



# GORDON'S SCHOOL

KEY STAGE 3  
ACADEMIC GUIDE  
2023 - 24



# EXPECTATIONS

YOU ARE REQUIRED TO SHOW AT ALL TIMES:



## COURTESY

Showing politeness and thinking of others before yourself.

## INTEGRITY

Being honest and doing the right thing, whether or not anyone is watching.

## DILIGENCE

Always working to the best possible standard, taking care in even smallest details.

## ENTHUSIASM

Approaching everything with a positive attitude, and enjoying what you do.

## RESILIENCE

Keeping going, even when it is difficult.  
Recovering when things go wrong.

*"Respect, courtesy and consideration for others are embedded in the culture and evident throughout the school. Behaviour is excellent" Ofsted, 2017.*

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# KEY STAGE 3 CONTACTS

## Head of Lower School (Key Stage 3): Mr Charlie Lewis

clewis@gordons.school

Key Stage 3 Form Tutors may be contacted via the school telephone number or school email address.

## SENIOR LEADERSHIP TEAM

Head Teacher	Mr Andrew Moss	head@gordons.school
Deputy Head Curriculum	Ms Jacqueline Pierce	jpierce@gordons.school
Deputy Head Pastoral	Ms Helen Carruthers	hcarruthers@gordons.school

## BOARDING HOUSE CONTACT DETAILS

Augusta House	Mr and Mrs Mathews	augusta@gordons.school 01276 859716
Balmoral House	Mr Paul King	balmoral@gordons.school 01276 859719
Buckingham House	Mr Jamie Sinclair	buckingham@gordons.school 01276 859722
China House	Mrs Heidi Doe	china@gordons.school 01276 859739
Gravesend House	Mr Gary Knight	gravesend@gordons.school 01276 859723
Kensington House	Ms Kate Connery	kensington@gordons.school 01276 859710
Khartoum House	Mr Johnathan Griffiths	khartoum@gordons.school 01276 859711
Sandringham House	Mr and Mrs Webb	sandringham@gordons.school 01276 859724
Windsor House	Mr and Mrs Heathcote	windsor@gordons.school 01276 859727
Woolwich House	Mr and Mrs Cooper	woolwich@gordons.school 01276 859747
Victoria House	Mrs Marie Jones	victoria@gordons.school 01276 859715

## HEAD OF DEPARTMENT CONTACT DETAILS

Art	Elizabeth Pankhurst	epankhurst@gordons.school
Computing	Jamie Sumsion	jsumsion@gordons.school
Design Technology	Alice Edwards	aedwards@gordons.school
Drama	Kathryn Moore	kmoore@gordons.school
English	Philip Berry	pberry@gordons.school
Food and Nutrition	Claire Neale	cneale@gordons.school
Geography	Paul Schofield	pschofield@gordons.school
History	Chris Coles	ccoles@gordons.school
Learning Support	Victoria Phillips	vphillips@gordons.school
Mathematics	Mark Eaden	meaden@gordons.school
MFL (Department)	Simon Depoix	sdepoix@gordons.school
MFL French	Isabelle Barnes	ibarnes@gordons.school
MFL German	Simon Depoix	sdepoix@gordons.school
MFL Spanish	Joanne Quinlan	jquinlan@gordons.school
Music	Rachel Brazendale	rbrazendale@gordons.school
PSHE - Character Education	James Butler	jbutler@gordons.school
PE	Matthew Gullick	mgullick@gordons.school
RE	Fiona Lewis	flewis@gordons.school
Science (Department)	Annabel Beecham	abeecham@gordons.school
Biology	Annabel Beecham	abeecham@gordons.school
Chemistry	Frances Radley	fradley@gordons.school
Physics	Anthony Wallace	awallace@gordons.school

# TIMING OF THE SCHOOL DAY

## MONDAY - FRIDAY

Arrival	8.00am
Tutor Group/Assembly/Chapel	8.20am - 8.40am
Period 1	8.40am - 9.35am
Period 2	9.35am - 10.30am
<b>Break</b>	<b>10.30am - 11.00am</b>
Period 3	11.00am - 11.55am
<b>Period 4A / LUNCH (Y7-10)</b>	<b>11.55am - 12.50pm</b>
<b>Period 4B / LUNCH (Y11-13)</b>	<b>12.50pm - 1.45pm</b>
Period 5	1.45pm - 2.40pm
Period 6	2.40pm - 3.35pm
Period 7 Activities	4.00pm - 5.00pm
<b>Tea</b>	<b>5.00pm</b>
Year 7 Prep	5.45pm - 6.45pm
Prep	6.00pm - 7.30pm

Library private study is open 7.30pm - 9.00pm Monday to Friday and on Sundays 7.30pm to 9.00pm.

Day Boarders are strongly encouraged to stay for prep until 7.30pm Monday to Thursday and on Friday until 7.00pm.

# INTRODUCTION

Gordon's is a non-selective, co-educational state boarding school. Our success is based on a rigorous academic curriculum; a boarding community with exceptional pastoral care; ceremony; a disciplined environment; abundant co-curricular opportunities and a Christian ethos.

We recognise that a good education is not just about outstanding examination results but involves encouraging young people to have high expectations of themselves and providing them with a wide range of opportunities to learn, participate, contribute and challenge themselves both inside and outside the classroom.

Academic qualifications on their own do not guarantee success or happiness. However, it is undeniably true that young people are given a far better chance in life if they do perform to the best of their abilities in their examinations. At Gordon's we believe in promoting deeper engagement in the diverse knowledge and skills specific to any discipline or academic subject to give our young people the best possible start in adult life and encourage lifelong learning.

Learning and intellectual development should be at the heart of everything we do at Gordon's. As students progress through school we should expect them to become increasingly engaged in learning about the world around them and how to think for themselves. With this in mind, we will seek ways to make thinking skills and other core skills a visible and conscious part of daily practice.

*"It is clear that your school has equipped pupils to be successful thereafter, both in terms of their readiness for further study and in terms of their readiness to enter the world of work in due course." DFE*

# CURRICULUM ALLOCATION

KEY STAGE 3		
	LESSONS	%
English	10	16.67
Maths	10	16.67
Science	9	15
Languages	6	10
History	3	5
Geography	3	5
Computing	2	3.33
RE	2	3.33
Art	2	3.33
Design and Technology	2	3.33
Food Technology	1	1.67
Drama	2	3.33
Music	2	3.3
Games	4	6.67
PSHE	2	3.33
<b>Total</b>	<b>60 (per fortnight)</b>	<b>100%</b>



## KEY STAGE 3 CURRICULUM: SETTING

At Gordon's we believe in a broad and balanced curriculum with a focus on the traditional academic subjects.

In the core subjects of English, Mathematics, Science and Modern Foreign Languages, students are taught within both traditional academic 'sets' as well as mixed ability cohorts.

There are several reasons for this:

- In Mathematics and Modern Foreign Languages, we believe it is important to teach students in an environment where their peers are broadly of similar ability, meaning a less intimidating environment which we feel is ultimately conducive to learning in these subjects.
- This also allows Mathematics and MFL teachers to broadly 'pitch a lesson' at an ability level that will resonate with the majority of students, of course, appropriate differentiation will be deployed as necessary.
- In English and Science, however, we introduced a mixed ability approach to Year 7 in September 2022 which they will continue with into Year 8. This allows us more freedom to encourage students to experiment and explore their creativity with a wider variety of their peers and to learn from each other in different ways.
- Our current Year 8 and 9 students will continue to be taught in sets for English and Science as this is the model they have followed thus far.

In other subjects, students are predominantly taught in mixed ability classes, usually in their tutor group. Differentiation plays an important role in these lessons to enable all students to be appropriately challenged and to learn at a pace that suits them.

# SET CHANGE PROTOCOLS

## INTRODUCTION

In those subjects and year groups which feature setting, students will, on occasions, move sets and the protocols for this are detailed below. As the professionals teaching students every day, we are in the best position to make judgements on the appropriateness of the set that a student should be in.

The School's reporting process provides indications of progress throughout the year and parents are encouraged to contact the School if they have concerns. However, set moves are predominantly based on deep marking moments and end of year assessments and some students may move down a set as a result of such assessments without necessarily performing poorly or demonstrating significant concern during the year.

Set movements should not be viewed negatively and often a student is better served, certainly in the short term but perhaps longer, from moving down a set. Students through Key Stage 3 in particular, have the opportunity to move back up to the previous set.

## ENGLISH (YEAR 9)

The English Department continually monitors all students' progress throughout the year through marking students' class work, prep work and assessments. During the year, the class teacher can recommend a student to the Head of Department for a set move to take place, who will then decide on an individual basis.

Formalised Year group assessments will take place at the beginning of the summer term. **These assessments may lead to set changes in preparation for the following September.**

Parents will be informed of the dates of these assessments in advance and confirmation of any set changes will be communicated via an email home.

## MATHEMATICS (YEARS 7-9)

Formalised, year group assessments will take place in the Spring term and then again in the Summer term. **These assessments, are likely to lead to some set changes taking place; particularly in the Summer term in preparation for the following September.** Parents will be informed of the dates of these assessments in advance.

For all set changes, parents will be informed via an email home.

## SCIENCE (YEAR 9)

Topic tests sat throughout the year, in each of the 3 Science subjects, will be used in combination as a basis for set changes.

For all set changes, parents will be informed via an email home.

# EXERCISE BOOKS AND EQUIPMENT

## EXERCISE BOOKS

All students will have the following in their books for reference:

1. Curriculum Map
2. Gordon's 'at a glance' spelling, punctuation and grammar guide
3. Marking codes to identify spelling, punctuation and grammar errors

## EQUIPMENT

Students should also ensure they carry the correct stationary to all lessons, including:

- Tablet device and charger
- Ballpoint/ink Pen
- Pencil
- Ruler
- Eraser
- Highlighters
- Coloured pen
- Pencil sharpener
- Coloured pencils
- Gluestick
- Scientific calculator
- Protractor

# A GRADE HIGHER

## TARGET SETTING, TRACKING AND INTERVENTION

At Gordon's all students aim high and do well but we want them to do even better. Monitoring and intervention within subjects is first and foremost the responsibility of the subject teacher.

**Target grades:** Students at Key Stage 3 are not issued with target grades. This is because we believe in the importance of a rounded and enjoyable education for students at this age. Once students reach Key Stages 4 and 5 they will be working closely with target grades and we feel this is soon enough. Whilst in Key Stage 3, therefore, students should focus on developing the skills and understanding within subjects that will support their studies as they move through the school.

# ASSESSMENT, RECORDING AND REPORTING (ARR)

## ASSESSMENT

Formative Assessment is at the heart of our Curriculum, with students at Key Stage 3 receiving feedback in lessons as well as 'interim' and 'deep' marking moments throughout the academic year in each subject. These marking moments have several functions, not least to provide students with feedback on their understanding and to inform the 'next steps' in their learning.

Effective communication within the triangle of student, school and parent is important and this is why our reporting system takes the form it does. We believe in two fundamental principles:

- 'Little and often' is better than 'a lot and infrequent'
- Dialogue is better than large amounts of written narrative

These principles mean we report home three times a year at Key Stage 3.

1. The first report contains **effort grades only** for each subject. This allows parents to establish the approximate position of the student in the year group.
2. The second report contains **effort grades and progress indicators** for each subject. The progress indicators inform parents if expected progress is being made in each subject.
3. The third report contains a brief narrative from the Form Tutor and Head of House as well as effort grades, progress indicators and a Key Stage 3 attainment Grade (which is based on a GCSE progression model) for each subject.

Parents are actively encouraged to make contact with School whenever they wish and regular reporting helps this process.

Students will be assessed according to the demands of each subject. At the start of each year students will generally be given guidance and an outline of the assessment schedule for each subject. Some subjects may also do regular spelling, vocab or knowledge tests.

### Interim marking moments

Interim marking moments are teacher assessed, formative assessments which occur between the deep marking moments, to provide students with additional next steps advice.

### Deep marking moments

In accordance with individual Department Marking Policies, there will be regular deep marking moments, called Key Assessments, which will consist of substantial exam-style assessments at Key Stages 4 and 5, with KS3 being equally substantial but more varied to suit the needs of individual subject specialisms.

### Key Assessments

These assessment events will provide students with:

- Feedback on their performance in the assessment.
- Next steps advice to take forward into future lessons and the next assessment.
- Usually, a KS3 attainment grade will also be given.

### Closing the Feedback Loop

Responding to Next Steps Advice



In accordance with individual Department Marking Policies, each department will ensure their interim and deep marking moments will offer some relevant and specific **'Next Step Advice'**. Students will need to respond to this advice by writing their improvements in purple pen. All students will be provided with these pens. The teacher will then acknowledge that the improvement has been made by the student and acknowledge this by either stamping, initialing or writing 'feedback loop closed' on the student's work. Therefore, each assessment is marked and reviewed. Failure to respond to the next steps advice may result in a detention as it is failure to complete a set prep or classwork task.

## SPECIAL NOTE ON LITERACY

Marking to improve literacy is a whole-school initiative and expected in all subjects. The minimum expectation is not that teachers mark all work for SPaG (Spelling, Punctuation and Grammar), but that significant pieces of extended writing, including interim and deep marking moments, will be marked for 'literacy'. When marking for SPaG the codes below will be used to ensure consistency.

Focus	Symbol	Explanation
Spelling	<u>                    </u> P	Incorrect spelling is underlined straight, with <b>SP</b> next to it to prompt.
Punctuation	○ P	Missing or incorrect punctuation is circled, with <b>P</b> next to it to prompt.
Expression	~~~~~ ?	Expression is unclear and needs rephrasing, marked with a squiggly line and a question mark
Paragraphing	//	Two forward slashes placed where a new paragraph is needed.

- SPaG marking will occur, as a minimum, in pieces of extended writing such as interim and deep marking moments.
- Typically, teachers will correct no more than 3 mistakes of the same type in a piece of work.
- Students are to correct SPaG errors, particularly spelling mistakes, in the back of their books.
- Word level mistakes are generally identified by applying the code above the mistake.
- Sentence and paragraph level mistakes are generally marked at the point within the sentence where the error has occurred.

## REPORTING

Reporting is termly at Key Stages 3. The philosophy of report writing at Gordon's is based on two fundamental beliefs. First, that students and parents are best served by a 'little and often' approach so that concerns can be raised in a timely fashion and , second, that the most effective way of supporting students and parents is through oral dialogue, not lengthy reports. Reporting is, therefore, largely grade based at Key Stage 3. Reports are electronically sent home with the exception of the narrative end of year reports which are posted.

## REPORTING ON EFFORT

The aim is that, increasingly, learning builds the core qualities of Gordon's School: courtesy, integrity, diligence, enthusiasm and resilience. We believe these character strengths support higher level learning needed to help students achieve their potential and their very best examination results. Teachers use the following table useful in considering how to judge the effort grade as well as an illustration of how character strengths might be related to effort in lessons:

CHARACTER	BEHAVIOUR FOR LEARNING	GOOD PERFORMANCE STANDARD
Courtesy	Focus	Concentrating in lessons and remaining on task; following the 5Bs (brain, book, browse, buddy, boss)
Integrity	Prep	Handing in well-presented homework that reflects your best effort, on time and preparing for the next lesson as asked.
Diligence	Organisation	Being punctual, bringing the correct equipment and books / folders and keeping them in good condition.
Enthusiasm	Participation	Willingness to extend knowledge through active learning and to become involved in discussions / tasks.
Resilience	Growth mindset	Actively seeking to improve and able to respond positively to feedback (verbal and written) and learn from mistakes.

Effort is graded from 1 to 5, where 1 is outstanding. '+' and '-' entries explain the reason for the effort grade given.

EFFORT GRADE	GRADE DESCRIPTORS	TYPICALLY...
1	Outstanding	Consistently exceeds expectations across all five aspects of the table above
2	Very Good	Consistently meets expectations across the five aspects
3	Good but occasionally inconsistent	Consistently meets most expectations across the five aspects
4	Cause for Concern	Typically does not meet expectations across the five aspects.
5	Unacceptable	Rarely meets expectations across the five aspects.

<b>+</b>	<b>EFFORT PARTICULARLY WORTHY OF PRAISE</b>	<b>-</b>	<b>AREA FOR DEVELOPMENT</b>
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## REPORTING ON ATTAINMENT

At Key Stage 3, academic progress is measured using a KS3 Attainment Grade (based on a GCSE style progression model). These grades begin at the lowest end of a GCSE style spectrum, incorporating an additional + and – either side of each grade to allow for more accurate positioning of student performance; for example, a student may achieve a 3-, 3 or 3+. As a very general guide, please see an outline of the ranges that we typically see per Year group:

YEAR	RANGE
7	Grades B 1-2
8	Grades 1-3
9	Grades 2-4

This system allows students to undertake a clear journey from Year 7 to 11. Whilst those students likely to achieve lower GCSE grades may begin at the lower end of this KS3 grade scale, and make slower progress over time, students within every subject will still be targeted to reach grades equivalent to progress in the top 10% nationally at the end of Year 11, with typically just over 50% of students doing so.

Students may also make progress at different speeds across their subjects, and may also go up and down in their attainment over time within an individual subject. This is perfectly normal and reflects the different ways in which subjects, and even individual topics, are taught and assessed across the curriculum. In some subjects or topics, for example, students may be expected to make slow and steady progress, whilst in others they may improve only marginally for some time and then make a significant leap towards the end of the year as ideas, concepts and knowledge fall into place across a number of different areas of the subject.

## REPORTING SCHEDULE

TYPE OF REPORT	FREQUENCY	CONTENT
Progress Report	Termly	Grade based information <ul style="list-style-type: none"><li>• Effort Grade in Terms 1-3</li><li>• Progress indicator in Terms 2-3</li><li>• Working Grade in Term 3</li></ul>
End of Year Report	Once per year in the Summer Term	<ul style="list-style-type: none"><li>• Grade based information</li><li>• Student character statement</li><li>• Head of House narrative</li></ul>

In all reports the accompanying letter from the Deputy Head Curriculum encourages parents to make contact with either the appropriate Head of Department or Head of House should there be any concerns either in individual subjects or across the Curriculum.

Definitions of various grades that are awarded to students:

**Effort grade** - The grade reflects how hard a student is working. It is not a reflection of academic ability or performance.

**Working grade** - The KS3 Attainment Grade (based on a GCSE style progression model) that a student is currently working at. We would expect to see improvement to these grades as students progress through KS3 and into KS4. The grade will be based on student performance over time and be separate from effort. Key Assessments will help inform the grade but will not be the sole basis of the grade.

**Progress Indicator** - This puts a student's progress into context as follows:

- + Greater than expected progress is currently being made.
- = Expected progress is currently being made.
- Less than expected progress is currently being made.

# ATTENDANCE

Morning registration takes place in the Form Room and students are registered on SIMS by the Form Tutor.

During Periods 1 to 6, teachers will use Lesson Monitor in SIMS to record all students in all lessons. Students arriving more than a minute after the start of lessons 1, 3 & 4b/5 will be marked late (L), unless they offer a valid reason.

- Students are expected to register (sign in) before 8.20am and attend all lessons on time.
- If a student arrives after 8.20am, they must still sign in but it will be recorded as 'Late'.
- If a student is unwell, their parents must contact the school regarding absence from all or part of the day.
- The parents of any student missing a registration session will be contacted by the Attendance Officer if notice has not been received within an hour of the registration session closing.
- If a student leaves the school premises at any time during the school day, they must sign out from the School Office and sign back in again when they return.
- Any student who misses any lesson must report to the School Office to explain their absence. Unauthorised Absences will be recorded and followed up by Heads of Houses and Tutors and will be referred to the Deputy Head (Pastoral).

# CAREERS AND WORK RELATED LEARNING

Gordon's School is committed to ensuring that all our students receive effective, independent and impartial careers guidance.

Gordon's students will take part in a holistic education whereby they will have access to excellent academic opportunities and at the same time be fully prepared for work and life.

The aim of Careers and work-related learning at Gordon's is to guide students towards a career which is going to inspire them and equip them with the skills, qualifications and experience they need to achieve those aspirations. We want students to be ready for the world of work – whatever form that might take.

Students have access to Independent Careers Advice, interviews and group sessions where they can speak with a careers professional in order to help them make positive choices for the future. Part of this guidance may involve completing psychometric tests so that students can better understand themselves and where their strengths might lie, as well as giving more advice on non-university options such as apprenticeships and vocational courses.

# CLASSROOM PROTOCOLS FOR STUDENTS

- Students must enter the building and classroom in an orderly manner
- No scarves, gloves or hats
- Top buttons fastened and shirts tucked in
- Devices to be placed unobtrusively on desks at the start of the lesson
- Students will not be released early to reach the next lesson
- Orderly dismissal – silence, chairs under, blazers on
- Students must not call out answers without elicitation and talk must be relevant to the task
- Teachers may use a seating plan in lessons which students are expected to adhere to

**DOES YOUR WORK STAND UP TO INSPECTION?**

**PRESENTATION OF WORK:**

UNDERLINE THE TITLE

DATE: 11/09/2022

USE OF CAPITAL LETTERS

**RULE OFF**

**CREATING**  
Can you create a new product or point of view?

**EVALUATING**  
Can you justify an opinion or decision?

**ANALYSING**  
Can you distinguish between different parts?

**APPLYING**  
Can you use the information in a new way?

**UNDERSTANDING**  
Can you explain ideas or concepts?

**REMEMBERING**  
Can you recall or remember the information?

**THE 5Bs**

**BRAIN**

**BOOK**

**BROWSE**

**BUDDY**

**BOSS**

**EFFORT**  
GOOD PERFORMANCE STANDARD

**FOCUS**  
Concentrating in lessons and remaining on task, following the 5Bs (Brain, Book, Browse, Buddy, Boss).

**PREP**  
Handing in well-presented homework on time and preparing for the next lesson.

**ORGANISATION**  
Being punctual, bringing the correct equipment and books/folders and keeping them in good condition.

**PARTICIPATION**  
Willingness to extend knowledge through active learning and to become involved in discussions/tasks.

**GROWTH MINDSET**  
Showing the determination and resilience to respond positively to setbacks in the classroom e.g. accepting feedback and acting on it, understanding that failure is part of learning and that challenges are a positive thing.



# HONOURS PROGRAMME

The Gordon's Honours Programme seeks to promote and capture good character and moral virtues, rewarding service and personal leadership through the voluntary involvement of students in going the extra mile, giving more than is expected in a diverse range of activities in and outside the school.

Full details can be found on the school website.

# INDEPENDENT LEARNING

## PREP

At Key Stage 3, staff will aim to set 30 minutes worth of work each time prep is scheduled for their subject. Students will typically be given 1 week to complete their prep and must, therefore, ensure they organise their time effectively to ensure they complete all their work on time and to the best of their ability. Persistent failure to complete prep and/or the regular production of work not compatible with a student's ability is likely to result in a sanction.

**Continued non-compliance is likely to result in a referral to student's Head of House or the Head of Key Stage.**

## STUDY SKILLS

At the start of each academic year, all students in KS3 will participate in a Study Skills programme delivered by a professional external company. Information about these sessions and the ongoing Study Skills programme at Gordon's is available on the school website.

## WIDER READING

Reading has been proved to be one of the biggest, if not the biggest, factors influencing academic success. Subjects will do all they can to encourage students to read around their subject and foster their curiosity and thirst to continually learn. In support of this, each Department across the School has a specific wider reading section; subject teachers will encourage these books to be read, refer to them whenever possible and ensure new titles are added regularly.

In the evenings, students who have finished their prep early are strongly recommended to read until 7.30pm.

# REWARDS AND SANCTIONS

The School places great emphasis on rewards and teachers are encouraged to use every opportunity to give students praise for their efforts. The rubric below is used to assist staff to decide on appropriate rewards, in addition to the Classroom Behaviour Protocol.

Behaviour		Reward
Outstanding contribution to school life	5	Colours, Honours, Annual Prizes
Effort grade average in top 25% / Full Pages	4	Certificate/letter home (Head)
Excellent contribution and effort	3	Postcard sent home (HoD/HoH)
Good contribution and effort	2	Good Comment or Stamp in Diary
Helpful, attentive and polite	1	Verbal Praise
<b>Level</b>		

Behaviour		Sanction
Refusal, repeated disruption or high-level offence	5	Immediate referral to the School Office
Continued disruption	4	School Detention
Repeated or increased disruption	3	Remove from room for 5 minutes
Repeated disruption	2	Bad comment in diary
Talking/low-level disruption	1	Verbal reprimand
<b>Level</b>		

# ACADEMIC ENRICHMENT: THE SCHOLAR'S PROGRAMME

## By invitation/application

The Academic Scholar's Programme is part of the more widely available Academic Enrichment and involves a commitment from certain students to participate in a range of opportunities designed to broaden their thinking and understanding of the wider world. Students who demonstrate the necessary commitment, academic ability and intellectual curiosity may receive offers to join the Scholar's Programme or may seek to join through their own initiative.

Students on the Scholar's Programme will complete a series of tasks and attend a range of events which will enhance their academic experience and fine tune their wider critical thinking skills. As part of their scholarship journey, students should draw on the extensive Scholar's programme, including the numerous Academic Pursuits available within the wider co-curricular programme. This could include attending Evening Lectures or Insight Talks, Chemistry Olympiad, participating in Debating or MUN (Model United Nations), reading extensively around a subject or competing in national competitions.

# KEY DATES FOR ACADEMIC YEAR 2023-24

## **AUTUMN TERM 2023**

Inset - Monday 4<sup>th</sup> September 2023

Inset - Tuesday 5<sup>th</sup> September 2023

New boarders arrive between Tuesday 5<sup>th</sup> September 2023 (between 3.30pm and 5pm)

Inset - Wednesday 6<sup>th</sup> September 2023

New Student & Y12 Induction Day - Wednesday 6<sup>th</sup> September 2023

Existing boarders return Wednesday 6<sup>th</sup> September 2023 (between 7pm and 9pm)

First Day of Term - Thursday 7<sup>th</sup> September 2023

Exeat - Saturday 23<sup>rd</sup> and Sunday 24<sup>th</sup> September 2023

Harvest Parade - Sunday 15<sup>th</sup> October 2023

**Half Term Begins (1.5 weeks) - Friday 20<sup>th</sup> October 2023 at 3.35pm**

Inset - Wednesday 1<sup>st</sup> November 2023

Lessons Resume - Thursday 2<sup>nd</sup> November 2023

Remembrance Parade - Sunday 12<sup>th</sup> November 2023

Exeat - Saturday 18<sup>th</sup> and Sunday 19<sup>th</sup> November 2023

Last Day of Term - Friday 15<sup>th</sup> December 2023 at 12pm

## **SPRING TERM 2024**

Inset - Monday 8<sup>th</sup> January 2024

First Day of Term - Tuesday 9<sup>th</sup> January 2024

Exeat - Saturday 20<sup>th</sup> and Sunday 21<sup>st</sup> January 2024

Whitehall Parade - Saturday 27<sup>th</sup> January 2024

Guildford Cathedral Service - Sunday 28<sup>th</sup> January 2024

**Half Term Begins (1 week) - Friday 9<sup>th</sup> February 2024 at 3.35pm**

Parade - Sunday 25<sup>th</sup> February 2024

Exeat - Saturday 9<sup>th</sup> and Sunday 10<sup>th</sup> March 2024

Parade - Sunday 17<sup>th</sup> March 2024

Last Day of Term - Wednesday 27<sup>th</sup> March 2024 at 12pm

## **SUMMER TERM 2024**

Inset Day - Monday 15<sup>th</sup> April 2024

First Day of Term - Tuesday 16<sup>th</sup> April 2024

Exeat - Saturday 4<sup>th</sup> and Sunday 5<sup>th</sup> May 2024

Public Holiday - Monday 6<sup>th</sup> May 2024

Parade - Sunday 12<sup>th</sup> May 2024

**Half Term Begins (1 week) - Friday 24<sup>th</sup> May 2024 at 3.35 pm**

Patron's Parade - Saturday 8<sup>th</sup> June 2024

Exeat - Saturday 15<sup>th</sup> and Sunday 16<sup>th</sup> June 2024

Annual Inspection and Prize Giving - Saturday 6<sup>th</sup> July 2024

Last Day of Term - Saturday 6<sup>th</sup> July 2024 (after Annual Parade and Prize Giving)

# KEY DATES FOR ACADEMIC YEAR 2024-25

## **AUTUMN TERM 2024**

Inset - Monday 2<sup>nd</sup> September 2024

Inset - Tuesday 3<sup>rd</sup> September 2024

Inset - Wednesday 4<sup>th</sup> September 2024

First Day of Term - Thursday 5<sup>th</sup> September 2024

Exeat - Saturday 28<sup>th</sup> and Sunday 29<sup>th</sup> September 2024

Parade - Sunday 13<sup>th</sup> October 2024

### **Half Term Begins (1.5 weeks) - Thursday 24 October 2024 at 3.35pm**

Inset - Monday 4<sup>th</sup> November 2024

Lessons Resume - Tuesday 5<sup>th</sup> November 2024

Parade - Sunday 10<sup>th</sup> November 2024

Exeat - Saturday 23<sup>rd</sup> and Sunday 24<sup>th</sup> November 2024

Last Day of Term - Friday 13<sup>th</sup> December 2024 12pm

## **SPRING TERM 2025**

Inset - Monday 6<sup>th</sup> January 2025

First Day of Term - Tuesday 7<sup>th</sup> January 2025

Whitehall Parade - Saturday 18<sup>th</sup> January 2025

Guildford Cathedral Service - Sunday 19<sup>th</sup> January 2025

Exeat - Saturday 25<sup>th</sup> and Sunday 26<sup>th</sup> January 2025

### **Half Term Begins (1 week) - Friday 14 February 2025 at 3.35pm**

Exeat - Saturday 15<sup>th</sup> and Sunday 16<sup>th</sup> March 2025

Parade - Sunday 23<sup>rd</sup> March 2025

Last Day of Term - Friday 4<sup>th</sup> April 2025 at 12pm

## **SUMMER TERM 2025**

Inset Day - Tuesday 22<sup>nd</sup> April 2025

First Day of Term - Wednesday 23<sup>rd</sup> April 2025

Exeat - Saturday 3<sup>rd</sup> and Sunday 4<sup>th</sup> May 2025

Public Holiday - Monday 5<sup>th</sup> May 2025

Parade - Sunday 11<sup>th</sup> May 2025

### **Half Term Begins (1 week) - Friday 23 May 2025 at 3.35pm**

Patron's Parade - Saturday 7<sup>th</sup> June 2025

Exeat - Saturday 21<sup>st</sup> and Sunday 22<sup>nd</sup> June 2025

Annual Inspection and Prize Giving - Saturday 5<sup>th</sup> July 2025

Last Day of Term - Saturday 5<sup>th</sup> July 2024 (after Annual Parade and Prize Giving)



KEY STAGE 3  
SUBJECT GUIDE

## HEAD OF DEPARTMENT

Mrs E Pankhurst

[epankhurst@gordons.school](mailto:epankhurst@gordons.school)

## YEAR 7

### **Autumn Term: Visual Elements & Abstract Still Life**

Students will learn the foundation skills for creating successful drawings and paintings. Draw a still life from observation and develop a range of tone, understanding how light shows a 3D form. Exploring texture and mark making on a range of objects, drawing from observation. Understanding colour theory and how it can be applied to create a mood or feeling. Abstract artists will be studied to explore how work can be created to express feelings and respond to other influences such as music. The final piece of this project will be an abstract still life piece created in a range of media.

### **Spring Term: Swarms and Hives**

Year 7s will develop their observation skills focusing on insects. More contemporary artists will be studied and analysed, to understand how art work can be created in response to our natural world around us. There will be an understanding of how Art and Science work together. Painting, drawing and collage work will be completed, before designing a 3D clay bug. This final clay piece will be inspired by the artists Caroline Kaufman and Kelly Stanford.

## YEAR 8

### **Autumn Term & Spring Term 1: Pop Art**

Students are taught the history of Pop Art, exploring different artists and understanding how they were influenced by popular culture and current events to create their work. Students will develop observational drawing skills and apply a 'Pop Art style' to their work in a range of media. Students will create portraiture in the style of Roy Lichtenstein, exploring techniques such as Ben-Day dots and use text to create a comic book style piece. They will understand how scale and repetition of an image contributes to the idea of mass production and advertising of a popular product.

### **Spring Term 2 & Summer Term: Pattern and Culture**

Students will learn about pattern in a range of cultures, such as Aboriginal, Native American, Indian Mandalas and contemporary Brazilian artwork. Students will take part in an Interior Design Challenge, understanding how pattern is used in creative industries to create unique brands and recognisable imagery. Through the design challenge, they will develop their skills working in groups, understanding how to delegate and lead a team to create a cohesive design responding to a given brief. Their pattern and design knowledge will be applied to create a new wallpaper and products for their given rooms. Final pattern designs will be created through printmaking methods.

## YEAR 9

### **Autumn Term & Spring Term 1 : Birds and Issues**

Students will continue to develop their observational drawing skills based on birds, using a range of media. They will study contemporary artists and sculptors who create pieces in response to social issues. This project gives students a voice where they can create artwork about an issue they are passionate about. They will create a bird sculpture which communicates this issue, alongside mixed media artwork in the style of street artists. Students will learn about careers in Art galleries and understand the roles of curators, visual marketing and graphic designers, and will create their own exhibition designs for their artwork to be presented in.

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### **Spring Term 2 & Summer Term: Places and Viewpoints**

Students will begin by looking at artists who create their own maps of personal places, taking inspiration from contemporary artists who create maps in unique ways. They will develop their observational drawings looking at the architecture and structures around Gordon's School, and create their own abstract designs. Collage, mix media work taking inspiration from the artist Ian Murphy will enable students to develop further observational and drawing skills, before applying these designs to cardboard relief outcomes. Students will connect their work together with their peers and create a collaborative final outcome as a class.

# DESIGN AND TECHNOLOGY & FOOD AND NUTRITION

## HEAD OF TECHNOLOGY:

Miss K Nash  
knash@gordons.school

## HEAD OF FOOD & NUTRITION:

Mrs C Neale  
cneale@gordons.school

### YEAR 7

#### Rotation 1

##### Food and Nutrition

- Students will be taught basic cooking skills and learn how to use the kitchen equipment. Introduction to food safety and hygiene in the kitchen. Also lesson on nutrition, to include the Eatwell Guide and macro and micro nutrients.
- Students will cook 7 dishes over the course of the rotation to consolidate their learning from theory lessons. These include vegetable stir fry and scone based pizza.

#### Rotation 2

- **ReFramed** - Creative Strategies, Workshop Skills & Material Knowledge (timber based materials and polymers)

#### Rotation 3

- **Designers' Chairs** - Influential Designers, Formal Drawing Techniques, CAD & Textiles

### YEAR 8

#### Rotation 1

##### Food and Nutrition

- More in-depth look at food safety and hygiene to build on year 7 knowledge to ensure food is safe to eat.
- An introduction to food science. Students will gain an understanding of how ingredients work, why does flour thicken the sauce? How does yeast work?
- Lessons on food province, where does food come from. These lessons include, Fairtrade, food miles and British produce.
- 7 recipes will be cooked based on the theory learnt last lesson. This helps the students to associate their learning. Recipes include, macaroni cheese and chicken goujons and wedges.

#### Rotation 2

- **Desktop Games** - CAD/CAM (inc. 3D Printing), Workshop Skills (timbers, polymers)

#### Rotation 3

- **Pizza Cutter** - Materials, Ergonomics & Anthropometrics, Prototyping

### YEAR 9

#### Rotation 1

##### Food and Nutrition

- Recap on food safety and hygiene, to include the regulations and law.
- Lessons design to look at food choices. These include, food allergies and intolerances, dietary diseases and religious diets. Practical lessons follow each theory and build on the knowledge learnt as well as improving their practical cooking skills. Recipes include chicken kebabs and fish tacos.
- An introduction to GCSE to include a small project on a country's cuisine. Students will research a country and cook 2 dishes from that country.

#### Rotation 2

- **Inclusive Salt & Pepper** - Inclusive Design Simulation, Task Analysis & Prototyping

#### Rotation 3

- **LED Lamp** - Workshop Skills (timbers, metals and polymers), Upcycling, Electronics



# DRAMA

## HEAD OF DEPARTMENT:

Miss K Moore

kmoore@gordons.school

## YEAR 7

### Autumn Term: *Baseline (Pantomime) and Non-Naturalistic Theatre*

- **Baseline (Pantomime):** An introduction to working drama skills, drama form and techniques whilst exploring the genre of Pantomime
- **Non-Naturalistic Theatre:** An introduction to non-naturalistic techniques through a play text, in order to create stereotypes and sophisticated theatre that has a message.

### Spring Term: *Scripted Unit and Script Writing*

- **Scripted Unit:** Developing an understanding of how to perform a script within a group. Create characters confidently using performance skills.
- **Script Writing:** Students understand how to write a script, create interesting plotlines and characters inspired by the world around them.

### Summer Term: *Physical Theatre and Analysis of a play text*

- **Physical Theatre:** Exploration of genre. Use of physical communication skills individually as well as part of an ensemble to create meaning
- **Analysis of a play text:** Exploration of set text through the view of a performer, designer and director in practical and written assessment

## YEAR 8

### Autumn Term: *Improvisation and Live Theatre*

- **Improvisation:** Development of working as an ensemble, drama skills and the exploration of character creativity
- **Live Theatre:** Written analysis of live theatre. Analysis of the actors, designer and directorial decisions and their effect on an audience.

### Spring Term: *Physical Theatre and War Horse*

- **Physical Theatre:** Exploration of genre. Use of physical communication skills individually as well as part of an ensemble to create meaning. Exploration of Frantic Assembly.
- **War Horse:** Physical exploration of character within a play text. Deeper exploration of vocal skills combined with non-verbal communication in order to create sophisticated theatre and believable characters

### Summer Term: *Devised Theatre and Analysis of a play text*

- **Devised Theatre:** Students create an original piece of theatre within groups inspired by a thought provoking stimulus.
- **Analysis of a play text:** Exploration of set text through the view of a performer, designer and director in practical and written assessment

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## YEAR 9

### Autumn Term: *Live Theatre Analysis and Study of Technical theatre*

- **Live Theatre:** Written analysis of live theatre. Analysis of the actors, designer and directorial decisions and their effect on an audience. Spring Term: Stanislavski and Brecht
- **Technical Theatre:** Students will practically explore the world of lighting, costume, sound, set as well as acting. This will be completed through creating a theatre company

### Spring Term: *Brechtian Theatre and Protest*

- **Brecht:** Students will learn about the practitioner Brecht and his style of theatre. They will explore political theatre and how contemporary issues and events can be explored and brought to life using his methodologies. This is used within cross-curricular project with Music and Art
- **Protest:** Alongside Music and Art, Drama uses the theme of protest in order to create a piece of theatre to inspire change within our society using Brechtian techniques.

### Summer Term: *Analysis of Stanislavski and Analysis of a play text*

- **Stanislavski:** Students will learn about the practitioner of Stanislavski and his style of theatre. They will explore the back story of characters and explore how to bring believable characters to life through his methodologies.
- **Analysis of a play text:** Exploration of set text through the view of a performer, designer and director in practical and written assessment

## HEAD OF DEPARTMENT

Mr P Berry

pberry@gordons.school

## YEAR 7

### Term 1

Students begin the first half-term of the year by completing a transition unit based on Myths and Legends. Students will consider extracts from novels alongside classical mythology to build analytical skills alongside creative descriptive writing.

After this, students will then study a novel based on mythology or with mythological allusions (e.g. *The Lion, the Witch and the Wardrobe*, *Percy Jackson*, *Millions*, *A Monster Calls*).

### Term 2

Students will study a module titled 'Journeys'. To begin with, students consider the significance of Chaucer as an author and within the history of the English Language. Students then have the opportunity to design and write their own narrative stories with the purpose of entertaining others on a journey.

This is then followed by the study of journeys within fiction (novels or poetry). Students may study texts such as *Trash*, *The Bone Sparrow*, *Refugee Boy* or *Treasure Island*.

### Term 3

Students will study a module titled 'Villains'. Students will look at a range of villains from the works of Shakespeare or study one play more closely as well as being given the opportunity to look at classic literary villains through extracts.

This is then extended through narrative writing skills whereby students create their own hero and villain story. Students will also have the opportunity to write persuasively through speech writing in character as their villain.

**NB: Class texts are selected by the teacher.**

## YEAR 8

### Term 1

Students begin the year with a module titled 'Growing Up'. This begins with the study of Shakespeare's 'All the world's a stage' speech and the consideration of the 'seven ages of man' through a variety of literature texts.

After this, students revisit and extend their narrative writing skills through the bildungsroman genre.

### Term 2

Students will study a module titled 'Protest'. This begins with consideration of the Romantic poetry movement and then looks at protest through modern poetry and song, before moving to non-fiction persuasive writing where students write an article to persuade their reader to agree with their viewpoint.

This is then followed by the study of a novel where the theme of protest is prevalent (e.g. *The Hunger Games*, *Animal Farm*, *The Giver*).

### Term 3

Students end the year with a 'Crime' module. This begins with consideration of the context of Victorian London and the rise of the crime genre. Students will study a novel or short story from this time period, most likely *Sherlock Holmes*.

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The term continues with students exploring the continued popularity of the crime genre into our current time alongside creating their own crime short stories.

**NB: Class texts are selected by the teacher.**

## **YEAR 9**

### **Term 1**

Students begin Year 9 with the study of a classic modern novel with a focus on developing essay writing skills. Students may study a novel such as: *Of Mice and Men*, *To Kill a Mockingbird* or *Lord of the Flies*.

In the second half-term of Year 9, students study the poetry of the First World War with a focus on poetic analysis and using context to aid the understanding of a text.

### **Term 2**

In the first half of the spring term, students work on a creative writing module: 'The Gothic'. Students will develop their descriptive writing skills (character, setting) alongside their narrative writing skills (building tension and developing plot). This module culminates with a 500-word short horror story or 'moment of terror'.

In the second half of the spring term, students study a novel or play with links to social and moral issues to extend their application of context to a text as well as being afforded the opportunity to study a more recent novel. Choices include: *Stone Cold*, *Boys Don't Cry*, *Blood Brothers*, *Heroes* or *Ghost Boys*.

### **Term 3**

The summer term begins with the study of a Shakespeare play with the theme of love. Teachers may choose *Romeo and Juliet*, *Much Ado About Nothing* or *A Midsummer Night's Dream*.

The second half-term in the summer has a non-fiction focus with the module 'Role Modules'. Students have the opportunity to read and analyse non-fiction writing with a focus on biography and persuasive texts. Students then produce a persuasive biographical blurb for a person of their choice to convince their audience that this person should be considered a role model.

**NB: Class texts are selected by the teacher.**

# GEOGRAPHY

## HEAD OF DEPARTMENT

Mr P Schofield

pschofield@gordons.school

## YEAR 7

### Autumn Term:

- Passport to the World: Connections to the World and the United Kingdom
- Finding Your Way: Map skills

### Spring Term:

- Extreme Environments: The frozen poles
- Off and running: Rivers in action

### Summer Term:

- Settlement: A study of West End
- Investigating environmental issues

## YEAR 8

### Autumn Term:

- Restless Earth: Tectonic Activity
- Population and migration

### Spring Term:

- Coastal geography
- Rising Superpowers: India and China

### Summer Term:

- An in depth study of Japan
- Out in the field: Fieldwork Skills

## YEAR 9

### Autumn Term:

- Tropical Rainforests
- Contrasts in Development: Looking at developing countries and comparing with developed countries

### Spring Term:

- Restless Earth; Weather and climate hazards
- Geography of Conflict

### Summer Term:

- Cold Environments: Glaciation
- It's a Brand New World: The Globalisation of the Nation

## HEAD OF DEPARTMENT

Miss K Fairweather

kfairweather@gordons.school

## YEAR 7

### Autumn Term:

- What Is History?
- What happened after the Romans left?
- How did the Norman Conquest change England?

### Spring Term:

- The Black Death
- The Peasants' Revolt
- The Crusades

### Summer Term:

- How did the Reformation impact England?
- The Tudors (with a particular focus on Elizabeth I)
- Forgotten lives: significant black Tudors

## YEAR 8

### Autumn Term:

- The causes of the English Civil War
- Early African empires
- Britain's Transatlantic slave trade: its effects and abolition

### Autumn Term:

- The Industrial Revolution
- The impact of the British Empire
- Study on General Gordon and the history of the school

### Summer Term:

- The American Civil War
- How far did life improve for black Americans after 1865?
- The Civil Rights Movement

## YEAR 9

### Autumn Term:

- The First World War
- Why did women get the vote in 1918?

### Spring Term:

- The causes of the Second World War
- What was the most significant event of the Second World War?

### Summer Term:

- The Holocaust and genocide
- Significant individuals of the 20th century

# COMPUTER SCIENCE

## HEAD OF DEPARTMENT

Mr A Grace

agrace@gordons.school

## SUBJECT LEADER

Mr J Sumsion

jsumsion@gordons.school

## YEAR 7

### Autumn Term:

- Induction to School Network and Web Quest
- Key Skills
- From Novice to Expert – Presentation Software
- From Novice to Expert – Desk Top Publishing Software

### Spring Term:

- Key Skills
- From Novice to Expert – Spreadsheet Software
- Animal Rescue Centre - Spreadsheet Project
- Cyber Bullying/Stay Safe Online Graphics Project

## YEAR 8

### Autumn Term:

- Web Design and Using HTML
- E-Time Capsule Website

### Spring Term:

- My Digital World
- Basic Python Programming

### Summer Term:

- Promotional Video Project
- Dating Agency Database Project

## YEAR 9

### Autumn Term:

- How Does a Computer Work?
- Representation of Data in a Computer
- Graphics– How Does a Computer Work?

### Spring Term:

- Programming with Micro Python
- Programming with BBC Micro:Bit

### Summer Term:

- Python Programming Next Steps

## HEAD OF DEPARTMENT

Mr M Eaden

meaden@gordons.school

## KS3 COORDINATOR

(from September 2023)

Miss N Loversidge

nloversidge@gordons.school

### YEAR 7

- The Programme of Study is divided into **12 separate units** covering topics of *Number, Algebra, Geometry and Measures* and *Statistics*.
- Each unit is divided into separate **Teaching Objectives**. Students in the higher sets will cover both Core and Extension objectives, while those in Foundation sets will cover Core objectives only.
- Year 7 students are given two formal assessments each year. The 'Mid-Year Test' takes place in the Spring term the 'End of Year Test' takes place towards the end of the Summer term.

### YEAR 8

- The Programme of Study is divided into **15 separate units** covering topics of *Number, Algebra, Geometry and Measures* and *Statistics*.
- Each unit is divided into separate **Teaching Objectives**. Students in the higher sets will cover both Core and Extension objectives, while those in Foundation sets will cover Core objectives only.
- Year 8 students are given two formal assessments each year. The 'Mid-Year Test' takes place in the Spring term the 'End of Year Test' takes place towards the end of the Summer term.

### YEAR 9

- The Programme of Study is divided into **4 separate sections**, according to which set students are in, covering topics of *Number, Algebra, Geometry* and *Measures and Statistics*.
- **Sets 1-4** follow the Higher Tier Programme of Study
- **Sets 5-6** follow the Foundation Tier Programme of Study
- The curriculum is designed to challenge students but also provide a solid foundation upon which to build for GCSE.
- Year 9 students are given two formal assessments each year. The 'Mid-Year Test' takes place in the Spring Term and the 'End of Year Test' takes place towards the end of the Summer Term.



# MODERN FOREIGN LANGUAGES: FRENCH

## HEAD OF DEPARTMENT

Mrs I Barnes

ibarnes@gordons.school

## YEAR 7

Autumn Term (3 x 4 week rotation across French, German & Spanish for all pupils):

### Four week rotation:

- Introduction to French: general revision, age and number, dates, sounds
- Physical description
- Cultural awareness: Y7-8 trip to Boulogne, Y9 and Y11 trips to Paris with the Eiffel tower, Arc de triomphe, bateaux mouche, Sacré-Coeur, Atelier, le Louvre, Musée d'Orsay, Parc Astérix, Palais de Versailles, Monet's gardens.
- Food
- Sport

### Spring term students will use Dynamo 1 course books to study:

- Talking about your family and yourself
- Likes and dislikes
- School in France and in the UK
- Hobbies in the French speaking world
- The weather and seasons
- Sport and leisure
- The present tense of regular and irregular verbs, adjectival place and agreements, negatives

### Summer Term students will use Dynamo 1 course books to study:

- Animals
- Family
- Breakfast food
- Bastille Day
- Where you live
- Cafés in France
- Visit to Paris
- Possessive adjectives, partitive article, higher numbers, modal verbs and the near future tense

## YEAR 8

### Autumn Term students will use Dynamo 2 course books to study:

#### Module 1

- Holidays
- Activities
- Visit to a theme park (Parc Astérix and Futuroscope)
- A disastrous holiday and negatives
- Travelling in the French-speaking world
- Present perfect tense with the auxiliary être or avoir with regular and irregular past participles

#### Module 2

- Festivals and celebrations francophone countries. (Nice carnival, fête de la musique)
- Special days in France
- Buying food at a market
- Famous dishes from French speaking countries
- A school trip
- Christmas in France
- Present tense of regular re and ir verbs and the near future

### Spring Term students will use Dynamo 2 course books to study:

#### Module 3

- Celebrities and TV programmes
- Digital technology
- Cinema
- Leisure activities
- Forming and answering a range of questions, negatives, using 3 tenses

*Module 4*

- Your region and where you live
- Helping at home
- Your routine
- Moving house or to a new region
- Pouvoir + infinitive, reflexive verbs, irregular adjectives, 3 tenses

**Summer Term students will use Dynamo 2 course books to study:**

*Module 5*

- Sport and opinion about sport
- Directions
- Modal verbs
- Injuries and illness
- Famous sport people from the French-speaking world
- Verbs + prepositions, comparative, the imperative, questions in the 3 tenses

**YEAR 9**

**Autumn Term students will use Dynamo 3 course books to study:**

*Module 1*

- Likes and dislikes
- Extra-curricular activities
- Friendship
- Birthday celebrations
- Fashion
- The present, the near future and present perfect tenses, reflexive verbs, verbs of opinion + infinitive or noun

*Module 2*

- Earning money
- Project for the future
- Future career
- Imagining the future
- Profile of a French-speaking inventor
- Modal verbs, the simple future tense, questions in 3 tenses

**Spring Term students will use Dynamo 3 course books to study:**

*Module 3*

- Musical taste
- Talking about the past
- Comparing your primary and secondary schools
- Interviewing young refugees
- Direct object pronouns, the imperfect tense, comparative

*Module 4*

- Food
- Eating habits: reasons for being a vegetarian, vegan or not
- Animals and the natural world
- Plastic and the environment
- Changing the world
- Negatives, superlative, the conditional tense

**Summer Term students will use Dynamo 3 course books to study:**

*Module 5*

- Countries you would like to visit
- Impressive sites and monuments
- Visiting a French-speaking country
- Going round the world
- Discovering francophone artists
- Complex grammar with 7 tenses

**Examination skills:**

- Grammar, translations, photo cards and role-plays will be done throughout to develop future examination skills.

# MODERN FOREIGN LANGUAGES - GERMAN

## HEAD OF DEPARTMENT

Mr S Depoix

sdepoix@gordons.school

## YEAR 7

Autumn Term (3 x 4 week rotation across French, German & Spanish for all pupils):

### Autumn Term (6 week rotation):

- Greetings and numbers
- Giving your age and where you live
- The alphabet, spelling words
- Months of the Year
- Birthdays
- Basic verb endings, basics about German nouns – genders, capital letter etc

### Spring Term (6 week rotation):

After Feb Half term:

- School subjects
- Expressing opinions and using link words
- Telling the time
- Days of the week and months
- What you eat and drink and wear at school
- Present tense verbs

### Summer Term:

- Family and friends
- Appearance and character
- Pets and noun plurals
- Link words and longer sentences
- Talking about sport and free time
- Using adverbs of frequency
- Using “man kann”

## YEAR 8

### Autumn Term:

- Revision of Year 7 learning
- Saying where you live
- Describing your house and your room
- Using the dative case and dative prepositions
- Describing how your room used to be
- My town – facilities and what one can do
- Buying food and drink
- Talking about future holiday plans

### Spring Term:

- Echo 2
- Using the simple past tense – talking about a holiday using ‘war’
- Using the simple past tense
- Talking about a holiday – using the perfect tense
- Shopping
- Ordering in a café
- Pocket Money

### Summer Term:

- Television viewing habits
- Describing trips
- Using 12-hour clock
- Modal verbs

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## YEAR 9

### Autumn Term:

- Revision of Year 8 work
- Parts of the body
- Using possessive adjectives
- Healthy living fitness

### Spring Term:

- Making and accepting invitations, using “well”
- Clothing and issues for young people
- Talking about your daily routine

### Summer Term:

- Talking about the future
- Using separable verbs
- Learning about a German city
- Writing an account in all 3 tenses
- Preparing for GCSE

### Examination skills:

- Grammar, translations, photo cards and role-plays will be done throughout to develop future examination skills.

# MODERN FOREIGN LANGUAGES - SPANISH

## HEAD OF DEPARTMENT

Mrs J Quinlan

jquinlan@gordons.school

## YEAR 7

Autumn Term (3 x 4 week rotation across French, German & Spanish for all pupils):

### Autumn Term:

- Greetings and Introductions
- Alphabet and numbers 1 – 31
- Describing self and others
- Siblings and family
- Pets

### Spring Term:

- Free time
- Weather
- Sports
- School subjects
- Opinions and subjects
- Describing school
- Talking about activities at break

### Summer Term:

- Family
- Describing physical characteristics
- Describing where live
- Talk about what there is to do in area
- Food – at the cafeteria
- Future plans

## YEAR 8

### Autumn Term:

- Holidays
- Describing a past holiday
- Technology – mobile phones
- Music
- Television
- Describing a day in the past

### Spring Term:

- Food and opinions
- At the restaurant
- Making future plans
- Film and cinema
- Making excuses
- Clothes

### Summer Term:

- Describing a home
- Comparisons
- Describing activities
- Combining verb tenses

## YEAR 9

### Autumn Term:

- Describing likes and dislikes
- Free time activities
- Film, cinema and future tense
- Talking about celebrations
- Famous people
- Jobs and future work plans
- Future plans
- Describing jobs

### Spring Term:

- Food and diet
- Healthy living
- Daily routine
- Health
- Children's rights
- Fair trade
- Recycling and environment
- How towns have changed

### Summer Term:

- Meeting and greeting people
- Idiomatic expressions
- Buying souvenirs
- Making future plans

### Examination skills:

- Grammar, translations, photo cards and role-plays will be done throughout to develop future examination skills.

## HEAD OF DEPARTMENT

Mrs R Brazendale

rbrazendale@gordons.school

## YEAR 7

### Autumn Term 1:

- *Building Blocks of Melody*: A project designed to unpick how a melody is created, how to describe and recognise a melodic shape aurally and for students to develop their own melody writing skills.

### Autumn Term 2:

- *Feel the Beat*: Rhythm and pulse will be investigated and merged with melody to create new pieces of music along with music reading skills.

### Spring Term 1 and 2:

- *Introduction to Keyboards*: A project designed to enable all students to reach a reasonable standard of competence on the electric keyboard, thus equipping them with the skills they will need for the rest of the year.

### Summer Term 1

- *Pachelbel's Canon*: Students explore music of the Baroque period by learning a piece of music over a Ground Bass and composing their own variations.

### Summer Term 2

- *Samba Drumming*: Students are introduced to the characteristics of Samba drumming and create a group performance.

## YEAR 8

### Autumn Term 1:

- *Theme and Variations*: Students investigate different ways of creating variations in music, using both standard procedures and their own ideas.

### Autumn Term 2:

- *Rhythms of the World*: Students are introduced to the vibrant rhythms of the world through listening, performing and composing. They learn the features and devices that characterise different cultures and compose a group performance using these features.

### Spring Term 1 and 2:

- *Blues*: Developing improvisation skills and allowing students to understand the importance of the slave trade on the change in musical styles. Students also learn the feature and devices common to Blues music and compose a piece in pairs or small groups that use these features.

### Summer Term 1:

- *Pop and Rock Harmony*: Students learn how to read a pop chord chart with particular reference to harmony and building chords. They will perform two hand together on a keyboard.

### Summer Term 2:

- *Minimalism*: A performance and composition project based on Steve Reich's piece 'Time Lapse'

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## YEAR 9

### Autumn Term 1:

- *Reggae Music*: Understanding the role of reggae music in society, through performing, composing and listening.

### Autumn Term 2 and Spring Term 1:

- *Protest Song*: Exploring the history of music used as protest. This topic is a cross-curricular project with Drama.

### Autumn Term 2:

- *Music and Conflict*: A cross-curricular project with English, Art and History looking at Music written for or inspired by war and conflict.

### Spring Term 2:

- *Jazz*: Students explore the use of extended chords and chromatic melody by performing 'Blue Moon'.

### Summer Term 1 and 2:

- *Film Music*: Students are given the opportunity to compose two contrasting pieces of music for film, and to realise how the action on screen can be reflected by musical decisions. They also learn to play a famous film theme.



# PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

## HEAD OF DEPARTMENT

Miss A Hutchings

ahutchings@gordons.school

## YEAR 7

### Autumn Term:

- Self-Science: understanding yourself, success and character
- Relationships (bullying - cyber bullying)
- Personal Safety (including; firework safety and online safety)
- Puberty

### Spring Term:

- Character Report
- Careers
- Identity
- Dementia Friends
- Mental Health and Wellbeing

### Summer Term:

- Politics
- Human Rights and Responsibilities
- Personal Finance: Budgeting

## YEAR 8

### Autumn Term:

- Self-Science (resilience and growth mindset)
- Bullying and the impact on wellbeing
- Online safety (protecting yourself online)

### Spring Term:

- Relationships and links to mental health
- Careers
- Anti-Smoking campaigns
- Character Report

### Summer Term:

- Personal finance
- Citizenship: British values
- Equality and Diversity
- Crime and Punishment

## YEAR 9

### Autumn Term:

- Character (Growth mindset, success and wellbeing)
- Bullying (relationships and mental health)
- Entrepreneurship
- Personal Finance

### Spring Term:

- Online Safety
- Health and Wellbeing
- First Give Philanthropy Project
- Character Report

### Summer Term:

- Careers: CV writing and mock job application
- Drugs and Alcohol Education
- Basic First Aid

# PHYSICAL EDUCATION

## HEAD OF DEPARTMENT

Mr M Gullick

mgullick@gordons.school

In Key Stage 3, every pupil will have x1 games lesson and x1 non-games lesson per week.

### **GAMES (x12 lessons per term)**

#### **Autumn Term**

Boys: Rugby

Girls: Hockey

#### **Spring Term**

Boys: Football

Girls: Netball

#### **Summer Term**

Boys: Cricket

Girls: Cricket

### **CORE LESSONS (x1 lesson a week and x4 lessons on each activity)**

#### **Autumn and Spring Term (Year 7 and 8)**

Gymnastics

Dance

Athletic Development

Disability Sport

Indoor Rowing

Orienteering

#### **Autumn and Spring Term (Year 9)**

Yoga | HIIT | Boxercise

Table Tennis

Boys' Hockey | Girls' Football

Athletic Development

Basketball

Boys Netball | Girls' Rugby

#### **Summer Term (x1 lesson a week)**

Boys: Athletics

Girls: Athletics

# RELIGIOUS EDUCATION

## HEAD OF DEPARTMENT

Mrs F Lewis

flewis@gordons.school

### YEAR 7

- An introduction to world religions.
- How is the Bible relevant to Christians today?
- What does it mean to be a Christian?
- What is the meaning of Christmas?
- How was the Qur'an revealed?
- How do Muslims show submission to Allah?
- How do Ramadan and Hajj help Muslims to develop self discipline?
- How important are the home and tradition for Jews?
- How is equality expressed in Sikhism?

### YEAR 8

- How do Buddhists apply the Buddha's teachings about suffering?
- Do our actions influence our future? (Hinduism)
- Is Jesus who he said he was?
- How do Christians remember the death and resurrection of Jesus?
- How do Humanists and religious faiths answer 'big' questions? (Philosophy)
- How are religious faiths expressed through the arts?

### YEAR 9

#### Autumn Term

- Is there a right way to live?
- Do we have a responsibility to care for the environment?
- Should we eat meat?
- Should we experiment on animals?
- How are stages of life commemorated?
- Does religion really promote equality?
- What influences our identity?
- Is Britain a tolerant society?

## HEAD OF DEPARTMENT

Mr S Matthews

smatthews@gordons.school

## KEY STAGE 3 COORDINATOR

Miss C Copeman

ccopeman@gordons.school

Science is taught with specialist lessons in Biology, Chemistry and Physics.

### YEAR 7

#### Biology:

- Cells
- **December Assessment**
- Structure and function of body systems
- Reproduction
- **Summer Assessment**

#### Chemistry:

- Particles
- **December Assessment**
- Chemical Reactions
- Acids and Alkalis
- Rocks & the Structure of the Earth
- **Summer Assessment**

#### Physics:

- Energy & Particles
- **December Assessment**
- Space
- Forces & Pressure
- Electricity
- **Summer Assessment**

### YEAR 8

#### Biology:

- Health & lifestyle
- **December Assessment**
- Ecosystem processes
- Adaptation and inheritance
- **Summer Assessment**

#### Chemistry:

- Atoms, Elements & Compounds
- **December Assessment**
- Combustion and Reactivity
- The Earth and materials
- **Summer Assessment**

#### Physics:

- Heat & Kinetic Theory
- **December Assessment**
- Sound
- Light
- Electromagnetism
- **Summer Assessment**

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In Y9 students finish their KS3 journey and, following the December assessment, begin work on GCSEs. The Y9 work is common to both Combined (“Double”) Science and the Separate (“Triple”) Science courses: which route students follow will be determined following the Summer Assessment at the end of Y9.

#### YEAR 9

##### **Biology:**

- New Technology
- **December Assessment**

##### **GCSE Course:**

- Cells & Transport
- Cell Division & Stem Cells
- Organisation & the Digestive System
- **Summer Assessment**

##### **Chemistry:**

- Chemical Equations
- New Technology
- **December Assessment**

##### **GCSE Course:**

- Atomic Structure
- The Periodic Table
- Crude Oil
- The Earth’s Atmosphere
- **Summer Assessment**

##### **Physics:**

- Engines & Mechanics
- **December Assessment**

##### **GCSE Course:**

- Thermal Physics & Particles
- Energy Transfers
- **Summer Assessment**



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