



Maidstone Grammar School
for Girls

Non sibi sed omnibus

Year 9 Curriculum 2026-27



A Reference Booklet *for* Parents and Carers

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Dear Parents and Carers

This booklet contains a lot of valuable information and provides an overview of the Year 9 curriculum. The first few introductory pages give an outline of the Year 9 curriculum at MGGS; what subjects your daughter is studying, details about the curriculum, assessment and homework. After the introduction, you will find a summary about each subject in Year 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

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

Subject	Number of lessons per fortnight
Art	2
Biology	2
Chemistry	2
Design and Technology	3
Drama	2
Enrichment	1
English	6
Geography	3
History	3
Computing	2
Mathematics	7
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 National Curriculum (NC). Central to all our lessons is a thinking based approach. We want our students to explore 'big questions and themes'; to research, discuss, analyse and reach carefully considered opinions and views.

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MGGS is MEGA

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

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

Literacy, Numeracy and Oracy

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





Grading in Year 9

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

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

What do the grades in tracking reviews and reports mean?

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

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

Progression

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

Assessment in Year 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.

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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.

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 students and includes:

- the completion of lesson work
- answering written questions which consolidate and/or extend classroom based work
- researching
- reading
- preparing presentations
- carrying out creative projects
- completing practical and/or investigation based work
- revising for tests and examinations
- consolidating notes from lessons.

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

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

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

Subject	Homework allocations: two week timetable cycle
Art	1 x 50 minutes
Biology	1 x 30 minutes
Chemistry	1 x 30 minutes
Design and Technology	3 x 20 minutes
Drama	1 x 30 minutes
English	2 x 50 minutes
Geography	1 x 50 minutes
History	2 x 30 minutes
Computing	1 x 30 minutes
Mathematics	2 x 50 minutes
French	2 x 30 minutes
German/Spanish	2 x 30 minutes
Music	1 x 25 minutes
Physics	1 x 30 minutes
Religious Studies	1 x 50 minutes

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

Google Classrooms & Drive

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

Subject Information

In the pages that follow, information is given about each of the subjects that your daughter is studying. Please note that the school does not take any responsibility for the content of third party websites listed in this booklet. You are advised to check any websites that your daughter may use.



Art

Intent	Implement	Impact
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 the work of 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 study 2 artists, responding to these artists and developing a series of outcomes which combine the techniques learned in their own way. There are opportunities for the students 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		How can I Develop and Refine my work?
Skills	Typography and graphic layout design, Tonal drawing from observation	Analytical sketchbook pages	Life drawing, carbon paper printing	Chalk and Charcoal, Painting skin tones, painting expressive portraits.
Knowledge	Proportions of the face	Work of Adebajji Alade	How to capture expression in the face	Work of Guy Denning and Cristina Troufa; What refinement looks like.
Assessment	The 'NEWSFEED' document provides opportunities for self reflection, teacher grading, RAGging, written feedback and student responses to the feedback given. Peer assessment also features on this sheet.			
	Graphical front cover of sketchbook		Adebajji Alade analysis page, Carbon Paper portrait (Self)	Exam, Chalk/Charcoal portrait

	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, caricatures	Typography, how to present a personal outcome	DSLR photography, Drawing skills, Generating ideas for a project.
Knowledge	Work of Teesha Moore	Composition, design process, refinement	How to project a structure at GCSE
Assessment	The 'NEWSFEED' document provides opportunities for self reflection, teacher grading, RAGging, written feedback and student responses to the feedback given. Peer assessment also features on this sheet.		
	Painted Portrait, Teesha Moore analysis (Peer)	Typography piece (Peer), Final Self Portrait	Skills assessment on Newsfeed sheet





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 Pride club with Mrs Jenkins. Other opportunities, e.g. competitions, are also available on the 'Art Vision' Google Classroom.	All student resources, including lesson slides and supporting videos are kept on the 'Art Students' google drive area, alongside other resources to support independent learning. Assignments and messages are posted routinely on google classroom.	Persistence and Striving for Accuracy are frequently highlighted throughout the year and embedded into the curriculum. De Bono's 6 hats are used to support art analysis and reflection. We frequently use bloom's taxonomy to frame our questions, encouraging students to use higher order thinking skills.





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.	Students are introduced to HTML and CSS enabling them to design websites. We move on to master key concepts in programming such as data structures using Python to be able to design text based games. Keeping data safe on the internet using encryption techniques and the relevant algorithms is a progression from online dangers learnt in Year 7. Students also learn about the theory of how images are represented and editing images.	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 represented in the system (data representation contd.)?
Skills	Syntax of HTML and CSS, provide a structure for a program, creative skills.	Problem solving, advanced Python programming - data structures and random functions.	Numeracy skills, binary number conversion and calculation of file sizes.
Knowledge	→ An introduction to Hyper Text Markup Language (HTML) and the syntax required to construct a webpage. → Embedding images, videos, tables, frames and links to construct a meaningful and informative homepage. → Use CSS as a formatting tool for a cohesive website design. → Understand the purpose of Digital Laws and how they can be used to comply with the data used on a website. → Design and implement a website in their own area of interest (music, dance, bake, skating, fashion, textiles etc.)	→ This unit of work begins with a recap of python programming skills on selection and iteration. → The need for and how to use Random library to provide an element of 'surprise' in a game. → Be able to store multiple values in a single variable - the concept of data structures. → Design and develop a Memory Matching game.	→ This unit is a continuation of the learning on data representation - binary, hexadecimal number system from year 8. → Understanding the components of an image. → Be able to compute file sizes and compare the trade off between a smaller image size and quality of image. → The ethical issues surrounding image editing.
Assessment	Evaluation of the individual websites and an assessment on the HTML and CSS syntax.	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?	Computing Greatest Hits!	GCSE Headstart





Skills	Encryption techniques, coding and decoding messages, numerical skills, spreadsheet functions	Image editing, creating video, spreadsheet skills, website design	Mastering Python programming skills - assignment, selection and iteration. Numeracy skills
Knowledge	→ Students have a recap on the dangers of transmitting data over the Internet. → Understand and work with different ciphers to encrypt and decrypt messages. → Understand how text data is represented using the ASCII and Unicode format. → Frequency analysis and decoding messages with the aid of spreadsheet functions.	→ As this would be the last unit of KS3 Computing, students will be working in pairs to design and promote a film or a show. → They will use Image Manipulation techniques to create the poster, spreadsheet to make bookings for the show and analyse profit / loss from the show. → A promobot will be produced using the Python programming language to provide further information about the film / show. → The details would be published using HTML/CSS	→ 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:	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. Pupils are encouraged to keep up to date with technology news that can be used in class discussions and update their electronic portfolio with opinions on current technological news as well as classwork and homework. Parents are encouraged to support their children in these learning.
Useful links	https://www.tutorialspoint.com/html/index.htm - A guide to HTML and CSS https://www.bbc.co.uk/bitesize/subjects/zvc9q6f - KS3 Computer Science http://www.thinkuknow.co.uk/ - Guide to internet safety https://student.craigndave.org/gcse-aqa-8525 - Videos supporting the GCSE learning http://www.bbc.co.uk/technology - Latest technology news

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





Design and Technology - Fashion & Textiles

Intent	Implementation	Impact
Students develop 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	How to gather and use anthropometric data. How to manipulate fabrics using darts. How to manipulate fabrics using origami.	How to manipulate fabrics using a variety of pleating methods. How to manipulate fabrics using smocking. How to manipulate fabrics using pintucks.	- 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	How to adapt and manipulate paper patterns. How to use the sewing machine. How to adapt the sewing machine settings.	How to adapt and manipulate paper patterns. How to use the sewing machine. How to adapt the sewing machine settings.	How to manipulate materials. How to create samples and swatches. 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	• All lessons/resources are posted onto Google Classroom • www.technologystudent.com

MEGA			
Mindset	Enrichment	Google	Advanced Thinking
The DT curriculum is designed to support student's mindset through continuously looking for improvements in their designs and solutions.	We enrich the DT curriculum by including a variety of learning styles and activities in lessons and offering lunchtime and after school clubs to allow students to extend their practical skills	Google is used in most lessons to enhance the structure of students' learning through use of online resources. The DT department uses online booklets to help students structure their practical work.	DT uses a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.





Design and Technology - Food & Nutrition

Intent	Implementation	Impact
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	- Food hygiene, health and safety protocols. - Food preparation skills. - Theoretical and practical understanding of bread making and how this differs across the world.	- Food preparation skills. - The process and science of gelatinisation. - Food health and nutrition principles.	- 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	- Dishes from eastern cultures and appropriate cooking methods. - Macronutrient and	- Food preparation task research. - Food preparation task evaluation - sensory analysis, costings,	- Critical temperatures - Food poisoning bacteria spread and prevention - Food spoilage microorganisms and

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	micronutrients. • Food preparation task research.	nutritional analysis.	enzymes • Food preservation methods
Assessment	Food preparation task research.	Food preparation task evaluation.	Food HHS.

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Useful links	• All lessons/resources are posted onto Google Classroom

MEGA			
Mindset	Enrichment	Google	Advanced Thinking
The DT curriculum is designed to support student's mindset through continuously looking for improvements in their designs and solutions.	We enrich the DT curriculum by including a variety of learning styles and activities in lessons and offering lunchtime and after school clubs to allow students to extend their practical skills	Google is used in most lessons to enhance the structure of students' learning through use of online resources. The DT department uses online booklets to help students structure their practical work.	DT uses a range of activities that encourage students to critically assess the world around them. Students are supported to develop habits of mind that promote key skills such as analysis, evaluation, and most importantly creativity.



Design and Technology - Product Design

Intent	Implementation	Impact
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	- How to identify target markets and carry out client profiling. - Methods of computer aided design.	- Mechanisms and their functions. - How to plan for accurate and high quality manufacture.	Physical and working properties of materials and mechanisms. How to shape and form materials through waste, forming and addition processes.
Assessment	CAD models.	Mechanisms.	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. Evaluating- identify areas of success and development.	Understanding how design influences rapid prototyping. Planning, design communication, prototyping techniques. Technical knowledge - making products work for users. Evaluating - own ideas and products.	Designing and making principles - mock NEA task
Knowledge	- How to shape and form materials and prototypes for different users/uses. - Identification of what improvements need making and how to implement these.	- How can design be inclusive? - How can design be empathetic?	- 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	Practical outcome.	Models of re-designed products.	Mock NEA task.

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Mindset	Enrichment	Google	Advanced Thinking
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Drama

Intent	Implementation	Impact
To foster an interest in live theatre and develop young people's imaginations and creative thinking. Every student will work collaboratively and develop confidence in performance. Students will take risks in vocal and physical work and be able to devise from a variety of stimuli, 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	Devising From... <i>How can written text be used to inspire the creation of devised practical work?</i>	Teechers & Shakers by John Godber <i>Are the playwright's intentions important?</i>
Skills	Characterisation, still images, line story, narration, physical theatre/choreographed movement, cross-cutting. Consideration and exploration of socio-political issues and a range of themes through performance. Opportunity for students to direct the final performance 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 multi-purpose way and utilise token items of costume and props. Analysis and evaluation of performance
Knowledge	Being exposed to a variety of 'stories' and exploring different ways that the texts can be used to create imaginative original theatre. A greater understanding of physical theatre and how it can be used in performance as well as the importance of characterisation and how characters interact with one another.	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.
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. They receive individual feedback at the end of terms 1 and 2 as well as whole class feedback (written) at the end of the unit after the final performance task is completed. Students work in various group sizes throughout.	Regular self and peer assessment. Teacher formative assessment (verbal) takes place throughout. Students work in groups on a final performance piece using the Drama Department's assessment criteria. In term 3 and 4 students receive individual feedback. They will also receive whole class feedback. Written examination.

	Term 5	Term 6
Big question	Masks	Introduction to GCSE





	<i>Can masks communicate effectively with an audience?</i>	<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.
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
In Drama we particularly want students to develop a curiosity for all aspects of drama and theatre and be respectful and appreciative audience members.	We enrich students through the curriculum by including a variety of learning styles and activities in lessons. There are also extra-curricular opportunities such as the annual school production, theatre visits and workshops led by industry professionals.	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources and students use a target setting document in order to help keep track of their progress.	In Drama students are continuously developing their Habits of Mind and rich questioning and retrieval practice is used to help develop their knowledge and understanding.





English

Intent	Implementation	Impact
Designed with a hybrid language and literature approach. Texts chosen to challenge and promote deep discussion. Each key stage includes a focus on poetry, prose (a whole novel), drama and nonfiction. A combination of heritage and modern texts has been included. There is increased focus on texts by female writers and those from other cultures. Reading, writing and spoken language are assessed in each key stage.	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. Overall, there is a hybrid approach to literature and language.	Students appreciate language and literacy skills and understand the transferable skills developed. Students develop a lifelong love of reading and literature. Students are creative, imaginative, curious, flexible thinkers, good communicators, they are supportive audience members who are able to analyse and evaluate one another's work and offer constructive feedback.

	Term 1: Shakespeare ('Macbeth')	Term 2: Novel Unit (Of Mice and Men)	Term 3: Year 9 Exams/The Gothic
Big question	What are the features of a tragedy?	How do writers give a voice to the marginalised?	What are the features of the Gothic Genre?
Skills	- Analysis	- Recreative writing - Analysis	- Analysis
Knowledge	Vocabulary/concepts: - hamartia / fatal flaw - Turning point - Tragic hero - Senecan tragedy - Conventions of tragic drama - Soliloquy	Vocabulary/concepts: - Discrimination - Hierarchy - Social Darwinism - Foreshadowing	Vocabulary/concepts: - the Gothic - uncanny - Motif - Themes - Genre - Literary Canon - Foreshadowing/foreboding
Assessment	- Character essay question on Macbeth	- Practice recreative writing	- Year 9 exam (extract analysis)

	Term 4: Introduction to GCSE Poetry	Term 5: Non Fiction Texts	Term 6: GCSE Spoken Language
Big question	What is the canon?	What are the features of non fiction texts?	What engages an audience?
Skills	- Analysis	- Analysis	- Speaking and Listening
Knowledge	Vocabulary/concepts: - Enjambment - Caesura - Language techniques/devices - Verses - Stanzas - Themes	Vocabulary/concepts: - Pathos - Logos - Ethos - Rhetoric - Language techniques/devices	Vocabulary/concepts: - Rapport - Ethos - Pathos - Logos - Rhetoric - Tone

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	- Rhyme - Rhythm	- Tone - Purpose - Audience - Sentence structures	- Language techniques/devices - Purpose - Audience
Assessment	- Poetry essay	- Non Fiction Creative Writing: Travel Writing (speech/blog.).	GCSE Spoken Language delivery

How parents can support:	- read through written work - encourage independent reading
Useful links	- https://www.bbc.co.uk/bitesize/subjects/z3kw2hv

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.



Geography

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

	Term 1 and 2	Term 3	Term 4	Term 5
Big question	Can we ever know enough about earthquakes & volcanoes to live safely?	What are the barriers to development?	Who rules the world?	Why is The Middle East a contested place?
Skills	Using world maps effectively Describe patterns shown on maps Research skills using the internet	To interpret and analyse a range of sources such as maps, graphs and photos To compare and contrast data and information about differing parts of the world	To understand the interactions between people and places To understand how people have exploited resources to gain power To understand how power can be made sustainable	To understand the energy mix of the Middle East with reference to worldwide events. To understand how norms are constructed globally and to debate the ethical dilemmas that this presents. Then a look into recent activism and the validity of people fighting for change globally
Knowledge	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.	To understand what development is To understand the causes of uneven development and what this might look like within a country To understand how development is measured within a country To analyse different ways in which development might be achieved To evaluate the	To understand why some countries are more powerful than others To understand what causes some countries to become more powerful than others To understand why differing powers and ideologies cause conflict around the world To understand how the tussle for power is shaping the future of	To understand current affairs in the Middle East and gain an insight into the region's economic importance. To understand why countries have different rules to one another and to evaluate where these rules and norms come from To understand the rational behind activism and when doing the wrong thing might be right





	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 Understanding what causes Tsunamis and the effects they cause	success of development strategies used globally	the planet	To be able to empower students to seek out their own change in the local area.
Assessment	Key terms test End of unit assessment	Key terms test End of unit assessment	Key terms test 6 and 12 mark questions	Key terms test MP Letter

	Term 6
Big question	Region in focus: Middle East
Skills	Graph and source analysis, Drawing of graphs, Source analysis
Knowledge	To understand the location of the Middle East. To understand the demographics of the Middle East. To understand the tumultuous nature of the Middle East
Assessment	Key terms topic test End of unit assessment

How parents can support:	Geography is about the world around us – it helps explain the past, it illuminates the present and helps us plan for the future. Listening to the news and reading broadsheet newspapers helps to provide a broad general knowledge which will stand students in good stead (as would looking at www.bbc.co.uk). Setting your daughter a task of finding out information about a specific country that you may be visiting on holiday or that is currently in the news will provide a focus and also improve her geographical knowledge and her ability to ask and answer questions – such as ‘Is the Grand Canyon Skywalk a step too far?’, ‘What advantages and disadvantages does modern technology bring to people in developing countries?’ or ‘Why can some deserts be cold?’
Useful links	www.bbc.co.uk – this always has excellent links for places in the news and there is specific KS3 information e.g. http://www.bbc.co.uk/bitesize/ks3/geography/ www.multimap.co.uk is excellent for investigating different sorts of maps as is Google Earth and http://mapzone.ordnancesurvey.co.uk/mapzone/ is one site we will use in class. It is full of games relating to a confident use of maps – helpful for any budding explorer! www.worldmapper.org is an amazing site showing how countries compare and it has a wealth of data behind it.

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

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History

Intent	Implement	Impact
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.	Students will study the 5 topics from the 20th century, covering both Britain and the wider world in chronological order. In each topic you will focus on developing one aspect of procedural knowledge. These include: • Cause and Consequence • Change and Continuity • Similarity and difference • Source Analysis • Significance	Identify key historical dates and events between 1918 and 1991. Describe key historical events. Explain how key events changed the development of the modern world. Demonstrate a written understanding of each historical skill

	Term 1	Term 2	Term 3
Big question	To what extent did the Russian Revolution change Russia?	What are the key events of WW2?	The Holocaust
Skills	Change and Continuity	Source Analysis (all skills)	Significance
Knowledge	• Russia under Tsar Nicholas II • Russian Revolutions • Russia under Lenin • Russia under Stalin • Vladimir Lenin • Joseph Stalin	• Appeasement • Dunkirk • Blitz • Home Front • Stalingrad • Pearl Harbour • Hiroshima	• Persecution • Ghettos • Transportation • Final Solution • Recent Genocides
Assessment	Change and Continuity Essay	2 x COCO POP paragraphs	Year 9 Exams (WW1, Russian Revolution and WW2)

	Term 4	Term 5	Term 6 (GCSE students)
Big question	How did people protest in the 20th century and what rights were achieved?	The Cold War	How did democracy rise in Germany between 1890-1929?
Skills	Similarity and Difference	Cause and Consequence	Using historical knowledge Explanation of second order concepts
Knowledge	Methods used in the Suffrage Movement Life for women post suffrage Methods used in US Civil Rights Movement Methods used in UK Civil Rights Movement	• What were the causes and consequences of: ○ Berlin Blockade ○ Berlin Wall ○ Cuban Missile Crisis ○ Vietnam War ○ Space Race	• The Kaiser's Germany • Germany in WW1 • The Weimar Government • The German Golden Age

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	The fight for rights for the LGBTQ+ community		
Assessment	Paragraphs on change and continuity	N/A	2 x 4 mark questions 1 x 8 mark (PEEEE)

How parents can support:	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
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement. In History students are given time reflect and evaluate on their achievements and areas for development after each assessment	We enrich students through the curriculum by including a variety of learning styles and activities in lessons. 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 There may be the opportunity to visit the recreated WW1 trenches at Detling, Maidstone	Google is a key part of our curriculum. It is used in most lessons to enhance the structure of students' learning through use of online resources. In History students use google slides to organise their notes have the opportunities to use digital resource to extend their knowledge through further research	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.





Mathematics

Intent	Implementation	Impact
Students are taught in sets in Year 9 to enable each of them to work at a suitable pace. The work covered in Year 9 builds on that of Year 8 and covers the early stages of the GCSE course. Students will learn about Mathematics in the context of real-life issues. All topics are linked to “big question” themes and these will help to enrich students’ experiences of Mathematics.	The department uses the Elmwood Press series of textbooks and each pupil will have access to a textbook in school. The topics covered are all available on the <i>Mymaths</i> and <i>CIMT</i> websites. In lessons pupils will undertake a variety of activities, including: whole class discussions - which provide opportunities for students to grow in confidence and to become effective participators investigative work – students will gain experience of solving a range of open and closed tasks in order to develop them as independent learners and creative thinkers; small group work – students will have opportunities to work collaboratively with other students.	In Year 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: • 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	Use and interpret notation correctly Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information Interpret results in the context of the given problem	Use and interpret notation correctly Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information Interpret results in the context of the given problem	Use and interpret notation correctly Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information Interpret results in the context of the given problem
Knowledge	Calculations with decimals & fractions Recap of percentages Index laws with fractional or negative indices Standard form calculations	Recap of all shape & space topics Area & perimeter of sectors Trigonometry Change the subject of a formula	Form & solve linear & quadratic equations Find the equation of a line from two points Solve linear simultaneous equations algebraically & graphically Parallel & perpendicular lines
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

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	Term 4	Term 5	Term 6
Big question	What is the cost of living?	Are you being misled?	Where are you heading?
Skills	Use and interpret notation correctly Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information Interpret results in the context of the given problem	Use and interpret notation correctly Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information Interpret results in the context of the given problem	Use and interpret notation correctly Make deductions, inferences and draw conclusions from mathematical information Assess the validity of an argument and critically evaluate a given way of presenting information Interpret results in the context of the given problem
Knowledge	Reverse percentages Tax & bills Exchange rates, interest & depreciation Speed calculations & travel costs Best value for money	- Collect & represent data - Cumulative frequency diagrams - Median & interquartile range - Conditional probability using tree diagrams - Stratified sampling	- 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:	It is vital that your daughter is confident with her 'times tables' so she can complete work quickly. Help with learning and practising these topics will be available on the MGGS website or by using the following link: https://www.mggs.org/admissions/information-for-new-students/maths-transition. 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. 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.
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MEGA			
Mindset	Enrichment	Google	Advanced Thinking
Our curriculum is designed to support student's mindset through developing their learning behaviours, systems and resilience in relation to their academic achievement.	All students will sit the UKMT challenge. There is a UKMT lunchtime club to enhance students' understanding in problem solving. We participate in MathsWeek England.	Digital tools such as Dr Frost are used in most lessons to enhance the range of learning resources.	We use a variety of tools consistently across subjects and within lessons to promote advanced thinking

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Modern Foreign Languages

Intent	Implementation	Impact
Our students develop linguistic confidence and foster an appreciation of other cultures. They can: - understand and respond to spoken and written language from a variety of sources. - speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say. - write at varying lengths, for different purposes and audiences, using a variety of grammatical structures. - give opinions on a range of topics and explain their ideas. - discover and develop an appreciation of a range of writing in the language studied. - recognise and appreciate cultural differences.	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. 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 Dynamo 3, which is scaffolded well in difficulty. Teachers use a variety of activities in all skills to cater for all learning styles and needs.	Students can use the target language to express themselves on a variety of topics. Students enjoy learning about the culture of the countries where the target language is spoken. They are familiar with Feed Forward Questions and understand the terminology to make further progress. Students feel confident in using the target language for their own purposes. Students are curious and seek to develop their knowledge of the language they learn through the use of authentic material. Students are keen to expand their understanding and knowledge of the language and thus join extra-curricular clubs and activities. Students show enjoyment in lessons and show interest beyond the classroom.

French

	Term 1	Term 2	Term 3
Big question	<i>Mon monde à moi</i> What is my life like as a teenager?	<i>project d'avenir</i> What are my plans for the future?	<i>Ma vie en musique</i> How has my life changed?
Skills	- talk about likes and dislikes - talk about after-school clubs and extracurricular activities - describe friends - describe birthday celebrations - discuss what you are going to wear	- talk about earning money - talk about what you want to do when you are older - talk about what you will do in the future - talk about what things will be like in the future - write about an inventor	- talk about musical tastes - describe what you used to be like - compare primary and secondary schools - talk about how things have changed - interview a young refugee
Knowledge	- verbs of likes and dislikes + nouns OR verbs - regular and irregular verbs in the present tense - reflexive verbs - the perfect tense - the near future	- modal verbs - the future tense - questions in three different tenses	- direct object pronouns - the imperfect tense - the comparative - the present and imperfect tenses together - questions in different tenses
Assessment	End of module assessment : Listening, Reading and Writing	End of module assessment: Speaking Internal Exams: Listening, Reading and Writing	End of module assessment: speaking





	Term 4	Term 5	Term 6
Big question	<i>Le meilleur des mondes</i> How do we make the world better?	<i>Le monde francophone</i> What do I know of the Francophone world?	<i>Tu as du temps à perdre?</i> MY PERSONAL WORLD, MEDIA AND TECHNOLOGY
Skills	- talk about food - discuss eating habits - talk about animals and the natural world - talk about plastic and the environment - talk about what you would like to do - describe a photo	- discuss where you would like to go - discuss impressive sites - say what you like and dislike doing - prepare a fact file and an advert on a francophone country - discuss young French-speakers you would like to meet - discuss plans for the future - discuss a past trip round the world - write an article about a francophone artist, musician, writer or sports person	- use opinion verbs - use the present tense - Use <i>on</i> to mean <i>we</i> - use the partitive article - use negatives - use question words - use the near future - use the perfect tense - use lexical imperfect: <i>c'était</i> and <i>il y avait</i> - use two tenses together
Knowledge	- range of negatives - the superlative - two different time frames - the conditional tense	- range of articles - range of adjectives - infinitives in combination with other verbs - range of structures and verbs - the present tense - near future and simple future tenses - the perfect and imperfect tenses - questions in different tenses	- explore events in the francophone world - talk about what you do online - say what you do to stay active - talk about what you watch - make plans to go out - say what you did last weekend
Assessment	End of module assessment: Listening, Reading + writing	No assessment	Listening, Reading, speaking and Writing

How parents can support:	- listen to your child reading out loud in the target language - ask your child the golden questions on a regular basis - test vocabulary knowledge English to French and French to English - create a playlist and listen to French music together - watch french films with subtitles (familiar cartoons are a good start) - youtube, netflix, prime - ask your child to teach you or a younger sibling what they have learnt - visit France and practise real life conversations - be encouraging and supportive when it seems difficult; there will be pit moments but this is part of learning.
Useful links	www.quizlet.com www.blooket.com https://www.bbc.co.uk/bitesize/subjects/zgdqxn https://www.pearsonactivelearn.com (dynamo 3 online book) Term 6: http://www.activehub.pearson.com https://www.languagesonline.org.uk/Hotpotatoes/index.html





German

	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	- 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	- 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	- 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	- the present tense - adverbs - the perfect tense - the imperative - the definite article to say what you injured - the future tense with <i>werden</i>	- subject and direct object pronouns - <i>seit</i> - comparisons - the perfect tense - separable verbs in the perfect tense	- the conditional tense - <i>um...zu</i> - word order - prepositions <i>in</i> and <i>auf</i> with the accusative and dative cases
Assessment	End of module assessment: listening, reading and writing	End of module assessment: speaking Internal Exams: Listening, Reading and writing assessments	End of module assessment: speaking

	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 ist meine Schule?</i> (GCSE)
Skills	- 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)	- 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)	- understand the school system in Germany and the German speaking world - talk about your timetable - talk about school uniforms - talk about school rules - talk about special events at school - describe school life - describe a photo - wrote 90 words - use the "w" sound
Knowledge	- <i>als</i> to mean when in the past	- word order with conjunctions	- articles and plural nouns





	- the imperfect tense of modal verbs - the superlative - the imperfect tense	- understand and use past, present and future tenses - <i>um...zu</i> - opinions and justifications	- the present tense - use “weil” - adjectives with nouns - modal verbs - relative clauses with “dass” - perfect and imperfect tenses
Assessment	End of module assessment: Listening, reading and writing	No assessment	Listening, reading, speaking and writing assessment

How parents can support:	- listen to your child reading out loud in the target language - ask your child the golden questions on a regular basis - test vocabulary knowledge English to German and German to English - create a playlist and listen to German music together - watch German films with subtitles (familiar cartoons are a good start) - youtube, netflix, prime - ask your child to teach you or a younger sibling what they have learnt - visit Germany and practise real life conversations - show an open mind to learning a language and to learning about different cultures (avoid passing on your fear of languages) - be encouraging and supportive when it seems difficult; there will be pit moments but this is part of learning.
Useful links	www.quizlet.com www.blooket.com https://www.bbc.co.uk/bitesize/subjects/zgdqxb www.pearsonactivelearn.com (Stimmt 3 online book) Term 6: http://www.activehub.pearson.com https://www.languagesonline.org.uk/Hotpotatoes/index.html





Spanish

	Term 1	Term 2	Term 3
Big question	<i>¿Qué me gusta hacer?</i> What do I like to do?	<i>¿Qué trabajo quiero hacer?</i> What job do I want to do?	<i>¿Es mi vida sana?</i> Is my life healthy?
Skills	- talk about things I like - talk about my week - talk about films - talk about a birthday - talk about life as a celebrity - talk about days out	- say what you have to do at work - say what job I would like to do - talk about my future - describe my job	- talk about diet - talk about an active lifestyle - talk about my daily routine - talk about getting fit - talk about ailments - talk about fitness and routine - teach a dance routine (extension)
Knowledge	- regular verbs in the present tense - near future - preterite tense - three tenses together	- tener que + infinitive - adjective agreement - near future - three tenses	- direct object pronouns - stem-changing verbs - reflexive verbs - se debe + infinitive - me duele(n) - para + infinitive - connectives - sequencing words - frequency words - revise the imperative (extension)
Assessment	End of module assessment: listening, reading and writing	End of module assessment: speaking Internal exams: listening, reading and writing	End of module assessment: Speaking

	Term 4	Term 5	Term 6
Big question	<i>¿Cuáles son mis derechos y mis responsabilidades?</i> What are my rights and responsibilities?	<i>¿Quiero ir de aventura?</i> Do I want to go on an adventure?	<i>Diviértete!</i> Media and technology + my personal world
Skills	- talk about children's rights - talk about fairtrade - express my point of view - talk about recycling - talk about how a town/place has changed - talk and write about fundraising - talk about world issues - understand a peruvian folktale (possible project)	- meet and greet people - talk about a treasure hunt - discuss buying souvenirs - say what I will do - make myself understood in authentic situations - find out about Madrid	- talk about Spanish- speaking sport stars - talk about life online - use expressions of frequency - talk about sports and free time activities - arrange to go out - plan a cinema visit - tell the time - say what you did at the weekend - use past tense time phrases - talk about days that went wrong
Knowledge	- verb poder - se debería + infinitive - imperfect tense	- expressions with tener - the superlative - the comparative - simple future tense - oral expressions	- Adjective agreements - Present tense: regular and irregular verbs - Present tense with





			stem-changing verbs - Near future - Contraction of prepositions <i>a</i> and <i>de</i> - Preterite tense - Direct object pronouns - Use three tenses - Negatives
Assessment	End of module assessment: listening, reading and writing	No assessment	Listening, reading, speaking and writing assessment

How parents can support:	- listen to your child reading out loud in the target language - ask your child the golden questions on a regular basis - test vocabulary knowledge English to Spanish and Spanish to English - create a playlist and listen to Spanish music together - watch Spanish films with subtitles (familiar cartoons are a good start) - youtube, netflix, prime - ask your child to teach you or a younger sibling what they have learnt - visit Spain 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	www.quizlet.com www.blooket.com https://www.bbc.co.uk/bitesize/subjects/zgdqxb www.pearsonactivelearn.com (viva 3 online book) Term 6: www.activehub.pearson.com (Edexcel Pearson digital book) https://www.languagesonline.org.uk/Hotpotatoes/index.html

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



Music

Intent	Implementation	Impact
Through the interrelated study of theory (reading and notating music), performing (developing instrumental and vocal skills), composing (creating music) and listening to/appraising music from a variety of cultures, times and genres the curriculum aims to give students a greater understanding of music, an opportunity to participate in performances in and beyond the classroom and to express themselves through creating music.	At Key Stage 3 the topics have been chosen to cover a range of styles, cultures/ traditions and genres. The sequence in which they are taught, and content, is appropriate as the units are connected by progressive developments of theory knowledge, musical structure, performing skills and composing with each unit successively building on these areas. Lessons are taught as a mixture of related activities - listening, theory knowledge and performing/composing.	In year 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?	Music for Film. How does music create mood?	Fusion - performance/evaluation
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	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 • Jukebox Musical • Musical Comedy • Historical Musicals • Ground Bass • Hip Hop vs main stream popular musical	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. • Leitmotif, • Soundtrack, • Theme Song, • Mickey-Mousing, • Sequencing, • Storyboard, • Timbre/Sonority, • Musical Clichés, • Diegetic and Non-Diegetic Music.	Understanding how Bhangra combines Punjabi folk music with modern dance Fusion. Understanding of the features of Bhangra. Set work: Mundian to Bach Ke • 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	Continuous verbal formative	Continuous verbal formative

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	assessment. Performing core assessment ensemble task at the end of the unit (instrumental and vocal)	assessment. Core - composing to a brief (in pairs).	assessment. Core analysis of a Bhangra track
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	Topic 4	Term 6
Big question	‘In the Style of’	GCSE - Film Music.
Skills	Using DAWs to create remixes of popular songs Explore structure, lyrics and instrumentation Using technological effects Creating drum beats Combining audio and MIDI Utilising structure and form to sustain interest.	Performing, Composing, Listening and appraising, Aural dictation of rhythm and pitch
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.

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



Physical Education

Intent	Implementation	Impact
The intent of our KS3 PE curriculum is to ensure pupils' experience; enjoyment through PE lessons, extracurricular and other sporting opportunities. Develop their confidence physically, mentally and socially. Become more competent when performing, leading or coaching Increasing their knowledge and understanding of the importance of PA, their favourite activities, where they can go to continue to play/do and how to analyse and improve performance	The order that we teach KS3 links to the season, facilities, clubs and fixtures. We also have avoided teaching all the games, and individual activities at the same time. The curriculum setup ensures pupils complete at least one game and one individual activity every big term. The pupils take part in over 9 activities across KS3.	The impact of the PE curriculum includes the following: More physically confident pupils More physically able pupils - performing skills, linking and applying them. Increase the number of pupils who are fully engaged and able to compete effectively and confidently. Develop pupils who are fair and have respect for each other no matter race, ability, or background. Pupils have increased fitness and understanding of their health Pupils participate outside of school.

	Term 1 and 2		
Sport	Badminton	Orienteering and Fitness	Dance
Big Question	<i>Does an understanding of my ability affect my performance??</i>	<i>Does an understanding of my ability affect my performance??</i>	<i>What's more important, accuracy or expression?</i>
Skills and Knowledge	- Self and Peer evaluation - Underhand & backhand serving - Forward movement footwork - Technique for growing the racquet	- Team work skills - Monitoring heart rates during activity - Devising a training session	- Evaluation - Choreography Skills - Creativity - Using a stimulus
Assessment	Teacher, peer and self-assessment - against the PE departments assessment criteria.		

	Term 3 and 4		
Sport	Handball	Netball	Gymnastics
Big Question	<i>Why do I need to know the rules of handball?</i>	<i>Why do I need to know the rules of netball?</i>	<i>What's more important, accuracy or expression?</i>
Skills and Knowledge	- Ball familiarisation - Defensive fundamentals - Attacking fundamentals	- Teamwork - Self and Peer evaluation - Execute a successful throw in - Setting up for a centre pass - Moving the ball to the centre edge	- Self and Peer evaluation - Fundamental gymnastic Counterbalances and countertensions - Group balances - Linking skills effectively to create a routine
Assessment	Teacher, peer and self-assessment - against the PE departments assessment criteria.		

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	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>	Alternative Games <i>What's more important, in gameplay, team or individual performance?</i>
Skills	- Self and Peer evaluation - Introduction of running technique - Effective pace for longer runs - Accurate throwing technique for shot put and javelin	- Self and Peer evaluation - Team Work - Developing accuracy when bowling - Showing a confident understanding of the rules. - Tactical decisions based on batter stance.	Perform drills and competitive games relating to sports such as diamond cricket, roundnet, volleyball and ultimate frisbee.
Assessment	Teacher, peer and self-assessment - against the PE departments 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.





PHSE - Delivered through 5 'PHSE Days'

Intent	Implementation	Impact
The Year 9 PHSE curriculum is designed to build on the knowledge and skills developed in Year 8, with a greater emphasis on fostering a deep understanding of equality, media literacy, careers, personal wellbeing, and global citizenship. The curriculum aims to empower students as they navigate increasingly complex societal issues and make informed decisions about their futures.	The PSHE curriculum for Year 9 will be delivered through five dedicated days spread across the school year. Each PHSE Day will consist of six sessions, ensuring comprehensive coverage of statutory topics for PSHE. These immersive days allow for focused, in-depth exploration of key themes in personal, social, health, and economic education. During these days, students will also get the opportunity to engage in well-being activities such as: cooking, arts, yoga, self-defence and many other activities.	Understanding and managing emotions through emotional wellbeing sessions empower students to express themselves more clearly and confidently in various settings. Sessions on conflict resolution provide students with tools to handle disagreements constructively. They become skilled at finding mutually beneficial solutions, enhancing their ability to work effectively in teams.

	PHSE Day 1- Keeping Healthy	PHSE Day 2- Living in the Wider World- Risky Behaviour	PHSE Day 3- Careers: Step into the NHS
Big question	How can I make informed choices to protect my health and wellbeing in the face of everyday risks?	How can I recognize and avoid risky behaviours to make safe and responsible choices in the wider world?	What makes a career in the NHS fulfilling, and how can I effectively explore and present opportunities within it?
Sessions	- Drugs: Exploring attitudes - Drugs and the law - Alcohol and cannabis - Dangers of smoking and vaping - Self defence	- Personal Safety - Risk taking - Self defence - Gangs and media influence - Knife Crime and safety - Maths For Girls	- Step into the NHS - Job satisfaction - NHS Research - Job advert Presentations -Presentations

	PHSE Day 4- Wellbeing and the wider world	PHSE Day 5- Living in the Wider World- Equality and Media
Big question	How can understanding and managing different aspects of wellbeing help me navigate the wider world and maintain a healthy balance in my life?	How does the media influence our perceptions of equality and discrimination, and how can we use our understanding to advocate for positive change in society?
Sessions	- MidKent Mind - Road safety - Body image: beauty standards - Periods awareness - Managing peer pressure -Creative Session	- Discrimination, prejudice and allyship - Understanding racism Media influence and radicalisation -Research task

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





Religious Studies

Intent	Implementation	Impact
In Year 9, students begin their AQA GCSE Religious Studies course. This marks the formal transition into Key Stage 4, where the curriculum is designed to be academically rigorous, theologically rich, and relevant to students' lives. Our aim is to: • Equip students with the knowledge and skills needed to succeed at GCSE • Foster understanding of key Christian and Muslim beliefs and practices • Develop students' ability to analyse, evaluate, and compare religious teachings • Support spiritual, moral, social and cultural development through ethical reflection • The curriculum is built to reflect the Kent Agreed Syllabus, ensure coverage of the AQA specification, and provide opportunities for all students to achieve their potential, regardless of background or prior attainment.	In Year 9, students begin their GCSE Religious Studies course by studying three core components: Christian Beliefs, Muslim Beliefs, and Christian Practices. These topics are carefully chosen to provide a strong foundation in theology and to develop the skills needed for successful written analysis and evaluation. Lessons are designed to build subject knowledge gradually while also encouraging students to think deeply about religious and moral questions. Teachers use a range of strategies including discussion, source analysis, and extended writing to help students engage with the material. Students are regularly given opportunities to practise GCSE-style exam questions, helping them become familiar with the expectations of the course. Retrieval of key content is supported through regular low-stakes quizzes, with each topic concluding in a core assessment that tests both understanding and the ability to apply religious teachings to ethical or philosophical questions. This approach ensures that students can track their progress and that teachers can identify and respond to areas that need further attention. As well as preparing students academically, lessons also encourage personal reflection, empathy, and awareness of the beliefs and practices of others – all of which are essential to Religious Studies as a discipline.	By the end of Year 9, students will have developed a secure understanding of key Christian and Muslim beliefs and practices, as well as the ability to explain how these beliefs influence the lives of believers. They will be able to engage confidently with religious texts and teachings, and begin to form their own reasoned opinions in response to ethical and theological questions. Through regular written practice, students will show progress in structuring extended answers, using religious evidence effectively, and evaluating a range of viewpoints. The knowledge and skills gained in Year 9 provide students with a strong foundation for the remainder of the GCSE course. More broadly, students will have deepened their understanding of the role religion plays in society and in individual lives, and will be better equipped to engage with issues of diversity, belief, and identity in modern Britain.

	Term 1	Term 2	Term 3	Term 4
Big question	GCSE: Which are the significant Christian beliefs?		GCSE: Which are the significant Muslim Beliefs?	
Skills	Application and evaluation		Application and evaluation	
Knowledge	• The nature of God • The Trinity • The importance of Creation • Incarnation • Last days of Jesus • Atonement • Salvation • Life after death • The Problem of Evil		• The Six Beliefs • The five roots of 'Usul ad-Din • The nature of Allah • Risalah • Muslim holy books • Angels • Predestination • Justice and judgement	
Assessment	Knowledge based	GCSE-style written	Knowledge based Google	GCSE-style written





	Google quiz and GCSE style written assessment	assessment checking application of knowledge and comparative skills	quiz and GCSE style written assessment	assessment checking application of knowledge and comparative skills
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	Term 5	Term 6
Big question	GCSE: How do Christian practices help believers stay close to God and live out their faith?	
Skills	Application and evaluation	
Knowledge	• Different forms of worship: liturgical, non-liturgical, informal, private • The significance of prayer, including the Lord's Prayer and set prayers • The role and meaning of the sacraments: ◦ Baptism (infant and believer's) ◦ Holy Communion (Eucharist) • The significance and impact of pilgrimage (e.g. Lourdes, Iona) • The importance and meaning of Christian festivals (e.g. Christmas and Easter) • The role of the Church in the local community: ◦ Food banks ◦ Street pastors • The worldwide Church and its mission: ◦ Evangelism ◦ Church growth ◦ Reconciliation ◦ The Church's response to persecution • Christian responses to poverty: ◦ Work of Christian Aid, Tearfund, and CAFOD	
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 topics common to the AQA separate science and combined science courses. 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 Development of scientific thinking Experimental skills and strategies Analysis and evaluation	Working Scientifically skills Development of scientific thinking Experimental skills and strategies Analysis and evaluation	Working Scientifically skills Development of scientific thinking Experimental skills and strategies Analysis and evaluation

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	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	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	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, 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			
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 encourages 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 - 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. This content is common to both Separate Science and Combined Science.	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 3-5
Skills	Standard Form (Mathematical skill) Practical Skills Problem solving when working out which separation technique should be used for different mixtures.	- 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	Topic 1 How do different types of atoms differ from each other? Why was the Periodic Table such an important scientific discovery? I will learn: That atoms are made up of different numbers of three subatomic particles. The History of the Development of the atom. The location, relative charge and relative mass of protons, neutrons and electrons. The definitions of atoms, ions and isotopes. How and why Chemists use standard form. What happens to atoms in a chemical reaction and how to show this with a chemical equation. How to separate mixtures using different separation techniques; filtration, crystallisation, distillation, fractional distillation and paper chromatography. How the periodic table was developed by the key scientists. How electronic structure is related to the periodic table. The properties/trends for group 1 - the alkali metals The properties/trends for group 7 - the halogens. How to explain the trends in the periodic table for group 1 and group 7.	Topic 2 How do atoms bond to each other? I will learn: How to predict the states of substances at different temperatures, given appropriate data. How elements form ions and compounds. How ionic compounds are held together. Why ionic compounds have high melting points and when they can conduct electricity. How covalent bonds are formed and how they are represented. The limitations of using models to represent molecules or giant structures. How to recognise fullerenes and graphene and their structures. How the atoms in metals are arranged. How to compare nano dimensions to typical dimensions of atoms and molecules. The pros and cons of nanoparticles
Assessment	Midpoint and End of Topic Assessment	Year 9 Summative Exam and Topic 2 End of T

	Term 6
Skills	- Recall - recalling what makes a substance an ionic compound from topic 3 (covered in term 1)





	- Practical Skills (Required Practical - Investigate the electrolysis of a solution) - Application of knowledge - problem solving when products formed when electrolysis of an aqueous solution takes place. - Maths skills (bond energy calculations) - Practical Skills (Required Practical - Investigating temperature changes)
Knowledge	Topic 4 How can we decompose ionic compounds to get useful products? I will learn: What happens in electrolysis, the types of substances that can be electrolysed and how to predict the products of electrolysis from molten ionic compounds. How electrolysis is used in the extraction of aluminium from aluminium oxide. What happens in electrolysis of aqueous solutions, the ions present and how to predict the products of electrolysis from aqueous ionic compounds. Topic 5 Why do chemical reactions always involve transfers of energy? I will learn: Energy cannot be created or destroyed but can be transferred to or from the surroundings - exothermic and endothermic reactions. Definitions for endothermic and exothermic reactions and activation energy. How we use energy transfers from reactions. How to draw simple reaction profiles for endothermic and exothermic reactions, including the activation energy. Bond energy calculations.
Assessment	End of Topic Google Tests

How parents can support:	Encouraging students with regards to organisation skills as we start the GCSE course Questioning - talking to their young person about the topics being learnt General knowledge sharing particularly when relevant to a topic. Encouraging students to revise using the past paper questions available on google classroom
Useful links	Link to MGGS Science Students drive for past paper questions: https://drive.google.com/drive/folders/1gkw3d_GZxZbI2oFqMu1UnYv15AInjmz6?usp=sharing Links to useful videos for supporting independent learning: https://www.freesciencelessons.co.uk/ (Free Science Lessons) https://senecalearning.com/en-GB/ (Seneca Learning) https://cognitoedu.org/home (Cognito Science) AQA Specification

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.





Science -Physics

Intent	Implement	Impact
Students at MGGS begin their GCSE course in year 9. We intend to cover five topics during the year; energy transfer by heating, energy resources, wave properties, electromagnetic waves and, finally, energy conservation and dissipation. These topics are chosen as being core physics topics with less challenging mathematical content. AQA GCSE Physics specification	Students will experience a mixture of practical and theory lessons including the requirement to complete 10 required practical activities during the course. Lesson and revision resources, and homework will be shared with students on paper and electronically through Google Classroom and the Physics Student Google Drive.	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	Development of scientific thinking Experimental skills and strategies Analysis and evaluation of data Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills including algebra, data, graphs and geometry.	Development of scientific thinking Experimental skills and strategies Analysis and evaluation of data Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills including algebra, data, graphs and geometry.	Development of scientific thinking Experimental skills and strategies Analysis and evaluation of data Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills including algebra, data, graphs and geometry.
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	End of topic assessments Exam Questions Online homeworks Required practicals write up	End of topic assessments Exam Questions Online homeworks Required practicals write up	End of topic assessments Exam Questions Online homeworks Required practicals write up

	Term 4	Term 5	Term 6
Skills	Development of scientific thinking Experimental skills and strategies Analysis and evaluation of data Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills including algebra, data, graphs and geometry.	Development of scientific thinking Experimental skills and strategies Analysis and evaluation of data Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills including algebra, data, graphs and geometry.	Development of scientific thinking Experimental skills and strategies Analysis and evaluation of data Scientific vocabulary, quantities, units, symbols and nomenclature Mathematical skills including algebra, data, graphs and geometry.
Knowledge	P12 Wave properties - types of	P13 Electromagnetic waves -	P1 Conservation and dissipation of





	wave, wavelength and frequency, reflection and refraction, ultrasound, seismic waves	properties and uses of the 7 parts of the spectrum	energy. Energy types, conservation of energy and energy equations.
Assessment	End of topic assessments Exam Questions Online homeworks Required practicals write up	End of topic assessments Exam Questions Online homeworks Required practicals write up	End of topic assessments Exam Questions Online homeworks Required practicals write up

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 analyse, evaluation, and most importantly creativity.



