3
Skills	<ul style="list-style-type: none"> - Standard Form (Mathematical skill) - Practical Skills (Required Practical 6 - Completing Chromatography and calculating R_f) - Problem solving when working out which separation technique should be used for different mixtures. 	<ul style="list-style-type: none"> - Recall of knowledge from group one and group seven properties from year 8 work. - Observation skills - from the demonstrations (group 1) and class work (Group 7) completed by themselves. Observations are a key part of chemistry, so it is important to practice how to accurately record observations.
Knowledge	<p>Topic 1</p> <p>How do different types of atoms differ from each other?</p> <p>I will learn:</p> <p>That atoms are made up of different numbers of three subatomic particles.</p> <p>The History of the Development of the atom.</p> <p>The location, relative charge and relative mass of protons, neutrons and electrons.</p> <p>The definitions of atoms, ions and isotopes.</p> <p>How and why Chemists use standard form.</p>	<p>Topic 2</p> <p>Why was the Periodic Table such an important scientific discovery?</p> <p>I will learn:</p> <p>How the periodic table was developed by the key scientists.</p> <p>How electronic structure is related to the periodic table.</p> <p>The properties/trends for group 1 - the alkali metals</p> <p>The properties/trends for group 7 - the halogens.</p> <p>How to explain the trends in the periodic table for group 1 and group 7.</p>

	<p>What happens to atoms in a chemical reaction and how to show this with a chemical equation.</p> <p>How to separate mixtures using different separation techniques; filtration, crystallisation, distillation, fractional distillation and paper chromatography.</p>	
Assessment	Midpoint assessed homework and an end of topic assessed past paper questions.	Year 9 Summative Exam.

	Term 4 + 5	Term 6
Skills	- Practical Skills (Water purification required practical)	- Practical Skills (Rusting practical) - Application of knowledge to enable problem solving.
Knowledge	<p>Topic 2 Continued</p> <p>Why was the Periodic Table such an important scientific discovery?</p> <p>I will learn:</p> <p>The properties of the transition metals and how these compare to group 1 metals.</p> <p>Topic 14</p> <p>How are the Earth's resources used to benefit man?</p> <p>I will learn:</p> <p>The difference between finite and renewable resources.</p> <p>How we make water safe to drink, both freshwater and wastewater.</p> <p>How we extract metals from ores.</p> <p>How to complete a life cycle assessment to look at the impact on the environment of creating a product.</p> <p>How we can conserve Earth's resources by reducing, reusing and</p>	<p>Topic 14 continued</p> <p>How are the Earth's resources used to benefit man?</p> <p>I will complete:</p> <p>The end of topic 14 assessment to apply what I have learnt in term 5.</p> <p>Topic 15</p> <p>How and why do we need to limit our use of the Earth's natural resources, in particular for iron and steel.</p> <p>I will learn:</p> <p>How and why we need to protect iron from rusting.</p> <p>Why metals are alloyed and some common examples.</p> <p>How to use data to evaluate the composition of and uses of alloys.</p> <p>The properties of polymers and how this can depend on their monomers.</p> <p>How glass, ceramics and composites can be used and how their properties enable us to select the correct material for their use.</p>

	recycling.	
Assessment	End of topic 2 assessed past paper questions, and topic 1 and 2 summative assessment.	Summative assessment of topics 1, 2, 14 and 15.

How parents can support:	<p>Encouraging students with regards to organisation skills as we start the GCSE course</p> <p>Questioning - talking to their young person about the topics being learnt</p> <p>General knowledge sharing particularly when relevant to a topic.</p> <p>Encouraging students to revise using the past paper questions available on google classroom</p>
Useful links	<p>Link to MGGS Science Students drive for past paper questions: https://drive.google.com/drive/folders/1gkw3d_GZxZbI2oFqMu1UnYv15AInjmz6?usp=sharing</p> <p>Links to useful videos for supporting independent learning: https://www.freesciencelessons.co.uk/ (Free Science Lessons) https://classroom.thenational.academy/units/atomic-structure-and-periodic-table-c831 (National Oak Academy - Atomic Structure and the Periodic Table) https://classroom.thenational.academy/units/using-resources-febe National Oak Academy - Using Resources)</p>

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

Physics

Intent	Implement	Impact
Students at MGGS begin their GCSE course in year 9. We intend to cover four topics during the year; energy transfer by heating, energy resources, wave properties and electromagnetic waves. These topics are chosen as being core physics topics with a less challenging mathematical content.	GCSE Physics students in year 9 receive 2 hours of Physics lessons per fortnight with 3 hours in term 6. Students will experience a mixture of practical and theory lessons including the requirement to complete 10 required practical activities during the course. We follow the AQA GCSE Physics course using the Oxford books as the basis for our SOW.	By the end of the year students should be developing a range of problem solving and practical skills; students should be able to solve straightforward numerical problems and apply their knowledge of physics to a range of real world applications. Students should be gaining confidence at handling equipment and using it to produce experimental results. Students will be learning to analyse and evaluate data. Students will be able to highlight how Physics is used outside the classroom.

	Term 1	Term 2	Term 3
Skills	Working Scientifically skills Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Thinking Skills Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs	Working Scientifically skills Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Thinking Skills Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs	Working Scientifically skills Development of scientific thinking Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Thinking Skills Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs
Knowledge	P2 Energy transfer by heating - conduction and insulation, specific heat capacity, radiation	P2 Energy transfer by heating - conduction and insulation, specific heat capacity, radiation P3 Energy resources - fossil fuels, renewable energy, big energy issues	P3 Energy resources - fossil fuels, renewable energy, big energy issues
Assessment	P2 mid topic test Required practical 2 insulation Required practical 1 specific heat capacity	P2 end of topic test Required practical 10 radiation	Year 9 examination P3 end of topic test

	Term 4	Term 5	Term 6
Skills	Working Scientifically skills Development of scientific thinking	Working Scientifically skills Development of scientific thinking	Working Scientifically skills Development of scientific thinking

	Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Thinking Skills Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs	Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Thinking Skills Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs	Experimental skills and strategies Analysis and evaluation Scientific vocabulary, quantities, units, symbols and nomenclature Thinking Skills Posing Questions, Thinking flexibly, Perseverance, Logical thinking, Clarity of expression Mathematical skills Arithmetic and numerical computation, Handling data, Algebra, Graphs
Knowledge	P12 Wave properties - types of wave, wavelength and frequency, reflection and refraction, ultrasound, seismic waves	P12 Wave properties - types of wave, wavelength and frequency, reflection and refraction, ultrasound, seismic waves P13 Electromagnetic waves - properties and uses of the 7 parts of the spectrum	P13 Electromagnetic waves - properties and uses of the 7 parts of the spectrum
Assessment	Required practical 9 waves	P12 mid topic test P12 end of topic test	P13 end of topic test

Useful resources	Kerboodle online Seneca learning Educake CGP New GCSE Physics AQA Revision Guide - Higher includes Online Edition, Videos & Quizzes CGP 9-1 GCSE Physics AQA Revision Question Cards Grade 9-1 GCSE Physics: AQA Workbook - Higher AQA Physics for GCSE textbook: Third Edition - Oxford Publishing
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MEGA			
Mindset	Enrichment	Google	Advanced Thinking
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement for example by setting regular homework tasks, promoting the organisation of folders using chapter maps and use of regular testing to help students improve their learning behaviours.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons, for example required practicals, demonstration experiments, problem solving, use of chromebooks for quizzes and research activities	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources for example use of google classroom for lesson resources and homework, google drive for slides and chapter maps, and google forms for mid topic assessments	We promote advanced thinking through a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.