

Dartford Grammar School for Girls

**Year 11
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 Years 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 3-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 through 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.

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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 & 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 personal project: • Students shown work by previous students to help them understand how to put a project together. • Project expectations & content shared. Personal project: • Students are given 4 titles to choose from: (these titles will change each year). • Students plan, research and resource their projects which will help them understand how to put an exam unit together. • Students take photos, visit galleries, research, and experiment to plan a mock exam outcome. • Students will refer to the GCSE assessment objectives to help them understand the course requirements. • Mock exam takes place in December	• Student-led independent research • Using 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 and information for mock exam. • Understand assessment objectives, how to apply them to their work, and be able to identify areas of weakness in work. • Experiment with materials, document processes

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: Externally set assignment: • Component 2 titles published in January & students will choose their final titles before beginning to resource their project. • Students will research artists, visit galleries, set up photoshoots, begin experimenting with materials to enable them to create effective, insightful, creative preparatory work before designing their final outcome in a material of their choice. • Regular tutorials with individual students will advise them on ways to effectively explore their theme and identify any gaps or areas of weakness in their work.	In addition to the points above: • Student-led independent research • Using prior knowledge to choose suitable artists to study for exam. • Resource project independently with advice from teachers where necessary. • Select exhibitions, museums or visit places of interest to resource and source images and information for the final exam. • Understand assessment objectives and be able to identify areas of weakness in work. • Experiment with materials, document processes • Design effective final exam outcome
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: Externally set exam: • Students will have 10 hours to create a final outcome under exam conditions which will take place end of April/ beginning of May.	In addition to the points above: • 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.



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 aims to:

- 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?)
Personal project: • Students will have completed all primary research and artist studies during Term 6 and over the summer holiday. • Students will have been given 4 titles to choose from: (these titles will change each year). • Students plan, research and resource their projects which will help them understand how to put an exam unit together. • Students take photos, visit galleries, research, experiment to plan a final outcome during the mock examination period. • Students know how to develop their own ideas using artists and research carried out for inspiration. • Students will refer to the GCSE assessment objectives to help them understand the course requirements. • Mock exam takes place in December	• Student-led independent research • Using 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 and information for mock exam. • Understand assessment objectives, how to apply them to their work, and be able to identify areas of weakness in work. • Experiment with materials, document processes
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: Externally set assignment: • Component 2 titles published in January & students will choose their final titles before beginning to resource their project. • Students will research artists, visit galleries, set up photoshoots, begin experimenting with materials to enable them to create effective, insightful, creative preparatory work before designing their final outcome in a material of their choice. • Regular tutorials with individual students will advise them on ways to effectively explore their theme and identify any gaps or areas of weakness in their work.	In addition to the points above: • Student-led independent research • Using prior knowledge to choose suitable artists to study for exam. • Resource project independently with advice from teachers where necessary. • Select exhibitions, museums or visit places of interest to resource and source images and information for the final exam. • Understand assessment objectives and be able to identify areas of weakness in work. • Experiment with materials, document processes • Design effective final exam outcome
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: Externally set exam: • Students will have 10 hours to create a final outcome under exam conditions which will take place end of April/ beginning of May.	In addition to the points above: • 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.



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 ensure students:

- 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?)
Evolution, inheritance and variation • The genome as entire genetic material of an organism. • How the genome, and its interaction with the environment, influences the development of the phenotype of an organism. • The potential impact of genomics on medicine • Most phenotypic features being the result of multiple, rather than single, genes. • Single gene inheritance and single gene crosses with dominant and recessive phenotypes. • Sex determination in humans • Genetic variation in populations of a species • The process of natural selection leading to evolution. • The evidence for evolution • Developments in biology affecting classification; the importance of selective breeding of plants and animals in agriculture. • The uses of modern biotechnology including gene technology; some of the practical and ethical considerations of modern biotechnology.	• Interpret and explain simple diagrams of negative feedback control. • The characteristics of a living organism are influenced by its genome and its interaction with the environment • Modelling behaviour of chromosomes during meiosis. • Interpret a diagram of DNA structure • Modelling insertions and deletions in chromosomes to illustrate mutations • Appreciate that embryo screening and gene therapy may alleviate suffering but consider the ethical issues which arise. • Explain the benefits and risks of selective breeding given appropriate information and consider related ethical issues. • Interpret information about genetic engineering techniques and to make informed judgements about issues concerning cloning and genetic engineering, including GM crops. • Explain the potential benefits and risks of cloning in agriculture and in medicine and that some people have ethical objections. • Use the theory of evolution by natural selection in an explanation. • Appreciate that the theory of evolution by natural selection developed over time and from information gathered by many scientists and appreciate why the fossil record is incomplete. • The theory of speciation, our current understanding of genetics and our understanding of scientific methods and theories have all developed over • Data is now available to support the theory of evolution. • Interpret evolutionary trees

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: Ecosystems • Levels of organisation within an ecosystem • Some abiotic and biotic factors which affect communities; the importance of interactions between organisms in a community. • How materials cycle through abiotic and biotic components of ecosystems. • The role of microorganisms (decomposers) in the cycling of materials through an ecosystem. • Organisms are interdependent and are adapted to their environment. • The importance of biodiversity • Methods of identifying species and measuring distribution, frequency and abundance of species within a habitat. • Positive and negative human interactions with ecosystems.	In addition to the points above: • Explain that living organisms may form populations of single species, communities of many species and ecosystems, interacting with each other, with the environment and with humans in many different ways • Understand how living organisms are interdependent and how their adaptations help them to survive in their environment • Explain how the chemicals in ecosystems continually cycle through the natural world • Record first-hand observations of organisms • Extract and interpret information from charts, graphs and tables. • Interpret graphs used to model predator-prey cycles. • Investigate the effect of temperature on the rate of decay of fresh milk by measuring pH change. • Explain how waste, deforestation and global warming have an impact on biodiversity • Understand the conflict between the need for cheap available compost to increase food production and the need to conserve peat bogs and peatlands as habitats for biodiversity and to reduce carbon dioxide emissions. • Evaluate the environmental implications of deforestation. • Understand that the scientific consensus about global warming and climate change is based on systematic reviews of thousands of peer reviewed publications. • Evaluate given information about methods that can be used to tackle problems caused by human impacts on the environment. • Explain and evaluate the conflicting pressures on maintaining biodiversity given appropriate information. • Calculate the efficiency of biomass transfer between trophic levels. • Interpret population and food production statistics to evaluate food security. • Understand that some people have ethical objections to some modern intensive farming methods. • Evaluate the advantages and disadvantages of modern farming techniques. • Understand how application of different fishing techniques promotes recovery of fish stocks.



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 aims 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?)
Marketing - Segmentation - The purpose and methods of market research - Elements of the marketing mix - Using the marketing mix: product and pricing	- Explain what is meant by market segmentation - Evaluate the benefits of segmenting a market - Evaluate the different ways in which a market could be segmented - Explain the purpose of market research - Distinguish between primary and secondary research methods - Explain what is meant by the marketing mix - Explore the factors that would influence an appropriate marketing mix - Explain the importance of product to the marketing mix - Explain the various factors that influence the price of a product - Evaluate the importance of pricing to the marketing mix
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: Promotion and distribution	In addition to the points above: - Explain how promotional activities can lead to business expansion. - Explain how businesses choose the appropriate promotional methods.

Finance • Sources of finance • Cash flow	• Explain how businesses choose the appropriate distribution channel. • Evaluate the importance of distribution to the marketing mix. • Evaluate the different sources of finance and apply to specific contexts. • Explain the importance of cash flow to all businesses. • Construct formal cash flow forecasts • Interpret cash flow forecasts and explain the methods by which poor cash flow can be overcome. • Explain the difference between cash and profit
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?)
• Financial terms and calculations • Analysing the financial performance of a business Revision of whole course content	• Understand the difference between fixed, variable and total costs • Explain the reasons why businesses invest • Calculate the average rate of return for an investment • Interpret break-even charts • Evaluate the value of breakeven analysis to a business • Explain why businesses prepare financial statements • Explain the components of profit and loss accounts and balance sheets • Interpret financial statements using ratio analysis • Complete past papers • Understand mark allocations • Understand command words • Understand skill connectives • Understand assessment objectives • Employ all requisite skills



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 ensure students:

- 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?)
Organic Chemistry: • Properties and reactions of alcohol • Properties and reactions of carboxylic acids Organic Chemistry: • Synthetic and naturally occurring polymers	• Recognise alcohols and carboxylic acids from their names or from given formulae • Describe what happens when any of the first four alcohols react with sodium, burn in air, are added to water, react with an oxidising agent. • Describe what happens when any of the first four carboxylic acids react with carbonates, dissolve in water, react with alcohols. • Explain why carboxylic acids are weak acids in terms of ionisation and pH • Recognise addition polymers and monomers from diagrams in the forms shown and from the presence of the functional group C=C in the monomers. • Explain the basic principles of condensation polymerisation by reference to the functional groups in the monomers and the repeating units in the polymers. • Name the types of monomers from which amino acids and DNA reoccurring polymers are made
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: Rate and Extent of Chemical Change: • Collision Theory • Factors that affect the rate of reaction • Reversible Reactions • Dynamic Equilibrium	In addition to the points above: • Describe how the rate of chemical reactions can be changed • Predict and explain using collision theory the effects of changing conditions of concentration, pressure and temperature on the rate of a reaction. • Predict and explain the effects of changes in the size of pieces of a reacting solid in terms of surface area to volume ratio. • Use simple ideas about proportionality when using collision theory to explain the effect of a factor on the rate of a reaction.

	- Identify catalysts in reactions from their effect on the rate of reaction. - Explain catalytic action in terms of activation energy - Make qualitative predictions about the effect of changes on systems at equilibrium when given appropriate information.
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: Required practical revision and review General revision and review	



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 aims 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?)
Producing robust programs Defensive design • Defensive design considerations: • Anticipating misuse • Authentication • Input validation ◦ Maintainability: • Use of sub programs • Naming conventions • Indentation • Commenting • Testing • The purpose of testing • Types of testing: • Iterative • Final/terminal • Identify syntax and logic errors • Selecting and using suitable test data: • Normal • Boundary • Invalid/Erroneous • Refining algorithms	• Understanding of the issues a programmer should ◦ consider to ensure that a program caters for all likely input values • Understanding of how to deal with invalid data in a program • Authentication to confirm the identity of a user • Practical experience of designing input validation and simple authentication (e.g. username and password) • Understand why commenting is useful and apply this appropriately • the difference between testing modules of a: ◦ program during development and testing the ◦ program at the end of production • Syntax errors as errors which break the grammatical rules of the programming language and stop it from being run/translated • Logic errors as errors which produce unexpected output • Normal test data as data which should be accepted by a program without causing errors • Boundary test data as data of the correct type which is on the very edge of being valid

Programming languages and Integrated Development Environments • Languages • Characteristics and purpose of different levels of programming language: • High-level languages • Low-level languages • The purpose of translators • The characteristics of a compiler and an interpreter • The Integrated Development Environment (IDE) • Common tools and facilities available in an Integrated Development Environment (IDE): • Editors • Error diagnostics • Run-time environment • Translators	• Invalid test data as data of the correct data type which should be rejected by a computer system • Erroneous test data as data of the incorrect data type which should be rejected by a computer system • Ability to identify suitable test data for a given scenario • Ability to create/complete a test plan • The differences between high-level and low-level programming languages • The need for translators • The differences, benefits and drawbacks of using a compiler or an interpreter • Knowledge of the tools that an IDE provides • How each of the tools and facilities listed can be used to help a programmer develop a program • Practical experience of using a range of these tools within at least one IDE
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?)
Revision and Preparation for exams	• Recap the specification, going over common areas of misunderstanding • Look at different types of exam question, focus on how to answer different types, such as coding and pseudocode questions. • How to answer calculation questions? • Look at examples of longer answer questions and understand how to access the higher mark bands
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 Preparation for exams	• Recap the specification, going over common areas of misunderstanding • Look at different types of exam question, focus on how to answer different types, such as coding and pseudocode questions. • How to answer calculation questions? • Look at examples of longer answer questions and understand how to access the higher mark bands



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 enables students 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 responses to a range of stimuli
- Use imagination, problem solving, creativity and the synthesis of ideas
- Apply 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?)
Component 1: Performance Solo and Set Phrase • How to perform a successful Performance Solo • 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	• 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 • Perform complex choreography with confidence and accuracy in all areas

Component 1: Choreography - How to respond creatively to an externally set stimulus, to choreograph their own complete dance. - Students must know, understand the following, as appropriate to their choreography: action content, dynamic content, spatial content, relationship content, choreographic processes, structuring devices, choreographic devices, aural setting and communication of choreographic intent. Infra, Artificial Things and Within Her Eyes - 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 the compare and contrast examination answers with accuracy	- Choreograph either a solo dance of a minimum of two minutes and a maximum of two and a half minutes; which includes a chosen aural setting and communicates their own chosen choreographic intention. - Students must apply the following, as appropriate to their choreography: action content, dynamic content, spatial content, relationship content, choreographic processes, structuring devices, choreographic devices, aural setting and communication of choreographic intent. - 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 the compare and contrast examination answers with accuracy. - Effectively complete Section A and Section B examination questions. Show accuracy when recalling knowledge of other sections of the GCSE curriculum.
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?)
Component 1: Choreography - How to respond creatively to an externally set stimulus, to choreograph their own complete dance. - Students must know, understand the following, as appropriate to their choreography: action content, dynamic content, spatial content, relationship content, choreographic processes, structuring devices, choreographic devices, aural setting and communication of choreographic intent. Within Her Eyes (As above, if required) Review and Revise Component 2 - 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 the compare and contrast examination answers with accuracy. Component 1 Practical Examination Component 2 Revision	Component 1: Choreography - Choreograph either a solo dance of a minimum of two minutes and a maximum of two and a half minutes; which includes a chosen aural setting and communicates their own chosen choreographic intention. - Students must apply the following, as appropriate to their choreography: action content, dynamic content, spatial content, relationship content, choreographic processes, structuring devices, choreographic devices, aural setting and communication of choreographic intent. - 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 the compare and contrast examination answers with accuracy. Component 1 Practical Examination Component 2 Revision
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?)
Component 2 Revision	



Design 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 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 TECHNOLOGY** at DGGs ensures 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
- Need 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?)
• How to analyse a given contextual challenge from a range of three on an individual basis. • Apply knowledge and understanding in a product development process to investigate design. • Revise past content and focus on exam writing techniques. Special attention paid to ensuring knowledge of the specialist section B of the exam content	• Undertake a project (guidance suggested at 40 hours) as part of their non-examination assessment worth 50% of the overall mark. The project will test students' skills in designing in the first term. • Select a contextual challenge to work within, students should develop a range of potential ideas and then design one. • As part of their non-examined assessment, students will begin making and evaluating a prototype of a product that will allow them to apply the skills they have acquired and developed throughout their study. • This project will require students to follow an iterative design process rather than a linear process requiring them to continually test, evaluate and refine ideas. • Use CAD/CAM as well as written communication techniques successfully to complete the design of their project.
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?)

NEA Assessment (50% of overall mark) • Apply knowledge and understanding in a product development process to evaluate their project. • Revise past content and focus on exam writing techniques. Focus on design questions and drawing questions.	• Test and Evaluate their project using their knowledge of sustainability and Life Cycle Assessments (LCA). • Continue to use an iterative process, continually testing, evaluating and refining ideas. • Use CAD/CAM successfully to manufacture a project • Focus on quality and accuracy to achieve a final project. • Work safely and respectfully in the workshop
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 examination content	Answer a range of questions using structure, command verbs and knowledge accurately.



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 a 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?)
Introduction to personal project: • Students shown work by previous students to help them understand how to put a project together. • Project expectations & content shared. Personal project: • Students are given 4 titles to choose from: (these titles will change each year).	• Student-led independent research • Using 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 and information for mock exam.

- Students plan, research and resource their projects which will help them understand how to put an exam unit together. - Students take photos, visit galleries, research, and experiment to plan a mock exam outcome. - Students will refer to the GCSE assessment objectives to help them understand the course requirements. - Mock exam takes place in December	- Understand assessment objectives, how to apply them to their work, and be able to identify areas of weakness in work. - Experiment with materials, document processes
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: Externally set assignment: - Component 2 titles published in January & students will choose their final titles before beginning to resource their project. - Students will research artists, visit galleries, set up photoshoots, begin experimenting with materials to enable them to create effective, insightful, creative preparatory work before designing their final outcome in a material of their choice. - Regular tutorials with individual students will advise them on ways to effectively explore their theme and identify any gaps or areas of weakness in their work.	In addition to the points above: - Student-led independent research - Using prior knowledge to choose suitable artists to study for exam. - Resource project independently with advice from teachers where necessary. - Select exhibitions, museums or visit places of interest to resource and source images and information for the final exam. - Understand assessment objectives and be able to identify areas of weakness in work. - Experiment with materials, document processes - Design effective final exam outcome
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: Externally set exam: Students will have 10 hours to create a final outcome under exam conditions which will take place end of April/ beginning of May.	In addition to the points above: - 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.



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 aims to:

- 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.
- Be 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.
- Be 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?)
Finish 'Great Expectations' or 'Pride & Prejudice' 'Love & Relationships' Poetry Language Papers 1 & 2 Writing: Descriptive/ Narrative Speaking and Listening: Individual presentations	• 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 effect • Show understanding of the relationships between texts and their contexts • Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts • Compare writers' ideas and perspectives across two or more texts. • 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. • Use Spoken Language 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?)

Unseen Poetry Revision of: • 'Romeo & Juliet' • 'An Inspector Calls'/'Lord of the Flies' • 'Great Expectations'/'Pride & Prejudice' • 'Love & Relationships' poetry • Language papers – Reading & Writing sections Speaking and Listening: Individual presentations	• 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 • Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts • Compare writers' ideas and perspectives across two or more texts • 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 • Use Spoken Language 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?)
Unseen Poetry Revision of: • 'Romeo & Juliet' • 'An Inspector Calls'/'Lord of the Flies' • 'Great Expectations'/'Pride & Prejudice' • 'Love & Relationships' poetry • Language papers – Reading & Writing sections Speaking and Listening: Individual presentations	• 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 • Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts • Compare writers' ideas and perspectives across two or more texts. • 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. • Use Spoken Language effectively in speeches and presentations



Ethics (Core)

Non-Examined

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?)
Gender Equality - What is meant by the term “feminism” - Is it a helpful term or a hindrance? - What are some of the inequalities faced by women today? - How are women portrayed in the media today and what tropes about women does this demonstrate? What impact does this have? - The history of feminism, understanding first to fourth wave feminism. Historical events that were key in the movement towards equality - How women are treated in work, including qualities seen as feminine and what impact that has on how certain jobs are financially valued - Considering the right to rest as well as the right to work - Understanding key issues around rape culture and sexual assault, including victim blaming. What developments have been made since the case of Sarah Everard - Different expectations, limits and freedoms on women in different nationalities and cultures around the globe	- Use key vocabulary fluidly. - Explain detailed knowledge and understanding of religion and non-religious worldviews. - systematic enquiry in to significant human questions which religion and worldviews addresses - Evaluating the significance and impact of religious and non-religious beliefs on individuals and communities. - Evaluate the strengths and weaknesses of arguments. - Construct well informed and balanced arguments about religious and ethical concepts. - Develop their ability to hear and consider views different to their own and to discuss in a way that promotes tolerance - Analyse diversity within religious and non-religious responses to ethical issues. - Consideration of current local, national and global issues - Analysing prejudices and stereotypes, including implicit ideas of value - Analyse the impact of cultural and religious beliefs and traditions on women
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: Extremism - What is meant by extreme - What is meant by the political spectrum, including definitions of left and right wing, with examples of how different political parties fit in to the spectrum - Using the case-study of Charlottesville to identify tropes and rhetoric used by the far right - Definition of radicalisation and warning signs - Definition of incels and tropes and rhetoric used in extremist misogyny - Definition of jihad and how it has been misunderstood and misrepresented in connection to extremism	In addition to the points above: - 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. - Identifying what is meant by “extreme” in relation to beliefs and actions - Challenging prejudices and stereotypes and identifying how different areas of discrimination are connected - Analysing the difference between “political” and “religious” in terms of motivation for extremist acts.

Examples of British people involved with ISIS, identifying their rhetoric and ideas, as well as the limits placed on them by law	
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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?)
Course finished as students preparing/taking GCSE examinations	



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 be encouraged to cook and explore dietary, social and environmental issues that will 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, sustainably 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?)
• Non-Examined Assessment 1- Food Investigation Task • This task is 15% of overall GCSE Grade • How to conduct the NEA1 to meet the highest mark Band.	• NEA TASK 1 • Food Investigation (15%) • 10 hours 1500-2000 words report • (Task set by the exam board on September 1st)

• How to self-assess work using exemplars, resources and assessment scheme to meet the highest mark band. • How to research using appropriate, relevant and accurate sources. • How to write a hypothesis • How to conduct fair and accurate scientific investigations • How to draw conclusions and apply knowledge to further food preparation and cooking.	
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?)
Non-Examined Assessment 1- Food Preparation Task • This task is 35% of overall GCSE Grade • How to conduct the NEA2 to meet the highest mark band • How to self-assess work using exemplars, resources and assessment scheme to meet the highest mark band. • How to research using appropriate, relevant and accurate sources • How to design and adapt meals to meet a diet, lifestyle or international cuisine • How to use high level technical skills competently and confidently, evaluating them and suggesting improvements. • How to nutritionally analyse meals and adapt to meet target market's needs • How to cost meals • How to conduct sensory analysis and modify skills, ingredients and nutrition to improve	In addition to the points above: • NEA TASK 2 • Food Preparation Task (35%) • 20 hours (including 3 hours making) 20 sides A4 • (Task set by the exam board on November 1st)
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 exam question technique, focusing on: • Dietary analysis long mark question • Trouble shooting recipe questions, linking to food science • Looking for gaps in knowledge	Answer a range of questions using structure, command verbs and knowledge accurately.



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 is designed:

- 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?)
• 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.
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?)
• Use demonstrative adjectives. • Use the pronoun Y. • Using DEPUIS in sentences. • Using A + De with the definite article. • Using DE to indicate possession. • Use SI clauses.	• Be able to understand adverts. • Be able to describe their town / village. • Be able to ask for and understand directions. • Be able to transcribe unfamiliar words. • Be able to talk about shopping for clothes. • Take part in shopping role plays. • Describe their ideal home. • Talk about visiting another town or city. • Translate sentences in different tenses. • Spot different tenses from verb endings.

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?)
• Using APRÈS AVOIR + a past participle • Verbs that take ÊTRE in the perfect tense • Using infinitives as nouns • Using verbs followed by À or DE • Complex structures Revision for GCSE exams	• Talk about summer plans • Use 3 tenses to express the future • Talk about future plans and hopes • Express future plans using a range of structures • Talk about reality tv and influencers and express opinions on these • Talk about possible future career paths • Discuss different jobs



The exam board that the students' study is AQA. Please [click here](#) for the Geography GCSE specification.

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.

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 living World – Cold Environments Climate Change	• Students will explore how cold environments (polar and tundra) have a range of distinctive characteristics • They will learn about how development of cold environments creates opportunities and challenges and focus on one case study of a cold environment • They will also study how cold environments are at risk from economic development • Students will learn the evidence for climate change from the beginning or the Quaternary period to present day. • Students will learn about the possible natural factors and human factors that have caused the climate to change and the effects of a changing climate on people and the environment. • Students will learn about how we can mitigate against and adapt to a changing climate.
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?)



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?)
Holidays • Describing problems on holiday. • Describing a past holiday. • Describing future and ideal holidays. • Describing where you live. Our world • Learning more about activism in German-speaking countries. • Discussing issues facing young people today. • Discussing how environmental issues are being addressed. • Discussing personal responsibilities and actions.	• Revise possessive adjectives. • Practise a holiday role-play. • Use prepositions with the genitive. • Talk about the weather in the past. • Use interrogatives and demonstrative adjectives. • Use prepositions followed by the dative. • Use a variety of adjectives with intensifiers and qualifiers. • Use the imperfect tense. • Use the conditional tense. • Use prepositions with the genitive. • Use verbs followed by prepositions. • Ask questions which include prepositions. • Revise compound nouns. • Use phrases of argument and disagreement. • Use wollen (to want to) • Using three different timeframes in speaking.
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?)

Our world continued • Discussing international responsibilities and actions. • Expressing and justifying complex opinions and points of view. The Future • Learning about military and civilian service. • Discussing plans for after exams. • Discussing what jobs you would like to do in the future. • Discussing characteristics and skills.	• Use the conditional of <i>sollen</i>. • Use <i>man</i> to avoid the passive. • Use phrases of debating in speaking. • Use verbs. • Use constructions with <i>zu</i>. • Use reflexive verbs. • Revise ways to refer to the future. • Use the conditional and imperfect subjunctive. • Use <i>werden</i> in different tenses. • Use subordinating conjunctions. • Extend your written work.
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 Future continued • Discussing gap years. • Discussing hopes for the future. • Revision & Exam Skills Revision and exam skills	• Use adjectives as nouns. • Formulate an argument. • Deal with unfamiliar vocabulary. • Revise effectively and develop exam skills.



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?)
Weimar Germany: • The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. The setting up of the Weimar Republic and the strengths and weaknesses of the new Constitution. • Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles. • Challenges to the Republic Left and Right: Spartacists, Freikorps, the Kapp Putsch. • The challenges of 1923: hyperinflation; the reasons for and effects of. • The challenges of 1923: the French occupation of the Ruhr. • Reasons for economic recovery, including the work of Stresemann and the Rentenmark. The Dawes and Young Plans and American loans and investment. • The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact. • Changes in the standard of living, including wages, housing, and unemployment insurance. • Changes in the position of women in work, politics and leisure.	• Causation: importance of causes, linking and chronology of causes. • Interpretations and understanding contrast • Cause and Consequence: identifying and explaining links between events. • Evaluating interpretations and creating substantiated arguments. • Categorising of causes and creating judgements • Similarities and Differences: identifying and evaluating the depth of change. • Significant: creating criteria that can be applied and then using them to create a supported judgement. • Source Analysis: Content, Context and Provenance • Source Analysis: Inference • Interpretations: Difference (how and why) • Exam skills: 12 mark (explain) and 20 mark (interpretations evaluation and judgement).

- Cultural changes, including developments in architecture, art, literature and the cinema. The rise of the Nazi Party: - Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20. - The early growth and features of the Party: The 25 Point Programme and the role of the SA. - The reasons for, events and consequences of the Munich Putsch. - Reasons for limited support for the Nazi Party, 1924–28. - The Party reorganisation and <i>Mein Kampf</i> and the Bamberg Conference of 1926. - The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. - The growth of support for the Communist Party - The reasons for growth of support for the Nazi Party, including the appeal of Hitler and the Nazis - The effects of propaganda and the work of the SA. - Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. - The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.	
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?)
Hitler's dictatorship: - The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. - The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. - Hitler becomes Führer, the army and oath of allegiance. - The role of the Gestapo, the SS, the SD and concentration camps. Nazi control of the legal system, judges and law courts. - Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat. - Goebbels and the Ministry of Propaganda: censorship. Nazi use of media, rallies and sport, including the Berlin Olympics of 1936. Nazi control of culture and the arts, including art, architecture, literature and film. - The extent of support for the Nazi regime - Opposition from the Churches, including the role of Pastor Niemöller. Opposition from the young, including the Swing Youth and the Edelweiss pirates. Life in Nazi Germany - Nazi views on women and the family. Nazi policies towards women, including marriage and family, employment and appearance. - Nazi aims and policies towards the young. The Hitler Youth and the League of Maidens. - Nazi control of the young through education, including the curriculum and teachers.	- Causation: importance of causes, linking and chronology of causes. - Interpretations and understanding contrast - Cause and Consequence: identifying and explaining links between events. - Evaluating interpretations and creating substantiated arguments. - Categorising of causes and creating judgements - Source Analysis: Content, Context, Provenance and developing utility. - Similarities and Differences: identifying and evaluating the depth of change. - Significant: creating criteria that can be applied and then using them to create a supported judgement. - Source Analysis: Content, Context and Provenance - Source Analysis: Inference - Interpretations: Difference (how and why) - Exam skills: 12 mark (explain) and 20 mark (interpretations evaluation and judgement).

• Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. • Changes in the standard of living, especially of German workers: The Labour Front, Strength Through Joy and Beauty of Labour. • Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities. • The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.	
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?)
Consolidation and Revision	• Revision techniques • Exam techniques



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.

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?)
Common skills from the further mathematics GCSE are delivered through appropriate topics: Algebra • Functions, Expressions and Quadratic equations • Algebraic fractions • Sequences • Functions • Iteration • Proof	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 solve quadratic equations by all methods. To solve Quadratic equations that include algebraic fractions. Sketch quadratic graphs and identify key features. • To be able to calculate and solve problems involving algebraic fractions (+ - / x). • To be able to identify and calculate with arithmetic and geometric sequences. • To understand and use notation correctly, form compound & inverse functions. Solve problems in function notation. • To be able to use iteration to approximate solutions and apply iteration to simple converging sequences.

Geometry - Advanced Trigonometry - Vectors Statistics - Statistical representation, probability and data interpretation review - Histograms – draw and interpret Additional content for students studying Further Mathematics - Binomial expansion - Functions - Trigonometry - Matrices - Calculus - Differentiation	- To be able to form and complete algebraic proofs and prove formulae and theorems from first principles (e.g. circle theorems, sine rule etc.) - To understand and use exact values to solve problems. Recall and use trigonometric graphs. To use the sine and cosine rule and the formula for the area of any triangle to solve problems involving non-right angled to be able to solve trigonometric problems in 2D & 3D. - To understand and use vector notation & properties of vectors to solve problems. - To be able to recall, apply and accurately solve problems involving Cumulative frequency curves, box plots, Frequency polygons, scatter graphs & pie charts. To be able to calculate and solve problems involving averages. - To understand how a histogram represents a set of data. To be able to draw, read and interpret a histogram. - To be able to form a binomial expansion and use it to solve problems. - To understand the terms Domain and range. To be able to draw and interpret graphs with different phases. - To be able to use trigonometric identities to solve problems. To solve trigonometric equations. - To understand what a matrix is and be able to calculate using matrices. - To understand the process of differentiation and solve problems using differentiation.
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?)
Core skills review - Surds, Fractions decimals & percentages, recurring decimals to fractions, indices. Algebra - Distance/Time & Velocity/time graphs - Graph review - Circle graphs - Transformations of graphs - Rearranging formulae - Simultaneous equations - Inequalities	- To be able to recall and apply subject knowledge to solve problems involving. - Number: surds, fractions, decimals, percentages, indices, bounds, error interval. - Algebra - rearranging formulae, simultaneous equations, inequalities, proportionality. - Geometry - Compound measures, angles, circle theorems. - To understand the role of the gradient and area under a graph. To be able to estimate the area under a graph and gradients of tangents to solve problems involving distance, speed and acceleration. - To be able to recall, draw and interpret all types of graph including linear, quadratic, cubic, reciprocal, trigonometric & exponential.

Geometry • Congruent triangles • Similarity, enlargement and proportional change • Area and volume, Congruence of triangles – proof & problem solving • Circle theorems • Loci & Constructions Additional content for students studying Further Mathematics • Product rule for counting	• To be able to recognise, draw and form equations for circles. To be able to solve problems involving tangents & normals to a circle. • To be able to recall & apply the rules for transforming all graphs. To be able to draw and describe single and combined transformations. • To understand the rules of congruent triangles and be able to apply these rules to prove congruence. • To understand the rules for similar shapes. To be able to apply the rules to solve problems involving length, area and volume. • Solve problems involving complex 2D and 3D shapes including sectors and segments and frustums. • To recall and apply construction skills to solve loci problems. • To be able to use the product rule for counting 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?)
Exam Preparation • Focused review of key topics and targeted support in preparation for examinations.	• 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.



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.
- Ensure students 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.
- Give students opportunities to 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 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?)
AoS1: Forms and Devices (revisit with advanced content) • Understand and recognise different musical structures, sections and conventions. • Recognition of features of baroque, classical and romantic periods. • Know how devices have been used in an unfamiliar extract (imitation, pedal, canon, alberti bass, basso continuo, and harmonic features). • Analysis of set work: <i>Badinerie</i> by J.S. Bach • AoS2: Ensemble Music (revisit with advanced content) • Chamber Music features • Musical Theatre features • Jazz and Blues features • Understand and recognise different musical textures and sonorities.	Appraising • Advanced melodic and rhythmic dictation (complete two bars) from any unfamiliar extract. • Identify any of the four cadences from any style/genre of music. • Complete a mock appraising examination and be able to evaluate critically your strengths and weaknesses. Composition • Set Brief - Create a piece of at least 1 ½ minutes following in relation to one of four set briefs provided by Eduqas. Performance • Perform 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 for at least 1-minute. Mock solo performance which is accurate interpretation of a score of at least grade 3 level, taking the leading/melodic role.
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?)
AoS3: Film Music (revisit with advanced content) - Revisit minimalist techniques - Dissonant harmonic devices (diminished and extended chords, chromaticism, suspensions, etc.) - Develop a detailed analysis, applying the musical elements throughout a given extract (10-mark response) AoS4: Popular Music (revisit with advanced content) - Bhangra and fusion music - Know how melody can be set to lyrics (melismatic/syllabic) - Know about the application of music technology (loops, samples, panning, phasing, reverb) - Recap set work: <i>Africa</i>	Appraising - Extended writing on the use of musical elements in any area of study from an unfamiliar extract - Complete a Mock Appraising Examination (January) Composition - Re-visit and refine free composition from Y10 Performance - Final ensemble performance which is an accurate interpretation of a score of at least grade 3 level, taking the harmonic/accompanying role in the recording - Final solo performance which is accurate interpretation of a score of at least grade 3 level, taking the leading/melodic role Complete all coursework
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 - Link musical elements to unprepared extracts	Appraising - Complete exam practice questions on all four areas - Recognise and describe how the musical elements and devices have been used in prepared and unprepared listening extracts. - Know how to apply melodic, rhythmic and harmonic analysis from stave notation.



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 on 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

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?)
Physical, emotional and social health, fitness and wellbeing	• Linking participation in physical activity, exercise and sport to health, wellbeing and fitness, and how exercise can suit the varying needs of different people.
The consequences of a sedentary lifestyle	• The consequences of a sedentary lifestyle • Obesity and how it may affect performance in physical activity and sport • Somatotypes
Energy use, diet, nutrition and hydration	• Energy use • Nutrition – reasons for having a balanced diet • Nutrition – the role of carbohydrates, fat, protein and vitamins/ minerals • Reasons for maintaining water balance (hydration)
Demonstrate an understanding of how data are collected - both qualitative and quantitative	• Quantitative • Methods for collecting quantitative data • Qualitative • Methods for collecting qualitative data • Presenting data
Presenting data Analyse and evaluate data	• Analysis and evaluation of data

Engagement patterns of different social groups in physical activity and sport. Commercialisation of physical activity and sport. NEA: practical performance	- Engagement patterns of different social groups in physical activity and sport - Commercialisation. - Types of sponsorship and the media - Positive and negative impacts of sponsorship and the media - Positive and negative impacts of technology - Finalise practical performance marks
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?)
Ethical and socio-cultural issues in physical activity and sport	- Conduct of performers - Prohibited substances - Prohibited methods (blood doping) - Drugs subject to certain restrictions (beta blockers) - Which type of performers may use different types of performance enhancing drugs (PEDs) with sporting examples. - The advantages and disadvantages for the performer of taking PEDs - The disadvantages to the sport/ event of performers taking PEDs - Spectator behaviour (the positive and negative effects of spectators at events) - Reasons why hooliganism occurs - Strategies employed to combat hooliganism/ spectator behaviour
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?)
Examination technique NEA – practical performance	- Revisit and review work from Years 9, 10 and 11 - Develop skills required for written examinations - Prepare for external moderation



Core Physical Education

Curriculum Summary

In terms 1-4 students are on a rotation of each activity.

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, rounders, 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 and 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, zumba, yoga, aerobics, forms of dance.
Trampolining	Skill development (straight bouncing, shapes, front landings, back landings, seat landings, swivel hips, somersaults). Routine development and performance. Synchronised routines.
OAA	Team building, communication, team work games/tasks
Self defence	Learning the basics of self defence

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?)
Revision.	



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:

- 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?)
Electromagnetism • Flemings left and rule ($F=BIL$) • The Motor Effect • Motors • The Loudspeaker • Electromagnetic Induction • Lenz's law • The Generator effects • Microphones • Transformers	• To use the equation to determine the force on a current carrying conductor placed within a magnetic field • To understand the motor effect and how it can be used to create a rotating motor • To understand how the motor effect can be used to produce sound waves • To know what happens to conductors as they pass through a magnetic field at an angle • To know that when a current is induced in a conductor the conductor's current provides a field that opposes the permanent magnetic field that induced it. • To know how electromagnetic induction can be used to generate electricity • To know how sound waves can be converted into a potential difference/current
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?)
Waves • Visible light and colour • Emission and Absorption of Infrared Radiation • RP 10 Infrared radiation • Perfect black bodies and radiation • Lenses and magnification • Ray diagrams Space • Our solar system • The life cycle of a star • Orbital motion, natural and artificial satellites • Red shift	• 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.

Origins of the universe	- To know the differences between convex and concave lenses. - To be able to draw lens diagrams and use them to determine the nature of an object's image. - To know the composition of our solar system and know where it sits in relation to the greater Universe. - To know how stars are born and die and the differences between stars about the size and stars that are larger than our own sun. - To know how objects in orbit move in relation to the forces acting upon them. - To understand how the wavelengths of light emitted from a star can be extended or compressed depending on the direction they are moving relative to the observer. - To explore theories of how the Universe began
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	



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 predetermined. 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 to challenge 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 equip students to:

- Be 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?)
Brain and neuropsychology: • Structures and functions of the nervous system • The fight or flight response • The James-Lange theory of emotion • Structure and function of neurons (motor, sensory, relay). • The process of synaptic transmission	• 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.

• Hebb's theory of learning and neuronal growth • Structure and function of the brain, including the four lobes of the brain, the motor area, the somatosensory area, the auditory cortex, the visual cortex and language centres (Broca's area and Wernicke's area). • Penfield's interpretive cortex study (1959) • Cognitive neuroscience and using brain scanning techniques to study the brain. • Neurological damage and its impact on psychology • Tulving's 'gold' memory study (1989)	• Structuring exam style questions, including synoptic essays which require students to discuss more than one topic in a question. • Apply their knowledge of research methods to this topic e.g. how to use brain scans to investigate localisation of function.
Preparation for mock examinations.	
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?)
Psychological problems: • Characteristics of mental health and mental health problems. • Cultural variations in beliefs about mental health • Reasons for increasing incidence of mental health, including reduction of stigma, challenges of modern living and increased recognition of mental health problems. • The effects of mental health problems on individuals, including damage to relationships, physical well-being and coping with day-to-day activities. • The effects of mental health problems on society, including the impact on the economy, social care and crime rates. • Characteristics of depression; the differences between unipolar depression, bipolar depression and sadness. • Theories of depression including biological and cognitive explanations. • Treatments for depression including antidepressants and CBT; the difference between holistic and reductionist treatments. • Wiles' effectiveness of CBT study (2013) • Characteristics of dependence syndrome (addiction); the differences between substance abuse and misuse; the differences between dependence and addiction. • Theories of addiction including biological and psychological explanations.	• 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 synoptic essays which require students to discuss more than one topic in a question. • Apply their knowledge of research methods to this topic e.g. how to study the stigma around mental health.
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 of course content: • Examination question practice, including further practice of synoptic essays. • Planning effective answers • Writing effective evaluation	• Identify and effectively explain key evaluative strengths and weaknesses for psychological studies and theories. • Identify potential synoptic links to help them to prepare for synoptic 9-mark questions. • Summarise key studies and theories for purposes of exam questions. • Use key terminology throughout all topics • Structuring exam style questions, including synoptic essays which require students to discuss more than one topic in a question.

	• Apply their knowledge of research methods to any topic
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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 is designed:

- 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?)

Religion and Life The origins of the universe, including: - Religious teachings about the origins of the universe, and different interpretations of these. - The relationship between scientific views, such as the Big Bang theory, and religious views. - The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. - The use and abuse of the environment, including the use of natural resources, pollution. The use and abuse of animals, including: - Animal experimentation - The use of animals for food	- Use key vocabulary fluidly - Explain detailed knowledge and understanding of religious beliefs about ethical issues. - Using sources of wisdom and authority (including scripture) to support application of religious beliefs to ethical issues. - Analyse diversity within religious responses to ethical issues. - Evaluating the significance and impact of religious beliefs in approaching ethical issues. - 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: Religion and Life The origins of life, including: - Religious teachings about the origins of human life, and different interpretations of these. - The relationship between scientific views, such as evolution, and religious views. - The concepts of sanctity of life and the quality of life. - Abortion, including situations when the mother's life is at risk. - Ethical arguments related to abortion, including those based on the sanctity of life and quality of life. - Euthanasia - Beliefs about death and an afterlife, and their impact on beliefs about the value of human life. Buddhist Beliefs - Dharma and sources of authority in Buddhism - Theravada and Mahayana concepts of a "person" - Concepts of human destiny Consolidation and review, including: - Differences within religion, examination criteria, and key teachings.	In addition to the points above: - Use key vocabulary fluidly - Explain detailed knowledge and understanding of religious beliefs about ethical issues. - Using sources of wisdom and authority (including scripture) to support application of religious beliefs to ethical issues. - Analyse diversity within religious responses to ethical issues. - Evaluating the significance and impact of religious beliefs in approaching ethical issues. - Evaluate the strengths and weaknesses of arguments. - Construct well informed and balanced arguments about religious concepts. - Understanding of course content - Exam technique - Connections within the course
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: Consolidation and review, including: Differences within religion, examination criteria, and key teachings	In addition to the points above: - Understanding of course content - Exam technique - Connections within the course



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 is designed:

- 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 on 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?)
• Vocabulary related to holidays. • Opinions and justification • Learn about the weather • Learning vocabulary for different activities • Learning the expressions for better / worse and the best / worst thing. • Direct object pronouns. • The preterite and imperfect tense of regular and irregular verbs	• Be able to describe their holidays, explaining what activities they completed, and providing a range of opinions and justifications • Be able to say what is the better and worse and the best and worst thing about their holidays • Be able to say what you were doing when something else happened. • Talk about preferred methods of traveling. • Be able to book a hotel room and report any issues • Be able to buy souvenirs.
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: • Describing cities • Describing demonstrative adjectives • Using imperfect and preterit tense • Using imperfect tense • Using present tense • Using future tense • Talking about your area • Learn a variety of adjectives • Subjunctive tense	In addition to the above: • Be able to describe your area in the present. • Be able to describe how your city has changed. • Be able to use 3 tenses in a text • Be able to find different ways to describe future plans • Be able to describe shopping preferences. • Be able to describe where you will like to live in the future. • Be able to use comparisons • Be able to use present subjunctive with cuando/es esencial que
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: • Exam technique and study skills. • Revision of the other themes	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.