Dartford Grammar School for Girls

Year 7
Curriculum Overview Booklet
2026-27

A guide for Parents/Carers



Working together to achieve academic excellence and personal potential

DGGS Curriculum Intent:

Our Academic Curriculum is designed to give our students access to the best that has been thought and said over time, helping to engender an appreciation of human creativity and achievement. Our ambitious curriculum gives students the opportunity to access knowledge which goes beyond the Key Stage 3 National Curriculum.

Our Academic Curriculum at Dartford Grammar School for Girls aims to ensure that all students:

- Flourish academically and develop their skills and talents as individuals.
- Develop a strong sense of community and responsibility to both ourselves and others.
- Experience challenge and mental stimulation through excellent teaching, diverse learning opportunities, and a rich, balanced curriculum.
- Explore and develop their personal interests though extra-curricular opportunities.
- Reach their potential through personalised and specialist support and guidance.
- Are encouraged to develop as global citizens and to make a significant contribution to the wider world.

End of Key Stage Expectations:

By the end of each key stage, students are expected to know, apply and understand, skills and processes specified in the relevant programme of study. Students will be well prepared for KS4 with a strong foundation knowledge of each subject at GCSE. They will have developed independent learning skills to take through to KS4.

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Art and Art Textiles

National Curriculum Aims:

Please click here for the Art and Design Programme of Study

Subject Curriculum Intent

In addition to the National Curriculum aims, our ambitious curriculum for **ART** at DGGS is designed:

- To develop their procedural knowledge through experimentation and refinement in a range of practical techniques.
- For students to understand, research, analyse the work of a range of artists, craftspeople and designers, and to compare and contrast artistic styles.
- To enable students to reflect thoughtfully on their own work, identifying areas to develop and further refine.
- To understand artistic intent meaning and symbolism throughout different artistic genres
- Students will be able to use subject-specific vocabulary and use it meaningfully to describe their own work and the work of others.
- To begin to develop creative risk taking, responding to a theme to create open-ended outcomes.

Curriculum Summary for Art

Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
Introduction to Still Life • What is still life? Introduction to still life drawing and painting through observation of everyday objects. • Understanding how artists use shape, form, proportion and composition to represent objects from observation. **The Elements of Art** • Introduction to line, shape, form, colour, value, texture and space. • Exploring how artists use the Elements of Art to communicate ideas and meaning. **Drawing Inanimate Objects** • Understanding line of symmetry and ellipses when constructing vessels and cylindrical forms. • Exploring proportion, scale and spatial relationships within observational drawing. **Light, Tone and Form** • Understanding tonal value and how artists use tone to create three-dimensional form. • Identifying highlights, reflected light, shadow and cast shadow. • Investigating transparent, opaque and reflective surfaces.	• Produce accurate observational drawings from first-hand sources. • Use line of symmetry and ellipses to construct realistic vessels and bottles. • Apply a full tonal range from light to dark. • Use tonal shading to create convincing three-dimensional form. • Identify and apply highlights, reflected light, shadows and cast shadows. • Draw transparent, opaque and reflective objects with increasing accuracy. • Arrange still life objects to create balanced and engaging compositions. • Apply compositional techniques including focal point, overlap and balance. • Produce artist copies inspired by Vincent van Gogh. • Experiment with colour mixing and blending techniques. • Create coloured pencil still life outcomes inspired by Wayne Thiebaud. • Evaluate and refine work using peer and self-assessment.

Composition • Introduction to focal point, balance, overlap, negative space and the Rule of Thirds. • Understanding how artists organise objects to create successful still life compositions. **Introduction to Vincent Van Gogh** • Exploring Van Gogh's use of expressive line, mark-making and observational drawing. • Analysing how repeated marks create movement, texture and atmosphere. **Introduction to Wayne Thiebaud** • Exploring Thiebaud's use of colour, form and composition within still life painting. • Investigating colour relationships, light and shadow. **Colour Theory** • Introduction to primary, secondary and tertiary colours. • Understanding colour mixing and colour relationships.	
Term 3 and 4	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
In addition to the points above: **Introduction to Cubism and Abstraction** • Introduction to Cubism as an artistic movement. • Understanding abstraction, fragmentation and multiple viewpoints. • Exploring how Cubism challenged traditional representation. **Pablo Picasso and Georges Braque** • Exploration of the founders of Cubism. • Understanding Analytical and Synthetic Cubism. • Investigating geometric simplification and abstraction. **Watercolour and Mixed Media** • Introduction to flat wash, graded wash, wet-on-wet, wet-on-dry and dry brush techniques. • Exploring how artists combine media to create visual interest and meaning. Introduction to Gabriele Münter • Exploring Expressionism through colour and mark-making. • Understanding how artists communicate mood and emotion. **Introduction to Textile Art** • Understanding the difference between fine art and textile outcomes. • Exploring embroidery, appliqué and fabric manipulation.	In addition to the points above: **Create Cubist studies using multiple viewpoints** • Simplify objects into geometric forms • Use abstraction to reinterpret observational drawings • Apply a range of watercolour techniques effectively. • Combine watercolour, coloured pencil, oil pastel and mixed media. • Produce artist responses inspired by Picasso, Braque and Münter • Create collages inspired by Maxine Sutton. • Select and combine fabrics effectively. • Use appliqué techniques to create layered textile outcomes • Develop embroidery skills including running stitch, back stitch, whip stitch and decorative stitching. • Refine work through evaluation and experimentation. • Present finished work with care and craftsmanship.

Introduction to Maxine Sutton • Analysis of Sutton's use of colour, layering, simplified shapes and domestic objects. • **Understanding** collage as a planning process for textile outcomes.	
Term 5 and 6	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
In addition to the points above: **Landscape Drawing and Composition** What is a landscape? • Understanding foreground, middle ground and background. • Understanding horizon lines, perspective, focal points and leading lines. **Vincent van Gogh Landscape Studies** • Exploring Van Gogh's use of line, rhythm and expressive mark-making. • Investigating texture, movement and atmosphere within landscapes. **Introduction to David Hockney** • Exploring Hockney's use of colour and composition. • Understanding how artists interpret landscapes in different ways. **Watercolour Landscape Painting** • Understanding harmonious and complementary colour schemes. • Exploring atmospheric perspective and colour mixing. • Understanding how colour can communicate mood and time of day. **Introduction to Weaving** • Understanding weaving as an artistic process. • Learning the terminology warp, weft, yarn and tapestry. • Exploring texture, pattern and surface qualities. **Introduction to Vanessa Barragão** • Exploring contemporary textile practice. • Understanding how texture, layering and materials can communicate ideas inspired by nature.	**In addition to the points above:** • Create observational landscape drawings from photographs and first-hand sources. • Use pen and ink mark-making techniques to create texture and depth. • Apply compositional devices including focal point, framing and leading lines. • Analyse landscape artworks using subject-specific vocabulary. • Produce artist copies inspired by Vincent van Gogh and David Hockney. • Develop watercolour studies of skies, trees and natural forms. • Create a final landscape painting inspired by David Hockney. • Plan woven outcomes through collage and design development. • Use weaving techniques including plain weave, twining, warp and weft construction. • Select colours, textures and materials purposefully. • Translate landscape imagery into textile and woven outcomes. • Evaluate and refine artwork throughout the creative process.

Computer Science

National Curriculum Aims:

Please click here for the Computer Science Programme of Study

Subject Curriculum Intent

In addition to the National Curriculum aims, our ambitious curriculum for **COMPUTER SCIENCE** at DGGS is designed:

- To lay a strong foundation while challenging students with advanced concepts to spark their interest and creativity.
- **Problem-Solving Techniques**: Decomposition, pattern recognition, abstraction, and algorithm design.
- **Algorithm Development**: Flowcharts, pseudocode, basic algorithms (sorting and searching).
- **Hands-On Lab Sessions:** Regular Labs: Weekly lab sessions to practise programming.
- **School-Level Competitions**: Regular coding challenges within the school.
- **External Competitions**: Participation in national and international competitions like Bebras Challenge, Codewars, or local hackathons.
- **Guest Lectures**: Inviting tech professionals to speak about their work and industry trends
- Educational visits: To get inspired and to explore career opportunities.

Curriculum Summary

Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
Topic 1: Exploring Computing through Digital Applications and Historical Figures • Create a memorable and secure password for an account on the school network. • Remember the rules of the computing lab • Introduction to Google Workspace Applications • Selecting Appropriate Digital Tools for Purpose • Exploration of Pioneers in Computing • Creating and Presenting Research Using Digital Tools • Find personal documents and common applications. • Recognise a respectful email • Construct an effective email and send it to the correct recipients. • Describe how to communicate with peers online • Plan effective presentations for a given audience **Topic 2: Tech Foundations: Hardware, Software, and Networks** • Define what a computer hardware is and learn about different types of Computer Hardware • Understand what 'software' is and why is it necessary for hardware to function • Differentiate between application and system software • Introduction to 'computer networks' and exploring the different components of Computer networks	• Learn about safe and responsible use of technology to enable us to work together collaboratively on projects. • In this introductory unit, students learn how to use the school network safely, including Google classroom and collaborative online office programs. • Pupils will be introduced to a range of Google applications (such as Docs, Sheets, Slides, Forms, and Drive) and will learn how to use them effectively for communication, collaboration, and productivity in digital contexts. • Students develop the ability to assess the suitability of different applications and software tools for specific tasks, considering functionality, audience, and intended outcomes. • Students explore the lives and contributions of significant individuals in the history of computing (e.g., Ada Lovelace, Alan Turing, Tim Berners-Lee, Hedy Lamarr, John Backus etc), understanding how their work laid the foundations for modern computer science and digital technology. • Pupils present their findings on a chosen computing pioneer using a suitable digital application, such as Google Slides, developing both their research and digital presentation skills.

● Learn about the advantages & disadvantages of connecting to a network ● Explore different types of networks - wired & wireless and when they may be used based on real world scenarios ● Explain what the **Internet** is and how it connects networks globally. ● Understand the distinction between the Internet and the **World Wide Web.** ● Explore how data travels over the Internet ● Describe cyberbullying ● Explain the effects of cyberbullying ● Check who you are talking to online	● Learn about the purpose of hardware. Identify and categorise hardware components as internal or external, and classify them as input, output, or storage devices based on their function within a computer system. ● Understand the role of software in a computer system, including the ability to distinguish between system software and application software, and explain how the operating system enable application software to function. ● Students learn to define what a computer network is and its purpose, identify key network components (such as routers, switches, and network interface cards), and evaluate the advantages and disadvantages of network connectivity. ● Students expand on their knowledge on different types of network, comparing the characteristics of wired and wireless networks, evaluate their suitability for different scenarios, and explain the trade-offs involving speed, security, cost, and convenience. ● Explain the nature of the Internet and its role in enabling global communication, differentiate it from the World Wide Web, and describe in basic terms how information is transmitted online, including concepts such as IP addresses, URLs, and web browsers.
Term 3 and 4	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
Topic 3: Using Media ● Select the most appropriate software to use to complete a task. ● Apply the key features of a word processor to format a document. ● Evaluate formatting techniques to understand why we format documents. ● Select appropriate images for a given context. ● Apply appropriate formatting techniques. ● Demonstrate an understanding of licensing issues involving online content by applying appropriate Creative Commons licences. ● Demonstrate the ability to credit the original source of an image. ● Critique digital content for credibility ● Apply techniques in order to identify whether or not a source is credible. ● Apply referencing techniques and understand the concept of plagiarism. ● Evaluate online sources for use in own work. ● Organise the content of the blog based on credible sources. ● Construct a blog using appropriate software. ● Organise the content of blog based on credible sources. ● Apply referencing techniques that credit authors appropriately. ● Design the layout of the content to make it suitable for the audience. **Topic 4: Creative Computing: Programming with micro:bit**	● Improve their digital literacy skills by creating a 'blog' post about a real-world cause that they would like to gain support for. ● The aim here is to teach the students not just how to use the office software, but how to use it appropriately. We are trying to get past the idea that adding colour and fonts makes a document 'good', but getting them to think more about their audience and how to format their work so that it is clear and gets the message across in an effective way. ● In doing this, we will look at licensing and the students will learn that just because an image is available on the internet, it does not mean that it is free. ● They will look at online sources of information critically and understand that you cannot trust everything you read on the internet.

● Understand the purpose of the micro:bit and learn how to connect and operate it with a computer. ● Explore input methods (such as button presses and shaking) and use basic programming blocks to display output on the LED matrix. ● Introduce conditional logic with selection statements (if…else). ● Learn mathematical functions like square root and random number generation. ● Use selection statements, inputs and outputs in tandem with mathematical functions to write programs ● Understand the coordinate system of the micro:bit's LED matrix (x, y points). ● Learn how to use iteration (loops) to repeat actions. ● Apply iteration and coordinates to create patterns on the micro:bit display.	● Students will learn about the fundamental building blocks of programming, using a graphical, block-based programming environment. ● The students will start by sequencing their instructions, and gradually build up to setting up variables, iterative sequences and selection blocks. ● They will be encouraged to troubleshoot their own programs and work out why things do not always work as they expect. ● By the end of the unit, they should be designing and building their own simple programs that make use of sequence, selection and iteration.
Term 5 and 6	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
Topic 5: Spreadsheet ● Getting to know spreadsheets. ● Quick calculations ● Collecting data ● Become a data master ● Level up your data skills, conditional formatting. **Topic 6: Telling Our Time - Creating a Digital Music Video** ● Students explore major events, trends, or cultural moments from the year they were born to the present. ● Students rewrite the lyrics of the original song to reflect significant events they have researched. They select and incorporate appropriate images to visually represent these events. ● Suitable audio editing software is used to record a vocal performance of their rewritten lyrics. ● Canva is utilised to produce a digital music video, aligning their recorded audio with the selected images and lyrics to create a cohesive multimedia presentation. ● Present the music video to the class based on the project work done this term.	● Identify columns, rows, cells, and cell references in spreadsheet software ● Use formatting techniques in a spreadsheet ● Use basic formulas with cell references for calculations in a spreadsheet (+, -, *, /) ● Use the autofill tool to replicate cell data ● Explain the difference between data and information ● Explain the difference between primary and secondary sources of data ● Collect data ● Analyse data ● Use the functions SUM, MAX, MIN, and COUNTA in a spreadsheet ● Students learn to listen and analyse the structure, rhythm, and content of a song to understand how information is conveyed through music. ● Students research key events from a defined time period (e.g. year of birth to present) using reliable sources and select, and organise appropriate copyright-free or licensed images that visually represent events or themes in the lyrics. ● Use Canva (or similar digital tools) to plan and sequence a multimedia presentation. Record audio using suitable software, ensuring clarity and timing are appropriate for the song format. ● Review and refine digital work, responding to feedback and assessing quality against success criteria.

Dance

National Curriculum Aims:

Please click here for the Art and Design Programme of Study

Subject Curriculum Intent

In addition to the National Curriculum aims, a high-quality **DANCE** education will help pupils gain coherent knowledge and understanding of Dance and Performing Arts in its broadest and most diverse forms. It should inspire students' curiosity to know more about Dance and the cultural backgrounds and development of different genres. The curriculum should develop pupils as choreographers and performers alongside being able to appreciate, analyse and interpret Dance of various forms and contexts. The combination of a high-quality curriculum and teaching should inspire pupils to be creative and encourage them to take risks. Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. Students are taught in rotation with Drama throughout the year.

Curriculum Summary

Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
Contemporary Dance: ● Understand key aspects of Dance including actions, ● space, dynamics and relationships. ● Understand how a theme can be used to create ● choreography. ● Understand how Dance and Science can link ● How to use dynamics and space effectively to show an aspect of a stimulus. ● Understand motif and motif development ● How to use images as a starting point to reflect a process. ● How to work effectively as a team. ● Understand the terms Counter-balance and Counter-Tension.	**In addition to the points above:** ● Create Dance that accurately reflects a given stimulus. ● Perform and choreograph in a contemporary Dance style. ● Use actions, space and dynamics effectively to show contrasting concepts. ● Develop a motif using change of order ● Create a duet using lifts and balances. ● Use images as stimulus to create a section of Dance using counterpoint.
Term 3 and 4	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
In addition to the points above: **Bollywood:** ● Understand key characteristics of a contrasting Dance style. ● Historical context alongside modern changes and development. ● Understand key choreographic devices used within the style. ● Wider cultural understanding of the world in which we live. ● Understand motif and motif development	**In addition to the points above:** ● Demonstrate knowledge of historical and geographical context through verbal discussions. ● Link key hand gestures fluently; adding foot gestures to increase complexity. ● Replicate and use smooth, creative transitions to join together key positions alone and in a group. ● Perform using 'question and answer' ● Develop motifs effectively using a range of strategies. ● Create choreography using Bollywood style
Term 5 and 6	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**

In addition to the points above: Parkour: ● How to create duets and solos alongside ways to travel across space. ● How to structure Dance using transitions alongside lifting and balancing safely. ● How centre of gravity and weight can be balanced effectively to create counterbalance and counter tension positions. ● Understand the term 'stimuli' and how they can be used to inspire and initiate the creation of movement.	● Create duets using over, under and around ● Create a duet using a theme ● Create a short solo with confidence ● Use pathways, levels, directions effectively ● Lift and balance safely ● Demonstrate counter-balance and counter-tension ● Structure dance using transitions ● Understand how to perform well

Design and Technology & Food Preparation and Nutrition

National Curriculum Aims:

Please click here for the Art and Design Programme of Study

Subject Curriculum Intent

In addition to the National Curriculum aims, our ambitious curriculum for **DESIGN AND TECHNOLOGY** at DGGS I designed:

- To allow students to explore creativity and imagination, design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.
- To acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.
- To enable students to learn how to take risks: becoming resourceful, innovative, enterprising and capable.
- For students to understand that through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.
- To ensure that students are taught how to cook and apply the principles of nutrition and healthy eating. Learning how to cook is a crucial life skill that enables students to feed themselves and others affordably and well, now and in later life.

Through a variety of creative and practical activities, students should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of domestic and local contexts and industrial contexts.

Curriculum Summary

Students' experience prior to joining Key Stage 3 varies significantly from school to school. In this subject we start with basic knowledge and understanding of materials, processes, tools and equipment, developing a curriculum that delivers a sound foundation across the areas of Design Technology and Food Preparation and Nutrition. Students are taught in rotation throughout the year. Each unit is assessed throughout and gradually builds students skills, knowledge and understanding that results in a final outcome or an increasing complexity of skills. Each of the units will be assessed by way of exam and practical grade and these grades are combined to provide an end of year average. Each of the units will be assessed by way of exam and practical grade. Students will be assessed in all three
areas in their end of year assessment.

Travel Game (Resistant Materials based project)	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
● Select and use tools safely in the workshop ● Understand and identify key mechanical and physical properties of materials and why they are selected. ● Can work through steps and processes in a methodical manner in order to create a final product. ● Evaluate the wider sustainability and environmental issues of the materials and processes we use. ● Develop their design creativity by exploring the work of a wide range of iconic designers.	● Using hand tools and machines including pillar drill, band facer, polishing machine. ● Materials and their properties including Acrylic, MDF and Jelutong. ● Processes including cross and draw filing, wet and dry, polishing, marking out and mitre joints. ● 4'Rs and sustainability issues ● Understand the role and influence of iconic designers in their own and others' work. ● Use CAD programmes to create a design inspired by the British design movement "New London Fabulous"
Food Preparation and Nutrition	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
• Develop their knowledge and understanding of ingredients and healthy eating including the function of nutrients in the diet, fibre and water. • Learn the impact of poor nutrition on health. To consider the nutritional needs at key life stages. • Develop food preparation and cooking techniques Learn how to store food at correct temperatures, to reduce the risk of food poisoning. • Apply their knowledge to how they make food and drink choices. • Develop technical and practical expertise needed to perform everyday tasks confidently and to use correct terminology when discussing processes and nutrients. • Recall and apply the principles of The Eatwell Guide and the 8 tips for healthy eating, to their own dietary choices.	• Follow recipes using appropriate ingredients • Use hob, grill, oven and other equipment to safely prepare and cook a range of dishes. • Understand the reasons we cook food and understand cooking times. • Recall and apply the principles of food safety and hygiene. • Identify the conditions in which food poisoning pathogens develop and the symptoms. • Identify factors that influence food and drink choices. • Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science principles and to consolidate their literacy and numeracy skills by using them purposefully in order to learn.
Key Chain Project (Papers and Boards, Polymers and CAD/CAM based project)	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
● How Paper and Card are made in industry and understand paper sizes and standardisation. ● Mechanical and Physical Properties of paper and card. ● Sustainability and environmental issues of the materials and processes we use, specifically the use of single use disposable plastics. ● Colour Theory and Typography and how it relates to Branding. ● Properties of Thermoforming and Thermosetting Polymers including HIPS, Polymorph, and PVC. ● Industrial Processes of Plastics: Vacuum Forming and Injection Moulding. ● What Computer Aided Design (CAD) and Computer Aided Manufacturing mean and how are they used in idustry.	● Learn key terminology in the paper making process ● Identify plastic using SPI codes and recognise recycling symbols. ● Analyse existing logos and be able to apply knowledge to own design. ● Write an accurate product specification including all relevant key features. ● Understand and identify key mechanical and physical properties of materials and why we select them including different types of paper and card and learn to select which one is most appropriate based upon physical characteristics. ● Use the CAD programme 2D design to create their net for their keychain. ● Select and use tools safely in the workshop

Drama

National Curriculum Aims:

Drama is not part of the national curriculum, but our curriculum for Drama at Key Stage 3 aims to ensure that all students are introduced to a range of drama skills and techniques that they can then apply to devised pieces of theatre and script work. The curriculum aims for students to develop their analytical and evaluative skills, both verbally and written. All students are given the opportunity to create, perform and evaluate. KS3 students are introduced to drama as a discipline and will work individually, in pairs and groups. Students are taught in rotation with Dance throughout the year.

Subject Curriculum Intent

In addition to the National Curriculum aims, our ambitious curriculum for **DRAMA** at DGGS is designed to:

- Understand the discipline of drama and theatre
- Understand how to create and communicate effective characters and pieces of theatre
- Understand a range of theatre styles and apply these to their own work
- Understand and apply the techniques and skills needed to develop effective, original and creative pieces of theatre.
- Understand how to evaluate and analyse live theatre
- Understand how to stage and perform an extract
- Understand how to analyse, evaluate and improve their own work and the work of others both verbally and in writing.
- Understand how to work constructively and diplomatically with others in order to achieve successful outcomes.
- Understand how to communicate a specific message or idea effectively through the medium of theatre.
- Throughout the course of the Drama cycles, students will receive 1 theory lesson a fortnight in addition to their practical lessons. All theory lessons will be used to support the development, understanding and application of key Drama vocabulary within their written work in order to support how students approach their practical performances. This will be through the study of Live Theatre analysis and evaluation, Theatre Design and Text analysis.

Curriculum Summary - Year 7

Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
MATILDA ● Gain an understanding of the key drama skills: - Role play - Still image - Thought track - Physical theatre - Split scene/ Cross Cutting ● Gain an understanding of how to communicate a character - Voice - Facial expression - Body language	● How to provide constructive criticism when watching others. ● Contribute ideas ● Listen and respect others ideas and performances ● Work with different people ● Apply the skills learnt, even when not prompted ● Use drama vocabulary when evaluating – both verbal and written.

- Use of space. ● Gain an understanding of how to focus and contribute to group work. ● Gain an understanding of how to begin writing an evaluation of others/ own work.	

Term 3 and 4	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
In addition to the points above: GREEK THEATRE ● Gain a knowledge and understanding of where theatre originated from and the type/ style of theatre ● The purpose of a Greek chorus and how to perform as a chorus. ● An understanding of the Myths, legends and Gods that surrounded Greek Theatre plotlines. ● How to develop their written evaluation.	**In addition to the points above:** ● Stay in role ● Work as a chorus ● Contribute ideas ● Listen and respect others ideas and performances ● Work with different people ● Apply the skills learnt, even when not prompted ● Use drama vocabulary when evaluating both verbal and written.
Term 5 and 6	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
In addition to the points above: SHAKESPEARE: A Midsummer Nights' Dream - Plotline - Characters and themes - Some understanding of Shakespeare's use of language - Understanding of the theatre space used and the audience's reactions when watching a performance in the 1600's. ●	**In addition to the points above:** ● Stay in role ● Apply the drama skills and techniques learnt throughout the year, even when unprompted. ● Contribute to whole class and group discussions. ● When they sit their EOYs they are able to provide definitions for the drama techniques and skills they have been introduced to and developed over the course of the year, as well as be able to evaluate their own work and annotate a piece of script saying how they would direct it and why, using appropriate drama terminology.

English

National Curriculum Aims:

Please click here for the English Programme of Study

Subject Curriculum Intent

In addition to the National Curriculum aims, our ambitious curriculum for **ENGLISH** at DGGS is designed:

- To provide a high-quality education in English to teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.
- To allow pupils an opportunity to develop culturally, emotionally, intellectually, socially and spiritually through literature.
- To acquire knowledge and to build on what they already know through reading and classroom discussion / debates.
- To develop the necessary skills of language that are essential to participating fully as a member of society.

Curriculum Summary - Year 7

Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
'Frankenstein' (play version)	• Understand the literary form of drama • Understand and analyse the impact of dramatic conventions on the presentation of themes and characters. • Narrative writing: plan, structure and write a diary entry from a literary character's perspective, accurately using a range of sentences, punctuation, language and literary techniques. • Know, understand and follow rules of grammar, punctuation and spelling, helped by fortnightly SPAG lessons.
'A Christmas Carol' by Charles Dickens	• Understand the prose form • Understand and analyse the techniques used by prose writers to create characters and present themes. • Develop contextual awareness • Descriptive writing: plan, structure and write a descriptive piece in response to a visual image, accurately using a range of sentences, punctuation, language and literary techniques. • Use a range of speaking and listening skills to argue a point of view and take a role. • Know, understand and follow rules of grammar, punctuation and spelling, helped by fortnightly SPAG lessons.

Term 3 and 4	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
Poetry: A selection of poems written before and after 1914	● Develop an awareness of different poetic forms ● Understand and analyse the devices used by writers to present ideas, thoughts and feelings in poetry. ● Develop contextual awareness ● Write a range of poetry in different styles ● Use language, techniques and structure effectively to write their own poetry. ● Compare poems to explore how poets' express thoughts, ideas and issues over time. ● Know, understand and follow rules of grammar, punctuation and spelling, helped by fortnightly SPAG lessons. ● Persuasive writing: plan and structure the presentation of a point of view, using the devices of persuasive writing effectively and employing a range of sentences, punctuation and vocabulary successfully. ● Know, understand and follow rules of grammar, punctuation and spelling, helped by fortnightly SPAG lessons.
● **Term 5 and 6**	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
World Literature: myths and legends by various writers and 'Chinese Cinderella' by Adeline Yen Mah	● Develop an awareness of narrative structure in myths versus prose. ● Develop an appreciation of the methods used by writers to convey their thoughts, feelings and ideas to the reader. ● Consider how Literature links to wider society ● Consolidate writing skills in a range of styles: descriptive, narrative and persuasive. ● Use a range of speaking and listening skills to create a role and present a topic. ● Know, understand and follow rules of grammar, punctuation and spelling, helped by fortnightly SPAG lessons.

Geography

National Curriculum Aims:

Please click here for the Geography Programme of Study

Subject Curriculum Intent

In addition to the National Curriculum aims, our ambitious curriculum for **GEOGRAPHY** at DGGS is designed:

- To ensure that our students appreciate that they play a critical role within the global community and that their actions will help to shape the future of the planet.
- To provide students with opportunities to empathise with others living in different circumstances.
- To promote teamwork, debate and discussion, problem solving and decision making.
- To promote independent study and research skills outside of the classroom.
- To provide trip opportunities to see Geography in the field.

Curriculum Summary

Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
Map Skills Global mapping to increase location knowledge and deepen their spatial awareness of the world's countries. As well as interpreting Ordnance Survey maps in the classroom. including using four and six figure grid references and scale, direction, map symbols and relief. **Hydrological Cycle and River Landscapes** Physical Geography relating to: hydrology, weathering and soils.	• Define and describe Physical, Human and Environmental Geography. • Link Human Geography to culture. Students create cultural celebration posters and present them to the class • Identify and map continents and oceans. • Correctly locate countries with the use of Latitude and Longitude. • Map the physical features of the UK including rivers and mountains. • Locate a grid square on an OS map with the use of four and six figure grid references. • Describe different OSmap symbols and explain why they are used. • Correctly interpret scale, direction and distance on OS maps • Correctly describe and analyse contour lines to interpret the relief of the landscape presented on an OS map. • Continued development of Geographical terminology. • Creative revision applied to the theme of Treasure Island. All cartographic skills are consolidated. • Explanation of the Global Hydrological Cycle

This is studied by understanding how the hydrological cycle operates on a local scale as well as core fluvial processes and landforms found from source to mouth. Students also study how human and physical processes interact to influence and change landscapes. This includes; ● Drainage basin hydrological cycle ● The different courses of the river ● Fluvial processes of erosion, transportation and deposition. ● River landforms such as waterfalls, meanders and ox-bow lakes. ● Physical and human causes of flooding ● Social, economic and environmental impacts of flooding case study example.	● Describing a river drainage basin with key features from source to mouth labelled. ● Explanation of the Drainage Basin Hydrological Cycle. ● Describing the characteristics of the upper, middle and lower courses of a river. ● Describing the processes of river erosion including Hydraulic Action and Abrasion. ● Sequencing and explaining the formation of erosional landforms including Waterfalls, V-Shaped Valleys, Meanders and Ox-Bow Lakes. ● Linking rivers to OS mapping ● Sketching river landforms from photographs ● Explaining the human and physical causes of flooding. ● Creating a river flooding case study based on Somerset 2014. Case studies include the location, causes of flooding, impacts and responses ● Application of the case study to an extended writing task. This is based on a 9-mark GCSE question. ● Defining and describing hard and soft engineering river management strategies.
Term 3 and 4	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
In addition to the points above: **Globalisation** Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. This is taught via the concept of globalisation and TNCs and includes the following; ● Concept of globalisation and TNCs ● Causes of globalisation ● TNCs and global trading ● Social, economic and environmental Impacts of globalisation. ● Sweatshop conditions ● Apple case study within Asia	**In addition to the points above:** ● Define Globalisation with examples ● Explain the reasons behind the growth of Globalisation and Trans-National Corporations. ● Evaluation of Trans- National Corporations ● Case study building with an example from Apple ● Empathy for others using diary extracts from sweatshop workers. ● Literacy and extended writing based on GCSE examination questions.
Coasts Physical geography relating to: how waves shape the land we live on, and explore how the movement of water creates features that are regularly seen at the coast. Study the social, economic and environmental impacts of coastal erosion, and learn about the management schemes in the UK and decide if they can live with amendments to the landscape. • Factors influencing waves • Processes of wave transportation and erosion • Identify coastal landforms created by erosion, deposition & Longshore drift • Impacts of coastal processes on people	● Characteristics of constructive & destructive waves ● Geomorphic processes – transportation, erosion, deposition ● Understand how the processes affect the landscape (landform development) ● Understand how rock type influences coastal processes ● Complete a cost/benefit analysis to assess the need / successful of coastal management strategies.

• Hard and soft engineering to protect the coast	
Term 5 and 6	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
In addition to the points above: **Biomes and extreme environments** To understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems. This unit builds on the CE Day visit to Port Lympne Safari Park. The unit of study includes the following; ● Location of global biomes ● Abiotic and Biotic components of an ecosystem ● Food chains & Food webs ● Location of cold & hot environments ● Physical characteristics ● Human characteristics ● Plant and animal adaptations ● Opportunities ● Challenges ● Management	**In addition to the points above:** ● Mapping different global biomes ● Describing the global distribution of different biomes. ● Describing the characteristics of different global biomes. ● Explaining the physical reasons why biomes differ ● Define an ecosystem and categorise the biotic and abiotic components. ● Sequencing food chains and food webs ● Identifying the interdependent relationships within food chains and food webs. ● Classifying endangered levels for different species ● Case study of the Amazon Rainforest including location, causes of deforestation and impacts of this on biodiversity. ● Continued development of Geographical terminology. ● Map skills, locating the Arctic Circle ● Comparing and contrasting the physical features of Tundra and Polar environments. ● Explaining how plants and animals have adapted to the extreme cold. ● Locating Svalbard on a world map ● Drawing, describing and analysing a climate graph for Svalbard. ● Supporting analysis with statistical data ● Investigating the opportunities and challenges of cold environments ● Explaining the effects of climate change on cold environments. Students to justify the most significant effect. ● Locating and describing the characteristics of hot deserts. ● Interpreting climate graphs for hot deserts ● Explaining how plants and animals have adapted to hot climates. ● Defining desertification, explaining the causes, effects and solutions. ● Case study building for Dubai to show the location, development and reasons for tourism.

History

National Curriculum Aims:

Please click here for the History Programme of Study

Subject Curriculum Intent

In addition to the National Curriculum aims, our ambitious curriculum for **HISTORY** at DGGS is designed:

- To ensure that all students are critical thinkers and can analyse provenance for both its assets but also limitations on truth.
- To go beyond the confines of the national curriculum content, delving deeper into singular events or individuals.
- To foster students with research skills which will enable them to pursue.
- To teach students how to write GCSE style/quality essays, learning how to write longer answer questions, come to historical judgements.
- To gain an extra insight into some of the topics they will be returning to at GCSE and A-Level.
- To teach students how to answer all styles of questions they will be facing in their first year of KS4 if they choose to pursue the subject further.

Curriculum Summary

Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**

The development of Church, state and society in Medieval Britain 1066-1509 Students will view a number of significant events across British history in chronological order to understand the development of Britain from the Battle of Hastings to the Tudor era ● Migration into England: Romans , Angles, Jutes and Saxons and the Vikings and the legacy they left in Medieval England. ● The Battle of Hastings and William's subsequent control of England. Students will first evaluate the issue of succession left by Edward the Confessor and the events leading up to and including the Battle of Hastings. ● Specific methods of Williams control including; The Feudal System, Castles, The Harrying of the North etc. This module gives students an awareness of how William the Conqueror set about creating a complex system where Normal rule was successfully imposed and what changes this brought about. ● Importance of the Catholic church in Medieval Britain and their influence on warfare. Assessing differing interpretations of the Crusades. Viewing differing interpretations and views on the same event in order to gain an understanding as to historiography and where historical schools of thought derive. ● The Black Death and the Peasants Revolt. Understanding and analysing events from a chronological standpoint but also the relative advantages and disadvantages of the plague on life of the peasantry.	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. ● Historical key skills including; chronology, ● anachronisms and timelines. ● How to write a History PEAL paragraph. ● How to formulate an opinion on a historical event. ● How to differentiate between cause and consequence.
Term 3 and 4	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
The study of a significant society or issue in world history and its interconnections with other world developments. Students will undertake a particular case study which will give them an awareness of the similarity and differences in developments between differing parts of the word giving them a greater global understanding. ● Comparison study: Life in England vs Medieval Mali. This unit gives a more social history approach; evaluating and understanding what it was like to be a normal citizen of England in this time as well as offering the chance to compare life in a different civilisation with different cultural norms and beliefs. ● The Tudor Period including; The War of the Roses, The Religious rollercoaster where Britain switched between Protestant and Catholic. Special reference will be made to the German Reformation and the English Reformation; the reasons for it and its consequences.	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. • Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' ● How to make an overall judgement on a historical question. ● To have the ability to write two sides of an argument and understand different interoperations. ● How to write a History style Introduction and Conclusion. ● To compare differing global contexts and events.
Term 5 and 6	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
The development of Church, state and society in Britain Students will first continue their journey along the British isles to note the developments and changes which occurred as a direct consequence of the events they have previously	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

studied. They will again look more globally to events in North America and across the Channel to understand some of the significant events abroad which contributed to shaping world history ● The English Civil War. Beginning with the long and short term causes with particular focus made on the actions of Charles. Events and aftermath of the Civil War will be analysed including the execution of Charles and the subsequent reign of Oliver Cromwell. ● Competing religious ideas and the mass exodus of the Puritans. Assessing the power of the Puritans during and after the Civil War and how they shaped English and active unions in the 17th and 18th century. ● A local history project. In this project, students will become a local historian by investigating a site from the local area of Dartford. Working in groups of four to five, students will research their topic using historical sources and prepare a presentation that explains why their site is historically significant.	Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. ● How to write a GCSE "How far do you agree" style essays. ● How to write GCSE "two features" style questions. ● How to GCSE style "Explain" questions.

Mathematics

National Curriculum Aims:

Please click here for the Mathematics Programme of Study

Subject Curriculum Intent

In addition to the National Curriculum aims, our ambitious curriculum for **MATHEMATICS** at DGGS is designed:

- To ensure all of our students have high aspirations, think deeply and achieve their personal best academically.
- To provide an engaging, challenging curriculum where students, regardless of age, background, gender or ability develop an enthusiasm for and deep theoretical understanding of Mathematics and its relevance to the world around them.
- To provide breadth, stretch and depth in the curriculum to encourage students to become independent thinkers as well as creative and strategic problem solvers, with the skills required to be numerically literate.
- To nurture a sense of curiosity and abstract thinking, as well as an aptitude for forming logical conclusions and problem-solving.
- To build resilience in Mathematics. Highlighting the importance of making mistakes and learning from incorrect answers, explaining their reasoning and methods to draw out misconceptions.
- To experience the mathematics that is all around and see the beauty of mathematics.
- Throughout the curriculum, students are expected to justify their reasoning, communicate using mathematical vocabulary, identify misconceptions and apply their knowledge to increasingly complex problem-solving situations.

Curriculum Summary

Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
Number ● Number types ● Powers and roots ● Rounding ● Fractional and decimal numbers and Bidmas ● Negative numbers **Geometry** ● Triangles ● Calculating Angles **Algebra** ● Algebraic manipulation	● Students will be able to identify the correct subject content for a question and apply key skills accurately to solve the problem. Students make connections between topics and how they develop in complexity. ● To be able to recall and develop concepts from prior knowledge, make connections between topics and apply skills and knowledge to unfamiliar scenarios. ● To find factors, multiples, HCF, LCM, and prime numbers, express the number as a product of prime factors. ● Find the value of numbers with powers and roots. To use the calculator to solve some problems. Explore rules (Index law). ● To round numbers to a certain accuracy and approximate answers. ● Use calculator and non-calculator methods to solve problems involving fractions. Know and apply the rules of BIDMAS. How to apply core skills to problem-solving questions. ● Complete maths operations using negative numbers.

	Improve mental arithmetic. ● To find the area and perimeter of triangles and compound shapes. To investigate Pythagoras theorem. ● To calculate missing angles in the triangle, quad. and parallel lines; stating rules. ● To expand/ factorise expressions, to do substitution to create and solve worded problems.
Term 3 and 4	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
In addition to the points above: **Number** ● Ratio and direct proportion ● Percentages increase/decrease/change, FDP **Algebra** ● Solving equations ● Sequences and patterns **Statistics** ● Averages ● Charts **Geometry** ● Area of shapes ● Constructions	● Solve functional mathematics using knowledge of ratios, divide an amount in a given ratio, write in the form 1:n, connect two ratios, and solve problems involving direct proportion. To solve direct proportion problems using the unitary method. Finding Best Buy linking to exchange rates Solving Money problems. ● Use calculator and non-calculator methods for finding a percentage of an amount; work out % increase, decrease, find a percentage change and basic repeated change. Carry out operations using fractions, decimals and percentages, and convert between FDP. ● Understand how function machines can be used to solve equations. Use algebra to form and solve algebraic equations and word problems. ● Recognise common sequences, find The Nth Term of a Linear Sequence and generate sequences given a rule for the nth term. ● Calculate averages from the list and table, display data accurately and draw conclusions from data using comparative averages, and graphs. ● Displaying data on charts- bar charts, vertical line graphs, pie charts, tie series. ● Recall conversions between metric and imperial units, and apply conversions to solve problems. Recall formulae for the area of the Trapezium and parallelogram. Calculate the area using the correct methods. Investigate the area and perimeter of circles. Find the area of compound shapes. ● Draw accurate constructions e.g. perpendicular bisector of a given line, bisector of a given angle. ● Constructing congruent triangles
Term 5 and 6	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
In addition to the points above: **Number** ● Standard Form **Statistics** ● Probability **Algebra**	● Convert numbers to and from standard form ● Know how to represent probabilities on a probability scale using words, fractions, decimals and percentages. Calculate Theoretical Probabilities, find a probability or an event which does not occur, calculate The Probability of Two Events occurring at the same time by listing all of the possible

● Line and quadratic graphs ● Coordinates: midpoints, length of the line **Geometry** ● Transformations of shapes ● Volumes and SA of 3D shapes ● Loci and basic bearings	combinations and by using sample space diagrams, use relative frequency to estimate probabilities. Compare the results of experiments with the theoretical probability. ● Substitute values into straight-line graph equations and quadratics and plot on axes. ● Find missing vertices of 2D shapes as coordinates, calculate midpoints, and calculate the length of a line using Pythagoras theorem. ● Transforming shapes using properties of rotation, reflection, enlargement, tessellation and finding rotational symmetry. ● Recap properties of 2D shapes and 3D, find and surface area and volume of prisms. ● Introduction to the basics of bearings ● Introduction to loci

Modern Foreign Languages

National Curriculum Aims:

Please click here for the Modern Foreign Languages Programme of Study

Subject Curriculum Intent

In addition to the National Curriculum aims, our ambitious curriculum for **MODERN FOREIGN LANGUAGES** at DGGS requires that pupils should be taught to:

Grammar and vocabulary

- Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied.
- Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.
- Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.

Linguistic competence

- Listen to a variety of forms of spoken language to obtain information and respond appropriately.
- Transcribe words and short sentences that they hear with increasing accuracy, initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing, speak coherently and confidently, with increasingly accurate pronunciation and intonation.
- Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.
- Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture.
- Use accurate grammar, spelling and punctuation.
- Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

Curriculum Summary – French

Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
● The French alphabet ● Different accents in French ● Greetings in French ● Numbers 1-69 ● Months of the year ● The words for some immediate family members ● The 3 words for MY in French ● Animals ● Learning what an infinitive is ● Learning about regular and irregular verbs ● Be introduced to the 3 types of verbs: ER, IR and RE ● The verbs *avoir (to have)* and *être (to be)* ● How to conjugate regular ER verbs in the present tense ● The verb *aimer - to like* ● The definite and indefinite article ● Singular and plural nouns ● Making verbs negative ● Personality description adjectives and qualifiers ● Using adjectival agreement	● Be able to say and spell your name ● Be able to say how old you and others are ● Be able to say when your birthday is ● Recognise and reproduce key French sounds ● Be able to greet others and ask them how they are and say how you are ● Be able to say what pets you have and would like to have ● Be able to say who is in your immediate family ● Be able to say what you like and dislike ● Say what you do in your free time ● Describe your own and others' personalities
Term 3 and 4	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
In addition to the points above: ● Learning colours ● Learning clothing vocabulary ● Revising numbers 1-69 ● Learning the words for some school subjects ● Learning items that can be found in a classroom ● More use of the present tense ER verbs ● Using *il y a* and *il n'y a pas de*… - *there is* and *there are not* ● Opinion verbs followed by the infinitive ● Using adjectives after nouns. More on agreement of adjectives.	**In addition to the points above:** ● Telling the time with the analogue clock ● Saying what is and is not in your pencil case ● Describing your classroom ● Giving opinions on school subjects with reasons ● Describing your uniform ● Talking about your school day ● Learning about a typical French school ● Describing your dream school ● Reading and listening for gist
Term 5 and 6	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
In addition to the points above: ● Learning weather and seasons ● Learning the words for different sports ● Learning the verbs *jouer - to play* and *faire - to do* ● Learning the partitive article ● Learning adverbs of frequency ● Using *aimer* + the infinitive ● Learning the verb *aller - to go* ● Learning the near future tense ● Forming and answering questions ● Numbers 70-100 ● Revisiting the possessive adjective *my* and learning the possessive adjective *your* ● Learning physical appearance adjectives ● Learning the verb *habiter - to live* ● Learning rooms of the house	**In addition to the points above:** ● Be able to describe the weather in different seasons ● Be able to say what sports you play and do and when you do them ● Using cognates and context to decipher meaning ● Understand information about sports done in French-speaking countries ● Say what you like doing in your free time ● Say what you are going to do in the near future ● Be able to ask and answer questions about free time activities ● Be able to give the ages of family members ● Be able to describe the physical appearance of family members ● Be able to describe where you live ● Be able to say what you have for breakfast

● Learning the words *en, au, aux, dans (in)* for places ● Learning some food items ● Learn about Bastille Day in France	● Understand information about French breakfast habits ● Understand how and why Bastille Day is celebrated in France

Curriculum Summary – German

Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
Term 1: ● German pronunciation, phonemes and graphemes ● Talking about name, age, nos. to 19. The verb *sein* ● The German alphabet ● To be able to conjugate and use the verb *wohnen*, an example of a regular verb ● To be able to conjugate the verbs *sein* and *haben* and use them correctly in spoken and written German ● Question words. Qualifiers ● Indefinite article in the nominative and accusative cases and the adjectives which follow. ● **Cultural capital:** where German is spoken, famous people from German-speaking countries, the Länder of Germany. **Term 2:** ● Talking about family members and pets, their personality and appearance. Introduction to a few imperfect tense sentences to talk about personality and deceased pets (e.g. Ich hatte einen Hund, der Rex hieß, Als ich jünger war, war ich schüchtern, aber jetzt bin ich selbstbewusst). ● Nos. 20-100 ● Colours and favourite colour ● Talking about Christmas & New Year activities ● Pronouns ● Formation of plurals ● Using the verb 'können' (modal + infinitive) to talk about what you and others can do ● du/ihr/Sie forms ● Revision of verbs 'wohnen' & 'haben' ● Adjectival endings with no preceding article ● Word order with questions ● Adverbs (schnell, langsam, gut, schlecht) ● **Cultural capital:** breeds of dog in German. What comes from Rottweil, Frankfurt and Wien, Blaukraut, how Christmas and New Year are celebrated in Germany.	● To be able to recognise graphemes and use their knowledge of phonics to reproduce German letter sounds. To be able to speak coherently and confidently with increasingly accurate pronunciation and intonation. To be able to transcribe words and short sentences with increasing accuracy. ● To be able to listen to, understand and sing songs in German. ● To be able to use accurate grammar, spelling and punctuation. ● To be able to use the German alphabet to spell words and to understand others giving spellings. ● To be able to talk about where you live and use the regular verb *wohnen.* ● To be able to talk about personality, possessions and favourite things using the verbs *sein* and *haben.* ● To be able to recognise and construct questions using question words and appropriate word order. ● To be able to use adjectives after the indefinite article. ● To be able to translate short texts to and from German accurately. ● To be able to use the verbs *haben* and *sein* in describing family and pets. ● To be able to know how to form plurals in German and to understand how this information is conveyed in a dictionary. ● To be able to use a variety of pronouns and ensure that the appropriate verb form is used. ● To be able to use possessives to describe family members and pets. ● To be able to use the verb 'können' ● To be able to use adverbs to describe how someone or something does something. ● To be able to speak coherently and confidently with increasingly accurate pronunciation and intonation to be able to transcribe words and short sentences with increasing accuracy. ● To be able to translate short texts to and from German accurately.
Term 3 and 4	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**

In addition to the points above: **Term 3:** ● Talking about appearance & birthdays and ordinal numbers. ● Talking about sports & hobbies you do and how often you do them. ● Expressing opinions ● Talking about your use of technology ● The use of 'gern' ● Qualifiers ● Present tense used with future reference to talk about what you are 'going to' do, verb 2nd rule. ● Adverbs of frequency ● Time references ● **Cultural capital:** German bands ● Regular and irregular verbs: 'spielen', 'finden', 'lesen', 'sehen' & 'fahren'. **Term 4:** ● Writing a pen-pal letter ● Giving your opinion of school subjects, talking about your favourite subject. 'Weil' clauses and qualifiers. ● Days of the week. Word order when sentences begin with a day of the week (or other time marker). ● Telling the time and talking about your timetable. Ordinal numbers. ● Talking about a timetable ● Describing teachers ● **Cultural capital:** school system in Germany, 'sitzen bleiben', later school start, no uniform. ● Possessives and their endings ● Negative 'nicht'	**In addition to the points above:** ● To be able to form ordinal numbers from cardinal numbers. ● To be able to use adverbs of frequency in the correct place in a sentence. ● To be able to express opinions and give justifications using a variety of conjunctions and qualifiers. ● To be able to use an appropriate format for informal letters. ● To be able to conjugate and use irregular verbs ● To be able to use time phrases and to adjust word order according to usage. ● To be able to translate short texts to and from German accurately. ● To be able to speak coherently and confidently with increasingly accurate pronunciation and intonation. To be able to transcribe words and short sentences with increasing accuracy. ● To be able to use adverbs of frequency in the correct place in a sentence. ● To be able to write an informal letter using the appropriate format. ● To be able to use coordinating and subordinating conjunctions using the correct word order. ● To be able to apply the verb 2nd rule when a time phrase is used at the start of the sentence. ● To be able to tell the time using 12 and 24-hour formats. ● To understand when to use adjectival agreement in German. ● To be able to translate short texts to and from German accurately. ● To be able to speak coherently and confidently with increasingly accurate pronunciation and intonation. To be able to transcribe words and short sentences with increasing accuracy.
Term 5 and 6	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
In addition to the points above: **Term 5:** ● Describing a classroom using prepositions + the dative case and 'Es gibt' + accusative indefinite article. ● Talking about school rules. The verb 'dürfen' + infinitive. ● Talking about what activities you will do in the Summer holidays and the future tense. ● Using idioms **Term 6:** ● Talking about where you live (i.e. town, city, village) ● Describing what you have in your town, what you can do there and what it is like. ● Buying souvenirs ● German currency and how to give prices, revising numbers. ● Shopping/café conversations ● Talking about food likes and dislikes and favourite foods. **Cultural capital:**	**In addition to the points above:** ● To be able to use the dative case after prepositions to describe position and location ● To be able to use the modal verb *dürfen* ● To be able to form the future tense ● To be able to translate short texts to and from German accurately. ● To be able to speak coherently and confidently with increasingly accurate pronunciation and intonation. To be able to transcribe words and short sentences with increasing accuracy. ● To be able to use 'Es gibt' + accusative case ● To be able to use the verb *können* ● To be able to initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. ● To be able to translate short texts to and from German accurately. ● To be able to speak coherently and confidently with increasingly accurate pronunciation and intonation.

● Finding out about Neuschwanstein. When to use 'du' and 'Sie', sausages and other food specialities from German-speaking countries.	To be able to transcribe words and short sentences with increasing accuracy.

Curriculum Summary – Spanish

Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
● The Spanish alphabet ● Greetings in Spanish ● Classroom language ● Numbers 1-100 ● Months of the year and birthdays ● The words for some immediate family members ● Possessive adjectives ● Animals ● Learning what an infinitive is ● Learning about regular and irregular verbs ● Be introduced to the 3 types of verbs: ER, IR and AR ● The verbs *tener (stem changing, means to have)* and *ser (to be)* ● How to conjugate regular AR, ER and IR verbs in the present tense ● The verb *gustar- to like*. Opinion phrases. ● The definite and indefinite article ● Singular and plural nouns ● How to use adjectives in Spanish ● Making verbs negative ● Coco - Physical and personality traits ● Personality description adjectives and qualifiers ● Using adjectival agreement and learning colours ● Vocabulary related to pets - say which pets you would like	● Be able to say and spell your name ● Be able to follow classroom instructions/use TL in lesson to ask questions ● Be able to say how old you and others are ● Be able to say when your birthday is ● Recognise and reproduce key Spanish sounds ● Be able to greet others and ask them how they are and say how you are ● Be able to say what pets you have and would like to have ● Be able to say who is in your immediate family ● Be able to say what you like and dislike ● Say what you do in your free time ● Describe your own and others' personalities ● Describe your own and others' physical appearance ● Cultural knowledge ● Understand different questions and be able to answer. ● Create dialogues to practise greetings phrases ● Talk about pets, making colour adjectives agree with nouns. ● Use 'me gustaría tener, siempre he querido, siempre me ha gustado'. ● Compare Christmas in the UK and Spain
Term 3 and 4	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
In addition to the points above: ● Free time ● Sports and weather ● What you play/do ● Question words vocabulary ● Vocabulary related to festivals ● Learning the words for some school subjects, and be able to give opinions ● Learning items that can be found in a classroom. ● Use of the present tense of verbs ending in AR. ● Use of present tense of verbs ending in ER. ● Use of present tense of verbs ending in IR. ● Using hay y no hay (there is/not) ● Opinion verbs followed by an infinitive ● Vocabulary related to school facilities	**In addition to the points above:** ● Me gusta + infinitive (Likes and dislikes) ● Understanding jugar y hacer ● Understand festivals ● Telling the time with the analogue clock. ● Saying what is and is not in your pencil case. ● Describing your classroom. ● Giving opinions on school subjects with reasons. ● Describing your uniform. ● Talking about your school day. ● Learning about a typical Spanish school/learn about their system ● Talk about break time ● School routine ● Reading and listening for gist. ● Write sentences giving opinions and reasons about school subjects and teachers
Term 5 and 6	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
In addition to the points above: ● Learning the verb IR (to go)	**In addition to the points above:** ● Using cognates and context to decipher meaning.

● Forming and answering questions. ● Revisiting the possessive adjective *my* and learning the possessive adjective *your*. ● Consolidate how to conjugate the present tense of regular verbs ending in AR, ER and IR. ● Learning vocabulary related to flat, houses and their locations ● Vocabulary related to geographical regions ● Vocabulary related to places in town ● Vocabulary related to activities you do in town ● Learning the words for places- prepositions ● Learning the near future and saying what you are going to do at the weekend ● Vocabulary related to countries that speak Spanish in the world ● Vocabulary related to the culture of Spanish-speaking countries ● Revisit vocabulary related to introducing yourself ● Extracts from movie Coco to practise listening skills and learn about culture.	● Be able to describe where you live and identify details about where people live and and their opinions of their homes ● Talk/write about where people live ● Describe your town using a range of places in town and 'a', 'some', 'many' ● Describe what you and your friends do in town, using a variety of activities, weather types and the irregular verb IR in the present tense ● Be able to describe the weather in different seasons ● Describe activities you can do in different types of weather in town ● Say what you are going to do in the near future and use a variety of time phrases ● Speak about Spanish speaking countries with a degree of confidence using and a range of proper nouns and learn different cultural traits for each of them. ● Present yourself with a degree of confidence mentioning your name and age, what you are like, where you live and where it is exactly, whether you like living there and why, what your home is like, what can be in your area and what you and your friends are going to at the weekend, using a variety of verbal tenses and opinion verbs ● Watch a film in the target language with a degree of confidence and talk about what is going to happen next using the near future tense

Music

National Curriculum Aims:

Please click here for the Music Programme of Study

Subject Curriculum Intent

In addition to the National Curriculum aims, our ambitious curriculum for **MUSIC** at DGGS is designed to:

Curriculum Summary

Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
Music Theory ● Understand and know about the musical elements ● Understand how to read, write and play simple rhythms using different notation (with a focus on traditional stave notation). Know the names of the white and black notes on the keyboard. **World Music - Gamelan** ● Know about the origins, traditions and features of World Music (Gamelan). Know how to play effectively as part of a class and group ensemble. Know about the different instruments used by Gamelan ensembles. ● Play different ostinatos in time with others. Develop coordination skills when playing xylophones. Develop and adapt melodies. Explore a variety of textures and sonorities. **Vocal Skills** ● Learn about vocal technique (breathing, posture, etc.) ● Know how to warm up effectively ● Memorise lyrics and melody to two contrasting songs	**Appraising** ● Apply the musical elements to unfamiliar musical extracts. **Composing** ● Play different ostinatos in time with others ● Develop coordination skills when playing xylophones. ● Develop and adapt melodies ● Explore a variety of textures (polyrhythms) and sonorities ● Be able to notate different rhythms accurately **Performing** ● Develop ensemble skills to blend voices and sing in time as an ensemble ● Develop intonation (ability to sing in tune) ● Be able to sing in a round, unison and in two-part harmony ● Perform to a live audience in the Winter Concert
Term 3 and 4	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
Keyboard Skills ● Know how to read pitches on a treble and bass clef stave ● Know to how read rhythm using stave notation **World Music – Samba** ● Know about the context and origins of samba (Carnival) ● Identify the different musical instruments in a samba batucada	**Appraising** ● Aurally recognise different instruments in an orchestra. ● Describe the musical elements and link to an unfamiliar musical extract. ● Read stave notation pitch and rhythms **Performing** ● Develop keyboards skills (including finger technique, ● hand position, attempting two hands together) ● Play accurately and fluently ● Explore how to use the musical elements to enhance ● a performance. **Composing** ● Create a piece with contrasting sections (groove, mid-section, break, call and response) ● Compose multiple ostinato rhythms

	Lead/follow a group Sambisa through aural and visual cues
Term 5 and 6	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
Western Classical Music - Programme ● Know the typical features of programme music. ● Know the instruments and families that make up an orchestra. Understand the difference between melody and accompaniment. ● Know about compositional techniques to develop initial ideas. Create two contrasting melodies to show different characters. Add a simple accompaniment to fit with a melody. ● Explore the musical elements to enhance a composition. **Popular Music – The Beatles** ● Know about the context and musical influences of the Beatles. ● Understand the construction of a typical verse-chorus song. Know about primary and secondary chords and how to use them effectively. Play a chord sequence fluently on piano. Play or sing a melody accurately and confidently.	**Appraising** ● Apply theoretical knowledge and musical elements analysis to selected extracts based on the topics covered over Y7. **Composing** ● Create a piece with contrasting sections (groove, mid-section, break, call and response) ● Compose multiple ostinato rhythms ● Lead/follow a group Sambisa through aural and visual cues **Performing** ● Play a chord sequence fluently on piano ● Play or sing a melody accurately and confidently

Physical Education

National Curriculum Aims:

Please click here for the Physical Education Programme of Study

Subject Curriculum Intent

In addition to the National Curriculum aims, our ambitious curriculum for **PHYSICAL EDUCATION** at DGGS is designed

- To teach students to build on and embed the physical development and skills learned.
- To teach students to demonstrate skills in physical activity and sport, applying appropriate technique(s).
- To teach students to demonstrate and apply appropriate decision-making skills and strategies.
- To teach students to consider personal strengths and weaknesses.
- To teach students to demonstrate ideas and problem-solving solutions.
- To teach students to demonstrate psychological control to achieve successful performance.
- To teach students to demonstrate etiquette and adhere to 'rules' and health and safety guidelines.

Curriculum Summary

Terms 1 - 4	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
Students will build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They will understand what makes a performance effective and how to apply these principles to their own and others' work. They will develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. Activities that students complete to fulfil the content knowledge include:	Students will be able to: ● Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis). ● Develop their technique and improve their performance in other competitive sports (for example, athletics and gymnastics). ● Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group analyse their performances. ● Demonstrate improvement to achieve their personal best. ● Take part in competitive sports and activities outside school through community links or sports clubs.

Terms 1 - 4	
Content Knowledge (what do we want students to know?)	**Procedural knowledge (What do we want students to be able to do?)**
● Team building ● Gymnastics ● Badminton ● Netball ● Swimming ● Fitness ● Volleyball	● Teamwork, communication and leadership development. ● Skill development (straight bouncing, shapes, Seat landing, Swivel hips, back landings, somersaults). ● Routine performance. ● Singles and doubles play ● Skill development (control, overhead clear, smash, serving, forehand and backhand). ● Skills, techniques and tactics for outwitting opponents. ● Pool safety, entries, floating, backstroke, front crawl, breaststroke, butterfly. ● Circuits, aerobics, boxercise, fartlek, continuous, interval training, strength and conditioning, training programmes. ● Skill development (Volley, Dig, Spike, Serve) ● Rules and match play
Terms 5 and 6	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
● Athletics ● Rounders ● Cricket ● Tennis	● Throws (Shot Putt, Javelin) ● Jumps (High Jump, Long Jump) ● Runs (100m, 200m, 800m, 1500m, Relay) ● Batting, fielding and catching ● Match play and rule development ● Skill development (ground strokes, volley, smash, lob, serve) ● Game play – tactics and rules ● Singles and doubles play

Religious Studies

National Curriculum Aims:

Non-statutory guidance for Religious Studies in schools aims to:

Provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops students' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.

- Encourage students to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- Enable students to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society teaches students to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- Prompt students to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Subject Curriculum Intent

In addition to the National Curriculum aims, our ambitious curriculum for **RELIGIOUS STUDIES** at DGGS is desgined

- To ensure that all students become proficient at analysing and constructing considered academic arguments.
- To embed a sense of curiosity and collaboration about similarities and differences, both within and between religious and non-religious worldviews.
- To enable students to take their learning as far as possible, and beyond the KS3 curriculum to see how it connects to the wider world as they know it and to the future wider world.
- To support students engaging with and reflecting on local, national and global issues.
- To enable students to form their own philosophical and ethical questions and enquiries.
- To provide students with opportunities to share and represent their own beliefs and values.
- To value the challenges and benefits of following religious and non-religious worldviews.
- To ensure students approach religious and non-religious worldviews with depth, including the principal religious traditions and more.
- To ensure students hear from and speak to members of the faith communities which they are studying.

Curriculum Summary

Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
Introduction to Religious Studies ● What Religious Studies is ● The importance of Religious Studies ● Different perspectives about introductory philosophical and religious ideas **Sikhi** ● Guru Nanak and the foundation of Sikhi ● The impact of the 5Ks ● The forming of the Khalsa ● The Amrit initiation ceremony ● Sikh beliefs about God ● Beliefs and treatment of the Holy Book: Guru Granth Sahib ● The Gurdwara, Langar and Sewa	● Introduction to listening and speaking about different beliefs in a respectful and academic manner. ● Identifying and explaining their own beliefs with developed reasons. ● Explain the positive impact and challenges of practising religious belief. ● Explain how belief in equality is shown in practice ● Begin to analyse and show two sides of an argument.
Term 3 and 4	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
In addition to the points above: **Jesus' Holy Week** ● Different cultural images of Jesus ● The events during Holy Week, including: Jesus' entry into Jerusalem, Judas' betrayal, the Crucifixion and the Resurrection. ● Religious and non-religious perspectives on what happened to Jesus' body after the crucifixion.	**In addition to the points above:** ● Identify themes and key beliefs about who Jesus was and what he means for people around the world. ● Explain the religious meaning and significance of biblical events. ● Give reasons for alternative explanations based on different gospel accounts. ● Identify similarities and differences between religions. ● Analyse religious events through a variety of perspectives, religious and non-religious, leading to their own evaluation/judgement.
Term 5 and 6	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
In addition to the points above: **Hinduism** ● The origins of Hinduism ● Gods in Hinduism and their relationship to each other. ● Why and how Diwali is celebrated in Hinduism, including differences and similarities across a variety of cultures. ● Hindu approaches to morality through the concepts of Dharma and duty. ● Hindu beliefs about karma and reincarnation **Research Project** ● Definitions of "religion" ● Origins and basic beliefs and practices across a range of religions, e.g. Jainism, Taoism, Zoroastrianism. ● Similarities and differences between religions	**In addition to the points above:** ● Identify and explain differences between monotheistic and polytheistic views of ultimate reality. ● Identify similarities and differences within religion ● Identify similarities and differences between religions. ● Explain approaches to moral decision making ● Explain approaches to life after death ● Analyse definitions of "culture" and "religion" ● Practise research and presentation skills, considering what makes information academic or biased.

Science

National Curriculum Aims:

Please click here for the Computer Science Programme of Study

Subject Curriculum Intent

In addition to the National Curriculum aims, our ambitious curriculum for 'Science' at DGGS is designed:

- To develop students' understanding of the wider world and how scientific inquiry aids the comprehension of natural laws.
- To further develop reading and understanding of scientific concepts and terminology.
- To begin to imbed key skill sets required to be successful moving into KS4 separate sciences.
- To ensure students gain confidence in how to appropriately plan and undertake scientific experiments, analyse and draw conclusions from collected data.

Curriculum Summary

Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
Biology 1 - Microscopes, cells, organs and organ systems ● How to use a microscope ● Animal and plant cells organisation ● Specialised cells ● Hierarchy of organisation ● Unicellular organisms **Chemistry 1 - Particles and states of matter** ● States of matter ● Changes in state ● Heating and cooling curves ● Diffusion ● Fluid pressure **Physics 1 - Energy** ● Energy stores, transfers, dissipation and efficiency ● Fossil fuels and power stations ● Renewable and non-renewable energy ● Electrical appliances and power ● Thermal energy transfers	● Assess the risks associated with particular hazards/equipment/chemicals. ● Identify key electrical symbols ● To explain how friction is caused ● Identify the male and female parts of a flower ● Explain the reasons for night, day and seasons ● Evaluate data on the planets in our solar system ● Identify variables and construct graphs ● Identify and use the parts of a microscope, prepare a slide and calculate magnification. ● Draw and label an animal and plant cell, identify the organelles in each and describe their functions. ● Identify and describe function of specialised cells ● Identify types of unicellular organisms ● Draw and describe particle diagrams ● Describe and explain changing states ● Describe the movement of particles ● Describe and explain fluid pressure ● Identify 6 energy stores and 4 energy transfers, and state the principle of energy conservation. ● Describe the energy transfers ● Describe and calculate the efficiency ● Describe the stages of electricity generation ● Evaluate the use of renewable and non-renewable resources. ● Define electrical power ● Describe and explain the process of thermal energy transfers.
Term 3 and 4	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**

In addition to the points above: **Bio 2 - Diet and Digestion** ● Nutrition and deficiency ● Food tests ● The digestive system ● Enzymes and absorption **Chem 2 - Atoms, elements, compounds and mixtures** ● Atoms, elements and compounds ● Naming compounds ● The law of conservation of mass ● Subatomic particles **Phy 2 - Electricity** ● Circuit diagrams ● Current and voltage in series and parallel circuits ● Resistance ● Conductors and insulators and static electricity **Bio 3 - Reproduction** ● Adolescence ● Reproductive systems ● Fertilisation and development of a foetus ● The menstrual cycle ● Flowers, pollination, fertilisation and seed dispersal ● Sexual and asexual reproduction	**In addition to the points above:** ● To be able to identify the 7 nutrient groups and explain why it is important to have a balanced diet. ● Describe food tests ● Identify each part of the digestive system and describe the functions of each part. ● Define atoms, elements and compounds and distinguish between mixtures of each. ● Identify some basic atomic symbols for elements ● Apply rules for naming compounds ● State the law of conservation of mass ● Describe the properties and locations of the subatomic particles. ● Use symbols for electrical components in circuit diagrams. ● Explain how current and voltage vary in a circuit ● Calculate resistance ● Define conductors and insulators and describe static electricity. ● Identify the biological changes of puberty ● Identify each part of the biological male and female reproductive system and describe functions. ● Describe stages of fertilisation and foetus development and the menstrual cycle. ● Describe the process of pollination, fertilisation and seed formation and dispersal in plants. ● Identify reproduction as sexual or asexual
Term 5 and 6	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
In addition to the points above: **Chem 3 - Chemical reaction** ● Chemical and physical reactions ● Types of chemical reactions ● Endothermic and exothermic reactions ● Acids and alkalis ● Neutralisation ● Acids and metals **Phys 3 - Forces and motion** ● Forces between objects ● Resultant forces ● Hooke's law ● Balanced and unbalanced forces, and moments ● Speed, distance and time **Phys 4 - Space** ● Weight, mass, gravity and satellites ● The seasons	**In addition to the points above:** ● Identify reactions as either chemical or physical ● Distinguish between and describe types of chemical reactions. ● Identify reactions as endothermic or exothermic ● Describe the basic properties of acids/alkalis ● Describe neutralisation as the reaction ● Describe the reactions of acids with metals ● Identify the different types of contact and non-contact forces. ● Recall and apply Hooke's law and do some simple calculations using Hooke's law equation. ● Describe situations that are in equilibrium and explain why objects change direction or turn when forces are unbalanced. ● Calculate the turning force (moment) around a pivot ● Calculate average speed of an object and be able to identify key parts of a distance-time graph. ● Understand the difference between the mass of an object, in grams, and the force, weight, of that object due to the gravitational pull of another object. ● Distinguish between different types of satellites and describe their orbit.