Dartford Grammar School for Girls

Year 8
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 stimulation of their minds 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.

Subject Areas

Art and Art Textiles 4
Computer Science 7
Dance 10
Design Technology & Food Preparation and Nutrition 12
Drama 14
English 16
Geography 18
History 21
Mathematics 23
Modern Foreign Languages 26
Music 32
Physical Education 34
Religious Studies 36
Science 39

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 procedural knowledge through experimentation and refinement across drawing, painting, mixed media, textiles, fashion and ceramics.
- To enable students to investigate personal, cultural and social identity through visual and practical enquiry.
- To develop confidence in observational drawing, portraiture, design development and three-dimensional making.
- To encourage students to research, analyse and respond to the work of historical and contemporary artists, designers and craftspeople.
- To develop understanding of composition, colour, pattern, texture, symbolism and visual communication.
- To encourage creative risk-taking, reflection and independent decision making.
- To enable students to use subject-specific vocabulary confidently when analysing and evaluating artwork.
- To explore portraiture, fashion, textiles, sculpture and ceramics through increasingly ambitious projects.
- To foster curiosity about culture, identity, heritage and the role of art and design within society.

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?)**
Portraiture and Identity • Exploring how artists communicate identity, personality, emotions and experiences through portraiture. • Understanding how visual imagery can communicate personal, cultural and social identity. **Facial Features and Observation** • Understanding the structure and proportions of the eye, nose and mouth. • Exploring proportion, symmetry, observation and tonal modelling. **Guy Denning** • Exploring expressive portraiture through mark making, charcoal and tonal contrast. • Analysing how artists communicate emotion through drawing. **Facial Proportions** • Understanding traditional facial proportion systems and construction methods. • Exploring how artists sometimes distort proportions for expressive purposes. **David Hockney**	• Produce detailed observational studies of eyes, noses and mouths. • Create tonal self-portraits using accurate facial proportions. • Apply tone, shading, blending and mark making techniques. • Use continuous line drawing and blind drawing methods. • Create expressive charcoal studies inspired by Guy Denning. • Construct portraits using proportion grids. • Analyse and evaluate portraiture using subject-specific vocabulary. • Produce collage and photomontage outcomes inspired by Hockney and contemporary artists. • Experiment with abstraction, pattern and expressive mark making. • Create a final mixed-media self-portrait communicating identity and personal meaning.

● Introduction to photographic collage and montage portraiture. ● Understanding multiple viewpoints and fragmented composition. **Identity Through Contemporary Art** ● Exploring the work of John Stezaker, Ellen Gallagher, Alma Haser, Joe Webb and Wangechi Mutu. ● Understanding collage, symbolism, appropriation and image manipulation. ● Exploring how artists communicate identity, beauty, culture and social issues. **Deb Weiers** ● Understanding abstraction within portraiture. ● Exploring pattern, line, texture and expressive colour.	

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: **Natural Forms** ● Exploring shells, sea life and organic forms as sources of artistic inspiration. ● Understanding texture, pattern, rhythm, symmetry and surface qualities in nature. **Artist Inspiration** ● Exploring the work of Ernst Haeckel, Georgia O'Keeffe and Katsushika Hokusai. ● Understanding how artists observe, record and interpret natural forms. **Drawing and Mixed Media** ● Exploring observational drawing, continuous line, watercolour, ink and mixed media techniques. ● Understanding composition, layering and visual development. **Pattern Design** ● • Understanding motifs, repeat patterns, rhythm and symmetry. ● • Exploring how natural forms can be transformed into decorative surface design. **Iris van Herpen and Couture Fashion** ● Exploring contemporary fashion inspired by nature and technology. ● Understanding silhouette, texture, movement and sculptural garment design. **Textiles** ● Introduction to batik and wax resist processes. ● Understanding embroidery, stitch techniques and textile surface decoration. ● Exploring colour palettes, mood boards and fashion design development.	**In addition to the points above:** ● Create observational studies using pencil, pen, ink and watercolour. ● Produce mixed-media collage pages inspired by shell drawings. ● Develop motifs and repeat patterns by hand and digitally. ● Analyse artists and create personal responses inspired by their work. ● Create mood boards inspired by shells and sea life. ● Produce batik textile samples using wax resist and dye. ● Apply embroidery techniques including chain stitch, satin stitch and French knots. ● Create textile samples combining batik, stitch and mixed media. ● Design fashion silhouettes inspired by natural forms. ● Develop a small couture-inspired capsule collection.

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: **Cultural Masks** ● Exploring masks from a range of cultures and traditions. ● Understanding symbolism, pattern, colour and meaning within mask design. ● Investigating how masks communicate identity, status, beliefs and storytelling. **Observational Drawing** ● Understanding proportion, exaggeration, symmetry and surface decoration. ● Exploring texture, mark making and pattern development. **Contemporary Artist Research** ● • Exploring the work of Raphael Barontini, Bisa Butler, Nick Cave and Jeffrey Gibson. ● Understanding how contemporary artists communicate cultural identity and heritage. ● Exploring pattern, textile traditions, symbolism and storytelling. **Design Development** ● Understanding how artists generate, refine and develop ideas. ● Exploring symbolism, visual communication and personal interpretation. **Ceramics** ● Understanding clay as a sculptural material. ● Learning about slab construction, pinch forms, relief work and joining methods. ● Understanding score and slip techniques. ● Exploring glazing, painting and finishing processes.	**In addition to the points above:** ● Produce observational studies of cultural masks using a range of media. ● Create watercolour and mixed-media responses exploring texture and surface qualities. ● Analyse contemporary artists using subject-specific vocabulary. ● Generate and refine multiple mask design ideas. ● Develop a final annotated mask design. ● Construct a ceramic mask using clay. ● Apply pinch pot, slab and relief techniques. ● Use score and slip effectively to join clay forms. ● Carve, model and refine surface details. ● Paint and finish ceramic outcomes using acrylic paint and varnish. ● Evaluate and refine work 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: Database ● What is meant by a database? ● Difference between paper based and computer-based database ● Definition of different key terms ● Different data types ● Exploring Microsoft Access database software ● What is data validation? ● Different types of validation ● How to design a form in Access? ● What is a relational database? ● How to design queries in Access? ● How to design a database in Access? **Topic 2: Developing for the web** ● Describe what HTML is ● Different types of tags ● Explore HTML code ● Explore W3Schools for different tags ● Use HTML to structure static web pages ● Modify HTML tags using inline styling to improve the appearance of web pages ● Display images within a web page ● Apply HTML tags to construct three webpages of their choice ● Create hyperlinks to allow users to navigate between multiple web pages ● Describe what CSS is ● Use CSS to style static web pages	**To understand what is meant by a database:** ● Examples of types of databases and their application ● Difference between paper based and computerised database **Keywords:** ● Record ● Field ● Table ● Primary key ● Foreign key ● Field length **To understand data validation:** ● Types of validation ● Range check ● Length check ● Presence check ● Format check **To understand a data collection form:** ● To design a form in Access **To understand relational database:** ● Queries: ● To be able to create queries using criteria ● To be able to plan complex queries ● Tables ● To be able to create tables in Access **Students will learn how to use HTML to create webpages:**

	● To understand the purpose of HTML ● HTML tags: ● <p> ● <h1> ● <img> ● <a> ● ● <hr> ● To be able to understand CSS ● To be able to organise folders ● HTML folder ● Image folder ● Webpages ● To be able to save the files in proper file format ● To be able to create webpages using Notepad++ /Brackets
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: **Topic 3: Networks:** ● Describe what is a network, types and uses ● List hardware needed to form a network ● What is the Internet? ● Key terms relating to Internet ● What are protocols and different types of protocols? ● What are Data packets? ● What is packet switching? ● Network security ● Malware ● Social engineering ● Preventing vulnerabilities	**In addition to the points above:** ● To understand a network, network types and uses ● Hardware needed: ● Router ● Hub ● Switch ● Computers ● Cables ● Network interface card ● Difference between a hub and a switch Key terms: ● DNS ● IP address ● Domain names ● To understand protocols Types: ● HTTP ● HTTPS ● FTP ● POP ● IMAP ● SMTP ● To understand various threats to a network: ● Malware ● Virus ● Worm ● Trojan horse ● Adware ● Spyware ● Bugs ● Rootkit ● Social engineering: ● Phishing ● Baiting ● Telephone Phishing ● Preventing vulnerabilities Anti-malware software: ● Firewalls ● Passwords ● Biometrics ● Encryption ● Anti-malware software

Topic 4: Python Turtle: **Introduction to programming concepts** ● Basic movement ● Variables ● Inputs ● Outputs ● Loops	● Draw shapes: ● Draw a square ● Draw polygons ● Shape size controller ● Personalised shape drawer ● Patterns and spirals
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: Binary numbers and Flowchart: ● What are binary numbers? ● What are denary numbers? ● Binary Denary conversions ● Binary addition ● What is a flowchart? ● Different shapes used ● Designing flowcharts to solve a problem **Topic 6: Graphics project:** ● Creating a book cover of their choice: ● Independent work: ● Exploring, analysing and understanding book covers to design the book cover of their choice. ● Learn image editing skills in Adobe Photoshop software. ● Create the book cover ● Front cover ● Back cover ● Spine	● To be able to convert between binary and denary. ● To be able to perform addition in binary ● To be able to draw flowcharts to solve problems ● To recognise and draw flowchart symbols ● To use sequencing, selection and iteration in the design of flow charts **Flowol software** ● Exploring real world examples using mimics ● Research on various book covers. ● Generate ideas for the book cover ● Collecting/drawing images for the project ● Skills for image editing: ● Move tool ● Magic wand tool ● Magnetic lasso tool ● Object selection tool ● Paint bucket tool ● Eraser tool ● Test tool ● Moodboard to generate ideas for the advert ● Mind map to include all the aspects of the book cover project ● Research and analyse on three different book covers ● Create the book cover in Adobe Photoshop ● Export the image file

Dance

National Curriculum Aims:

Please click here for the Physical Education Programme of Study in which Dance is included.

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 pupils' curiosity to know more about Dance and the cultural backgrounds and developments 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 A 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?)**
Rock 'n' Roll: ● Understand key characteristics of a contrasting Dance style ● Historical context alongside modern changes and development ● Understand how historical events have impacted on the development of Dance ● Understand key choreographic devices used within the style ● Wider cultural understanding of the world in which we live ● Understand how to use action, space, dynamics and relationship effectively to demonstrate Dance style	● Discuss the historical and geographical context of Rock 'n' Roll ● Suggest and choreograph using key actions, space, dynamics and relationships of the style ● Create duets using key steps ● Use formations effectively to create interesting transitions Use canon and unison to increase complexity and support ● Use complex lifts safely ● Create complex hand jive using fast-paced timing ● Structure dance work effectively ● Perform effectively using accurate replication of actions and dynamics
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 above: **School of Rock:** ● Understand key characteristics of successful Musical and Physical Theatre ● How to use stimulus to create status between dancers ● Understand how physical and expressive skills make Dance successful ● Understand how performance skills, including focus, assist in communicating choreographic intent ● Understand the choreographic process, including key choreographic devices used within to communicate a narrative; complex canon, counterpoint, contrast ● Understand types of staging Using text as stimulus	**In addition to the above:** ● Discuss the key characteristics of successful Musical and Physical Theatre ● Suggest and choreograph using key actions, space, dynamics and relationships to communicate narrative ● Create duets using effective performance skills ● Use space effectively to create interesting transitions Use complex canon, counterpoint, contrast and unison to increase complexity and support ● Create choreography using text as stimulus ● Structure dance work effectively ● Perform effectively using accurate replication of actions and dynamics ● Explore and create using physical theatre and contact work to show status

● Understand how to use action, space, dynamics and relationship effectively to demonstrate stimulus and style, alongside expressive and performance skills	
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 above: **African Gumboot/Stomp:** ● Understand key characteristics of a contrasting Dance style ● Understand how historical events in different parts of the world have impacted on the development of Dance ● 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 how to use action, space, dynamics and relationship effectively to demonstrate Dance style	**In addition to the above:** ● Demonstrate an understanding of historical and geographical context ● Use body percussion to effectively create rhythms; using unison, canon, accumulation and syncopation ● Use percussion instruments and body percussion to create effective call and response using rhythms that progressively increase in complexity ● Use props effectively to add layers to movement ● Use 'layering' to create a climax in Dance; alongside manipulation of number ● Consolidate, select and collaborate on a final project which encompasses skills refined over the two academic years

Design and Technology & Food Preparation and Nutrition

National Curriculum Aims:

Please click here for the Design and Technology Programme of Study

Subject Curriculum Intent

In addition to the National Curriculum aims, our ambitious curriculum for **DESIGN AND TECHNOLOGY and FOOD PREPARATION AND NUTRITION** at DGGS is 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 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 as well as industrial contexts.

Curriculum Summary

A range of topics have been carefully selected for Year 8 study that will support key principles delivered in Year 7 and which will develop greater understanding of materials, industrial applications and uses. Rotating through Design and Technology and Food Preparation and Nutrition courses students will again experience each subject whilst building and revisiting the key learning introduced in Year 7. The courses are designed to provide a foundation level of theoretical and practical skills, techniques and understanding. Careful consideration to the knowledge and understanding required for future GCSE studies in each of these subjects has been applied and students will continue to experience the practical element of each of these subjects. Students will be assessed at the end of each unit of study and will be assessed in all three areas in the end of year assessment.

Desk Tidy (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?)**
● Understand and implement design requirements that are realistic, technical, measurable and justified ● How to select and use the correct tools for the task ● Understand the following processes: Marking out, Roughing out, Pairing, ● Safe use of the pillar drill and band facer ● Learn how to cut and create the following wood joints: comb, through housing, cross halving and rebate ● Research world cultures and apply the concepts to their own design work ● Advantages and disadvantages of industrial processes ● Mechanical and physical properties of materials ● 4Rs and sustainability ● Identify and recall key terminology based on the processes learned	● Create a specification based on research ● Use tools and equipment safely extending their knowledge of the workshop from year 7 ● Following steps in a sequence to create a quality product ● Identify and recall key terminology based on the processes learned ● Identify key aspects of cultural patterns and to use this to inspire their own ideas ● Taking the router as an example, understand how it can be set up for batch and mass production and highlighting advantages and disadvantages of industrial processes. ● Extending and deepening knowledge from year 7 about material properties and the reason materials are selected for projects. ● Understand the demands on natural resources and using the 4R's to evaluate the use of materials and processes.
Electronics, CAD/CAM and Jewellery	
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: ● Understand the importance of user requirements when designing and manufacturing a product ● Understand how more advanced mechanical systems used in their products enable changes in movement and force ● Understand a Systems Thinking Design Process and the stages: Input, Process, Output ● Smart materials and how they can impact new and modern products ● Advantages and disadvantages of using Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM) ● Learn the difference between vectors and bitmaps and how a CAM machine interprets the data	**In addition to the points above:** ● Identify trends and how designers use trend forecasting to create their design work ● Design and make an item of jewellery inspired by British culture ● Use Crumble to write programmes and programme multiple components ● Use both 2D and 3D CAD programmes to design their product and operate a CAMM1 machine and laser cutter ● To create a final product using the laser cutter and CAMM1 machine
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?)**
In addition to the points above: ● Develop understanding of nutrition and apply principles of healthy eating to planning and modifying recipes ● Explore the relationship between diet and health ● Continue to develop food preparation and cooking techniques, including cooking meat safely ● Students will develop more scientific principles that are intrinsic to the process of food preparation ● Nutritional needs of different groups ● Learn about specific diet related health issues including obesity, diabetes and allergies ● Examine the reasons people choose to follow a vegetarian diet	**In addition to the points above:** ● Recall and apply the principles of the Eatwell guide, the 8 Tips for Healthy Eating and the 5 a day campaign to be able to design food products. ● Develop understanding of how to modify meals to be healthier, reducing salts, fats, sugar and increase fibre ● Prepare and cook a range of dishes from different cultures that build and extend those skills introduced in Year 7 ● The chemical process of bread making, key life stages and the adjustments needed to ensure a balanced diet and nutritional needs are met ● Develop sound understanding of health-related illnesses and allergies ● Develop a clear understanding of vegetarian diets and reasons these are preferred

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

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 stimulation of their minds 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.

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 Identity project: ● What things make up our identity? ● Introduction to portraiture: what can portraiture show us about the identity of the subject & what methods might artists use? What can portraiture NOT show? ● Facial proportion: techniques to help draw portraits **Exploring identity through the work of 3 selected artists** ● Intro to the work of **Frida Kahlo** and **Cindy Sherman**: students research and analyse the artist. ● Discussions on the use of symbolism: students use symbolism to explore their own identities. ● Compare and contrast Kahlo and Sherman's work in relation to the theme Identity.	● Students will reflect on identity, culture, family, ethnicity, experience and personality ● Analysing portraits: looking for clues ● Applying facial proportions to their own portrait studies, refining work as it progresses ● Developing skills using tone ● Analysing artworks ● Identifying visual devices, techniques and methods used by artists to convey meaning ● Students will design and create an original artwork exploring Identity inspired by the artists studied ● Self and peer assessment skills ● Develop skills in design mixed-media, construction, collage, pencil and paint ● Students will explore ceramic techniques

● Students will be taught ceramic techniques in relation to a ceramic artist exploring masks.	● Students use symbolism to design final ceramic outcome

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: **Design, construction and presentation of final Identity ceramic piece:** ● Identifying artist styles & methods and applying them to a design brief ● Use of symbolism to express Identity ● How to manipulate materials successfully **Introduction to textiles:** ● New artist study: **Bisa Butler**. Students will research Butler's work and learn how she celebrates her cultural identity through her work ● Students explore mixed-media collage while continuing to develop their portrait drawing skills	**In addition to the points above:** ● Skills in successfully manipulating a range of 2D and 3D modelling skills using ceramics. ● Understanding of ceramic techniques ● Understanding of colour theory ● Applying knowledge and methods used by artists studied in their own work. ● Ability to review and refine work as it progresses ● Skills in crayon-batiq, collage and composition ● Understanding of work of textile artists & ability to identify methods used.
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: **Introduction to tie-dye** ● History of traditional textile dyeing techniques **Stitching techniques:** ● Review of hand-stitching techniques learnt in Year 7 ● Demonstration of more advanced stitches ● Using appliqué skills to select fabrics, layer and embellish **New artist:** ● Looking at the work of **Gio Swaby** & comparing and contrasting to the work of Bisa Butler **Design skills** ● Designing a visually exciting final piece inspired by the artist studied and the cell images studied ● Reviewing and refining work as it progresses ● Embellishment and decorative textile elements used and applied to student work ● Peer and self-assessment	**In addition to the points above:** ● Tie-dye techniques ● Layering, colour selection and appliqué techniques ● Students will develop skills in a range of hand-stitching techniques building upon knowledge learned in Year 7 ● Students learn other textiles embellishment methods such as applying buttons, sequins and beads ● Students use visualiser to model stitching techniques to their classmates ● Review & refine work as it progresses ● Use techniques explored by artist studied ● Reflecting critically upon their own work and the work by their peers.

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

Term 1	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
'Flowers for Algernon' (as a playscript)	• Understand the literary form of drama • Understand and analyse the impact of dramatic conventions on the presentation of themes and characters • 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 • Write formal letters, accurately employing appropriate lay-out, conventions and language • Research and summarise debates around medical/ethical issues • Know, understand and follow rules of grammar, punctuation and spelling, helped by fortnightly SPAG lessons • Use role-play to explore texts and develop empathy • Present ideas on wider reading, verbally, to the whole class through a formal presentation

Term 2 and 3	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
Comparative Literature: 'Private Peaceful', 'War Horse' and war poetry written pre and post 1914	● Analyse how writers present characters, themes and attitudes to war ● Compare how different writers, using different forms, present a common theme, using techniques of drama, prose and poetry ● Develop contextual awareness ● Respond successfully to unseen material ● 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 ● Write own poetry, in contrasting styles, exploring the common theme of war or deprivation, with accompanying commentaries ● Apply skills to practice GCSE Language reading questions (AQA paper 1, questions 2 and 3) ● Know, understand and follow rules of grammar, punctuation and spelling, helped by fortnightly SPAG lessons ● Develop speaking skills through directing and performing
Term 4 and 5	
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: **'Macbeth' by William Shakespeare**	**In addition to the points above:** ● Understand and analyse the methods used by Shakespeare to create characters and present themes and relationships ● Descriptive or narrative writing: plan, structure and write a descriptive or narrative piece in response to a stimulus, accurately using a range of sentences, punctuation, language and literary techniques ● Apply skills to practice GCSE Literature questions ● Write to inform through newspaper articles ● Know, understand and follow rules of grammar, punctuation and spelling, helped by fortnightly SPAG lessons ● Present ideas on wider reading, verbally, to the whole class through a formal presentation
Term 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: **'A Change is Gonna Come': short stories by various writers**	**In addition to the points above:** ● 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?)**
Plate tectonics Physical geography relating to: geological timescales and plate tectonics The unit will contain the following content; ● Theory of continental drift ● Types of plate margins – constructive, destructive, conservative, collision ● Causes of earthquakes, volcanoes, tsunamis ● Social, economic and environmental impacts of earthquakes, volcanoes and tsunamis ● Preparation and prediction of tectonic hazards ● Case study examples – earthquake, volcano and tsunami	● Describe each layer of the Earth ● Explain the convection current theory and movement of tectonic plates ● To describe and explain how tectonic plates move at Constructive, Destructive, Conservative and Collision boundaries ● Describing the global distribution of Earthquakes and Volcanoes using dot maps ● Case study building of the Japan 2011 Earthquake Case study to include the location, causes, effects and responses ● Creating an Earthquake Survival Guide that explains how protection, planning and preparation can reduce the effects of earthquakes ● Case study building of the Haiti earthquake 2010 Case study to include the location, causes, effects and responses ● Comparing and contrasting tectonic events in HICs and LICs ● Creating an annotated diagram of a Composite Volcano ● Case study building of the E15, Iceland eruption Case study to include the location, causes, effects and responses ● Case study building of the Mt Soufriere, Montserrat eruption Case study to include the location, causes, effects and responses ● Comparing and contrasting tectonic events in HICs and LICs
Development 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.	● Define Development and describe a variety of development indicators ● Explain the causes of uneven development and rank the causes in order of significance

This unit will include the following content: ● Methods used to measure development ● Comparing and contrasting development indicators ● Malawi as a case study of a LIC ● Reasons for different living standards ● India as a case study of a NEE ● The challenges of the growth of megacities (Mumbai)	● Theories to explain uneven development ● Investigate what is holing Malawi back from economically developing ● Investigate the reasons why India is an emerging economy. ● To explain the challenges of with rapid rural to urban migration on cities in NEEs ● Continued development of Geographical terminology
Term 3 and 4	
In addition to the points above: **Glaciation** Physical Geography relating to: weather and climate, including the change in climate from the Ice Age to the present This unit will cover the following content: ● Locations of glaciated environments ● Glacier classifications ● Glacial processes of erosion, transportation and deposition ● Glacial landforms ● Impact of climate change on glacial environments ● Case study of glacial tourism in Chamonix **Climate change** Physical Geography relating to: weather and climate to understand how human and physical processes interact to influence, and change landscapes, environments and the climate This unit will cover the following content: ● Long term and short-term evidence for climate change ● Natural causes of climate change ● Anthropogenic causes of climate change ● Social, economic and environmental impacts of climate change on a local and global scale ● Solutions to mitigate against climate change	**In addition to the points above:** ● Define and classify different types of glaciers ● Explain the formation of a glacier ● Create annotated diagrams to explain erosional processes such as Freeze-Thaw Weathering, Plucking and Abrasion ● Create annotated sketches of a Corrie, Arete and Pyramidal Peak, Glacial Trough and Moraines to explain their formation ● Case study building on tourism in the Lake District study to include location, reasons why tourists visit glaciated landscapes, impacts and responses ● Continued development of Geographical terminology ● Interpret line graph data analysis of global temperature trends and the link to carbon dioxide levels ● Sketching an annotated diagram to explain the Greenhouse Effect ● Assessing the natural and human causes of climate change. ● Explaining the social, economic and environmental impacts of climate change for the UK and for the rest of the world ● Continued development of Geographical terminology
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: **Energy** This unit will explore how the demands of an increasing population has affected the consumption and supply and demand of energy. Students will discover a range of global issues that result from energy use and how it is impacting people and the environment around the world. This unit will cover the following content: ● Classifying energy resources ● Energy distribution ● Energy poverty and security ● Non-renewable energy ● Renewable energy ● Nuclear energy	**In addition to the points above:** ● Explaining the origin and formation of fossil fuels ● Description of data patterns and trends of energy consumption globally ● Assess the pros and cons of each energy source ● Make decisions about the best locations for energy resources and justify decisions ● Continued development of Geographical Terminology

● Decision making exercise - wind farms ● The use of unconventional energy sources - Fracking **Middle East** This topic brings together several themes from across the year. Bringing together the connection between climate, population distribution and resource availability allows students to consider the reasons for growth of certain areas. By linking the Middle East to the UK, students can understand the importance of globalisation and the benefits for both countries through trade. **This unit will cover the following content:** ● Locating the Middle East ● The climate of the Middle East ● Population distribution in the Middle East ● The levels of economic development in the Middle East ● Investigate how is the UK connected to the Middle East ● Assess the importance of oil in the development of the Middle East ● Investigate the benefits of tourism to the UAE	● Using locational knowledge to describe countries' climate conditions and physical characteristics ● Analysing data to measure the level of development of a variety of countries in the Middle East ● Assessing the link between resources and a country's level of development ● Explain how resources and tourism have helped parts of the Middle East to develop ● Continued development of Geographical Terminology

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 their own intellectual interest
- 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?)**
Content Knowledge (what do we want students to know?) Ideas, political power, industry and empire. Students will view the agricultural and industrial revolution and Britain and understand its subsequent consequence on the growth of the British Empire. ● The Agricultural Revolution; the state of Britain in 1750, and the developments of the countryside. A case study on enclosure and its subsequent impact on the peasants and even property rights in the modern day. Students will study movements such as "Captain Swing" and draw parallels to similar issues across time, including the present. ● The Industrial Revolution in Britain. Including the growth of towns and its subsequent impact. The change from domestic to factory systems (inc. textiles and inventions). The cotton mills with a case study on child workers as well as some of the other "worst jobs" of the Industrial Revolution" ● The Transatlantic Slave Trade and the subsequent Abolition of Slavery in Britain. Understanding the horrors of the Middle Passage as well as the main figures and groups involved in the passing of the 1833 Abolition of Slavery Act.	**Procedural Knowledge (What do we want students to be able to do?)** 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 ● To consolidate our knowledge of how to answer GCSE "describe two features of" questions ● To analyse a source for its provenance with particular reference to the impact of its nature, origin and its purpose for its usefulness for a particular enquiry ● To consolidate our knowledge on cause, impact and significance ● Similarities and Differences: identifying and evaluating the depth of change ● Change and Continuity: evaluating the reasons for change ● Source Analysis Skills: Content, Context, Provenance and utility

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: The Fight for political rights, both in Britain and the United States of America. Students will view a number of differing contexts and groups of individuals where rights have been fought for. Case studies will focus on differing geographical regions, genders and races all trying to accomplish the same goal. ● The Chartist movement in Britain. Their formation, aims and an evaluation of their success. This will then lead to an evaluation of the building blocks of British democracy with particular focus on the 1832 Reform Act. ● The fight for female suffrage and emancipation in Britain. Beginning with the early Suffragette movement through to the 2nd Representation of the Peoples Act in 1928, evaluating the primary cause including the First World War ● The fight for Civil Rights in the USA in the 1950s and 1960s. Beginning with the context of the Jim Crow Laws. Understanding the primary events and individuals involved in the movement (e.g. Martin Luther King, Malcolm X, Browne vs Topeka), ultimately leading to a comparison to the most significant decade.	**In addition to the points above:** 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. ● To consolidate our knowledge of "how far do you agree" essay questions ● How to write a strong historical argument based on evidence which leads to an overall judgement ● To independently research and present on a particular historical figure ● Change and Continuity: identifying, linking, prioritising and evaluating the reasons for change ● Source Analysis Skills: Content, Context, Provenance and utility ● Significant: creating criteria that can be applied and then using them to create a supported judgement ● Communication and empathy through role play
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: Challenges for Britain, Europe and the wider world 1901 to the present day. Students will gain a better insight into some of the main issues which have shaped modern Europe with a main focus of the First and Second World War and the Holocaust. ● The causes of World War One, long and short-term including militarism, alliances (e.g. the Triple Entente) imperialism and militarism. As well as obvious 'trigger' causes such as the assassination of Archduke Franz Ferdinand and the domino effect in Europe. ● Students will undertake particular case studies on significant events of the First World War. Including Battle of the Somme and debate surrounding whether British Army were "lions led by donkeys" and the Germans attempt to avoid a war on two fronts through the Schlieffen Plan. ● The Rise of Dictators and the Second World War. How they were able to gain popular support in Europe and why international bodies such as the League of Nations were unable to prevent their actions. Particular reference will be made to Hitler, Stalin and Mussolini. The atrocities of the Holocaust (case study).	**In addition to the points above:** 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. ● To be able to answer full GCSE style shorter and longer questions ● To understand how to write a narrative account which goes beyond mere chronology and not merely a simple retelling ● To be confident in how to structure a history-based thesis ● To grasp a better understanding of modern international relations through the study of history.

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 precise mathematical vocabulary, identify and address misconceptions and apply their knowledge to increasingly complex problem-solving situations. Opportunities for reasoning, discussion, proof and mathematical argument are embedded within all units to develop confident, resilient and independent mathematitians.

Curriculum Summary - Mathematics

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 ● Ratio and proportion and scale models ● Fractions, percentages and recurring decimals **Algebra** ● Expanding double brackets and factorising ● Solving equations ● Simple inequalities **Geometry** ● Area, Volume and Surface Area **Statistics** ● Probability and tree diagrams	● 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 ● Work with ratios in different forms, share an amount in a given ratio and solve direct and inverse proportion problems to understand the connections between topics and how they develop in complexity ● Fractions/ Decimals/ Percentages – calculate percentage increase, decrease, repeated percentage and reverse percentage problems Also, Introduce recurring decimals to fractions ● Recurring decimals ● Algebraic manipulation – expand and factorise single and double bracket expressions ● Factorise perfect square

	● Equations – solve equations involving unknowns on both sides and including fractions; also construct equations given a word problem ● Solve simple inequalities, represent answers on the number line ● Shapes – recall formulae for the area and circumference of a circle, solve surface area and volume of prisms and composite shapes ● Probability – recap theoretical probability, relative frequency and expected outcomes, calculate probabilities from two-way tables, sample space diagrams and draw tree diagrams
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** ● Numbers in a standard form, ● Rounding and estimating ● Index law **Algebra** ● Linear graphs and equations of straight lines **Geometry** ● Constructions and Loci ● Drawing plans and elevations of shapes **Statistics** ● Pie charts, scatter graphs and data interpretation	**In addition to the points above:** ● Decimals – solve problems involving powers of 10, multiply and divide decimals, round to decimal places and significant figures, use knowledge to estimate calculations, work with numbers in standard form through converting and basic calculations ● Powers and roots of a number – use index rules to simplify and solve index problems, and calculate HCF and LCM Also, negative powers, powers of 0 and 1 ● Surds (multiplying and dividing only) and estimation ● Straight line graphs – generate coordinates and plot straight line graphs, find the gradient, and y-intercept, find the equation from a graph, and explore gradients of parallel and perpendicular lines Students need to be able to identify the correct subject content for a question and apply key skills accurately to solve the problem ● To construct perpendicular bisector, other perpendiculars, 90^o, 45^o, 60^o and triangles of different lengths and recap loci ● 3D shapes – draw sketches, draw front, and side elevations and plan of solids, identify and sketch planes of symmetry ● Understand and draw front and side elevations and plans of shapes made from simple solids ● Understand and draw front and side elevations and plans of shapes made from simple solids Given the front and side elevations and the plan of a solid, draw a sketch of the 3D solid ● Displaying data – present and interpret data in bar charts, pie charts and scatter graphs Scatter graphs – draw lines of best fit, make predictions and interpolate/ extrapolate apparent trends
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: **Geometry** ● Angles and bearing ● Transformations ● Pythagoras theorem **Statistics** ● Averages of grouped data and Stem and Leaf diagrams	**In addition to the points above:** ● To understand how to prove angle rules, recap parallel lines rules, and understand, draw and measure bearings ● Transformations – transform an object through reflection, translation, rotation and/ or enlargement

Algebra ● Sequences	● Pythagoras – understand, recall and use Pythagoras' theorem, use formulas to solve word problems to justify if a triangle is a right-angled triangle ● Averages – calculate averages and ranges from a list and frequency table (not grouped), understand the advantages and disadvantages of each, and construct stem and leaf diagrams ● To find the nth term rule of a linear sequence, find the term number, and use the nth term to decide if a term appears in the sequence

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 is designed so 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?)**
● Months and dates of key French festivals. ● Use the partitive article with quantities of food and drink. ● A variety of French traditional dishes. ● Vocabulary to describe a journey in the future. ● Vocabulary for current habits and new year's resolutions. ● The regular present tense of ER, IR and RE verbs. ● Some irregular verbs e.g prendre (to take), boire (to drink). ● The conjugation of the verb vouloir. ● The agreements of the partitive article. ● The importance and conjugation of the verb aller. ● The near future tense.	● To be able to express opinions and justify them in the present tense about festivals. ● To be able to recall numbers and months of the year for dates. ● To be able to use transactional language for asking for amounts of items at a market. ● To be able to describe a traditional dish. ● To be able to use the near future tense in order to describe a future trip. ● To be able to formulate regular and irregular verbs such as 'vouloir' in the present tense to describe current and future plans. ● To be able to talk about New Year's resolutions. ● To understand how 2 tenses work together in a sentence.
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: ● School holiday activities vocabulary. ● Vocabulary about holiday destinations. ● Vocabulary about a past holiday. ● The Perfect tense with avoir and être with regular and irregular verbs. ● Using negatives in the perfect tense. ● Vocabulary connected to problems encountered on holiday.	**In addition to the points above:** ● To be able to understand information about French school holidays and what people in the French-speaking world like to do on holiday. ● To be able to talk about your holidays, saying where you are, how much holiday you get and what you think of the holiday. ● To be able to say what you did during a past holiday. ● To be able to talk about problems encountered on a holiday. ● To be able to say what you did not do on a past holiday. ● To be able to use the present and perfect tenses together.
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: ● Adjectives for describing celebrities. Adjectival agreement. ● Vocabulary about TV programmes and opinions for these. ● Life online advantages/disadvantages vocabulary ● Asking a range of questions ● Vocabulary for different film types ● Adverbs of frequency ● Vocabulary for a range of excuses ● Conversational vocabulary for going to the cinema ● Information about cinema tickets ● Vocabulary to talk about free time activities ● The irregular verbs lire – to read and faire - to do ● A range of negatives ● A range of shopping vocabulary ● How to revise effectively and refer to vocabulary lists/curriculum summary/books and notes.	**In addition to the points above:** ● To be able to describe your favourite celebrity ● To be able to give opinions on tv programmes and justify these opinions ● To be able to talk about how you use technology including adverbs of frequency ● To be able to talk about your tv viewing habits ● To be able to arrange a visit to the cinema ● To be able to take part in a conversation at the cinema ● To be able to talk about what you do in your free time using a range of verbs ● To be able to say what you don't do using a range of negatives ● To be able to describe a shopping trip ● To be able to use 3 tenses together when talking about your weekend activities. ● To be able to recall necessary vocabulary and grammar points for the end of year exam.

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?)**
In Town/Summer Holidays ● 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. ● Comparing places 'then' and 'now' ● Describing the past using the imperfect tenses war, hatte and es gab. ● Talking about how you travelled on holiday and what you did on holiday ● Talking about the weather and combining the present and past tenses **Cultural capital:** ● Finding out about Neuschwanstein. **Holiday Problems and Role-plays** ● Talking about problems on holiday. ● Buying souvenirs. ● German currency and how to give prices, revising numbers. ● Shopping/café conversations. ● Talking about food likes & dislikes & favourite foods. **Cultural capital:** ● When to use 'du' and 'Sie', sausages & other food specialities from German-speaking countries.	● 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. To be able to transcribe words and short sentences with increasing accuracy. ● Recognise and use the present tense, modal verbs, word order rules, nouns, genders, articles, possessives, negatives and the future tense confidently. ● Use perfect tense and the imperfect tense to describe how a holiday was. ● Use the verb 2nd rule with time phrases, weather phrases in the past & present tenses. ● Use question words (forms of wer' to form questions in present and past tenses.. ● Use um .. zu (in order to) E.g. Ich bin nach Deutschland gefahren, um meine Oma zu besuchen. ● Write a hotel review using past tenses
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: **Media** ● Describing films and TV shows. ● Giving opinions of TV shows & book genres. ● Talking about where you read. ● Discussing technology addictions. ● Understanding & writing book & film reviews. **Cultural capital:** ● famous German-speaking media stars, German-speaking reality TV shows, Michael Fassbender & famous linguists. ● finding out about Lake Constance (der Bodensee) and Innsbruck and weather records in German-speaking countries. **Healthy Lifestyle** ● Talking about a typical German breakfast ● Discussing traditional German food	**In addition to the points above:** ● Use qualifiers to modify opinions. ● Use modal verbs 'wollen', 'dürfen' und 'sollen' + infinitive to express wishes, requirements and obligations. ● Express opinions using gern/nicht gern/lieber/am liebsten ● Use prepositions + dative to describe where you read. ● Use the verb' essen' to talk about what you eat for breakfast. ● Use the verb nehmen to talk about food you are having.
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: **Healthy Lifestyle cont./Going out** ● Talking about healthy lifestyles ● Discussing clothes and style	**In addition to the points above:** ● Use the verb müssen to talk about what you have to do

● Using ‘wenn’ clauses ● Talking about plans for a date using the future tense ● The ‘Time-Manner-Place’ rule ● Talking about getting ready to go out ● Asking questions using a variety of verbs ● Talking about how the date went ● Using past, present and future tenses ● Discussing the pros and cons of school uniform **School journeys** ● Communicating with a host family ● Understanding rules at a youth hostel ● Talking about your daily routine ● Giving times for activities	● Use correct adjective endings when describing clothes ● Describe what you wear on different occasions using a ‘wenn’ clause ● Use the future tense to talk about future plans ● Use the ‘Time-Manner-Place’ rule when discussing future plans ● Form ‘do you ..?’ style questions in German. ● Create questions using separable and reflexive verbs ● Form questions in past, present and future tenses ● Use debating phrases ● The formation of questions ● Use of du, Sie and ihr ● Use the verbs ‘dürfen’ und 'müssen' + infinitive ● Use separable verbs, reflexive verbs in the present and perfect tenses

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?)**
● Classroom language. ● Numbers 1-100. ● Activities you can do on your phone ● Present tense of regular verbs ● Present tense of irregular verbs ● Past preterit of regular verbs ● Past preterit of Ser/Ir ● Types of music that you can enjoy listening to countries. ● Television and different types of programmes ● Activities you did during a past holiday ● Transports ● The difference between Fui vs Fue ● Adjectives to express opinions ● Christmas ● How to use comparisons	● Be able to follow classroom instructions/use TL in lesson to ask questions ● Recognise and reproduce key Spanish sounds. ● Use *ojalá pudiera, ojalá tuviera, siempre me ha gustado, siempre he querido* ● Be able to understand short spoken and written accounts describing activities you do on your phone and how often ● Be able to understand short spoken and written accounts describing what type of music they like, who their favourite singer/band is, and a variety of opinion verbs seen in Y7 ● Be able to understand an authentic text about TV programmes that you can find interesting ● Be able to Implement listening and reading strategies to complete the assessments. ● Compare Christmas in the UK and Spain ● Be able to conjugate regular verbs in past tense

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: ● Learn vocabulary related to food ● Vocabulary related to breakfast and mealtimes ● Vocabulary related to ordering at a restaurant ● Conditional form of verb “me gusta” ● Formal version of I would like: Quisiera ● Vocabulary related to recipes (quantities and verbs) and a set of reactions for the judges. ● Learn about typical dishes around Hispanic countries ● Vocabulary related to locations where you can meet up with friends. ● Vocabulary related to giving excuses not to meet up with friends. ● Vocabulary related to getting ready to go out and clothes.	**In addition to the points above:** ● Be able to ask and answer questions related to what you/others like to eat with a degree of confidence what you using a variety of opinion verbs and a range of food and drink items. ● Be able to answer and ask questions to ordering at a restaurant, as well as situations with customers and a waiter. ● Be able to can describe with a degree of confidence parties you normally attend, a special event you attended and a party you are organising with friends in the near future, using three-time frames and a range of vocabulary related to parties. ● Be able to arrange going out using me gustaría + INF and a range of locations in town where you can meet up with friends, as well as times. ● Be able to understand spoken and written accounts describing items of clothing you wear and what colour they are.
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: ● Vocabulary related to the main rooms of a house and wider vocabulary describing a holiday home ● Vocabulary related to directions and orders (using the imperative) ● A range of activities that one can do on holidays ● Vocabulary related to activities you can do in summer camps	**In addition to the points above:** ● Be able to understand short spoken and written accounts describing a holiday home with a range of comparatives and adjectives ● Be able to understand and identify in context directions given to a tourist to get to a place in town ● Be able to understand holiday leaflets describing activities that can be done in an area and identify key activities in context.

● A range of time markers to be able to describe a holiday ● Revision and consolidation of the three main tenses (Present, Preterit and Near Future) ● A list of the main Spanish cities and where they are located ● A list of the main Latin-American cities and where they are located ● A range of opinion phrases and film vocabulary. ● Vocabulary related to adjectives and verbs to describe characters and their actions.	● Be able to understand longer written accounts on various experiences in summer camps and identify relevant vocabulary such as activities and a range of verbs in the three-time frames. ● Be able to understand testimonies about trips to different countries of the Hispanic world and identify relevant vocabulary. ● Be able to understand and produce a text using three-time frames. ● Be able to implement writing and reading strategies to complete the assessments. ● Be able to use a variety of idiomatic expressions in all three tenses (present, past and future).

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:

- Nurture and inspire students to develop a love of music, to increase self-confidence, creativity and sense of achievement
- Critically listen and evaluate their own and others music with increasing awareness, identifying and describing the musical elements (melody, pitch, tempo, rhythm, texture, sonority, dynamics, tonality and harmony) that underpin musical analysis
- Compose and perform in a range of styles, genres and traditions specially: Western Classical Music, Jazz and Blues, Film Music, Popular Music and World Music
- Embed knowledge and understanding through weekly practical lessons in performing and composing, both as a soloist and in an ensemble to build both independence and collaboration
- Develop vocal and instrumental skills to enable students to play musically with accuracy, technical control and expression in a positive and supportive environment
- Promote high aspirations, thinking deeply and striving for students to reach their personal best regardless of background or previous experience
- Build resilience whilst stretching and challenging students to strive for excellence
- Reflect and appreciate the diverse heritage of music and how music is used in the expression of personal and collective identities
- Broaden musical experiences and interests, develop imagination and foster creativity

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 how to read, write and play music from stave in treble and bass clef **Film Music** ● Know about composers, iconic works and musical features of Film Music ● Understand the rhythmic and melodic devices used by Film Composers **World Music - African Drumming** ● Know about context, origins and musical features of African Drumming ● Understand the role of the master drummer	**Appraising** ● Describe the musical elements to analyse world and film music **Performing** ● Fluently and accurately perform the melody and accompaniment of several film music extracts ● Play two parts, two hands together on keyboard **Composing** ● Be able to compose a 12-bar blues pieces incorporating the primary chords ● Be able to add a walking bass line in time with the 12-bar blues chords ● Be able to improvise a melody using the blues scale ● Be able to create lyrics in an AAB format

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: **Music Theory** ● Know about rhythms devices (syncopated, dotted, triplets swung, etc) **Reggae Music** ● Know about the context and musical features of Reggae Music ● Know about Bob Marley and his works ● Know about typical reggae instrumentation and techniques **Jazz and Blues Music** ● Know about the origins, influences ● Know the 12-bar blues structure of the chords and the AAB pattern of the lyrics ● Know the features and devices used in Blues music	**In addition to the points above:** **Appraising** ● Analyse the musical elements in detail of a given extract ● Identify and describe (using the Italian terms) different dynamics **Composing – Song Writing** ● Create lyrics and chord sequences (melody and accompaniment) for a fictional anthem ● Create an effective arrangement with varied instrumentation to add contrast **Performing** ● Fluently and accurately perform the melody and/or accompaniment of a Reggae song ● Collaborative work in groups to create a successful and confident performance ● Apply the musical elements to enhance a performance
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: **National Anthems** ● Understand the role and features of National Anthems **Popular Music** ● Know how to analyse and construct pop songs ● Understand the different subsections of verse/chorus and strophic for	**In addition to the points above:** **Appraising** ● Apply theoretical knowledge and analysis to selected extracts based on the Year 7 and Year 8 topics **Composing** ● Create lyrics and chord sequences (melody and accompaniment) for a fictional anthem ● Create an effective arrangement with varied instrumentation to add contrast **Performing** ● Be able to perform chords and melody in time ● Be able to play and compose a conventional pop song

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:**	• 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?)**
In addition to the points above: **Activities that students complete to fulfil the content knowledge include:** ● Team building ● Trampolining ● Badminton ● Netball ● Swimming ● Fitness	**In addition to the points above:** ● Teamwork, communication and leadership development ● Skill development (straight bouncing, shapes, Seat landing, Swivel hips, back landings, somersaults) ● Routine construction and 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
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?)**
In addition to the points above: ● Athletics ● Rounders ● Cricket ● Tennis	**In addition to the points above:** ● 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 pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- Encourage pupils 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 pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- Prompt pupils 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 designed:

- To ensure that all students become proficient at analysing and constructing considered academic argument
- 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 - Religious Studies

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?)**

Islam ● Beliefs about Allah ● Key events in the life of Muhammad ● The revelation of the Qur'an ● Islamic Art ● The benefits and challenges of following the five pillars of Islam ● Beliefs and practices about the Burqa and Hijab ● Challenges of following Islam in the UK ● The stories of women converting to Islam	● Explain the meaning and significance of key religious events ● Explain the significance of revelation, prophecy and prophets ● Apply key religious beliefs to the practice of art ● Show two sides of an argument about a controversial religious and social topic ● Speaking and listening skills about different perspectives ● Link different sides of an argument together to show an argument that flows ● Give religious evidence to support their points ● Explain differences within religions ● Explain the benefits and challenges of religious belief and practice ● Identify similarities and differences between religions
Philosophy of Religion ● Theist, Agnostic and Atheist ideas about God ● The Design Argument for the existence of God, including William Paley's Analogy of the Watch ● The Problem of Evil, including natural and moral evil ● Whether or not belief in God is a good "bet", including Pascal's Wager ● The argument that God is part of human imagination, including Feuerbach's arguments ● The Nature of Reality, using Plato's Cave ● Philosophical Ideas in film – Plato's Cave in the Truman Show	● Speaking and listening skills about different perspectives ● Explaining multiple arguments for and against God with developed reasons ● Giving evidence to support arguments ● Evaluating which arguments and evidence are most convincing ● Evaluating the benefits and challenges of belief in God and lack of belief in God ● Show two sides of an argument about a controversial topic ● Link different sides of an argument together to show an argument that flows ● Give religious evidence to support their points ● Apply philosophical ideas to film
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: **Judaism (Beliefs and Practices)** ● The meaning of "chosen people" ● The covenant and relationship between God and the chosen people ● Practices and importance of Passover celebrations ● What the Torah is and its importance ● Different approaches to following the Torah (Reform and Orthodox) ● The impact and challenges of following Judaism today	**In addition to the points above:** ● Evaluate the meaning of religious stories ● Evaluate the connections between religions ● Explain the meaning and significance of key religious events ● Explain the significance of remembrance, the covenant and liberation ● Apply key religious beliefs to practice ● Speaking and listening skills about different perspectives ● Link different sides of an argument together to show an argument that flows ● Give religious evidence to support their points ● Explain differences within religions ● Explain the benefits and challenges of religious belief and practice ● Identify similarities and differences between religions
Judaism (the Holocaust) ● Origins of persecution ● Prejudice and Discrimination ● Origins of Anti-Semitism ● Where was God? Jewish reactions to God during the Holocaust	● Speaking and listening skills about different perspectives ● Analyse the impact of social beliefs in creating a framework for persecution ● Evaluate the historical roots of anti-Semitism

	● Explaining multiple arguments for different reactions to God during the Holocaust ● Giving evidence to support arguments ● Evaluating which arguments and evidence are most convincing ● Show two sides of an argument about a sensitive topic ● Link different sides of an argument together to show an argument that flows ● Give religious evidence to support their points ● Evaluate the connections between religions
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: **The Bible** ● Different types of literature in the Bible ● The possibility of contradictions in the Bible and different resolutions to these contradictions by believers ● Whether is it possible to follow the Bible literally and different resolutions to this by believers ● Examples of Jesus breaking biblical rules and interpretations of these events ● Situation Ethics as a code of ethics based on the Bible ● Whether "living biblically" can be done beyond Christianity **Spirited Arts (National Competition)** ● Introduction to the themes as set out by NATRE, including a variety of religious and non-religious approaches and teachings on philosophical and social issues ● Different examples of previous winners	**In addition to the points above:** ● Speaking and listening skills about different perspectives ● Explaining multiple arguments for different approaches to understanding the Bible ● Giving evidence to support arguments ● Evaluating which arguments and evidence are most convincing ● Evaluating the benefits and challenges of following biblical ethical rules ● Show two sides of an argument about a controversial topic ● Link different sides of an argument together to show an argument that flows ● Give religious evidence to support their points ● To evaluate contemporary issues from a range of perspectives ● To apply religious views to a range of contemporary issues ● To express their own views on contemporary issues ● To create a piece of art that explores deep questions ● To provide a written explanation of their creative exploration, including religious perspectives as well as their own.

Science

National Curriculum Aims:

Please click here for the 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 - Science

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 - Respiration vs Photosynthesis **Chemistry 1 - Mixtures** **Physics 1 - Waves and sound** **Biology 2 - Musculoskeletal systems** **Chemistry 2 - Earth and atmosphere** **Physics 2 - Magnets and electromagnets**	• Compare the similarities and differences between the types of respiration, and respiration and photosynthesis • Explain how leaves are adapted for photosynthesis • Understand the concepts of purity and mixtures and methods of separation • Describe the properties of transverse waves and explain how they are used • Explain how the skeleton, muscles, tendons and ligaments work together to enable movement • Describe the structure and composition of Earth and its atmosphere • Describe and draw magnetic fields in magnets and electromagnets and state factors which affect field strength
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: **Biology 3 - Breathing** **Chemistry 3 - Materials** **Physics 3 - Waves and light** **Biology 4 - Genetics and evolution**	**In addition to the points above:** • Describe and explain the structure and adaptations of the respiratory system and the impacts of asthma, smoking and legal/illegal drugs on health • To describe and explain properties and relative reactivities of elements and types of materials such as metals, composites, ceramics and polymers • Describe the structure of DNA, genes, chromosomes and explain factors involved in inheritance • Explain how species adapt to their surroundings in terms of survival of the fittest
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: **Physics 4 - Pressure**	**In addition to the points above:**

Biology 5 - Interactions and interdependencies	● Describe the effects of and calculate surface and fluid pressure ● Describe and explain the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops ● Explain the importance of plant reproduction through insect pollination in human food security ● Describe and explain how organisms affect, and are affected by, their environment, including the accumulation of toxic materials