



GORDON'S SCHOOL

KEY STAGE 3
ACADEMIC GUIDE
2026 - 27



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.

“ Pupils are proud to be members of Gordon’s School. They fully embrace the school’s vision of ‘Better me, Better world’. Pupils thrive in response to the school’s high ambitions. They learn about the importance of hard work, participation and making positive contributions to the community. These are reflected in pupils’ responsible behaviour across the school. In lessons, they learn with enthusiasm. ”

OFSTED, 2024

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KEY STAGE 3 CONTACTS

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

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BOARDING HOUSE CONTACT DETAILS		
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Kensington House	Ms Kate Connery	kensington@gordons.school 01276 859710
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HEAD OF DEPARTMENT CONTACT DETAILS		
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Design and Technology	Alice Edwards	aedwards@gordons.school
Drama	Mrs Laura McConville	lmconville@gordons.school
English	Mr Philip Berry	pberry@gordons.school
Food and Nutrition	Miss Clare Neale	cneale@gordons.school
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Learning Support	Ms Lucy Mernagh	lmernagh@gordons.school
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MFL (Department)	Mr Simon Depoix	sdepoix@gordons.school
MFL: French	Mrs Isabelle Barnes	ibarnes@gordons.school
MFL: German	Mr Simon Depoix	sdepoix@gordons.school
MFL: Spanish	Mrs Joanne Quinlan	jquinlan@gordons.school
Music	Mrs Rachel Brazendale	rbrazendale@gordons.school
PSHE Character Education	Mr James Butler	jbutler@gordons.school
PE	Mr Matthew Guillick	mguillick@gordons.school
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Biology	Mrs Annabel Beecham	abeecham@gordons.school
Chemistry	Mrs Claire Gauson	cgauson@gordons.school
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Science Coordinator	Ms Claire Gauson	cgauson@gordons.school

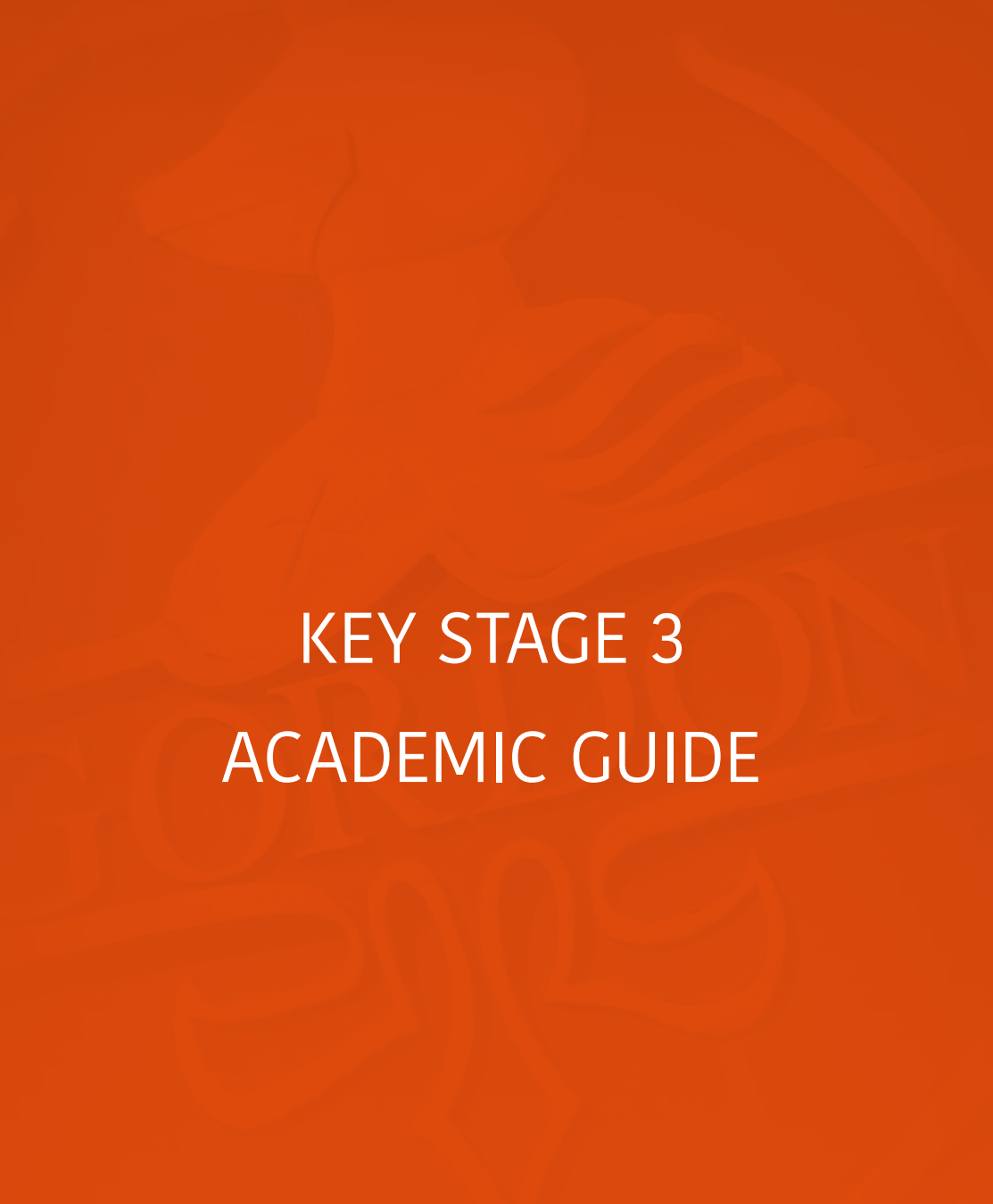
TIMING OF THE SCHOOL DAY

MONDAY - FRIDAY

Houses Open	7.45 - 8.15am
Form/Assembly/Chapel	8.20am to 8.40am
Period 1	8.40am to 9.35am
Period 2	9.35am to 10.30am
Break	10.30am to 11.00am
Period 3	11.00am to 11.55am
Period 4A / LUNCH (Y7 to 10)	11.55am to 12.50pm
Period 4B / LUNCH (Y11 to 13)	12.50pm to 1.45pm
Period 5	1.45pm to 2.40pm
Period 6	2.40pm to 3.35pm
Period 7 Activities	4.00pm to 5.00pm
Period 8/Tea	5.00pm to 6.15pm
Prep	6.15pm to 7.30pm

Library private study is open **7.30pm to 9.00pm Monday to Friday**
and for **Residential Boarders 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.**

A faint, stylized illustration in the background shows a person sitting and reading a book. The person is depicted in a simple, sketchy manner, with their head tilted down towards the book. The background is a solid orange color, and the text is white.

KEY STAGE 3 ACADEMIC GUIDE

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.

“ The curriculum is broad and ambitious across all subjects. The important knowledge is precisely arranged so that pupils build a strong understanding. This includes the deliberate coverage of additional, broader knowledge. This supports pupils to develop deep understanding of the big ideas within subject. ”

OFSTED, 2024

PERSONAL DEVELOPMENT

CAREERS AND WORK RELATED LEARNING

Gordon's School is committed to providing a planned programme of careers education, information, advice and guidance framed by the Gatsby Benchmarks, alongside supporting students to achieve a range of Careers and work related learning outcomes aligned to the Career Development Institute's Framework for Careers, Employability and Enterprise Education. These include practical outcomes such as positive destinations, successful transitions and ongoing development and awareness of skills for life.

Careers Education for Key Stage 3 is delivered through the PSHE Curriculum, drop down events, assemblies and tutor time activities, talks and visits. Every student has access to Unifrog, a comprehensive Careers platform that supports students to explore their interests, strengths and future career possibilities in a structured and engaging way.

Year 7 students are introduced to the world of employment through topics designed to assess their personal strengths, promote understanding of career pathways, raise aspirations, promote leadership skills, and understand behaviour at work.

In Year 8 there is an exciting NHS themed competition with a focus on equality and opportunity, supporting students to understand 350+ roles within healthcare. Students are exposed to job descriptions and create a job application for the role they feel they are best suited to. Students also learn about workplace etiquette and participate in a workplace visit.

In Year 9 students will understand career sectors and be exposed to labour market information. They will explore career pathways and important themes such as equality at work, alongside participating in an interview skills project with partners from business.

The taught Careers curriculum is complemented by a programme of Careers related events in school that all students are encouraged to participate in throughout the year including the Careers Fair and Careers Keynote Speaker series. In addition, teachers link curriculum learning to skills and career pathways in the classroom.

More information about the programme can be found on the school website: **Gordon's School - Careers Education.**



GORDON'S SCHOOL CAREERS DEPARTMENT

Gordon's School is committed to providing a planned programme of careers education, information and guidance to every student in Years 7 - 13 with the intention of inspiring and preparing young people not just for the world of work, but for their lifelong learning journey aligned to the school's 'Better me, Better world' ethos.



PSHE

PSHE acknowledges and addresses the changes and challenges young people experience in society today and equips them with the knowledge, understanding and skills that enable them to live physically and mentally healthy lives. Our programme of study promotes the personal development of our students, highlighting key features of life in modern Britain and celebrates what we have in common, as well as promoting respect for the different protected characteristics, as defined in law.

PSHE lessons also provide students with a platform in which they are given the opportunity to reflect upon their personal beliefs and attitudes. In doing so, we promote British values, encouraging students to make informed decisions, which demonstrate their appreciation for diversity. In our Self-Science lessons, students build awareness of key character strengths—such as courtesy, integrity, diligence, enthusiasm, and resilience—while gaining practical skills to help them thrive beyond the classroom. These lessons also support future success by developing transferable skills and introducing students to career pathways through a thoughtfully designed careers programme.”

The aim of PSHE is to promote healthy relationships, encourage students to manage risks, appreciate that actions have consequences, develop financial literacy and become aware of the increasing influence of peers and the media. PSHE nurtures students into becoming responsible and respectful active citizens who contribute positively to society.

HONOURS PROGRAMME

The Honours Programme formally acknowledges students who exemplify integrity, service, and leadership. It recognises those who, through voluntary effort, consistently exceed expectations and contribute meaningfully across a broad spectrum of school and community activities. Half Honours are awarded in Year 7 via passing the Gordons Honours Challenge; Bronze in Year 8; Silver in Year 9; and Gold in Key Stage 4. 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 one 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 Key Stage and Head of House.

STUDY SKILLS

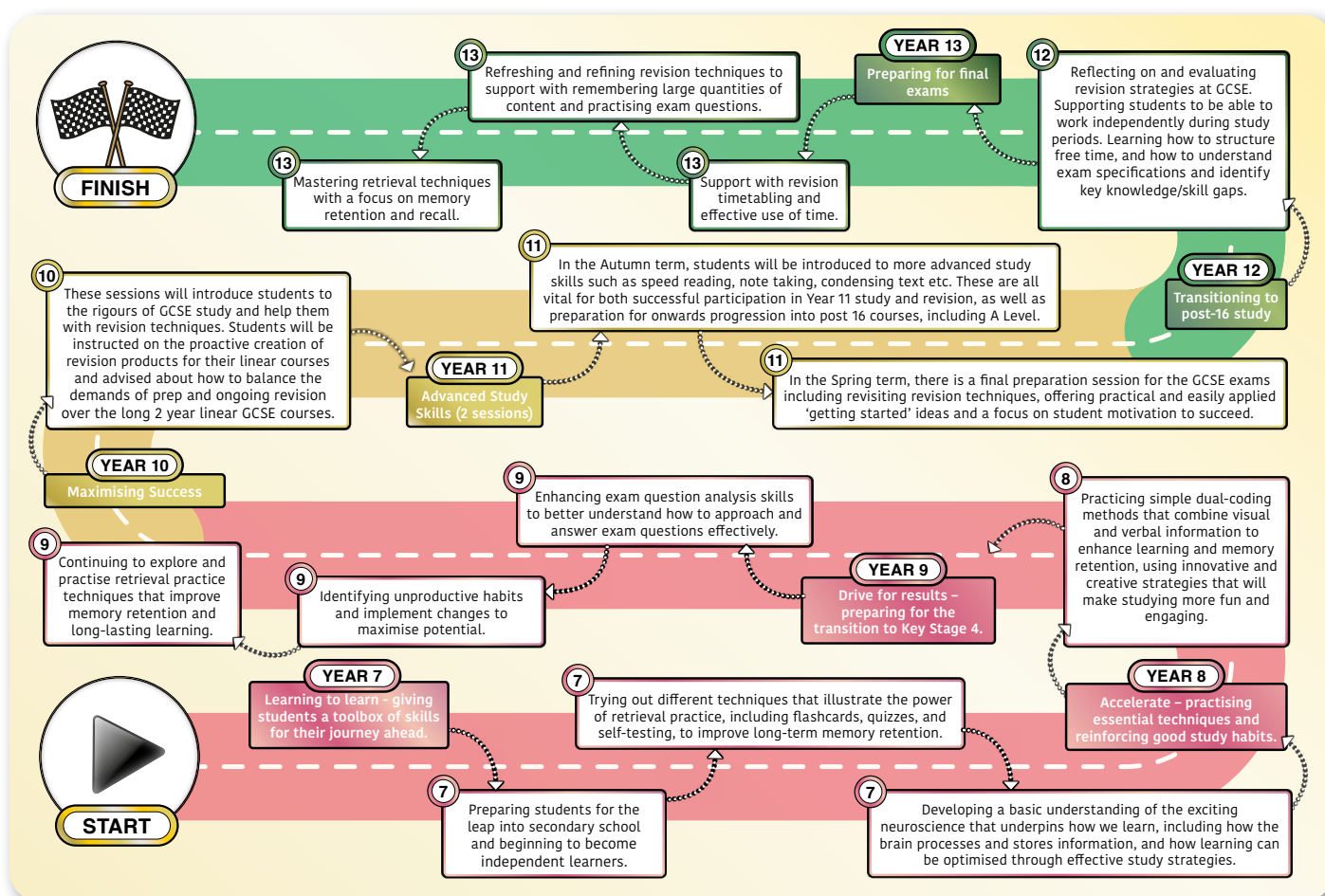
At the start of each academic year, all students in KS3 will participate in a Study Skills programme delivered by a professional external company. Information about these sessions and the ongoing Study Skills programme at Gordon's is available on the school website.

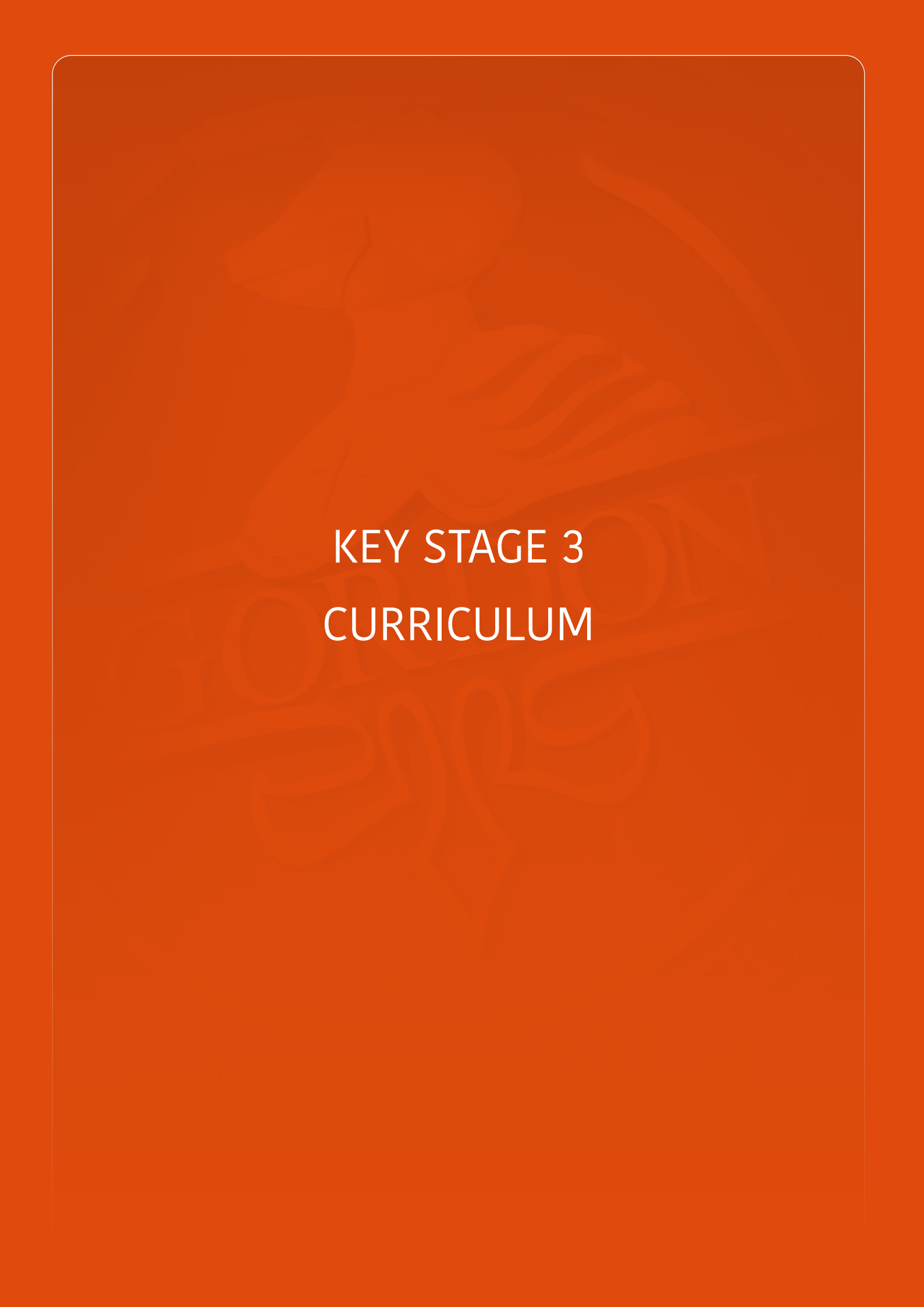
WIDER READING

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.

INDEPENDENT LEARNING: STUDY SKILLS OVERVIEW



The background of the page is a solid orange color. In the center, there is a faint, light-colored illustration of a hand holding a pencil, positioned as if writing on a globe. The globe shows continents and oceans. The text 'KEY STAGE 3 CURRICULUM' is centered over this illustration in a white, sans-serif font.

KEY STAGE 3 CURRICULUM

INTRODUCTION

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 mixed ability sets initially and are streamed at various stages on their academic journey at Key Stage 3.

There are several reasons for this:

- In Mathematics 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 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, Science and MFL, students will be taught in mixed ability groupings initially in Year 7. 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. In MFL and English students will move to ability sets for the start of Year 9.
- Students begin GCSE Science at the beginning of Year 9, allowing more students to take separate Sciences at GCSE.

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.

SETTING PROTOCOLS

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 changes are based on student attainment and not potential or ability.

Teaching staff have autonomy over set changes, they are the experts in their fields and can draw on comprehensive experience and knowledge of the student from working closely with them, when making setting changes.

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)

In Years 7 and 8, students are taught in five mixed-ability classes in English lessons. Prior attainment data, baseline testing data and subsequent Key Assessments are scrutinised carefully to ensure that classes are fully mixed ability.

For the start of Year 9, students are moved into six sets based on their performance in Key Assessments in Year 8. Students can then move up and down in Year 9, based on Key Assessment performance, and there will be changes at the end of Year 9 made for the start of Year 10. This will be communicated via an email home.

MATHEMATICS (YEARS 7 TO 9)

Year 7 - Students are taught in mixed ability tutor groups until October half term, at which point they are placed in sets based on the Maths component of their MidYIS assessment. This assessment tests a student's speed and fluency in Maths rather than the breadth of their knowledge, so it should be a level playing field for all and no revision or preparation is expected. Setting is reviewed again at February half term, but mid-year changes are minimal. Students sit three key assessments per year, and the results of these are used, along with classwork and teacher judgment, to inform setting.

Year 8 and 9 - As per Year 7, students sit three key assessments per year, and the results of these are used, along with classwork and teacher judgment, to inform setting. Set changes take place in the Summer Term (for September) and at February half term.

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

SCIENCE (YEARS 7 TO 9)

In Year 7 and 8, Science is taught in mixed ability streams. In Year 9, when the GCSE course starts, Science move from mixed ability classes, to having three attainment streams containing 2 parallel classes within each stream.

At the end of each year, assessment data is reviewed and groups are determined for the next academic year. Groups are regularly reviewed throughout the year; however mid-year changes are minimal.

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

MFL (YEARS 7 TO 9)

The MFL department will monitor progress throughout the year marking classwork, prep, interim assessments and key assessments. Students will be set at the end of Year 8 into two ability groups per language in Year 9 in preparation for GCSE. Progress will continue to be monitored and there may be set changes if assessment data confirms this.

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
Total	60 (per fortnight)	100%

MINIMUM REQUIRED

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

- Curriculum Map
- Gordon's 'at a glance' spelling, punctuation and grammar guide
- Marking codes to identify spelling, punctuation and grammar errors

EQUIPMENT

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

- Tablet device
- Ballpoint/ink pen
- Purple Pen
- Pencil
- Ruler
- Eraser
- Highlighters
- Coloured pen
- Pencil sharpener
- Coloured pencils
- Glue stick
- 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.

At Key Stage 3, academic progress is measured using a KS3 Attainment Grade (based on a data generated Flightpath). These grades begin at the lowest end of a GCSE style progression spectrum and typically range from 1 – 6, 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+.

Whilst in Key Stage 3, 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.

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.
- A KS3 attainment grade will also be given (based on a GCSE style flight path)

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, initialling 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	_____ SP	Incorrect spelling is underlined straight, with SP next to it to prompt.
Punctuation	○ P	Missing or incorrect punctuation is circled, with P 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 three 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 Stage 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 SCHEDULE

REPORT RECEIVED THREE TIMES PER YEAR AT KS3	
Report 1	The first report contains effort grades only for each subject at year 7. In year 8 and 9 the report contains effort grades progress indicators, working grades and target grades for each subject.
Report 2	For Years 7, 8 and 9 the second report contains effort grades, progress indicators, working grades and target grades for each subject.
Report 3	For Years 7, 8 and 9 the third report contains effort grades, progress indicators, working grades and target grades for each subject.

TYPE OF REPORT	FREQUENCY	CONTENT
Progress Report	Termly	Grade based information: • Effort Grade in Terms 1-3 • Progress indicator in Terms 2-3 for year 7, terms 1-3 in year 8 and 9 • Working Grade and target grade in Terms 2-3 for year 7, terms 1-3 in year 8 and 9
End of Year Report	Once per year in the Summer Term	• Grade based information • Student character statement • Head of House narrative

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 GRADES 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, not the sole basis of the grade.

Target Grade – A statistically generated level personal to each student and subject, based on prior attainment

PROGRESS INDICATOR

- +** Greater than expected progress is currently being made.
- =** Expected progress is currently being made.
- Less than expected progress is currently being made.
- B** 'Below' a level 1-

REPORTING EFFORT GRADES

Effort is graded from 1 to 5, where 1 is outstanding.

EFFORT GRADE	GRADE DESCRIPTORS
1	Outstanding
2	Very Good
3	Good but occasionally inconsistent
4	Cause for Concern
5	Unacceptable

REPORTING CHARACTER STRENGTHS

Teachers may make use of the following character strengths when considering how to allocate effort grades to students:

CHARACTER	BEHAVIOUR	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 and preparing for the next lesson.
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	Showing the determination and resilience to respond positively to setbacks in the classroom eg accepting feedback and acting on it, understanding that failure is part of learning and that challenges are a positive thing.

REPORTING ON ATTAINMENT

At Key Stage 3, academic progress is measured using a KS3 Attainment Grade (based on a data generated Flightpath). These grades begin at the lowest end of a GCSE style progression spectrum and typically range from 1 – 6, 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+.

YEAR	RANGE
7	Grades 1-3+
8	Grades 2-4+
9	Grades 3-5

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.

ATTENDANCE

- We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:
- Promoting good attendance.
- Reducing absence, including persistent and severe absence.
- Ensuring every student has access to the full time education to which they are entitled.
- Acting early to address patterns of absence.
- Building strong relationships with families to ensure students have the support in place to attend school.
- Punctuality in attending lessons.

We work collaboratively with all partner agencies to successfully treat the root cause of absence and remove barriers to good attendance.

Students are expected on school site by 08:15 and form time begins at 08:20. All students will be registered at school in the morning by their Form Tutor. This will take place either in their Form Room, Chapel or Assembly. For safeguarding purposes if a child has not been registered present or marked absent, parents/carers will receive a text message from the school attendance team. If a student arrives after 8.20am, they must sign in at the School Office and it will be recorded as 'Late'.

Students are expected to attend all registration sessions and lessons on time. Students will be registered at the start of every lesson and any absence will be investigated. Students will be marked as late if they arrive to lesson more than a couple of minutes after the start unless they offer a valid reason.

Student illness and medical appointments must be reported to absence@gordons.school with their generic House email address copied in. Illness must be reported before 08:15am. A voicemail can also be left 24/7 on the main school answer machine **01276 858084** Option 1 Absence.

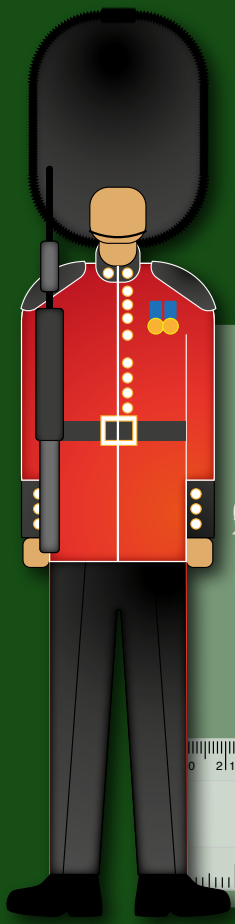
If a student leaves the school premises at any time during the school day, they must sign out from the School Office and sign back in again when they return.

Permission for any planned absence from school must be requested from Mr Moss via head@gordons.school or his PA, Mrs George, at jgeorge@gordons.school. This includes Saturday morning school, Parades and Sixth Form students who are wishing to attend university open days. Please note that, in most cases, term-time holiday will be recorded as unauthorised absence. The exception to this is for medical appointments.

The school's [Attendance Policy](#) should be accessed for full detail.

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
- Students must 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




DOES YOUR WORK STAND UP TO INSPECTION?

PRESENTATION OF WORK:

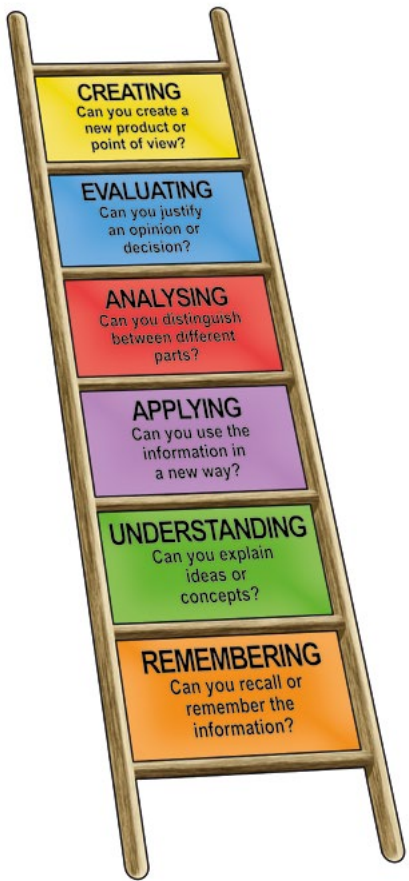
UNDERLINE THE TITLE

DATE: 9/12/2026

USE OF CAPITAL LETTERS

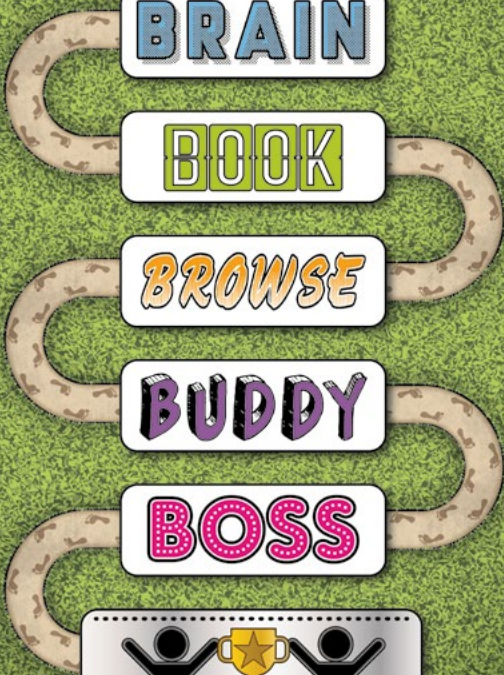


RULE OFF

- 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.

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	Behaviour		Sanction
Most commendations / Top 25% effort grade	5	Certificate / Letter home (Head)	High-level offence	5	External Exclusion
Top 10 commendations per year Y7-11	4	Letter home (DHC)	Cont. poor behaviour OR single major misdemeanour	4	Immediate referral to the School Office and Internal Exclusion
Consistently good contribution and effort	3	Postcard / email home (Dept.)	Further poor behaviour OR unacceptable behaviour	3	Detention
Very good effort or work	2	Commendation	Repeated poor behaviour	2	Bad comment & <u>option</u> to take 5 minutes
Good effort or work Good effort	1	Verbal Praise Good Comment	Low-level poor behaviour e.g. talking over others	1	Verbal warning
Level			Level		

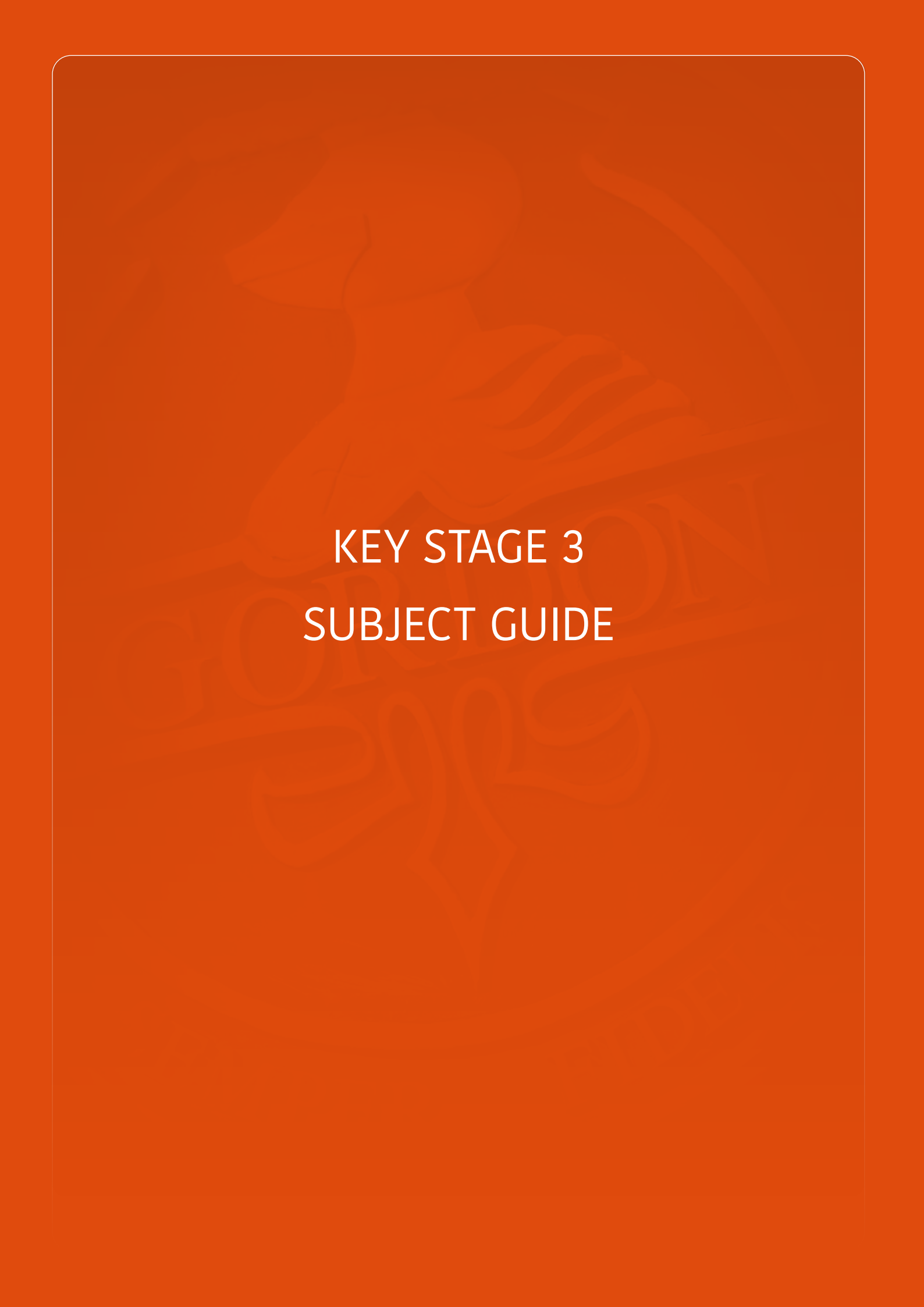
ACADEMIC ENRICHMENT: THE SCHOLAR'S PROGRAMME

BY INVITATION/APPLICATION

The Academic Enrichment Programme is part of the more widely available whole school approach to academic excellence 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 Academic Enrichment Programme or may seek to join through their own initiative.

Students on the Academic Scholars Programme will be encouraged to enhance their academic accomplishment and fine tune their wider critical thinking skills. As part of their scholarship journey, students should draw on the extensive Academic Enrichment Programme, including the numerous Academic Pursuits available within the wider co-curricular programme. This could include participating in Debating or MUN (Model United Nations), reading extensively around a subject or competing in national competitions, for example the UKMT or Science Olympiads.

Acting Academic Enrichment programme contact: Mark Eaden meaden@gordons.school.

The background of the page is a solid orange color. In the center, there is a faint, stylized illustration of a hand holding a globe. The hand is positioned at the bottom, with fingers wrapped around the base of the globe. The globe itself is depicted with latitude and longitude lines. A compass rose is visible on the right side of the globe, with its needle pointing towards the top right. The entire illustration is rendered in a lighter shade of orange, creating a subtle watermark effect.

KEY STAGE 3 SUBJECT GUIDE

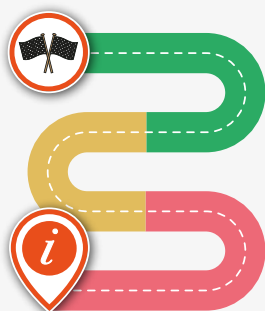


CONTACT DETAILS

Head of Department

Miss E Pankhurst
epankhurst@gordons.school

CURRICULUM MAP



COURSE SUMMARY

In Art and Design we develop the skills, which enable students to record and express their feelings, ideas and observations.

Students explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, developing confidence, competence, imagination and creativity.

Within the department projects are planned to conform to the aims and objectives as outlined, this ensures that all areas are being covered in the key stage and that progression and continuity can be purposefully built in.



COURSE INFORMATION

Art is available for all students at Key Stage 3, and as an option at GCSE and A Level. In addition to the curriculum art lessons, the department also run a very busy co-curricular programme of activities, events and competitions. We follow the National Curriculum for art and design which aims to ensure that all students produce creative work, explore their ideas and record their experiences. We teach them to become proficient in drawing, painting, sculpture and other art, craft and design techniques.

Students learn to evaluate and analyse creative works using the language of art, craft and design. We introduce them to a variety of past and present great artists, craft makers, photographers and designers, and so they have an appreciation and understanding of the historical and cultural development of their art forms.

	Autumn Term & Spring Term 1:	Spring Term 2 and Summer Term 3:
YEAR 7	Visual Elements & Abstract Still Life Students will learn the foundation skills for creating successful drawings and paintings. They will draw from still life and develop a range of tone, understanding how light shows a 3D form. They will explore texture and mark making on a range of objects. Students will learn in depth about colour theory and understand 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.	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. They will refine their painting skills to develop tone and texture through studying artist and scientist Kelly Stanford, exploring how Art and Science can work together to understand our natural world. Drawing and collage work will be completed to develop an understanding of shape, form and layering of materials, before designing a 3D clay bug. This final clay piece will be inspired by the contemporary artist Caroline Kaufman.
YEAR 8	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.	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.

ART AND DESIGN (CONTINUED)

	Autumn Term & Spring Term 1:	Spring Term 2 and Summer Term 3:
YEAR 9	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.	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 or clay outcomes. Students will connect their work together with their peers and create a collaborative final outcome as a class.

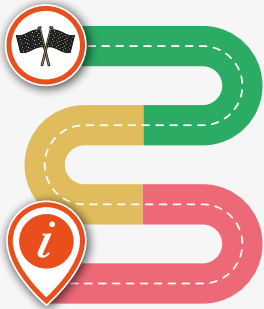


CONTACT DETAILS

Head of Department

Mr J Sumsion
jsumsion@gordons.school

CURRICULUM MAP



COURSE SUMMARY

Key Stage 3 students at Gordon's have one compulsory lesson per week in one of our dedicated computing suites. Students use Microsoft Teams, OneNote and the Office suite in order to prepare them for modern online world, including further education and the workplace. The department also uses online tools for tasks such as diagram creation, image manipulation and of course coding.

The school bases its KS3 curriculum on the National Curriculum document and National Centre for Computing Education (NCCE) resources.

A high-quality computing education equips students to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.

The core of computing is computer science, in which students are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

Building on this knowledge and understanding, students are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that students become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
YEAR 7	• Introduction to Gordon's & Surface Go • Using computers safely and effectively • Word processors and blogs	• Spreadsheets • Programming in Scratch 1	• Networks • Programming in scratch 2
YEAR 8	• Computer hardware • Web development	• Cyber security • Python Programming	• Python Programming with sequences of data • Media- Vector Graphics
YEAR 9	• Computational thinking & Bebras Challenge • Data representation	• Mobile app development • Exploring AI	• Data Science • Advanced Office skills

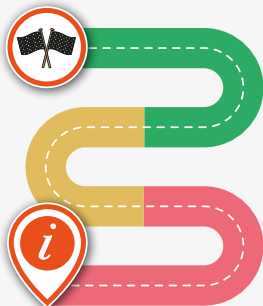


CONTACT DETAILS

Head of Department

Mrs L McConville
lmconville@gordons.school

CURRICULUM MAP



COURSE SUMMARY

All Key Stage 3 students are provided with a weekly Drama lesson. Through the Key Stage 3 curriculum students develop skills in group work, characterisation, communication and evaluation - whilst also developing their understanding of dramatic forms and techniques. Over the three years students will study a range of theatrical styles including naturalism, physical theatre, story telling, devising, script work, theatre design and how to write analytically about theatre. In addition to this, Drama at Key Stage 3 is used to explore, challenge and deepen students' understanding of wider issues. The schemes of work provide opportunities for students to reflect on topics such as migration, war, neurodiversity, protest and gang culture. We believe that studying Drama at Key Stage 3 equips our students with the skills of insight and empathy. The curriculum allows them to explore, in a safe environment, how another person might view or experience the world; consequently allowing them to better understand their own place in it.

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
YEAR 7	Spontaneous Improvisation: Group Skill and gaining experience in developing creative ideas without rehearsal Pantomime: An introduction to the genre of pantomime, focused on audience awareness and heightened characters.	Non-Naturalism: Non-Naturalistic Theatre: An introduction to non-naturalistic techniques through a play. Kennels: Development of devising techniques and non-naturalism. Students are guided to create a devised piece of animal rights.	Stage Configurations: An introduction and experience of performing within different stage shapes. Analysis of a play text: Exploration of a play text through the perspective of a performer. Development of analytical writing skills and describing performance.
YEAR 8	Introduction to Naturalism: An introduction to naturalistic techniques and application into a guided devised performance. War Horse: Development of naturalism and performance skills through the study of a play.	Giovanni: Development of ensemble and physical story telling, with application into a guided devised performance. Grimm Tales: Further exploration of ensemble storytelling, dramatic structure and heightened characterisation.	Theatrical Styles: Exploring performance work in a range of different theatrical styles. Analysis of a play text: Exploration of a play through the perspective of a designer. Development of analytical writing and subject vocabulary.

DRAMA (CONTINUED)

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
YEAR 9	Evaluating Live Theatre: Experience of watching theatre and evaluating the acting and design through extended writing Naturalism: Developing naturalistic performance techniques through the study of a playtext.	Wilkommen: Study of the theme of migration through the medium of script. Pupils will develop understanding of ensemble work and visual imagery. Splendid Theatre Co: Developing devised work in the style of the well known theatre company "Splendid"	Analysis of a play text: Exploration of play text from the perspective of an actor and designer. Pupils will gain experience interpreting a play practically, how technical and design roles work and extend their understanding of analytical and evaluative writing.

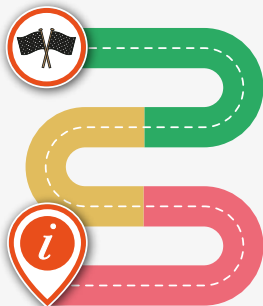


CONTACT DETAILS

Head of Department

Mr P Berry
pberry@gordons.school

CURRICULUM MAP



COURSE SUMMARY

Students read a wide range of literature, including classic novels and late twentieth and early twenty-first century teenage fiction, plus plays by Shakespeare and contemporary playwrights, alongside poetry from across the history of English literature. Students also study a wide variety of non-fiction texts such as newspapers and speeches.

Students develop their skills of analysis as they explore the texts that they study. Through discussion and debate, students develop as readers and writers. Students are taught to write for a range of different audiences and purposes, from creative writing to analytical essay writing.

Students are encouraged to participate in the many extra-curricular activities that the English Department runs, from writing for the school magazine to participating in mock-trial competitions, as well as regular writing competitions. Independent reading, or private reading, is also promoted and recorded in Reading Record Charts at the back of the exercise book of Key Stage 3 students.

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
YEAR 7	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 (eg 'The Lion, the Witch and the Wardrobe', 'Percy Jackson', 'Millions').	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. Students may study poetry from around the world.	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.

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
YEAR 8	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, such as: 'The Terrible Thing that Happened to Barnaby Brocket', 'The Bone Sparrow' or 'Trash'. After this, students revisit and extend their narrative writing skills through the bildungsroman genre. The students study autobiographical writing using both fiction and non-fiction based stimuli (eg extracts for 'I capture the Castle', 'Cider with Rosie' and 'We Bought a Zoo').	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 (eg 'The Hunger Games', 'Animal Farm', 'The Giver').	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. The term continues with students exploring the continued popularity of the crime genre into our current time alongside creating their own crime short stories.
YEAR 9	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.	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 or play. Choices include: 'Stone Cold', 'Blood Brothers', 'Heroes' or 'Ghost Boys'.	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. Students have the opportunity to read and analyse non-fiction writing with a focus on biography and persuasive texts. Students then produce a persuasive piece of writing to convince their audience to their point of view.

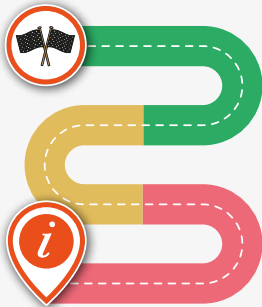


CONTACT DETAILS

Head of Department

Mr P Schofield
pschofield@gordons.school

CURRICULUM MAP



COURSE SUMMARY

We aim to provide a high-quality Geography education which should inspire in students a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As students progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments which will be explored through fieldwork.

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
YEAR 7	- Passport to the World: Connections to the World and the United Kingdom - Finding Your Way: Map skills	- Extreme Environments: The frozen poles - Off and running: Rivers in action	- Settlement geography - Weather and climate and fieldwork skills
YEAR 8	- Restless Earth: Tectonic Activity - Population and migration	- Coastal Geography - Rising Superpowers: India and China	- An in depth study of Japan - Investigating environmental issues and fieldwork skills
YEAR 9	- Tropical Rainforests - Contrasts in Development: Looking at developing countries and comparing with developed countries	- Restless Earth; Weather and climate hazards - Geography of Conflict	- Cold Environments: Glaciation - It's a Brand New World: The Globalisation of the Nation

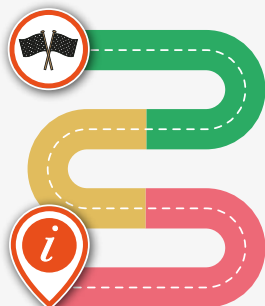


CONTACT DETAILS

Head of Department

Mr C Coles
ccoles@gordons.school

CURRICULUM MAP



COURSE SUMMARY

The History curriculum at Gordon's is designed to inspire students' curiosity about the past and to develop critical thinkers, who are very prepared for the demands of our modern world. Throughout their Key Stage 3 journey, students will study significant political, economic and social developments, which are also highly relevant to the present. Key themes and issues will be explored, including: the formation of national identities; imperial expansion and collapse and their long-lasting impacts; religious toleration and its absence; power struggles and shifting balances of power; and the development of democracy, among other things. Historians in Years 7 to 9 will refine their skills of source analysis and their ability to marshal evidence in order to produce well-structured and well-argued essays. In an era of media disinformation, it is more important than ever to develop a questioning approach to the information presented to us and History will equip students with the academic skills to do this in a systematic and forensic way. Students in Year 9 will have the opportunity to visit the battlefields of the First World War to enrich their studies.

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
YEAR 7	- How was England shaped before 1066? - Why was 1066 a year of crisis?	- How did the Norman Conquest change England? - How important were the issues of toleration and power during the Middle Ages?	- What was the impact of the Reformation? - Does Elizabeth I deserve to be seen as a great monarch?
YEAR 8	- How did the struggle between monarchy and Parliament shape modern democracy? - How did the transatlantic slave trade shape economies, societies and resistance movements?	- How did the Industrial Revolution change society and people's lives? - What were the causes and consequences of Britain's imperial expansion?	- Why did the United States fight a civil war over slavery and unity? - How did the Civil Rights Movement challenge inequality and inspire change?
YEAR 9	- Why was the First World War significant? - Did women "win" the right to vote in 1918?	- What were the causes of the Second World War? - What was the most significant event of the Second World War?	- What was the Holocaust? - Who were the significant individuals of the twentieth century?

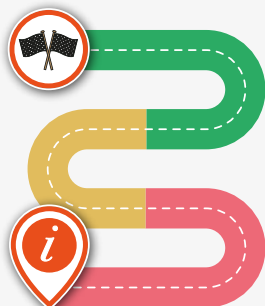


CONTACT DETAILS

Head of Department

Mr M Eaden
meaden@gordons.school

CURRICULUM MAP



COURSE SUMMARY

The Key Stage 3 Mathematics course follows the National Curriculum requirements, covering topics on number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics. The course has two key objectives. Firstly, we want to build and foster our students' interest in, and enjoyment of, learning the subject of Mathematics. We achieve this by providing engaging lessons, which include a variety of tasks from group work to learning games to opportunities for independent inquiry. Secondly, we want our students to be able to excel at Key Stages 4 and 5. We achieve this by focusing on two key aspects of learning; basic numeracy skills and problem-solving. Numeracy booklets are used as starters each week and give students the opportunity to embed the key number concepts before entering Key Stage 4. Problem-solving is included in every topic and students are encouraged to complete the 'Problem of the Week' outside the classroom.

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 7/8/9 will sit three formal Key Assessments per year – one in the Autumn Term, one in the Spring Term and one in 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 7/8/9 will sit three formal Key Assessments per year – one in the Autumn Term, one in the Spring Term and one in the Summer Term.
YEAR 9	The Programme of Study is divided into 4 separate sections, covering the topics of Number, Algebra, Geometry and Measures and Statistics. Sets 1-3 follow the Higher Tier Programme of Study Sets 4a and 4b follow an intermediate Programme of Study that equips them for either the Higher or Foundation tier of entry at GCSE depending on their attainment Set 5 follow the Foundation Programme of Study The curriculum is designed to challenge students but also provide a solid foundation upon which to build for GCSE. Year 7/8/9 will sit three formal Key Assessments per year – one in the Autumn Term, one in the Spring Term and one in the Summer Term.

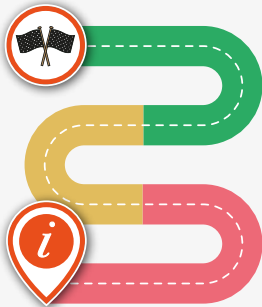


CONTACT DETAILS

Head of Department

Mrs I Barnes
ibarnes@gordons.school

CURRICULUM MAP



COURSE SUMMARY

Students who are allocated to study French learn a spectrum of topics in Key Stage 3 including self and family, home and environment, free time and technology. They also learn a range of tenses and grammar points and the skills necessary for language learning; reading, listening, speaking, writing and translation.

Students have the opportunity to take part in the Year 8-9 trip to Parc Astérix, Stade de France and the WW1 town of Arras and the Year 11 trip to Paris.

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
YEAR 7	Students will use Dynamo 1 course books to study: Introduction to French and Module 1 - Name, age and number, dates, sounds - Talking about brothers, sisters and age - Describing objects in a classroom - Describing a classroom - Talking about likes and dislikes - Describing yourself and others: Selling your sibling on eBay - Saying what you do - Celebrating Halloween and Christmas - Verbs être and avoir, definite and indefinite articles, adjective agreement, regular er verbs	Spring Term students will use Dynamo 1 course books to study: Module 2 - Introduction to school life in France - Talking about school subjects, the uniform, the school day - Describing your school - Learning about a typical French school - Celebrating 'la chandeleur' - Present tense of regular ir and re verbs, the near future tense Module 3 - Introduction to hobbies in the French speaking world and talking about the weather and seasons - Talking about which sports you play and talking about activities you do - Discovering sport in French speaking countries Talking about what you like doing - Celebrating Easter - Jouer à, faire, aimer + infinitive, forming and answering questions	Students will use Dynamo 1 course books and the film 'Les Choristes' Module 4 - Talking about animals - Describing your family - Describing where you live - Talking about breakfast - Learning about Bastille Day - Possessive adjectives, nous form of er verbs, partitive adjectives - Film study: 'Les Choristes' - Preparation lessons: Historical context, characterisation and the development of the main characters, key messages and cultural differences. - Showing of the film and discussion in TL with English subtitles - Post film analysis: students revisit their original predictions and comments. - Character description & film review

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
YEAR 8	Students will use Dynamo 1 and 2 course books to study: Module 5 Dymano 1 • Where you live • Cafés in France • Visit to Paris • Possessive adjectives, partitive articles, higher numbers, modal verbs and the near future tense Module 1 Dymano 2 • Types of holidays and activities • Visit to a theme park (Parc Astérix and le Futuroscope) • A disastrous holiday and negatives • Travelling in the French-speaking world • Christmas in France • Present perfect tense with auxiliary être or avoir with regular and irregular past participles	Spring Term students will use Dynamo 2 course books to study: Module 2 • Festivals and celebrations in francophone countries (Nice carnaval, fête de la musique) • Special days in France • Buying food at a market • Famous dishes from French speaking countries • A school trip • Present tense of regular re and ir verbs and the near future tense Module 3 • Celebrities and TV programmes • Digital technology • Cinema • Leisure activities • Forming and answering a range of questions, negatives, using three tenses	Students will use Dynamo 2 course books to study: 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, three tenses Module 5 • Sport and opinion about sport • Directions • Modal verbs • Injuries and illness • Famous sports people in the French-speaking world • Verbs + prepositions, comparative, the imperative, questions in the three tenses
YEAR 9	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 three tenses	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	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 seven tenses Examination skills: • Grammar, translations, photo cards and role-plays will be done throughout to develop future examination skills

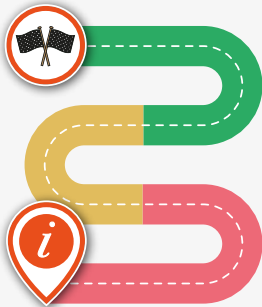


CONTACT DETAILS

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CURRICULUM MAP



COURSE SUMMARY

At Key Stage 3, we use the Stimmt! Course to provide a framework for our learning whilst employing many Extensive Processing Instruction techniques to help improve students' listening and speaking skills. Students will learn to talk about themselves and their families and local area and be able to use 3 tenses and talk about a wide variety of topics by the end of KS3. There is a biennial KS3 trip to Cologne that students can attend whilst either in Year 8 or Year 9.

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
YEAR 7	- Introducing yourself - Counting 1-20 - Using the alphabet - Saying where you live - Describing your character - Asking and answering questions - Talking about pets - Talking about family members - Talking about birthdays	- Talking about sport and leisure activities - Giving opinions - Using adverbs of frequency - Talking about mobiles and computers - Talking about school subjects - Talking about days and times - Describing your teachers - Talking about school facilities and rules	- Saying what there is/isn't your town - Buying souvenirs, snacks and drinks - Talking about holiday plans - Using 'werden' to form the future tense
YEAR 8	- Comparing places 'then' and 'now' - Talking about what you did on holiday - Talking about how you travelled - Talking about the weather - Talking about film and TV preferences - Talking about reading preferences - Discussing screen time	- Talking about typical breakfasts and German foods - Understanding and using recipes - Talking about healthy lifestyles - Understanding rules - Discussing daily routine - Understanding and giving directions - Describing a festival - Using adjectives to describe nouns	- Discussing clothes and style - Talking about plans for a date - Talking about getting ready to go out - Talking about how the date went - Talking about uniforms – pros and cons
YEAR 9	- Talking about parts of the body and ailments - Talking about role models - Talking about overcoming misfortune - Talking about types of music - Talking about bands - Describing a music festival	- Discussing ambitions - Talking about the future and jobs - Discussing what you would like to be or do - Working in a ski resort - Talking about childhood - Comparing primary and secondary school - Talking about Grimm's fairy tales	- Talking about age limits - Talking about rights and responsibilities - Talking about what is important to you - Comparing life now and in the past - Talking about how you can make a difference - Year 9 exams (listening, speaking, reading and writing)

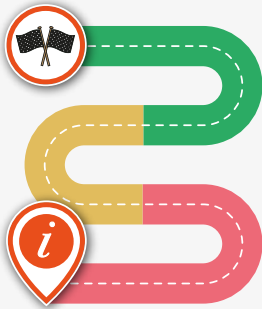


CONTACT DETAILS

Head of Department

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CURRICULUM MAP



COURSE SUMMARY

Students focus on the foundations of the language such as basic grammar, topic specific vocabulary and the style of questioning used at GCSE level. A great deal of time is spent comparing students own lives to that of Hispanic students of the same age. We have a pen pal system in place in which students communicate with children of the same age in Spain and Year 9 also work with Food Technology learning how to cook typical Spanish food, such as paella.

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
YEAR 7	- Greetings and Introductions - Alphabet and numbers 1 – 31 - Describing self and others - Siblings, family, pets - Free time - Weather	- Sports - School subjects - Opinions and subjects - Describing school - Talking about activities at break - Family - Describing physical characteristics	- Describing where live - Talk about what there is to do in area - Food – at the cafeteria - Future plans - Revision of year
YEAR 8	- Holidays - Describing a past holiday - Technology – mobile phones - Music - Television - Describing a day in the past	- Food and opinions - At the restaurant - Making future plans - Film and cinema - Making excuses - Clothes	- Describing a home - Comparisons - Describing activities - Combining verb tenses - Revision of year
YEAR 9	- 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	- Food and diet - Healthy living - Daily routine - Health - Children's rights - Fair trade - Recycling and environment - How towns have changed	- 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.

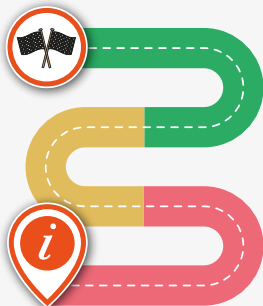


CONTACT DETAILS

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CURRICULUM MAP



COURSE SUMMARY

Music is available for all students at Key Stage 3, and as an option at GCSE and A Level. In addition to the curriculum music lessons, the department also runs a very busy co-curricular programme of activities and events. A plethora of instrumental lessons run throughout the week delivered by a committed team of visiting instrumental staff.

At Key Stage 3, students cover a wide range of styles and periods, including blues, samba drumming and pop song writing. Students have access to a range of instruments to use in the curriculum, with projects based around ukulele work, keyboards and band instruments such as electric guitar and bass guitar. Students make extensive use of various online music resources for developing their musical understanding.

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
YEAR 7	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. Feel the Beat: Rhythm and pulse will be investigated and merged with melody to create new pieces of music along with music reading skills.	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.	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. Samba Drumming: Students are introduced to the characteristics of samba drumming and create a group performance.
YEAR 8	Theme and Variations: Students investigate different ways of creating variations in music, using both standard procedures and their own ideas. Rap and Hip Hop: Students are introduced to the vibrant rhythms of hip-hop and rap through performance. They also have a cross-curricular opportunity to write their own lyrics, and explore rhyme schemes.	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 features and devices common to blues music and compose a piece in pairs or small groups that use these features.	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 hands together on a keyboard. Minimalism: A performance and composition project based on Steve Reich's piece 'Time Lapse'.
YEAR 9	Reggae Music: Understanding the role of reggae music in society, through performing, composing and listening. Christmas Keyboards: Developing keyboard skills for performance.	Protest Song: Exploring the history of music used as protest. Students will write a protest song.	Jazz Music: A performance involving extended jazz harmony and improvisation. Film Music: Students learn to play a famous film theme and explore the use of music in film.

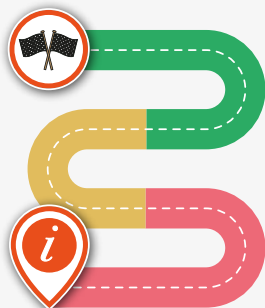


CONTACT DETAILS

Head of Department

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CURRICULUM MAP



COURSE SUMMARY

Physical Education is at the heart of school life providing every student with the opportunity to fulfil their potential. The Physical Education curriculum offered at Key Stage 3 is designed with this in mind and serves to pique students' interest and develop their skills, understanding and interest in a host of sporting experiences. Extensive and well maintained grounds and facilities enable a wide variety of sports to be taught following the National Curriculum for Key Stage 3.

The department boasts five highly qualified and enthusiastic physical education teachers ably supported by a number of specialist sports coaches. This wealth of experience allows students to have the opportunities to compete at House, district, county, regional, national and even international level. At the heart of our philosophy is the desire to provide each of our students with the opportunity to access high quality physical education in an environment that allows everyone to progress, and also to understand the importance of an active healthy lifestyle and the value of working as part of a team.

	In Key Stage 3, every student will have x1 games lesson and x1 core PE lesson per week.		
	Autumn Term 1:	Spring Term 2:	Summer Term 3:
	GAMES (x12 lessons per term) Boys: Rugby Girls: Hockey CORE LESSONS (x1 lesson a week and x4 lessons on each activity)	GAMES (x12 lessons per term) Boys: Football Girls: Netball CORE LESSONS (x1 lesson a week and x4 lessons on each activity)	GAMES (x12 lessons per term) Boys: Cricket Girls: Cricket CORE LESSONS (x1 lesson a week and x4 lessons on each activity)
YEARS 7 & 8	- Gymnastics - Dance - Athletic Development - Disability Sport - Orienteering - Health Based PE	- Gymnastics - Dance - Athletic Development - Disability Sport - Orienteering - Health Based PE	(x1 lesson a week) Boys: Athletics Girls: Athletics
YEAR 9	- Yoga HIIT Boxercise - Table Tennis - Boys' Hockey Girls' Football - Athletic Development - Basketball - Boys' Netball Girls' Rugby - Health Based PE	- Yoga HIIT Boxercise - Table Tennis - Boys' Hockey Girls' Football - Athletic Development - Basketball - Boys' Netball Girls' Rugby - Health Based PE	(x1 lesson a week) Boys: Athletics Girls: Athletics

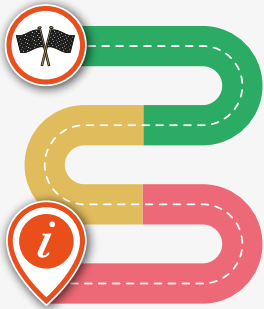


CONTACT DETAILS

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CURRICULUM MAP



STATEMENT OF INTENT

PSHE acknowledges and addresses the changes and challenges young people experience in society today and equips them with the knowledge, understanding and skills that enable them to live physically and mentally healthy lives. Our programme of study promotes the personal development of our students, highlighting key features of life in modern Britain and celebrates what we have in common, as well as promoting respect for the different protected characteristics, as defined in law.

Through our Self-Science lessons, students develop their character (courtesy, integrity, diligence, enthusiasm and resilience) and explore a variety of practical skills, which will equip them for life outside of school. PSHE lessons also provide students with a platform in which they are given the opportunity to reflect upon their personal beliefs and attitudes. In doing so, we promote British values, encouraging students to make informed decisions, which demonstrate their appreciation for diversity. Self-Science lessons also prepare students for future success and living in the wider world by promoting transferable skills through a carefully planned careers programme.

The aim of PSHE is to promote healthy relationships, encourage students to manage risks, appreciate that actions have consequences, develop financial literacy and become aware of the increasing influence of peers and the media. PSHE nurtures students into becoming responsible and respectful active citizens who contribute positively to society.

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
YEAR 7	- Self-science - RSE – health, puberty and relationship	- Self-science - RSE – building relationships - Safety and drugs	- Citizenship – democracy and Parliament - Citizenship – Rights and responsibilities - Summer safety
YEAR 8	- Emotional wellbeing - Digital literacy	- Citizenship – law and crime - Life beyond school – Employability	- RSE – Identify and relationships - Health and wellbeing – drugs and alcohol
YEAR 9	- Citizenship – British values - Positive mental health strategies - Life beyond school – personal finance	- Active Citizenship – First Give charity project - Health and wellbeing – substance misuse	- SE – intimate and respectful relationships - Health and wellbeing – First aid and healthy living choices

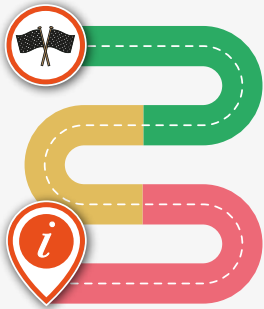


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CURRICULUM MAP



COURSE SUMMARY

At Key Stage 3, the beliefs and practices of the major world religions, philosophical questions and ethical issues are studied. Students will have the opportunity to learn about religious and non-religious responses, as well as to explore their own, to questions about identity, belonging, meaning, purpose, truth, values and commitments.

At Key Stage 3, topics will include comparing and contrasting worship within and between religions; the Buddhist response to suffering; whether Jesus was who he said he was; and, if animal testing is morally right.

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	• 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?



CONTACT DETAILS

Head of Department

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CURRICULUM MAP



BIOLOGY



CHEMISTRY



PHYSICS



GCSE



COURSE SUMMARY

Science in Year 7 and 8 at Gordon's enables students to engage in understanding and learning Science as well as applying their knowledge to a myriad of contexts.

Students study Biology, Chemistry and Physics separately and develop their understanding of Working Scientifically through the use of practical work. Our aim is to maintain curiosity, while preparing them for future learning.

At the beginning of Year 9 students begin GCSE Science.

There are many extra-curricular opportunities including trips and competitions. Year 7 and 8 undertake Enrichment activities in class in the Summer term, centring around topics taught that year in each of the three Sciences. Years 7 to 9 also have the opportunity to take part in Gordon's Sudan Prize.

	Biology	Chemistry	Physics
YEAR 7	- Cells - Structure and function of body systems - Human reproduction	- Particles and their behaviour - Elements, atoms and compounds - Chemical reactions - Acids and alkalis	- Energy and Particles - Force, pressure and moments - Electricity
YEAR 8	- Plant reproduction - Health and lifestyle - Biological processes - Ecosystems and adaptations	- The Periodic Table - Separation techniques - Metals and materials - The Earth	- Heat and Kinetic Theory - Sound - Light and electromagnetic waves - Electromagnetism - Space
YEAR 9	- Cells and transport - Cell division and Stem cells - Communicable Diseases - Preventing and treating diseases - Non-communicable diseases	- Atomic structure - The periodic table - Structure and bonding - Chemical changes	- Energy transfers and resources - Density - Particle model and heating - Radioactivity



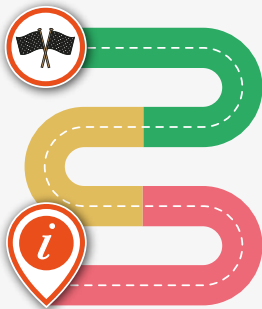
CONTACT DETAILS

Head of Department:

Head of Technology:
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Head of Food & Nutrition:
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CURRICULUM MAP



COURSE SUMMARY

Design and Technology is available for all students at Key Stage 3, and as an option at GCSE and A Level. It is currently taught on a rotation with students spending approximately 11 weeks with a specialist teacher in a variety of areas of Technology.

Key stage 3 students in years 7, 8 and 9 have three lessons per fortnight and rotate between one Food Preparation and Nutrition project and two Design & Technology projects. This will ensure that Year 9 students are in a good position to make an informed choice for GCSE options. Students are introduced to concepts such as creative thinking strategies, problem solving, 2D and 3D visual communication and making, ergonomics, materials and their properties and the use of CAD and CAM.

YEAR 7

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 seven dishes over the course of the rotation to consolidate their learning from theory lessons. These include vegetable stir fry and scone based pizza.

Introduction to D&T:

- An introductory project comprising of smaller 'mini projects' within the rotation.
- Students will use various new skills such as Computer Aided Design (CAD) software and Computer Aided Manufacture (CAM) equipment to produce a laser cut keyring.
- Students will be introduced to materials and their properties.
- Students will also be introduced to sustainable design and the 6Rs, and will produce a recycled polymer magnet using the heat press.

Ergonomics Project:

- A project to introduce students to the concept of ergonomics and help them to identify ergonomic features in every-day products.
- Students will learn the importance and practice of product analysis, and be able to comment on a products strengths and weaknesses.
- Students will then create an improved ergonomic grip for a simple utensil using various prototyping and testing methods, while evaluating and developing their grip.
- Students will produce prototypes in different materials such as plasticine, polymorph (a smart material) and Styrofoam.

YEAR 8	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. • Seven 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. Dengineers Project: • A user led design project where students identify a client within the class to design a ‘dream den’ for. • Students will conduct primary research with one of their peers as a client, and gather information to produce designs for their dream den reflecting their needs and wants. • Students will practice sketching skills, develop ideas and finally produce a maquette of their den using various cardboard construction techniques. Desktop Games Project: • A project introducing students to traditional woodworking skills, the use of hand tools and workshop equipment. • Students have autonomy of producing either a wooden basketball or bowling game, demonstrating a variety of workshop processes including cutting, shaping, drilling, finishing, line bending and using CAD/CAM. • Students will also start to build on the knowledge of materials and properties gained in Year 7, to broaden their understanding of these in a practical setting.
YEAR 9	Food and Nutrition • Recap on food safety and hygiene, to include the regulations and law. • Lessons designed 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 two dishes from that country. Pewter Medal Project: • A project that allows students to research and learn the history of Gordon’s School • Students will develop a range of ideas for a medal, the design of which will reflect their part of Gordon’s school • Techsoft is used to continue their skill building in 2D CAD Students will learn metal casting and finishing processes Further Skills Project • A varied scheme of work comprised of mini projects • Building on 2D CAD skills using Techsoft and laser cutting • Introduction to 3D CAD using Fusion 360 to make an LED lamp • Continuing practical making skills in woodwork and metal work

KEY DATES

2026-27

KEY DATES FOR ACADEMIC YEAR 2026-27

AUTUMN TERM 2026

Inset - Tuesday 1st September 2026

Inset - Wednesday 2nd September 2026

First Day of Term - Thursday 3rd September 2026

Exeat - Saturday 26th and Sunday 27th September 2026

Parade - Sunday 11th October 2026

**Half Term Begins (2 weeks) - Thursday 17th October 2026
after Saturday morning activities have finished**

Inset - Monday 19th October 2026

Inset - Tuesday 20th October 2026

Lessons Resume - Monday 2nd November 2026

Parade - Sunday 8th November 2026

Exeat - Saturday 21st and Sunday 22nd November 2026

Last Day of Term - Wednesday 16 December 2026 at 12.00pm

SPRING TERM 2027

Inset - Wednesday 6th January 2027

First Day of Term - Thursday 7th January 2027

Whitehall Parade - Saturday 16th January 2027

Guildford Cathedral Service - Sunday 17th January 2027

Exeat - Saturday 23rd and Sunday 24th January 2027

Half Term Begins (1 week) - Friday 12th February 2027 at 3.35pm

Lessons Resume Monday 22nd February 2027

Exeat - Saturday 13th and Sunday 14th March 2027

Parade - Sunday 21st March 2027

Last Day of Term - Wednesday 24th March 2027 at 12.00pm

SUMMER TERM 2027

Inset Day - Monday 12th April 2027

First Day of Term - Tuesday 13th April 2027

Exeat - Saturday 1st and Sunday 2nd May 2027

Public Holiday - Monday 3rd May 2027

Half Term Begins (1 week) - Friday 28th May 2027 at 3.35pm

Lessons Resume - Monday 7th June 2027

Parade - Sunday 13th June 2027

Annual Inspection and Prize Giving - Saturday 3rd July 2027

Last Day of Term - Saturday 3rd July 2027 (after Annual Parade and Prize Giving)

KEY DATES FOR ACADEMIC YEAR 2027-28

AUTUMN TERM 2027

INSET: 2nd September, 3rd September and 6th September 2027
(Monday 6th September 2027 – New Students' Induction Day)

First day of term: Tuesday 7th September 2027

Exeat: Friday 24th – Sunday 26th September 2027

Parade and Chapel Services: 10th October 2027

Half-term begins (1.5 weeks):

Wednesday 20th October to Tuesday 2nd November 2027

INSET: 1st November 2027 and 2nd November 2027

Lessons resume: Wednesday 3rd November

Remembrance Parade: 14th November 2027

Exeat: Friday 19th to Sunday 21st November 2027

Last day of term: Wednesday 15th December 2027

SPRING TERM 2028

INSET: 5th January 2028

First day of term: Thursday 6th January 2028

Memorial weekend: 15th and 16th January 2028

Exeat: Friday 21st to Sunday 23rd January 2028

Half-term: Friday 11th to Sunday 20th February 2028

Parade: 5th March 2028

Exeat: Friday 10th to Sunday 12th March 2028

Last day of term: Friday 31st March 2028

SUMMER TERM 2028

INSET: 19th April 2028

First day of term: Thursday 20th April 2028

Exeat: Friday 28th April to Monday 1st May 2028

Public Holiday: 29th May 2028

Half-term begins (1 week): Friday 26th May to Sunday 4th June 2028

Parade: 10th June 2028

Exeat: Friday 23rd to Sunday 25th June 2028

Annual Parade and Prize giving: 8th July 2028

Last day of term: Saturday 8th July 2028 after Parade and Prize Giving



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