Dartford Grammar School for Girls

Year 10
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 Key Stage 4 curriculum, followed by Year 9, 10 and 11 students, consists of *core*, *extended core* and a very wide range of *optional* subjects leading to GCSE qualifications in the four entitlement areas (the Arts, Design and Technology, the Humanities and Modern Foreign Languages). This three-year curriculum allows students to gain depth of knowledge and further challenge with content that goes beyond GCSE. It is an ambitious curriculum which gives students the opportunity to access knowledge which goes beyond the GCSE specifications at Key Stage 4.

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 Key Stage 4 our students gain excellent GCSE results, have access to our high achieving Sixth Form, and will have further developed their independent study skills to ensure they are well prepared for A Levels.

Subject Areas

Art

GCSE Specification

The exam board that the students' study is AQA. Please click here for the Art GCSE specification.

Subject Curriculum Intent

In addition to the aims of the GCSE specification, our ambitious curriculum for **ART** at DGGS is designed to:

- Encourage in-depth student-led independent research.
- Use prior knowledge to choose suitable artists to study.
- Resource project independently with advice from teachers where necessary.
- Select exhibitions, museums or visit places of interest to resource and source images to inform areas of study, and engage with live art whenever possible.
- Understand assessment objectives and be able to identify areas of weakness in work
- Experiment with materials, document processes.
- To use meaningful and insightful annotations to reflect upon aims and outcomes using appropriate academic language and subject-specific terms.
- Design effective final exam outcome and plan and resource a thoughtful, personal response to their chosen title inspired by the work of relevant artists.

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 coursework expectations: ● Understanding of GCSE marking criteria & assessment objectives **Introduction to portraiture:** ● Reviewing prior knowledge ● Facial proportion taught ● Tonal skills developed **Introduction to work of Kathe Kollwitz:** ● Transcription skills developed ● How to create a photo shoot inspired by Kollwitz's work ● Observational drawing skills **Introduction to lino printing:** ● Creating a lino reduction print ● Understanding health & safety implications for cutting tools	● Completing skilled observational portrait studies ● Refining skills in tonal work ● Research artist work, developing understand of historical context & symbolism ● Use subject-specific words to analyse the work of artists ● Make links between artists & draw comparisons ● Set up visually impactful photoshoots ● Develop skills in developing a 3-layer lino reduction print and in using a range of cutting tools
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: **Painted portraiture:** ● Students study the work of Paula Rego ● In-depth artist research ● Transcribing and analysing artworks ● Documenting experimentations in paint ● How to set up effective photo shoots inspired by artist work ● Designing final outcomes **Introduction to landscape painting:** ● Introduction to work of Kurt Jackson ● Transcribing and experimenting in range of gestural, mark making and layering painted and mixed media techniques ● Landscape photography: composition/ rule of thirds/ focal point/ background/ midground/ foreground	**In addition to the points above:** ● Insightfully annotated artist research ● Select relevant artist info and images ● Analysing artworks ● Identifying artist styles and methods to apply to own work ● Designing final outcomes ● Reviewing and refining work as it progresses ● Experimenting with paint, collage and composition ● Developing confidence & increasing sophistication using paint and mixed-media techniques
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: **Continuation of landscape unit:** ● Students selecting new landscape artist to explore ● Exploring mark making techniques in ink ● Considering composition, lighting, leading lines & focal points to create exciting landscape photography ● Exploring wash colours and texture, experimenting with surface ● Documenting experimentations and techniques ● Designing final outcomes ● **Presentation of coursework sheets:** ● How to collate and present coursework sheets for GCSE moderation ● Insightful annotation and research skills	**In addition to the points above:** ● Independent artist research ● Student-led 2D experimentation ● Developing a sophisticated understanding of what makes effective compositions ● Experimenting with colour, texture and line and documenting processing in sketchbooks ● Identify artist styles, source relevant images ● Take effective photos inspired by artist work ● Design & complete final outcomes demonstrating skill base and techniques learnt ● Present coursework clearly, annotate insightfully, identify weak work to be replaced

Art Textiles

GCSE Specification

The exam board that the students' study is AQA. Please click here for the Textiles GCSE specification.

Subject Curriculum Intent

In addition to the aims of the GCSE specification, our ambitious curriculum for **TEXTILES** at DGGS is designed to:

- Encourage in-depth student-led independent research.
- Use prior knowledge to choose suitable artists to study.
- Resource project independently with advice from teachers where necessary.
- Select exhibitions, museums or visit places of interest to resource and source images to inform areas of study, and engage with live art whenever possible
- Understand assessment objectives and be able to identify areas of weakness in work
- Experiment with materials, document processes.
- To use meaningful and insightful annotations to reflect upon aims and outcomes using appropriate academic language and subject-specific terms.
- Design effective final exam outcome & plan and resource a thoughtful, personal response to their chosen title inspired the work of relevant artists.
- Demonstrate refinement of ideas and processes.
- Demonstrate skill-base, resourcefulness and creative rigour in preparatory work and final outcome.

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 coursework expectations: Understanding of GCSE marking criteria & assessment objectives **Introduction to basic pattern making:** ● Reviewing prior knowledge of using the sewing machine. ● Working with a basic block ● Understanding key terms ● Being confident in use of equipment **Introduction to work of Josef Albers** ● Understanding Colour Theory and colour combinations. ● Creating colour palettes **Extending knowledge of dying, printing and machine embroidery** ● Creating dyed fabric which will then be cut into blocks ● Sublimated fabric for applique use ● Understanding seams and pattern markings.	● Completing a mini sketchbook over the summer with inspiration and ideas. ● Refining skills in pattern cutting ● Research artist work and developed some refined colour work extending knowledge of techniques learnt last year. ● Use subject-specific words to analyse the work of artists ● Be able to dye their own fabric without help. ● Recall how to use the heat press and the sublimation printing process. ● Extend use of the sewing machine to be able to make a basic shift dress.
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: **Helen Wilde Embroidery:** ● Students look at the work of Helen Wilde and her range of embroidery on more challenging fabrics. ● In-depth artist research ● Developing artist copies ● Documenting experimentations with different fabrics and range of embroidery. ● Creating an intricate outcome inspired by Helen Wilde **Developing techniques based on primary research:** ● Students will complete four developed samples in textiles using an artist for inspiration from their own research and a photograph taken by themselves.	**In addition to the points above:** ● Insightfully annotated artist research ● Select relevant artist info and images ● Analysing artworks ● Identifying artist styles and methods to apply to own work ● Designing final outcomes ● Reviewing and refining work as it progresses ● Experimenting with more complex embroidery stitches ● Developing confidence when creating samples that are inspired by both an artist and own stimulus.
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 **Component 1 preparation:** ● Students will know how to carry out relevant primary research for their first coursework unit. ● They will also know how to collate and complete three artist research studies. ● To focus on annotation of research and own work.	**In addition to the points above:** ● Independent artist research ● Student-led 3D experimentation of artist work. ● Developing a sophisticated understanding of what makes effective source material to work with. ● Experimenting with colour, texture, manipulation of fabric and techniques documenting these processes in sketchbooks. ● Identify artist techniques, source relevant images ● Take effective photos inspired by the chosen theme. ● Design & complete final outcomes demonstrating skill base and techniques learnt ● Present coursework clearly, annotate insightfully, identify weak work to be replaced

Biology

GCSE Specification

The exam board that the students' study is AQA. Please click here for the Biology GCSE specification.

Subject Curriculum Intent

In addition to the aims of the GCSE specification, our ambitious curriculum for **BIOLOGY** at DGGS is designed to:

- Develop the ability to make synoptic links between key concepts in Biology.
- Develop practical skills necessary to carry out investigations accurately and safely.
- Become critical thinkers and analyse data from novel contexts to apply knowledge.
- Become independent learners who have the ability to reflect on their work to make progress.

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?)**
Photosynthesis ● Life on Earth is dependent on photosynthesis in which green plants and algae trap light from the Sun to fix carbon dioxide and combine it with hydrogen from water to make organic compounds and oxygen ● The process of photosynthesis ● Factors affecting the rate of photosynthesis. **Transpiration and translocation** ● The need for transport systems in plants **Respiration** ● The importance of cellular respiration; the processes of aerobic and anaerobic respiration	● Use data to relate limiting factors to the cost effectiveness of adding heat, light or carbon dioxide to greenhouses ● Investigate the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed. ● Tests to identify starch, glucose and proteins using simple qualitative reagents. ● Measure the rate of transpiration by the uptake of water. ● Investigate the distribution of stomata and guard cells. ● Process data from investigations involving stomata and transpiration rates to find arithmetic means, understand the principles of sampling and calculate surface areas and volumes. ● Understand the difference between aerobic and anaerobic respiration in animals and be able to compare this with plants and yeast ● Apply knowledge to understand how the demands of exercise can create an oxygen debt and how this affects the rate of cellular respiration ● Understand why it is necessary for heart rate and breathing rate to increase to meet the demands of cellular respiration ● Investigations into the effect of exercise on the body ● Investigations into how different factors affect the respiration in yeast
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: **Coordination and control** ● Principles of nervous coordination and control in humans ● The relationship between the structure and function of the human nervous system including basic details about the brain ● The eye structure and function ● The relationship between structure and function in a reflex arc ● Principles of hormonal coordination and control in humans	**In addition to the points above:** ● Relate different parts of the brain to their function ● Carry out dissection of the eye ● Identify different parts of the eye and relate to their function ● Apply knowledge of refraction of light and how lenses in glasses can correct vision for long and short sightedness ● Plan and carry out an investigation into the effect of a factor on human reaction time. ● Evaluate the benefits and risks of procedures carried out on the brain and nervous system. ● Evaluate information around the relationship between obesity and diabetes, and make recommendations taking into account social and ethical issues.
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: **Coordination and control** ● Continue the principles of hormonal coordination and control in humans ● Hormones in human reproduction, hormonal and non-hormonal methods of contraception ● The kidney has a role in excretion and osmoregulation. ● Failure of kidney function can lead to dialysis and transplant.	**In addition to the points above:** ● Show why issues around contraception cannot be answered by science alone. ● Explain every-day and technological applications of science; evaluate associated personal, social, economic and environmental implications; and make decisions based on the evaluation of evidence and arguments. ● Developments of microscopy techniques have enabled IVF treatments to develop. ● Understand social and ethical issues associated with IVF treatments. ● Evaluate from the perspective of patients and doctors the methods of treating infertility. ● Interpret and explain simple diagrams of negative feedback control. ● Investigate the effect of light or gravity on the growth of newly germinated seedlings. Record results as both length measurements and as careful, labelled biological drawings to show the effects. ● Understand how the everyday use of hormones as weed killers has an effect on biodiversity. ● Explain the effect on cells of osmotic changes in body fluids. ● Describe the function of kidneys in maintaining the water balance of the body. ● Translate tables and bar charts of glucose, ions and urea before and after filtration. ● Describe the effect of ADH on the permeability of the kidney tubules. ● Describe how kidney dialysis works and evaluate the advantages and disadvantages of treating organ failure by mechanical device or transplant.

Business

GCSE Specification

The exam board that the students' study is AQA. Please click here for the Business GCSE specification.

Subject Curriculum Intent

In addition to the aims of the GCSE specification, our ambitious curriculum for **BUSINESS** at DGGS is designed to develop a broad understanding of the range of activities businesses undertake to compete and be successful in the global economy. Key to the course is understanding and developing the skills that managers and leaders need to be successful in business with activities being undertaken to improve students' teamwork, leadership, communication, presentation, thinking and risk-taking skills.

Additionally, the curriculum emphasises critical thinking and problem-solving, encouraging students to evaluate real-world business scenarios and propose viable solutions. Soft skills are cultivated through collaborative projects, presentations, and case studies, enhancing communication, teamwork, and leadership abilities. This holistic approach ensures students are not only well-versed in business concepts but also equipped with essential skills for future academic and career success.

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?)**
Human resources ● Organisational structures. ● Recruitment and selection of employees. ● Motivating employees. ● Training.	● Explain the importance of organisational structures to a business. ● Evaluate the different types of organisational structure. ● Explain the difference between centralisation and decentralisation. ● Explain the main recruitment methods. ● Evaluate the benefits of having effective recruitment and selection procedures. ● Explain the different types of employment contracts. ● Define motivation. ● Explain the benefits of having a motivated workforce. ● Evaluate the different methods of motivation. ● Define training. ● Explain the importance of training to a business. ● Evaluate the different types of training available to a business.
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?)**
Influences on a business ● The influence of technology on a business. ● The ethical and environmental considerations that impact decision-making.	**In addition to the points above:** ● Understand what is meant by information and communications technology

● The economic environment within which businesses operate. ● The impact of globalisation on a business. ● The impact of legislation on business behaviour. ● The competitive environment within which businesses operate.	● Explain the ways in which businesses use e-commerce. ● Show how businesses use digital technology to communicate with their stakeholders. ● Examine the trade-off between ethics and profit. ● Evaluate the impact of the environment on a business's behaviour. ● Understand the ways in which changes in interest rates can affect a business and its customers. ● Explain how changes in employment levels can affect a business.
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 impact of globalisation on a business. ● The impact of legislation on business behaviour. ● The competitive environment within which businesses operate.	**In addition to the points above:** ● Understand what is meant by globalisation. ● Evaluate the costs and benefits of globalisation to UK businesses. ● Explain the impact of changes in the exchange rate on business performance. ● Explain how health and safety and employment laws affect a business. ● Evaluate the impact that consumer protection laws have on business outcomes. ● Understand what is meant by a market. ● Explain the impact of different levels of competition on a business. ● Explain the risks and uncertainties faced by businesses and set out how these can be minimised.

Chemistry

GCSE Specification

The exam board that the students' study is AQA. Please click here for the Chemistry GCSE specification.

Subject Curriculum Intent

In addition to the aims of the GCSE specification, our ambitious curriculum for **CHEMISTRY** at DGGS is designed to:

- Develop the ability to make synoptic links between key concepts in Chemistry.
- Develop practical skills necessary to carry out investigations accurately and safely.
- Become critical thinkers and analyse data from novel contexts to apply knowledge.
- Become independent learners who have the ability to reflect on their work to make progress.

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?)**
Quantitative Chemistry: ● Chemical measurements ● Conservation of mass ● Quantitative interpretation of chemical equations ● Use of amount of substance in relation to masses of pure substances ● Amount of substance in relation to volumes of gases ● Yield of chemical reaction ● Atom economy of chemical reactions ● Concentrations of solutions ● Titrations ● Difference between strong and weak acids **Chemical changes:** ● Acids and bases ● Neutralisation reactions ● Making salts ● Metal oxides	● Understand the use of the multipliers in equations in normal script before a formula and in subscript within a formula ● Explain any observed changes in mass in non-enclosed systems during a chemical reaction given the balanced symbol equation ● Use the relative formula mass of a substance to calculate the number of moles in a given mass ● Calculate the masses of reactants and products from the balanced symbol equation and the mass of a given reactant or product ● Explain the effect of a limiting quantity of a reactant on the number of products it is possible to obtain ● Calculate volumes of gaseous reactants and products from a balanced equation and a given volume of a gaseous reactant or product ● Calculate the percentage yield of a product from the actual yield of a reaction ● Calculate the theoretical mass of a product from a given mass of reactant and the balanced equation for the reaction ● Calculate the atom economy of a reaction to form a desired product from the balanced equation ● Use and explain the terms dilute and concentrated (in terms of amount of substance), and weak and strong (in terms of the degree of ionisation) in relation to acids ● Describe neutrality and relative acidity in terms of the effect on hydrogen ion concentration and the numerical value of PH ● Describe how to carry out titrations using strong acids and strong alkalis only (sulfuric, hydrochloric and nitric acids only) to find the reacting volumes accurately

	● (HT only) calculate the chemical quantities in titrations involving concentrations in mol/dm3 and in g/dm3 ● Write ionic equations for displacement reactions ● Identify in a given reaction, symbol equation or half equation which species are oxidised and which are reduced
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?)**
Chemical changes: ● The reactivity series ● Extraction of metals ● Redox reactions ● Electrolysis **Energy Changes:** ● Exothermic and endothermic reactions ● Reaction Profiles ● Bond energies ● Chemical Cells ● Fuel Cells	● Hydrogen ion concentration and the numerical value of pH ● Describe how to carry out titrations using strong acids and strong alkalis only (sulfuric, hydrochloric and nitric acids only) to find the reacting volumes accurately ● (HT only) calculate the chemical quantities in titrations involving concentrations in mol/dm3 and in g/dm3 ● Write ionic equations for displacement reactions ● Identify in a given reaction, symbol equation or half equation which species are oxidised and which are reduced ● Describe the difference between a strong and a weak acid ● Distinguish between exothermic and endothermic reactions on the basis of the temperature change of the surroundings ● Draw simple reaction profiles for exothermic and endothermic reactions ● Explain that the activation energy is the energy needed for a reaction to occur ● Calculate the energy transferred in chemical reactions using bond energies ● Interpret data for relative reactivity of different metals, evaluate the use of cells ● Evaluate the use of hydrogen fuel cells in comparison with rechargeable cells ● Write the half equations for the electrode reactions in the hydrogen fuel cell
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?)**
Energy Changes: ● Exothermic and endothermic reactions ● Reaction Profiles ● Bond energies ● Chemical Cells ● Fuel Cells	● Describe the difference between a strong and a weak acid. ● Distinguish between exothermic and endothermic reactions on the basis of the temperature change of the surroundings. ● Draw simple reaction profiles for exothermic and endothermic reactions. ● Explain that the activation energy is the energy needed for a reaction to occur. ● Calculate the energy transferred in chemical reactions using bond energies. ● Interpret data for relative reactivity of different metals, evaluate the use of cells. ● Evaluate the use of hydrogen fuel cells in comparison with rechargeable cells. ● Write the half equations for the electrode reactions in the hydrogen fuel cell.

Computer Science

GCSE Specification

The exam board that the students' study is AQA. Please click here for the Computer Science GCSE specification.

Subject Curriculum Intent

In addition to the aims of the GCSE specification, our ambitious curriculum for **COMPUTER SCIENCE** at DGGS is designed to develop:

- **Critical Role Awareness**: Ensure students appreciate their critical role in shaping the future of technology.
- **Skill Development**: Promote teamwork, debate and discussion, problem-solving, and decision-making.
- **Independent Study**: Encourage independent study and research skills outside the classroom.
- **Hands-On Experience**: Offer hands-on lab sessions for both hardware and software exploration.
- **Competitions and Challenges**: Facilitate participation in coding challenges and competitions.
- **Industry Engagement**: Bring in guest speakers from the tech industry.

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?)**
Memory and storage **The units of data storage:** • Bit • Nibble (4 bits) • Byte (8 bits) • Kilobyte (1,000 bytes or 1 KB) • Megabyte (1,000 KB) • Gigabyte (1,000 MB) • Terabyte (1,000 GB) • Petabyte (1,000 TB) • How data needs to be converted into a binary format to be processed by a computer • Data capacity and calculation of data capacity requirements **Data storage:** **Numbers:** • How to convert positive denary whole numbers to binary numbers (up to and including 8 bits) and vice versa • How to add two binary integers together (up to and including 8 bits) and explain overflow errors which may occur	• Why data must be stored in binary format • Familiarity with data units and moving between each • Data storage devices have different fixed capacities • Calculate required storage capacity for a given set of files • Calculate file sizes of sound, images and text files • sound file size = sample rate x duration (s) x bit depth • image file size = colour depth x image height (px) x image width (px) • text file size = bits per character x number of characters • Denary number range 0 – 255 • Hexadecimal range 00 – FF • Binary number range 00000000 – 11111111 • Understanding of the terms 'most significant bit', and 'least significant bit' • Conversion of any number in these ranges to another number base

● How to convert positive denary whole numbers into 2-digit hexadecimal numbers and vice versa ● How to convert binary integers to their hexadecimal equivalents and vice versa ● Binary shifts	● Ability to deal with binary numbers containing between 1 and 8 bits ● e.g. 11010 is the same as 00011010 ● Understand the effect of a binary shift (both left or right) on a number ● Carry out a binary shift (both left and right)

Characters:
● The use of binary codes to represent characters
● The term 'character set'
● The relationship between the number of bits per character in a character set, and the number of characters which can be represented, e.g.:
  ● ASCII
  ● Unicode
	● How characters are represented in binary
	● How the number of characters stored is limited by the bits available
	● The differences between and impact of each character set
	● Understand how character sets are logically ordered, e.g. the code for 'B' will be one more than the code for 'A'
	● Binary representation of ASCII in the exam will use 8 bits

Images:
● How an image is represented as a series of pixels, represented in binary
● Metadata
● The effect of colour depth and resolution on:
  ● The quality of the image
  ● The size of an image file
	● Each pixel has a specific colour, represented by a specific code
	● The effect on image size and quality when changing colour depth and resolution
	● Metadata stores additional image information (e.g. height, width, etc.)

Sound:
● How sound can be sampled and stored in digital form
● The effect of sample rate, duration and bit depth on:
  ● The playback quality
  ● The size of a sound file
	● Analogue sounds must be stored in binary
	● Sample rate – measured in Hertz (Hz)
	● Duration – how many seconds of audio the sound file contains
	● Bit depth – number of bits available to store each sample (e.g. 16-bit)

Compression:
● The need for compression
● Types of compression:
  ● Lossy
  ● Lossless
	● Common scenarios where compression may be needed
	● Advantages and disadvantages of each type of compression
	● Effects on the file for each type of compression

Systems architecture:	

Architecture of the CPU
● The purpose of the CPU:
  ● The fetch-execute cycle
● Common CPU components and their function:
  ● ALU (Arithmetic Logic Unit)
  ● CU (Control Unit)
  ● Cache
  ● Registers
● Von Neumann architecture:
  ● MAR (Memory Address Register)
  ● MDR (Memory Data Register)
  ● Program Counter Accumulator
	● What actions occur at each stage of the fetch-execute cycle
	● The role/purpose of each component and what it manages, stores, or controls during the fetch-execute cycle
	● The purpose of each register, what it stores (data or address)
	● The difference between storing data and an address

CPU Performance:
● How common characteristics of CPUs affect their performance:
  ● Clock speed
  ● Cache size
● Number of cores
● Embedded systems
	● Understanding of each characteristic listed
	● The effects of changing any of the common characteristics on system performance, either individually or in combination

● The purpose and characteristics of embedded systems ● Examples of embedded systems **Memory and storage:** **Primary storage (memory):** ● The need for primary storage ● The difference between RAM and ROM ● The purpose of ROM in a computer system ● The purpose of RAM in a computer system ● Virtual memory **Secondary storag**e: ● The need for secondary storage ● Common types of storage: ● Optical ● Magnetic ● Solid state ● Suitable storage devices and storage media for a given application ● The advantages and disadvantages of different storage devices and storage media relating to these characteristics: ● Capacity ● Speed ● Portability ● Durability ● Reliability	● What embedded systems are ● Typical characteristics of embedded systems ● Familiarity with a range of different embedded systems ● Why computers have primary storage (memory) ● How this usually consists of RAM and ROM ● Key characteristics of RAM and ROM ● Why virtual memory may be needed in a system ● How virtual memory works ● Transfer of data between RAM and HDD when RAM is full ● Why computers have secondary storage ● Recognise a range of secondary storage devices/media ● Differences between each type of storage device/medium ● Compare advantages/disadvantages for each storage device ● Be able to apply their knowledge in context within scenarios ●
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?)**
Systems software: **Operating systems:** **The purpose and functionality of operating systems:** ● User interface ● Memory management and multitasking ● Peripheral management and drivers ● User management ● File management **Utility software:** ● The purpose and functionality of utility software ● Utility system software: ● o Encryption software ● o Defragmentation ● Data compression	● What each function of an operating system does ● Features of a user interface ● Memory management, e.g. the transfer of data between memory, and how this allows for multitasking ● **Understand that:** ● Data is transferred between devices and the processor ● This process needs to be managed ● **User management functions, e.g.:** ● Allocation of an account ● Access rights ● Security, etc. ● **File management, and the key features, e.g.:** ● Naming ● Allocating to folders ● Moving files ● Saving, etc. ● Understand that computers often come with utility software, and how this performs housekeeping tasks ● Purpose of encryption, defragmentation and data compression software and why it is required

	● Utility software is needed to perform additional tasks that may not be carried out by an operating system
Computer networks, connections and protocols: ● Networks and topologies ● **Types of network:** ● LAN (Local Area Network) ● WAN (Wide Area Network) ● Factors that affect the performance of networks ● The different roles of computers in a client-server and a peer-to- peer network ● **The hardware needed to connect stand-alone computers into a Local Area Network:** ● Wireless access points ● Routers ● Switches ● NIC (Network Interface Controller/Card) ● Transmission media ● **The Internet as a worldwide collection of computer networks:** ● DNS (Domain Name Server) ● Hosting ● The Cloud ● Web servers and clients ● Star and Mesh network topologies	● The characteristics of LANs and WANs including common examples of each ● **Understanding of different factors that can affect the performance of a network, e.g.:** ● Number of devices connected ● Bandwidth ● The tasks performed by each piece of hardware ● The concept of the Internet as a network of computer networks ● A Domain Name Service (DNS) is made up of multiple Domain Name Servers ● A DNS's role in the conversion of a URL to an IP address ● Concept of servers providing services (e.g. Web server -> Web pages, File server -> file storage/retrieval) ● Concept of clients requesting/using services from a server ● The Cloud: remote service provision (e.g. storage, software, processing) ● Advantages and disadvantages of the Cloud ● Advantages and disadvantages of the Star and Mesh topologies ● Apply understanding of networks to a given scenario
Wired and wireless networks, protocols and layers: ● **Modes of connection:** ● Wired ● Ethernet ● Wireless ● Wi-Fi ● Bluetooth ● Encryption ● IP addressing and MAC addressing ● Standards ● **Common protocols including:** ● TCP/IP (Transmission Control Protocol/Internet Protocol) ● HTTP (Hyper Text Transfer Protocol) ● HTTPS (Hyper Text Transfer Protocol Secure) ● FTP (File Transfer Protocol) ● POP (Post Office Protocol) ● IMAP (Internet Message Access Protocol) ● SMTP (Simple Mail Transfer Protocol) ● The concept of layers ● Network security ● Threats to computer systems and networks ● **Forms of attack:** ● Malware ● Social engineering, e.g. phishing, people as the 'weak point' ● Brute-force attacks ● Denial of service attacks ● Data interception and theft ● The concept of SQL injection ● Identifying and preventing vulnerabilities ● Common prevention methods:	● Compare benefits and drawbacks of wired versus wireless connection ● Recommend one or more connections for a given scenario ● The principle of encryption to secure data across network connections ● IP addressing and the format of an IP address (IPv4 and IPv6) ● A MAC address is assigned to devices; its use within a network ● The principle of a standard to provide rules for areas of computing ● Standards allows hardware/software to interact across different ● manufacturers/producers ● The principle of a (communication) protocol as a set of rules for ● transferring data ● That different types of protocols are used for different purposes ● The basic principles of each protocol i.e. its purpose and key features ● How layers are used in protocols, and the benefits of using layers; for a teaching example, please refer to the 4-layer TCP/IP model

● Penetration testing ● Anti-malware software ● Firewalls ● User access levels ● Passwords ● Encryption ● Physical security	● Threats posed to devices/systems ● Knowledge/principles of each form of attack including: ● How the attack is used ● The purpose of the attack ● Understanding of how to limit the threats ● Understanding of methods to remove vulnerabilities ● Knowledge/principles of each prevention method: ● What each prevention method may limit/prevent ● How it limits the attack
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?)**
Ethical, legal, Cultural and environmental impacts of digital technology: **Ethical, legal, cultural and environmental impact** **Impacts of digital technology on wider society including:** ● Ethical issues ● Legal issues ● Cultural issues ● Environmental issues ● Privacy issues ● **Legislation relevant to Computer Science:** ● The Data Protection Act 2018 ● Computer Misuse Act 1990 o Copyright Designs and Patents Act 1988 ● Software licences (i.e. open source and proprietary)	● Technology introduces ethical, legal, cultural, environmental and privacy issues ● Knowledge of a variety of examples of digital technology and how this impacts on society ● An ability to discuss the impact of technology based around the issues listed ● The purpose of each piece of legislation and the specific actions it allows or prohibits ● The need to license software and the purpose of a software licence ● Features of open source (providing access to the source code and the ability to change the software) ● Features of proprietary (no access to the source code, purchased commonly as off-the-shelf) ● Recommend a type of licence for a given scenario including benefits and drawbacks
Programming Project: ● To revisit/recap programming techniques ● Students to choose one from three projects given ● Independent work ● To complete the tasks given ● To complete the following: ● Success criteria ● Algorithm ● pseudocode/flowchart ● Coding (solution to the problem) ● Testing using test data ● Evaluation	● Choose one from: ● Music quiz game ● Dice game ● Card game ● Music selection game ● Ice hockey game ● Programming techniques ● Sequence ● Selection ● Iteration ● Functions/Procedures ● Arrays - 1D and 2D ● File handling

Dance

GCSE Specification

The exam board that the students' study is AQA. Please click here for the Dance GCSE specification. Through the study of GCSE dance students learn to choreograph, perform and appreciate dance as an art form. This holistic engagement with dance informs their development as creative and artistic individuals, and broadens their aesthetic, social and cultural experience.

Subject Curriculum Intent

In addition to the aims of the GCSE specification, our ambitious curriculum for **DANCE** at DGGS is designed to:

- Learn to choreograph, perform and appreciate dance as an art form.
- Develop as creative and artistic individuals and broaden their aesthetic, social and cultural experience through a holistic engagement with dance.
- Create imaginative response to a range of stimuli.
- Use imagination, problem solving, creativity and the synthesis of ideas.
- Apply of knowledge, skills and understanding of choreographic forms and devices.
- Communicate ideas, feelings, emotions, meanings and moods.
- Apply knowledge, skills and understanding of performing.
- Develop physical, technical, mental and expressive skills.
- Communicate choreographic intention and artistry.
- Articulate knowledge and critical reflection to inform artistic practice.
- Critically appreciate dance in its physical, artistic, aesthetic and cultural contexts.
- Critically analyse, interpret, evaluate and appreciate professional dance works.
- Participate in and appreciate dance from more than one style.
- Critically appreciate at least two professional works by at least two choreographers
- Work collaboratively with others.
- Develop knowledge, skills and understanding of health, well-being and safe and professional practice relevant to dance.
- Improve own work through analysis, critical self-reflection and evaluation.

Curriculum Summary

Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
Contemporary Technique ● Key characteristics of Graham and Cunningham Technique. ● Key characteristics of an 'excellent' performer using Contemporary Technique. ● How the body can work effectively to move fluently by understanding technical and physical skills. ● How to apply skills to their own performance. **Component 1: Set Phrases**	**Contemporary Technique** ● Demonstrate and understanding of Graham and Cunningham technique by successful participating in and performing these different techniques alone and with others. ● Be able to discuss the characteristics of each technique alongside practical performance.

● How to perform as a solo dancer for approximately one minute. ● How to demonstrate excellent performance skills; technical, physical, expressive and mental.	● Demonstrate the application of physical skills and attributes safely during a performance. ● Demonstrate the application of technical skills accurately and safely during a performance. ● Demonstrate the application of expressive skills during a performance. ● Demonstrate the application of mental skills and attributes during a performance.
Group Choreography ● How to portray a stimulus through choreographed movement. ● How to use choreographic devices to manipulate movement; A, S, D, R. ● Knowledge of structure and relationships during choreography. ● How different dancers' roles are required when choreographing. ● How appropriate performance skills to portray a specific idea. ● How to set targets and deadlines for self and others. ● How to act as a choreographer by making changes and steps towards improvement. ● How to bring about changes through feedback, self and peer assessment. ● How to organise and manage self and others effectively.	● Use the choreographic process to create an effective piece of group choreography. ● Select appropriate aspects of choreography to show a stimulus and apply in a complex way. ● Demonstrate leadership skills when leading others. ● Choreograph independently and teach confidently.
A Linha Curva and Shadows ● How to analyse a piece of professional Dance. ● Reasons for choices in choreography. ● The themes/starting points/intentions of a professional work. ● Key motifs and choreographic choices alongside the reasons for these. ● How to approach different types of examination questions. ● How to unpick command words in examination questions. ● Understand how culture and characteristics have an impact on a piece of professional choreography.	● Explore theme and intentions of professional works and explore culture and reason behind the work. ● Suggest features interpretations for choreographer's choices and examples of where they are evident. ● Demonstrate understanding of features of style and discuss choices in production. ● Be able to respond to exam questions demanding a high level of description, analysis and evaluation. ● Approach the compare and contrast examination answers with accuracy.
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: **Component 1: Performance in a Duet or Trio** ● How to perform as part of a duet or trio. ● How to make Dance for an intention or theme. ● How to use performance skills for successful performance. ● How to identify themes or intentions for personal strengths. ● How to unpick aural settings and use layers with complexity. ● How to work to the strengths of all. ● The different categories of skills; physical, mental, technical and expressive in performance.	**In addition to the above:** ● Demonstrate physical skills and attributes safely during performance. ● Demonstrate technical skills accurately and safely during performance. ● Demonstrate expressive skills. ● Demonstrate mental skills and attributes during performance. ● Perform with clear intention. ● Demonstrate safe contact work and moments of challenges.

● What makes a successful and high-level performance in a duet or trio. ● How to use and apply assessment criteria. **Shadows and Infra** ● How to analyse a piece of professional Dance. ● Reasons for choices in choreography. ● The themes/starting points/intentions of a professional work. ● Key motifs and choreographic choices alongside the reasons for these. ● How to approach different types of examination questions. ● How to unpick command words in examination questions. ● Understand how culture and characteristics have an impact on a piece of professional choreography.	● Explore themes and intentions of professional works and explore culture and reason behind the work. ● Suggest features interpretations for choreographer's choices and examples of where they are evident. ● Demonstrate understanding of features of style and discuss choices in production. ● Be able to respond to exam questions demanding a high level of description, analysis and evaluation. ● Approach, compare and contrast examination answers with accuracy.
Term 5 and 6	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
In addition to the above: **Component 1: Performance in a Duet or Trio** ● How to perform as part of a duet or trio. ● How to make Dance for an intention or theme. ● How to use performance skills for successful performance. ● How to identify themes or intentions for personal strengths. ● How to unpick aural settings and use layers with complexity. ● How to work to the strengths of all. ● The different categories of skills; physical, mental, technical and expressive in performance. ● What makes a successful and high-level performance in a duet or trio. ● How to use and apply assessment criteria. **Shadows and Infra** ● How to analyse a piece of professional Dance. ● Reasons for choices in choreography. ● The themes/starting points/intentions of a professional work. ● Key motifs and choreographic choices alongside the reasons for these. ● How to approach different types of examination questions. ● How to unpick command words in examination questions. ● Understand how culture and characteristics have an impact on a piece of professional choreography.	**In addition to the above:** ● Demonstrate physical skills and attributes safely during performance. ● Demonstrate technical skills accurately and safely during performance. ● Demonstrate expressive skills. ● Demonstrate mental skills and attributes during performance. ● Perform with clear intention. ● Demonstrate safe contact work and moments of challenges. ● Explore themes and intentions of professional works and explore culture and reason behind the work. ● Suggest features interpretations for choreographer's choices and examples of where they are evident. ● Demonstrate understanding of features of style and discuss choices in production. ● Be able to respond to exam questions demanding a high level of description, analysis and evaluation. ● Approach, compare and contrast examination answers with accuracy.

Design and Technology

GCSE Specification

The exam board that the students' study is Edexcel. Please click here for the Design Technology GCSE specification. The study of design and technology seeks to prepare students to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. GCSE students to work creatively when designing and making and apply technical and practical expertise.

Subject Curriculum Intent

In addition to the aims of the GCSE specification, our ambitious curriculum for **DESIGN and TECHNOLOGY** at DGGS is designed so that students will:

- demonstrate the necessary knowledge, understanding and skills required to undertake iterative design processes of exploring, creating and evaluating.
- demonstrate mathematical and scientific knowledge
- produce at least one final made prototype based on a design brief they develop in response to a contextual challenge
- demonstate a breadth of technical knowledge and understanding

Curriculum Summary

Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
• The impact of New and Emerging Technologies: understanding of the characteristics, advantages and disadvantages of the following: Industry, Enterprise, Sustainability, People, Culture, Society, Environment, Production Techniques and Systems. People, Culture, Society, Environment, Production Techniques and Systems. • How the critical evaluation of new and emerging technologies inform design decisions; considering contemporary and potential future scenarios from different perspectives, such as ethics and the environment • How energy is generated and stored in order to choose and use appropriate sources to make products and power systems • The functions of mechanical devices used to produce different sorts of movements, including the changing of magnitude and the direction of forces including: Classification of levers, calculations related to mechanical advantage (MA), velocity ratio (VR), load, effort and efficiency. Linkages: bell crank, reverse motion linkages. Cams: Followers, Pulleys and belts, Cranks and sliders, Gear types	• Work through an investigate, design, make and evaluate task to create a pocket automata. • Work safely in the workshop applying a high degree of health and safety • Use CAD programmes to produce their designs in both 2D and 3D • Use CAM to produce elements of the pocket automata.
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: • Paper and Board Specialist theory including: advantages, disadvantages, uses and processing techniques, marketability and consideration of innovation. Implications for designers and manufacturers when developing designs and manufacturing products. • Respect for different social, ethnic and economic groups who have different needs and values when identifying new design opportunities. • An appreciation of the environmental, social and economic issues relating to the design and manufacture of products, including, fair trade, carbon offsetting, product disassembly and disposal. • The main factors relating to 'Green Designs' • The main factors relating to recycling and reusing materials or products. Human capability, Cost of materials, Manufacturing capability • Environmental impact – life cycle analysis (LCA).	**In addition to the points above:** • Students will create a pop- up book demonstrating their knowledge of papers and boards. • Work with a high degree of health and safety in the workshop • Evaluate products and be able to write an LCA (life cycle assessment)
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?)**
● Modern and smart materials: shape-memory alloys ● (SMAs) nanomaterials, reactive glass, piezoelectric materials, temperature-responsive polymers and conductive inks. ● Composites: concrete, plywood, fibre/carbon/glass, reinforced polymers and robotic materials. ● NEA Assessment to be started after 1st June	● Students will complete a Mock NEA assessment following a path that will guide them through a practice NEA task in 20 hours (instead of 40 hours) ● NEA Assessment to be started after 1 st June Undertake a project based on a contextual challenge released by us a year before certification. This will be released on 1st June in year 10. The project will test students' skills in investigating, designing, making and evaluating a prototype of a product. ● Task is internally assessed and externally moderated worth 50% of overall grade: ● **The marks are awarded for each part as follows:** ● 1 – Investigate (16 marks) ● 2 – Design (42 marks) ● 3 – Make (36 marks) ● 4 – Evaluate (6 marks)

Drama

GCSE Specification

The exam board that the students' study is AQA. Please click here for the Drama GCSE specification. The GCSE AQA specification aims to engage and encourage students to become confident performers. All students devise a piece of theatre, perform extracts from and script and all students study a set text (thinking about the text from a director/ actor and designers' point of view). The written paper aims to further develop their written evaluative and analytical skills of live theatre. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

Subject Curriculum Intent

In addition to the aims of the GCSE specification, our ambitious curriculum for **DRAMA** at DGGS is designed:

- To encourage creative, confident and knowledgeable drama practitioners.
- To encourage in-depth student-led independent research
- To use prior knowledge of drama techniques and performance skills to develop and apply these to their own work.
- For students to understand the discipline of drama and theatre.
- For students to understand a range of theatre styles and practitioners and apply these to their own work.
- Understand how to evaluate and analyse live theatre including the acting, directing and design elements.
- Understand how to analyse and interpret a script; saying how they will direct, stage and perform an extract.
- Understand how to analyse, evaluate and improve their own work and the work of others both verbally and in writing.
- Understand how to work constructively and diplomatically with others in order to achieve successful outcomes.
- Understand how to communicate a specific message or idea effectively through the medium of theatre.
- Understand the theatre roles and staging configurations.
- Understand how the design elements contribute to the whole production.
- Understand the social, cultural, political and historical contexts of all set texts.

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?)**
Term 1 Practical: The Crucible • Students will revisit their set text for component 3 and practically and theoretically explore Acts 3 and 4. **Term 2 Practical: Practitioners** Students will be introduced to a range of different practitioners and styles, to help inspire and develop their pieces of theatre. This is in preparation for their	• Will develop how to analyse and interpret a script; saying how they will direct, stage and perform an extract. • Students introduced to a range of different practitioners to support their NEA devising that they

Component 1 Devised pieces that they will create in Term 4. **Term 1 and 2 Theory: The Crucible / The role of a Director:** • Students will revisit the written paper requirements and focus on Question 4, The Director Question.	will start work on in Term 3. Students will workshop each practitioner. • Understand how to analyse, evaluate and improve their own work and the work of others both verbally and in writing. Understand the requirements and timings for Section A, Q4 of the written exam paper.
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?)**
Term 3 and 4 Practical and Theory: Devising • Students will begin working on Component 1: Devising worth 40% GCSE. • Students will be in groups and given a stimulus to create their work from. • Students will be introduced to the Portfolio and the 6 questions to be answered. **Term 3 and 4 Theory: The Crucible & Live Theatre** • Students will revisit the written paper requirements and focus on Question 5 and Section B.	• Work constructively and diplomatically with others in order to achieve successful outcomes • Communicate a specific message or idea effectively through the medium of theatre. • Create and communicate effective characters and pieces of theatre • Understand a range of theatre styles and practitioners and apply these to their own work. Understand and apply the techniques and skills needed to develop effective, original and creative pieces of theatre. • Understand the requirements needed to complete the devising log book and make supportive notes throughout the process to aid in the completion of the devising log.
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?)**
Term 5 and 6 Practical and Theory: Devising • Students will perform their practical devised piece. This is filmed and marked internally by the department. The film is sent off to be externally moderated. The performance is worth 15 marks (10%) • Students will complete their portfolios, worth 45 marks (30%) and receive 1 piece of feedback before final submission in September of Year 11. **Term 5 and 6 Theory: The Crucible & Live Theatre** • Students will be constantly reviewing the entire Component 3 written exam paper.	• Perform confidently a creative and original piece of theatre that demonstrates their understanding of a range of styles and practitioners. • Use lighting, sound, set and costume to support their work. • Confidently write a 2000-word portfolio that documents their response to the initial stimulus set and evaluates and analyses the development of their piece and the final performance.

English

GCSE Specification

The exam board that the students' study is AQA. Please click here for the English Language GCSE specification and click here for the English Literature GCSE specification.

Subject Curriculum Intent

In addition to the aims of the GCSE specification, our ambitious curriculum for ENGLISH at DGGS is designed to ensure students:

- Have a detailed knowledge and understanding of a wide range of challenging texts including two Shakespeare plays and other Drama, Poetry and Prose texts taken from the English Literary Canon, World Literature and the Media.
- Are able to independently identify and evaluate complex ideas in written texts and perceptively analyse the effects of a range of methods used by writers to convey these ideas.
- Have a detailed and insightful understanding of how texts relate to the contexts in which they are produced, read and performed.
- Are able to write engaging and sophisticated narratives, descriptions, speeches, articles and letters.

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?)**
Shakespeare: 'Romeo & Juliet' **Writing: Descriptive/ Narrative/ Persuasive** **Speaking and Listening: role play/drama activities linked to 'Romeo and Juliet'**	• Use textual references, including quotations, to support and illustrate interpretations of texts. • Analyse the language, form and structure used by a writer to create meanings and effects • Show understanding of the relationships between texts and their contexts. • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. • Demonstrate presentation skills in a formal setting • Use spoken Standard English effectively in speeches and presentations.
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?)**
'An Inspector Calls' OR 'Lord of the Flies' **Language Papers 1 Reading section** **Writing: Narrative** **Speaking and Listening: Hot seating and role play**	• Use textual references, including quotations, to support and illustrate interpretations of texts. • Analyse the language, form and structure used by a writer to create meanings and effects • Show understanding of the relationships between texts and their contexts.

	● Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. ● Organise information and ideas, using structural and grammatical features. ● Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. ● Demonstrate presentation skills in a formal setting ● Use spoken Standard English effectively in speeches and presentations.
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?)**
Begin 'Great Expectations' OR 'Pride & Prejudice' (students to finish reading over the summer) **Language Paper 1: Writing: descriptive, narrative** **Language Paper 2: Reading Section** **Speaking and Listening: paired, group and whole class discussions**	● Use textual references, including quotations, to support and illustrate interpretations of texts. ● Analyse the language, form and structure used by a writer to create meanings and effects ● Show understanding of the relationships between texts and their contexts. ● Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. ● Organise information and ideas, using structural and grammatical features. ● Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. ● Demonstrate presentation skills in a formal setting ● Use spoken Standard English effectively in speeches and presentations.

Ethics (Core)

GCSE Specification

Subject Curriculum Intent

In addition to the aims of the GCSE specification, our ambitious curriculum for **Ethics** at DGGS aims to:

Curriculum Summary

Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
Money and Morality • What differences are there in wealth? • Is it possible or advantageous to have an equal society in terms of wealth? • What does it mean to be extremely wealthy? What impact might this have on individuals and societies • What does it mean to be in poverty? What impact might this have on individuals and societies • Consider arguments around whether the rich have a duty to the poor • Consider causes of poverty • Debate based on current financial topics, e.g. cost of living crisis	• Use key vocabulary fluidly. • Explain detailed knowledge and understanding of religious and non-religious worldviews. • systematic enquiry in to significant human questions which religion and worldviews addresses • Drawing on alternative GCSE specifications so students complement but don't overlap their understanding from the GCSE examination • Using sources of wisdom and authority (including scripture) to support understanding of religious and non-religious beliefs. • Developing the ability to hear and consider views different to their own and to discuss in a way that promotes tolerance • Evaluating moral duties of individuals and groups to develop a fair and cohesive society • Challenge prejudices and stereotypes involving wealth and poverty
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: **Matters of Death** • What is meant by quality of life and what factors contribute to quality of life, emotional and physical • statistics, causes and support for issues linked with suicide • Definition of euthanasia • Laws around euthanasia • Arguments in support of euthanasia, using the case study of Tony Nicklinson • Arguments against euthanasia, including from the Disabled community • Alternatives to euthanasia, e.g. hospice movement	**In addition to the points above:** • Complements the GCSE specification in year 11 • Considering different religious and non-religious views about definitions of life and death • Analysing the law in the UK and in other countries around Euthanasia, including religious and cultural influences and perspectives on the law • Analyse the concepts of dignity, quality of life and sanctity of life in relation to Euthanasia • Consider the impact of beliefs, values and views on members of the community, e.g. the Disabled • Evaluate the strengths and weaknesses of arguments. • Construct well informed and balanced arguments about religious and ethical concepts. • Analyse diversity within religious and non-religious responses to ethical issues. • Consideration of current local, national and global issues

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: **Existentialism** • Understanding non-religious worldviews on the meaning of life • Sartre's views on essence and existence • Sartre's views on living in Bad Faith • De Beauvoir's views on the Other, and what might limit a person • Camus's ideas of absurdity and the Myth of Sisyphus	**In addition to the points above:** • Analysing philosophical questions around the meaning of life, what it means to be human, what it means to be free, and what it means to be a woman • Analysing the impact of world view on happiness and purpose • Creating a story or performance that demonstrates philosophical ideas

Food Preparation and Nutrition

GCSE Specification

The exam board that the students' study is AQA. Please click here for the GCSE Food Preparation and Nutrition specification. The study of Food Preparation and Nutrition aims to equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. They should encourage students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

Subject Curriculum Intent

In addition to the aims of the GCSE specification, our ambitious curriculum for **FOOD PREPARATION and NUTRITION** at DGGS is designed:

- To equip students with the knowledge, understanding and skills to be able to feed themselves and others better. Students will develop practical cookery skills and techniques as they explore the underlying principles of food science, nutrition, food traditions and food safety. Students will become inquisitive, creative and confident cooks.

In addition, students will be able to:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes and diet and health choices
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- Know specific skills relating to the preparation and cooking of food including: knife skills, preparation and techniques, cooking methods, sauces, how to set a mixture, raising agents, dough, how to judge and manipulate sensory properties
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

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?)**
Food Science- functional and chemical properties of food ● The working characteristics, functional and chemical properties of proteins. Protein denaturation, coagulation, gluten formation, foam formation and scientific principles when preparing and cooking food. ● The working characteristics, functional and chemical properties of carbohydrates. Gelatinisation, dextrinization, caramelisation and scientific	● Prepare and cook a range of foods that demonstrate their understanding of the scientific, physical and nutritional properties of ingredients. ● How to conduct food science investigations and experiments that demonstrate their understanding of the functional and chemical properties of ● How to use high practical skills in a range of dishes ● Competently and confidently. ● How to use high level presentation techniques when

principles when preparing and cooking food. ● The working characteristics, functional and chemical properties of fats and oils. Shortening, aeration, plasticity, emulsification and scientific principles when preparing and cooking food. ● The working characteristics, functional and chemical properties of raising agents. Chemical raising agents, mechanical raising agents, biological raising agents and scientific principles when preparing and cooking food. ● The working characteristics, functional and chemical properties of fruits and vegetables. Enzymic browning, oxidation and heat transfer methods and scientific principles when preparing and cooking food	presenting complex skilled dishes ● How to fillet fish, create an emulsion, make a range of types of pastry.
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?)**
Food Provenance ● Where and how ingredients are grown, reared and caught- an understanding of organic and conventional farming, free range production, intensive farming, sustainable fishing, advantages and disadvantages of local produced foods, seasonal foods and Genetically Modified (GM) foods. ● environmental issues associated with food; seasonal foods, sustainability e.g. fish farming, transportation, organic foods, the reasons for buying locally produced food, food waste in the home/food production/retailers, environment issues related to packaging, carbon footprint. ● The impact of food and food security on local and global markets and communities. How the following impact the populations access to food- climate change, global warming, sustainability of food sources, Fairtrade. ● Food processing and production- primary and secondary stages of processing and production. ● Primary processing related to the: rearing, fishing, growing, harvesting and cleaning of the raw food material (milling of wheat to flour, heat treatment of milk, pasteurised, UHT, sterilised and micro-filtered milk) ● Secondary processing related to: how the raw primary processed ingredients are processed to produce a food product (flour into bread and/or pasta, milk into cheese and yoghurt, fruit into jams) ● Loss of vitamins through heating and drying ● The effect of heating and drying on the sensory characteristics of milk. ● Technological developments in food production to promote better health, modified foods.	• Understand primary and secondary processing of ingredients ● How to make bread, pasta, jam and yoghurt. ● Understand how milk processing impacts shelf life and sensory aspects. ● How to use a range of high level, complex skills ● How to adapt meals to be more sustainable, and environmentally conscious ● Apply their learning to exam-based questions
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?)**

Food Choice ● Sensory evaluation – sensory testing methods (preference, discrimination and grading tests) how to analyse and evaluate data and use this to improve food. ● How to set up a tasting panel and control conditions to enable fair and accurate testing. ● British and international cuisine. distinctive features and characteristics of cooking, equipment and cooking methods used, eating patterns, presentation styles, traditional and modern variations of recipes. ● To know and understand factors which may influence food choice- physical activity level (PAL), celebration/occasion, cost of food, preferences, enjoyment, food availability, healthy eating, income, lifestyles, seasonality, time of day, time available to prepare/cook.	● Adapt recipes using sensory analysis and evaluation ● NEA2 style work that investigates an international cuisine, culminating in a mock NEA2 practical examination, that demonstrates their understanding of the assessment criteria, as well as the use of high level and complex skills to create two or more products.

French

GCSE Specification

The exam board that the students' study is AQA. Please click here for the French GCSE specification.

Subject Curriculum Intent

In addition to the aims of the GCSE specification, our ambitious curriculum for **FRENCH** at DGGS aims to:

- To foster pupils' curiosity and deepen their understanding of France and the French-speaking world.
- To broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.
- To enable students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.
- To fully equip students with knowledge and skills required to embark on further study of French.
- To work towards becoming a fluent and spontaneous speaker of French.

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?)**
• Vocabulary connected to healthy and unhealthy lifestyle choices, making changes, food, drink and mealtimes. • Understanding advice in the Vous form imperative • The partitive article and en • Small words that can change meaning • Modal verbs: pouvoir, devoir and vouloir • The perfect tense of reflexive verbs • The simple future tense • Using the imperfect, present and simple future together	• Describing and giving opinions about dishes • Talk about meals and mealtimes • Talk about good mental health • Give advice • Describe unhealthy lifestyle choices • Say what you will do to improve your life • Use more complex sentence structures • Talk about lifestyle changes
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?)**
• Language connected to holidays, accommodation, festivals and staycation activities • Using je voudrais + J'aimerais + infinitive • The conditional tense. • Forming different types of questions • Using il vaut la peine and il vaut mieux • Using the imperfect and perfect tenses together • Relative pronouns • The perfect tense of modal verbs • Si + present and simple future tenses • In addition to the above: Exam technique and study skills	• Talk about holidays and accommodation. • Say what you would like to do. • Describe an ideal holiday. • Talking about what you can see and do on holiday. • Talk about festivals. • Create more complex sentences. • Reviewing and booking holiday accommodation. • Identifying positive and negative opinions. • Talk about staycation activities. • In addition to the above: Know how to revise for the different elements of the GCSE exam and feel well prepared to do these; Be able to make use of a range of IT and other additional resources to support with the above.

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?)**
● Big numbers ● Comparatives and superlatives ● Vocabulary connected to talking about the environment and protecting it ● The present tense of the passive voice ● Revisiting the simple future tense ● Using Il faut + infinitive ● Nous form of the imperative ● Using Personne and Rien followed by ne ● revisiting the present, perfect and imperfect tenses. ● Using En + the present participle. ● Using Venir de and Être en train de + infinitive	● To be able to talk about geography and the climate ● Know about Francophone countries ● Be able to talk about key environmental issues ● To make weather predictions in French ● Discussing how we can work together to protect the environment ● Using a range of tenses when discussing the environment ● Talking about day-to-day actions to protect the environment ● To be able to discuss new technologies. ● To be able to say what you have just done and what you are in the process of doing to help protect the environment

Geography

GCSE Specification

The exam board that the students' study is AQA. Please click here for the Geography GCSE specification.

Subject Curriculum Intent

In addition to the aims of the GCSE specification, our ambitious curriculum for **GEOGRAPHY** at DGGS is designed:

- To give students the opportunity to explore and understand space and place - recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them.
- To encourage students to reflect on how our world is changing and challenge them to consider how their lives have local and global impacts.
- To deepen their understanding of the world's current issues, so that they may play their part in finding future solutions.
- To support students to develop critical thinking, problem-solving and creativity, in the context of real-world problems and challenges.
- To provide students with opportunities to visit and experience the environments that they are learning about in the classroom.
- To develop transferable skills such as teamwork, problem solving, IT skills, communication skills (presentation, writing, debating) and personal attributes, such as time-management, development of responsibility, coping with uncertainty, self-reflection, motivation, flexibility and 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?)**
Exploring Nigeria: A Newly Emerging Economy **The Challenge of Natural Hazards – Tectonic Hazards**	• Students will learn about the importance of Nigeria's location on a global and local scale. • They will learn about the political, social, cultural and environmental aspects of Nigeria and how they influence Nigeria's economic development. • They will find out about how Nigeria's relationships with the wider world have changed as a result of their economic development. • Students will learn how Nigeria's economy is changing and how this has created environmental impacts but also affected the quality of life for people in Nigeria. • Students will study how earthquakes and volcanic eruptions are the result of physical processes.

	● Students will explore the effects of, and responses to, a tectonic hazard and how this varies between areas of contrasting levels of wealth. ● They will focus on understanding how management can reduce the effects of a tectonic hazard.
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: **Urban Issues and Challenges – Bristol**	**In addition to the points above:** ● Students will learn about how urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. ● They will gain an overview of the distribution of population and the major cities in the UK as well as explore an in-depth case study of Bristol.
Urban sustainability	● Students will learn the features for sustainable urban living, including water and energy conservation, creating green spaces and transport strategies to reduce congestion and pollution.
The Challenge of Resource Management – Overview.	● Students will study how food, water and energy are fundamental to human development.
The Challenge of Resource Management – UK Focus.	● Students will explore how the changing demand and provision of resources in the UK creates opportunities and challenges. They will do this by learning about three different resources (food, water, energy) in relation to the UK.
The Challenge of Resource Management – Water Demand	● Students will learn about how the demand for water resources is rising globally but supply can be insecure, which may lead to conflict.
The Challenge of Resource Management – Water Management	● Students will explore how different strategies can be used to increase water supply. They will gain an overview of strategies to increase water supply.
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: **Physical landscapes in the UK – Overview**	**In addition to the points above:** ● Students will understand how the UK has a range of diverse landscapes.
Physical landscapes in the UK – Coastal landscapes in the UK	● Students will explore how distinctive coastal landforms are the result of rock type, structure and physical processes.

Geographical applications – Fieldwork	● They will study how different management strategies can be used to protect coastlines from the effects of physical processes. ● Students will undertake a geographical enquiry which will involve the collection of primary data. This will take place offsite and is a compulsory part of the course. ● Students will apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry. ● They will select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry in preparation for Paper 3.
All Terms	
Students will cover a range of skills, competencies and methods to: ● Develop the ability to think 'like a geographer' in order to find out and make sense of the world ● Develop 21st century skills for an information-rich world ● Develop spatial skills and graphicacy ● Develop creativity ● Develop extended writing ● Develop the ability to use mathematics to improve student understanding of how the world works ● Develop oral skills so that they can talk in a range of contexts and for a variety of purposes in geography using high level academic language.	

German

GCSE Specification

The exam board that the students' study is AQA. Please click here for the German GCSE specification.

Subject Curriculum Intent

In addition to the aims of the GCSE specification, our ambitious curriculum for **GERMAN** at DGGS is designed:

- To foster pupils' curiosity and deepen their understanding of Germany and the German-speaking world.
- To broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.
- To enable students of all abilities to develop their German language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.
- To fully equip students with knowledge and skills required to embark on further study of German.
- To work towards becoming a fluent and spontaneous speaker of German.

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?)**
My world, your world: ● Describing a celebration in the past. ● Discussing a party. ● Discussing role models. **Celebrity Culture:** ● Multilingualism, childhood stars and childhood aspirations ● Discussing the pros and cons of celebrity culture. ● Discussing the responsibilities of celebrities. ● Talk about what you would do if you were a celebrity.	● Practise word order. ● Use time phrases. ● Use two-time frames together: past and future. ● Use in + accusative or dative ● Use two-time phrases together: past and present. ● Use qualifiers and intensifiers. ● Use adjective agreement following the nominative and accusative case. ● Understand the different uses of werden. ● Use the imperfect tense of wollen. ● Use the modal verbs kõnnen and sollen. ● Use relative clauses. ● Use the conditional 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?)**
Staying healthy: ● Learning about favourite sports in the German-speaking world ● Talking about healthy lifestyles ● Talking about accidents and illnesses ● Talking about good and bad habits ● Talking about well-being ● Talking about what is important to you **My area:** ● Learning key facts about German-speaking countries.	● Use comparative and superlative adjectives and adverbs. ● Use um … zu ● Practise an extended conversation ● Use modal verbs in the imperfect tense ● Use seit ● Use present, past and future tenses ● Use infinitive constructions with zu. ● Use wenn ● Use set phrases with zu. ● Asking questions in different tenses ● Write about lifestyle and well-being

● Describing where you live	● Use the superlative ● Use prepositions followed by the dative ● Use a variety of adjectives with intensifiers and qualifiers
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?)**
My area continued: ● Discussing transport in your local area. ● Discussing shopping habits. ● Describing an ideal place to live. ● Describing your home. **Holidays:** ● Learning about German -speaking travel destinations. ● Describing the different holiday destinations. ● Describing types of holiday accommodation.	● Use prepositions with the accusative. ● Use correct word order with modal verbs and weil. ● Use dual-case prepositions followed by the dative. ● Use the plural of nouns ● Use the imperfect tense. ● Use the conditional. ● Use dual-case prepositions with the accusative. ● Work out the meaning of compound nouns. ● Form the imperative. ● Form questions. ● Discuss advantages and disadvantages. ● Use wer, wen, wem.

History

GCSE Specification

The exam board that the students' study is Edexcel. Please click here for the History GCSE specification.

Subject Curriculum Intent

In addition to the aims of the GCSE specification, our ambitious curriculum for **HISTORY** at DGGS is designed:

- To ensure students understand change and continuity across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods. They include people, events and developments and reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history.
- To ensure students understand the complexity of a society or historical situation and the interplay of different aspects within it - these may include social, economic, political, religious and military aspects.
- To ensure students understand the unfolding narrative of substantial developments and issues associated with different periods.
- To ensure students understand the complexity of a society or historical situation and the interplay of different aspects within it – these may include social, economic, political, cultural and military aspects.

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?)**
Elizabethan England: Queen, government and religion, 1558-69: • Elizabethan England in 1558: society and government. • The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. • Challenges at home and from abroad: the French threat, financial weaknesses. • Religious divisions in England in 1558. Elizabeth's religious settlement (1559): its features and impact. The Church of England: its role in society. • The nature and extent of the Puritan challenge. The nature and extent of the Catholic challenge, including the role of the nobility, • Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. Relations between Elizabeth and Mary, 1568–69. **Elizabethan England: Challenges to Elizabeth at home and abroad, 1569-88:** • The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70. The features and	• Interpretations and understanding contrast • Similarity and Differences: identification and evaluating the extent of change • Cause and Consequence: identifying and explaining links between events • Categorising of causes and creating judgements • Understanding chronology and timelines • Creating thematic overviews: identifying, evaluating and prioritising key themes and trends • Causation: importance of causes, linking and chronology of causes • Exam skills: 4 marks (describe), 12 mark (explain) and 20-mark (judgement and evaluation)

significance of the Ridolfi, Throckmorton and Babington plots. ● Walsingham and the use of spies. The reasons for, and significance of, Mary Queen of Scots' execution in 1587. ● Political and religious rivalry and Commercial rivalry. The New World, privateering and the significance of the activities of Drake. Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'. ● English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley. ● Spanish invasion plans. Reasons why Philip used the Spanish Armada. The reasons for, and consequences of, the English victory.	
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?)**
Elizabethan England: Elizabethan Society in the Age of Exploration, 1558-88: ● Education in the home, schools and universities. Sport, pastimes and the theatre. ● The reasons for the increase in poverty and vagabondage during these years. The changing attitudes and policies towards the poor. ● Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade. The reasons for, and significance of, Drake's circumnavigation of the globe. The significance of Raleigh and the attempted colonisation of Virginia. Reasons for the failure of Virginia **The American West: The early settlement of the West, c1835-c1862:** ● Social and tribal structures, ways of life and means of survival on the Plains. Beliefs about land and nature and attitudes to war and property. ● US government policy: support for US westward expansion and the significance of the Permanent Indian Frontier. The Indian Appropriations Act 1851. ● The factors encouraging migration, including economic conditions, the Oregon Trail from 1836, the concept of Manifest Destiny, and the Gold Rush of 1849. ● The process and problems of migration, including the experiences of the Donner Party and the Mormon migration, 1846–47. ● The development and problems of white settlement farming. Reasons for tension between settlers and Plains Indians. The significance of the Fort Laramie Treaty 1851.	● Causation: importance of causes, linking and chronology of causes ● Interpretations and understanding contrast ● Similarity and Differences: identification and evaluating the extent of change ● Cause and Consequence: identifying and explaining links between events ● Evaluating interpretations and creating substantiated arguments ● Categorising of causes and creating judgements ● Understanding chronology and timelines ● Creating thematic overviews: identifying, evaluating and prioritising key themes and trends ● Exam skills: 8 mark (consequences), 8 mark (narrative analysis) and 8-mark (explain the importance) ● Exam skills: 4 marks (describe), 12 mark (explain) and 20-mark (judgement and evaluation)

● The problems of lawlessness in early towns and settlements. Attempts by government and local communities to tackle lawlessness.	
Term 5 and 6	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
The American West: Development of the plains, c1862-c1876: ● The significance of the Civil War and post war reconstruction, including the impact of the Homestead Act 1862, the Pacific Railroad Act 1862, and the completion of the First Transcontinental Railroad, 1869. ● Attempts at solutions to problems faced by homesteaders: the use of new methods and new technology; the impact of the Timber Culture Act 1873 and of the spread of the railroad network. ● Continued problems of law and order in settlements, and attempted solutions, including the roles of law officers and increases in federal government influence. ● The cattle industry and factors in its growth, including the roles of Iliff, McCoy and Goodnight, the significance of Abilene and of the increasing use of the railroad network. The impact of changes in ranching on the work of the cowboy. Rivalry between ranchers and homesteaders. ● - The impact of railroads, the cattle industry and gold prospecting on the Plains Indians. ● - The impact of US government policy towards the Plains Indians, including the continued use of reservations. President Grant's 'Peace Policy', 1868. ● - Conflict with the Plains Indians: Little Crow's War (1862) and the Sand Creek Massacre (1864), the significance of Red Cloud's War (1866–68) and the Fort Laramie Treaty (1868). **The American West: Conflict and conquest, c1876-c1895:** ● Changes in farming: the impact of new technology and new farming methods. Changes in the cattle industry, including the impact of the winter of1886–87. The significance of changes in the nature of ranching: the end of the open range. ● Continued growth of settlement: Exoduster movement and Kansas (1879), Oklahoma Land Rush (1893). ● Extent of solutions to problems of law and order: sheriffs and marshals. The significance of Billy the Kid, OK Corral (1881), Wyatt Earp. The range wars, including the Johnson County War of 1892. ● Conflict with the Plains Indians: the Battle of the Little Big Horn, 1876 and its impact; the Wounded Knee Massacre, 1890.	● Causation: importance of causes, linking and chronology of causes ● Interpretations and understanding contrast ● Similarity and Differences: identification and evaluating the extent of change ● Cause and Consequence: identifying and explaining links between events ● Evaluating interpretations and creating substantiated arguments ● Categorising of causes and creating judgements ● Exam skills: 8 mark (consequences), 8 mark (narrative analysis) and 8-mark (explain the importance)

● - The hunting and extermination of the buffalo. The Plains Indians' life on the reservations. ● - The significance of changing government attitudes to the Plains Indians, including the Dawes Act 1887 and the closure of the Indian Frontier.	

Mathematics

GCSE Specification

The exam board that the students' study is Edexcel. Please click here for the Mathematics GCSE specification.

Subject Curriculum Intent

In addition to the aims of the GCSE specification, 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.
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Curriculum Summary

Term 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
Number ● Surds	● Students need to be able to identify the correct subject content required to solve a problem, apply key skills accurately and present methods and calculations logically and clearly. ● To be able to recall and develop concepts from prior knowledge, make connections between topics and apply skills and knowledge to unfamiliar scenarios. ● To be able to apply the rules of surds to problems ● To be able to rationalise surds
Algebra ● Linear graphs ● Other Graphs and Graph Transformations	● To be able to form equations of lines ● Find equations of parallel and perpendicular lines ● To be able to use tangents to curves in context ● Recall and identify graphs of functions including quadratic, cubic, reciprocal, exponential and trigonometric graphs. ● To be able to transform graphs including shifts, stretches and reflections both horizontally and vertically.
Geometry ● Trigonometry ● Bearings	● Recall trigonometry of right angles triangles ● Solve problems involving elevation and depression ● Derive and apply exact trigonometric values

	● To be able to find missing sides and angles or non-right-angled triangles using sine and cosine rule. ● Use sine rule to find the area of a triangle ● Recap the rules of bearing ● Solve bearing problems including trigonometry and angle rules
Statistics ● Cumulative frequency and box plots ● Probability	● Draw and interpret cumulative frequency curve ● Draw and interpret box plots ● Compare data sets ● Recall how to represent and calculate probabilities ● Use two-way tables and Venn diagrams to solve probability problems ● Use tree diagrams for non-conditional and conditional probability
Term 3 and 4	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
In addition to the points above: **Number** ● Ratio ● Indices	**In addition to the points above:** ● Solve ratio problems, such as sharing in a given ratio and find the missing number in a ratio. ● Be able to link ratio ● To be able to apply the laws of indices ● Work with fractional and negative indices ● Solve complex problems with indices
Algebra ● Simultaneous equations ● Quadratic equations	● Recall how to solve linear simultaneous equations by elimination and substitution. ● Solve linear and nonlinear simultaneous equations by substitution. ● Solve simultaneous equations graphically ● To be able to expand double and triple brackets and simplify expressions. ● Factorise and solve quadratic equations ● Use the quadratic formula to solve quadratic equations ● Complete the square and use this method to solve quadratic equations ● Solve complex problems involving quadratic equation
Geometry ● Arcs & Sector ● 3D Pythagoras and Trigonometry ● Enlargement and Proportional Change	● Derive and use the formulas for arc length and sectors. ● Solve problems involving arc length, area of sectors and composite shapes ● Recall Pythagoras theorem and trigonometry for right angles triangles ● Apply these rules to problems in 3D shapes ● Recall similar triangle problems and length scale factor ● To be able to find area and volumes of similar 2D and 3D shapes using scale factors ● Use rules of engagement and proportional change to solve problems
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: **Algebra** ● Algebraic fractions ● Proof ● Inequalities ● Linear & quadratic sequences **Geometry** ● Area and Volume ● Circle theorems **Statistics** ● Histograms	**In addition to the points above:** ● Review simplification of algebraic fractions and calculations using all four operation ● Solve equations with algebraic fractions ● Develop algebraic proofs for more complex scenarios ● Represent inequalities on a number line ● Solve linear inequalities ● Represent simple inequalities graphically ● Recall linear and quadratic sequences ● Be able to use and find the nth term of linear and quadratic sequences ● Recall and use the formulas for volume of prisms, cylinders, pyramids, cones and spheres ● Calculate the volume of composite shapes including frustums ● Recall circle theorems ● Use circle theorems to solve angle problems ● Be able to construct and interpret histograms

Music

GCSE Specification

The exam board that the students' study is Eduqas. Please click here for the Music GCSE specification.

Subject Curriculum Intent

In addition to the aims of the GCSE specification, 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 with sophistication (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 and popular music.
- Develop practical skills as a soloist and in an ensemble to build both independence and collaboration.
- Develop vocal and instrumental skills to perform with a high level of musicality, fluency, accuracy and expression.
- 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 on 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?)**
AoS4: Popular Music Know how melody can be set to lyrics (melismatic/syllabic) ● Know about the application of music technology (loops, samples, panning, phasing, reverb) ● Analysis of the set work: Africa by Toto ● Know what is fusion music **AoS3: Film Music (recap and develop from Year 9 content)** ● Know how the musical elements have exploited to enhance emotion and action of film music ● Know how to plan and construct a 10-mark musical analysis response 10-mark response.	**Appraising** ● Dictate melody and/or rhythm by ear ● Describe how music technology has been used in a given extract of music ● Identify, describe and annotate musical features on a score (set work) ● Extended writing on the use of musical elements in any area of study from an unfamiliar extract **Composition** ● Create a 'through-composed' Film Composition **Performance** ● Record an ensemble performance which is an accurate interpretation of a score, taking the harmonic/accompanying role in the recording.
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?)**

AoS2: Ensemble Music ● Musical Theatre stylistic features ● Jazz and Blues stylistic features (12-bar blues, blues scale, walking bass, instruments, ● Chamber Music stylistic features from baroque, classical and romantic music (recap and develop from Year 9 content) **AoS1: Forms and Devices** ● Understand and recognise different musical structures, sections and conventions. ● Know how devices have been used in an unfamiliar extract (imitation, pedal, canon, alberti bass, basso continuo, and harmonic features).	**Appraising** ● Recognise and describe musical features for ensemble music ● Compare musical features from different styles and genres ● Identify instruments from an aural extract and be able describe their role and part in detail **Composition** ● Create a Pop Song in Verse-Chorus format ● Create initial ideas (melody and accompaniment) for the GCSE free composition **Performance** ● Record a solo performance which is accurate interpretation of a score, taking the leading/melodic role.
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?)**
Revision and Review ● Confidently understand any exam question and apply to any given musical extract. ● Know all the GCSE music terminology ● Detailed analysis using the elements of the music to the prepared set works ● Comparison questions between two similar extracts **AoS1: Forms and Devices (continued)** ● Analysis of set work: Badinerie by J.S. Bach	**Appraising** • Complete exam practice questions on all four areas (April summative) • Recognise and describe how the musical elements and devices have been used in prepared and unprepared listening extracts. **Composition** • Develop and extend ideas for your GCSE composition free composition, based on your own brief **Performance** • Record an ensemble performance which is an accurate interpretation of a score of at least grade 3 level, taking the harmonic/accompanying role in the recording.

GCSE Physical Education

GCSE Specification

The exam board that the students' study is AQA. Please click here for the Physical Education GCSE specification. The study of Physical Education will enable students to develop knowledge and understanding of the key body systems and how they impact health, fitness and performance in physical activity and sport. Students will also develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport. The non-exam assessment (NEA) for this course is split into two strands: a practical performance, and an analysis and evaluation of a performance. Students will learn to develop an ability to acquire and develop a range of skills, techniques and tactics in a variety of sports.

Subject Curriculum Intent

In addition to the aims of the GCSE specification, our ambitious curriculum for **PHYSICAL EDUCATION** at DGGS is designed to ensure students:

- Demonstrate skills in physical activity and sport, applying appropriate technique(s).
- Demonstrate and apply appropriate decision-making skills and strategies.
- Consider personal strengths and weaknesses.
- Demonstrate ideas and problem-solving solutions.
- Demonstrate psychological control to achieve successful performance.
- Demonstrate etiquette and adhere to 'rules' and health and safety guidelines.

Terms 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
The structure and functions of the cardio-respiratory system	• Re-visit The structure and functions of the musculoskeletal system from year 9.
Lever systems	• 1st, 2nd and 3rd class systems • Mechanical advantage • Analysis of movement • Planes and axes of movement
Planes of movement	• Identification of the relevant planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) of movement used whilst performing sporting actions.
Anaerobic and aerobic exercise	• Understanding the terms aerobic exercise (in the presence of oxygen) and anaerobic exercise (in the absence of enough oxygen). • The use of aerobic and anaerobic exercise in practical examples of differing intensities. • Excess post-exercise oxygen consumption (EPOC). Oxygen debt as the result of muscles respiring anaerobically during vigorous exercise and producing lactic acid. • The recovery process from vigorous exercise.
NEA: written coursework	• Start written analysis

NEA: practical performance	• Revisit sports from year 9, to develop and refine performance.
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?)**
Socio-cultural influences and well-being in physical activity and sport: **Sport psychology** **The use of goal setting and SMART targets to improve and/or optimise performance** **Basic Information processing** **Guidance and feedback on performance** **Mental preparation for performance** **NEA: written coursework** **NEA: practical performance**	• Skill and ability • Classifications of skill • Definitions of types of goals • Performance and outcome goals • SMART targets • Basic information processing model • Identify examples, and evaluate, the effectiveness of the use of types of guidance, with references to beginners and elite performers. • Identify examples, and evaluate the effectiveness of the use of types of feedback with reference to beginners and elite performers • Arousal • Inverted U theory • How optimal levels vary • How arousal can be controlled • Direct and indirect aggression • Introvert and extrovert personalities • Intrinsic and extrinsic motivation • Evaluate the merits of intrinsic and extrinsic motivation in sport • Start: written evaluation • Revisit sports from year 9, to develop and refine 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?)**
Review content from Years 9 and 10. **NEA – written coursework** **NEA – practical performance**	• Develop examination technique. • Complete written coursework Analysis and Evaluation. • Revisit sports from year 9, to develop and refine performance.

Core Physical Education

Curriculum Summary

Terms 1 and 2	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
Students will tackle complex and demanding physical activities. Students will get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle.	Students will be taught to: • Use and develop a variety of tactics and strategies to overcome opponents in team and individual games for example, badminton, basketball, cricket, football, hockey, netball, rounder's, rugby and tennis • Develop their technique and improve their performance in other competitive sports, for example, athletics and gymnastics, or other physical activities, • Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group evaluate their performances • Demonstrate improvement across a range of physical activities to achieve their personal best continue to take part regularly in competitive sports and activities outside school through community links or sports clubs

Terms 3 and 4	
Content Knowledge (what do we want students to know?)	**Procedural knowledge (What do we want students to be able to do?)**
Games	Basketball, Netball, Football, Rugby
Volleyball	Skill development (volley, dig, spike, serve) Game play and rules Tactical play and movement
Badminton	Skill development (rally, overhead clear, high and low serve, smash), drop shot) Game play – singles and doubles Tactical play and movement
Fitness	Circuits, interval, strength and conditioning, DGGS tough mudder
Swimming	Stroke development (front crawl, backstroke, breaststroke, butterfly), water aerobics, water polo, water volleyball
Trampolining	Skill development (straight bouncing, shapes, front landings, back landings, seat landings, swivel hips, somersaults). Routine development and performance. Synchronised routines.

Problem Solving	Team building, communication, team work, orienteering
Terms 5 and 6	
Content Knowledge (what do we want students to know?)	**Procedural Knowledge (What do we want students to be able to do?)**
Athletics	Throws (Shot Putt, Javelin) Jumps (Long Jump, High Jump) Runs (100m, 200m, 800m, 1500m, Relays)
Rounders/ Cricket	Skill development (fielding skills, batting) Match play Tactical performance
Tennis	Skill development (ground strokes, serving, smash, lob, volley, drop shot) Match play (doubles and singles) Tactical performance

Physics

GCSE Specification

The exam board that the students' study is AQA. Please click here for the Physics GCSE specification.

Subject Curriculum Intent

In addition to the aims of the GCSE specification, our ambitious curriculum for **PHYSICS** at DGGS is designed to ensure students:

- Develop the ability to make synoptic links between key concepts in Physics.
- Develop practical skills necessary to carry out investigations accurately and safely.
- Become critical thinkers and analyse data from novel contexts to apply knowledge.
- Become independent learners who have the ability to reflect on their work to make progress.

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?)**
Electricity ● Series and parallel circuits ● RP3 (part 2) Resistors in series and parallel ● RP4 IV Characteristics ● Thermistors and LDR uses (sensor circuits) ● Direct and alternating potential difference ● Mains electricity: Plugs and Fuses ● Power ● Energy transfers in everyday appliances ● The National Grid ● Static Charge ● Electric Fields **Particle Model of Matter (plus SHC from Energy)** ● Internal energy ● Temperature changes in a system and specific heat capacity. ● RP1 Specific heat capacity ● Changes of heat and specific latent heat ● Particle motion in gases	● To learn the rules for potential difference, current and resistance in parallel circuits. ● To understand how connecting resistors in series and parallel affects the total resistance and the current flowing. ● To investigate the IV characteristics for a fixed resistor, filament lamp and diode. ● To understand the differences between alternating and direct potential differences/current. ● To know the inner wiring of a UK mains, plug and identify its design choices. ● To use equations for electrical power and energy transfer in wires and devices. ● To understand how energy is delivered from power stations to consumers using transformers. ● To know how to generate a static charge and how it can cause a spark. ● To know how to draw and describe electric fields around positive and negative charges. ● To know the definition of internal energy and how changing it changes a system's temperature and state. ● To know how to determine the specific heat capacity of a metal. ● To know how particles in a gas move and how that contributes to the pressure that they exert.
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?)**

Particle Model of Matter (continued) ● Pressure in gases **Forces** ● Moments, levers and gears ● Pressure and pressure differences in fluids ● Describing motion in a straight line ● Motion graphs ● Acceleration (SUVAT) ● Newton's 1st and 2nd law ● RP7 Force and acceleration ● Newton's 3rd law ● Terminal velocity ● Forces and braking revisit (including reaction time using SUVAT).	● To use the relationship between pressure and volume of a gas at constant temperature. ● To know what a moment is and how it affects the turning effect of a force and how objects can balance. ● To investigate pressure in different fluids and how objects move depending on the up thrust produced. ● How to describe motion in a straight line in terms of distance/displacement, speed/velocity and acceleration. ● To use motion graphs to determine quantities ● To calculate and use constant acceleration when time is not known. ● To understand Newton's three laws of motion ● To investigate and prove the relationship between acceleration and force in Newton's 2nd Law. ● To use forces and motion to explain how objects reach terminal velocity.
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?)**
Forces (continued) ● Linear momentum and conservation of momentum ● Changes in momentum **Waves** ● Reflection and refraction ● RP9 Ligh ● Sound and Ultrasound waves ● Seismic waves ● Properties of EM waves ● Uses of EM waves ● Visible light and colour ● Emission and Absorption of Infrared Radiation ● RP 10 Infrared radiation ● Perfect black bodies and radiation	● To calculate momentum and use the conservation of momentum in problems dealing with collisions and explosions. ● To use changes in momentum to determine forces exerted on objects ● To know how to explain reflection off of plane and rough surfaces and how refraction occurs when light travels into more and less optically dense mediums. ● To investigate the refraction of light in glass/perspex blocks ● To understand sound waves and how ultrasound waves are used to determine distances ● To know how the structure of the Earth can be determined from seismic waves ● To know the properties of electromagnetic waves, the electromagnetic spectrum and how they are used. ● To know how visible light allows us to see and how we see different colours ● To understand how the absorption and emission of infrared radiation can determine whether something is cooling or heating. ● How different surfaces emit different amounts of infrared radiation ● How a perfect black body is a theoretical object that is a perfect absorber and emitter of radiation

Psychology

GCSE Specification

The exam board that the students' study is AQA. Please click here for the Psychology GCSE specification. The study of psychology is an engaging opportunity to understand human behaviour and cognition. The subject encourages students to question their own views on the causes for their behaviour and inevitably begin to discuss whether they truly have free will or whether their behaviour is pre-determined. Psychology encourages students to be more open-minded as they are presented with more than one explanation for a particular behaviour and teachers enable students to develop evaluative and comparative skills so that students can create arguments in support of or challenging particular theories based on available evidence. Students are taught the topic of research methods which enables them to conduct their own research and test these ideas for themselves. Overall, the course helps students to develop a greater understanding of themselves as well as their relationships and communication with others. The GCSE course provides a comprehensive introduction to many of the core areas of psychology that prepare students for further study later in life.

Subject Curriculum Intent

In addition to the aims of the GCSE specification, our ambitious curriculum for **PSYCHOLOGY** at DGGS is designed to ensure students:

- Are aware of key areas and approaches within psychology, such as developmental psychology and social psychology.
- Know and understand how psychologists conduct research and the particular decisions that need to be made in order to design effective research studies.
- Know and understand specific significant theories, theorists and research studies that have informed our beliefs about behaviour for a number of years.
- Know and understand how to effectively evaluate theories and research studies that are discussed with a particular emphasis on what this means for the reliability and/or validity of that theory or study.
- Know and understand the basic principles of biological psychology, including the communication of neurons using neurotransmitters and the role that specific areas of the brain play in our processing of the world.
- Apply mathematics to the study of psychology, including an understanding of measures of central tendency and dispersion and how to draw graphs.
- Design their own small-scale studies under exam conditions with prompts from the exam board.

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?)**
Development: ● Prenatal brain development- the development of the cortex, cerebellum, brain stem and thalamus and the function of these parts of the brain. ● The roles of nature and nurture in development ● Piaget's theory of cognitive development (sensori-motor stage, pre-operational stage, concrete operational stage, formal operational stage) including how it has changed education. ● McGarrigle and Donaldson's 'Naughty Teddy' study (1974). ● Hughes 'Policeman Doll' study (1978)	● Identify and effectively explain key evaluative strengths and weaknesses for psychological studies and theories. ● Summarise key studies and theories for purposes of exam question ● Use key terminology that is introduced in this term appropriately, as well as key terminology from previous topics. ● Structuring exam style questions, including more complex "application to scenario" 9-mark exam style questions. ● Apply their knowledge of research methods to this topic e.g. how to conduct studies on Piaget's ideas.

● Dweck's mindset theory of learning, including the role of praise ● Willingham's criticism of learning styles	
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?)**
Perception: ● The difference between sensation and perception ● How we use visual cues to perceive depth (relative size, height in the plane, linear perspective occlusion, retinal disparity, convergence). ● The difference between binocular and monocular depth cues ● Gibson's direct theory of perception (nature/bottom-up processing). ● Gregory's constructivist theory of perception (nurture/top-down processing). ● Visual illusions (Necker cube, Ames Room, Ponzo, Muller-Lyer, Rubin's vase, Kanizsa triangle). ● The strategies employed to make illusions work (misinterpreted depth cues, ambiguity, fiction, size constancy). ● Factors affecting our perception: culture, emotion, motivation and expectations Gilchrist and Nesberg's need and perceptual change study (1952) ● Bruner and Minturn's perceptual set study (1955)	● Identify and effectively explain key evaluative strengths and weaknesses for psychological studies and theories. ● Summarise key studies and theories for purposes of exam questions ● Use key terminology that is introduced in this term appropriately, as well as key terminology from previous topics. ● Structuring exam style questions, including more complex "application to scenario" 9-mark exam style questions. ● Apply their knowledge of research methods to this topic e.g. how to conduct studies on investigating perception.
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?)**
Language, thought and communication: ● Defining language, thought and communication ● Piaget's theory (language depends on thought) ● Sapir-Whorf hypothesis (thought depends on language). ● Evidence that the language we speak affects our thinking e.g. recognition of colours, recall of events. ● Differences and similarities in human and animal communication. ● Von Frisch's bee study (1950) ● Non-verbal communication- what it is and why we use it ● Darwin's evolutionary theory and evidence that non-verbal communication is innate e.g. neonate and sensory-deprived research. ● Yuki et al's emoticon study (2007)	● Identify and effectively explain key evaluative strengths and weaknesses for psychological studies and theories. ● Summarise key studies and theories for purposes of exam questions. ● Use key terminology that is introduced in this term appropriately, as well as key terminology from previous topics. ● Structuring exam style questions, including more complex "application to scenario" 9 mark exam style questions. ● Apply their knowledge of research methods to this topic E.g. how to conduct studies on investigating perception.

Religious Studies

GCSE Specification

The exam board that the students' study is AQA. Please click here for the Religious Studies GCSE specification.

Subject Curriculum Intent

In addition to the aims of the GCSE specification, our ambitious curriculum for **RELIGIOUS STUDIES** at DGGS aims to:

- To enable students to take their learning as far as possible, and beyond the KS4 curriculum to see how it connects to the wider world as they know it and to the future wider world.
- To embed a sense of curiosity about the world and people, including identifying and challenging prejudices and misconceptions in themselves.
- To ensure students become philosophical thinkers who are able to view the world and other curriculum areas through a philosophical lens.
- To embed independent thought and responsibility for being active thinkers.
- To take creative approaches to representing and exploring abstract and nuanced religious, philosophical and ethical ideas.
- To ensure students visit relevant places of worship and speak with members of the faith communities which they are studying.

Beyond the examination specification, our core Religious Studies aims to:

- Be relevant to pupils' needs and to the rest of their curriculum, and provide opportunities for pupils to: reflect on, express and justify their own opinions in light of their learning about and from religion and their study of religious, philosophical, moral and spiritual questions.
- Synthesise their own and others' ideas and arguments about sources of wisdom and authority using coherent reasoning, making appropriate references to their historical, cultural and social contexts.
- Develop their own values and attitudes in order to recognise their rights and responsibilities in light of their learning about and from religions and worldviews
- Relate their learning to the wider world, gaining a sense of personal autonomy in preparation for adult life.
- Develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem-solving, and communication in a variety of media.
- To provide opportunities for students to develop leadership skills through representing and sharing their religious and non-religious worldviews, values and practices.

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?)**

Christian Practices ● Different forms of worship and their significance: liturgical, non-liturgical and informal. ● Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer. ● The role and meaning of the sacraments: baptism and the Eucharist. ● The role and importance of pilgrimage (Lourdes and Iona) and celebrations (Christmas and Easter). ● The role of the Church in the local community, including food banks and street pastors. ● The place of mission, evangelism and Church growth. ● The importance of the worldwide Church including: working for reconciliation, how Christian churches respond to persecution, the work of one of the following: Christian Aid. **Crime and Punishment** ● Good and evil intentions and actions, including whether it can ever be good to cause suffering. ● Reasons for crime ● Views about people who break the law for these reasons. ● Views about different types of crime, including hate crimes, theft and murder. ● The aims of punishment, including: retribution, deterrence, reformation. ● The treatment of criminals, including: prison, corporal punishment, community service. ● Forgiveness ● The death penalty ● Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.	● Use key vocabulary fluidly ● Explain detailed knowledge and understanding of religious beliefs and practices / ethical issues. ● Using sources of wisdom and authority (including scripture) to support understanding of religious practices / ethical issues. ● Applying knowledge to analyse differences and similarities within religious practices / responses to ethical issues. ● Evaluating the significance and impact of religious practices. ● Evaluate the strengths and weaknesses of arguments. ● Construct well informed and balanced arguments about religious concepts.
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: **Existence of God** ● The Design argument ● The First Cause argument ● The argument from miracles ● Evil and suffering as an argument against the existence of God. ● Arguments based on science against the existence of God. ● Special revelation ● General revelation ● Different ideas about the divine that come from these sources: ● The value of general and special revelation and enlightenment as sources of knowledge about the divine, including: the problems of different ideas about the and alternative explanations for the experiences.	**In addition to the points above:** ● Use key vocabulary fluidly ● Explain detailed knowledge and understanding of religious beliefs about philosophical questions. ● Using sources of wisdom and authority (including scripture) to support application of religious beliefs to philosophical questions. ● Analyse diversity within religious responses to philosophical questions ● Evaluating the strengths and weaknesses of philosophical arguments ● Construct well informed and balanced arguments about philosophical concepts
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: **Buddhist Practices**	**In addition to the points above:** ● Use key vocabulary fluidly

● The nature, use and importance of Buddhist places of worship. ● Puja, the significance and role of puja/devotional ritual in the home and in the temple. ● Meditation ● The practice and significance of different ceremonies and rituals associated with death and mourning in Theravada communities and in Japan and Tibet. ● Festivals and retreat including Wesak, Parinirvana Day. ● Kamma (karma) and rebirth ● Compassion (karuna) ● Loving kindness (metta) ● The five moral precepts ● The six perfections in the Mahayana tradition	● Explain detailed knowledge and understanding of religious beliefs and practices. ● Using sources of wisdom and authority (including scripture) to support understanding of religious practices. ● Applying knowledge to analyse differences and similarities within religious practices ● Evaluating the significance and impact of religious practices ● Evaluate the strengths and weaknesses of arguments ● Construct well informed and balanced arguments about religious concepts

Spanish

GCSE Specification

The exam board that the students' study is AQA. Please click here for the Spanish GCSE specification.

Subject Curriculum Intent

In addition to the aims of the GCSE specification, our ambitious curriculum for **SPANISH** at DGGS aims to:

- To foster pupils' curiosity and deepen their understanding of Spain and the Spanish-speaking world.
- To broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world
- To enable students of all abilities to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence
- To fully equip students with knowledge and skills required to embark further study of Spanish
- To work towards becoming a fluent and spontaneous speaker of Spanish

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?)
• Jobs and how to form the masculine and feminine forms of these. • Reasons for doing certain jobs. • Learning vocabulary for different job sectors. • Learning the expressions for better / worse and the best / worst thing. • Learn vocabulary about why to study at university • Vocabulary connected to applying for jobs. • Direct object pronouns • Advantages and disadvantages of studying languages	• Be able to describe their work preferences and job choices. • Be able to say what is best and worst thing about different jobs. • Be able to understand and take part in job interview conversations. • Be able to understand case studies about jobs others have done. • Be able to talk about their future plans • Be able to explain the advantages and disadvantages of studying languages.
• Term 3 and 4	
• Content Knowledge (what do we want students to know?) • Revisiting school subjects and learning some new ones. • Vocabulary connected to describing schools. • Using se debe (you must / not) and (no)está permitido (it is forbidden to) to talk about school rules. • Revisit the imperative. • Describing a school trip • Talking about progress at school • Describing their ideal school • Adverbs. • Revisiting the present, perfect, and simple future tenses.	• Procedural Knowledge (What do we want students to be able to do?) • Students will be able to write a 150-task using three tenses and using a variety of sophisticated structures. • Talk about my timetable and subjects. • Talk about my school. • Understand key differences between schools in England and the Spanish-speaking world. • Talk about school rules and give opinions on these. • Be able to describe a school trip • Be able to describe their progress • Be able to describe their ideal school • Be able to talk about bad habits, what has been done in the past and to talk about planned changes.

● Conditional tense ● Clothing items and agreement of adjectives. ● Learn about the school system in Spain	● Be able to talk about a school exchange visit. ● Be able to describe how you would change your school. ● To be able to describe clothing items
● 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?)
● Revision of Poder (to be able to) and Deber (to have to). ● Asking questions in the Tu and Usted form. ● Talking about environmental and social problems ● The use of subjective ● The use of superlative and comparison ● Revisit the imperative ● Talking about solutions to protect the environment ● Talking about climate change ● Learning about natural wonders of the Spanish Speaking countries	● Be able to develop their Culture Capital in reference to celebrations in the Hispanic world ● Be able to discuss celebrities and their role models. ● Be able to identify the difference between Hispanic celebration and their own culture. ● Be able to understand and use the Usted form. ● Be able to present a research project about a Hispanic celebration. ● Be able to explain a variety of problems in society, providing opinions and solutions ● Be able to use the subjunctive to give impersonal statements ● Be able to describe climate change ● Be able to write 150-words covering two bullet points. ● Be able to use a variety of listening and reading strategy.