GORDON'S SCHOOL

KEY STAGE 4 OPTIONS AND ACADEMIC GUIDE 2027–28

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 4 CONTACTS

KEY STAGE 4		
Head of Upper School	Mr Ben Gallagher	**bgallagher@gordons.school**
Key Stage 4 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 P 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 James Stephens	**gravesend@gordons.school** **01276 859723**
Kensington House	Ms Kate Connery	**kensington@gordons.school** **01276 859710**
Khartoum House	Mr Jonathan Griffiths	**khartoum@gordons.school** **01276 859711**
Sandringham House	Mr and Mrs Pring	**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**

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HEAD OF DEPARTMENT CONTACT DETAILS		
Academic Enrichment	Mark Eaden	**meaden@gordons.school**
Art and Photography	Elizabeth Pankhurst	**epankhurst@gordons.school**
Business Studies	Nikki Stojakovic	**nstojakovic@gordons.school**
BTEC Enterprise	Navdeep Brar-Gill	**nbrar-gill@gordons.school**
Careers	Augusta Kennedy	**akennedy@gordons.school**
Computing	Jamie Sumsion	**jsumsion@gordons.school**
Design and Technology	Alice Edwards	**aedwards@gordons.school**
Drama	Laura McConville	**lmconville@gordons.school**
English	Philip Berry	**pberry@gordons.school**
Food and Nutrition	Clare Neale	**cneale@gordons.school**
Geography	Paul Schofield	**pschofield@gordons.school**
History	Chris Coles	**ccoles@gordons.school**
Learning Support	Emily Rawlins	**erawlins@gordons.school**
Mathematics	Mark Eaden	**meaden@gordons.school**
MFL: French	Isabelle Barnes	**ibarnes@gordons.school**
MFL and 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 and Science: Biology	Annabel Beecham	**abeecham@gordons.school**
Science: Chemistry	Claire Gauson	**cgauson@gordons.school**
Science: Physics	Anthony Wallace	**awallace@gordons.school**

TIMING OF THE SCHOOL DAY

MONDAY TO FRIDAY:

Arrival	**8.00am**
Tutor Group/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**
Tea	**5.00pm to 6.00pm**
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.

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KEY STAGE 4
OPTIONS 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 extra-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.

At Gordon's we believe in a broad and balanced curriculum with a focus on the traditional academic subjects. The composition and proportion of teaching time given to respective subjects is set out later in this booklet.

In the core subjects of English, Mathematics, Science and Modern Foreign Languages (where numbers require it), Key Stage 4 students are placed in sets. This arrangement also affords the Head of Department the opportunity to target different tiers of public examination entry for different sets.

This booklet is designed to support Key Stage 3 students in preparing for their transition into Key Stage 4. In the Spring Term of Year 9, students will have the opportunity to select a number of optional subjects. These non-core subjects will be studied through Years 10 and 11 and are terminally examined at the end of Year 11, along with the core curriculum. It is important that the options available to students are considered carefully as they may form the foundation for onward study into the Sixth Form and beyond.

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.

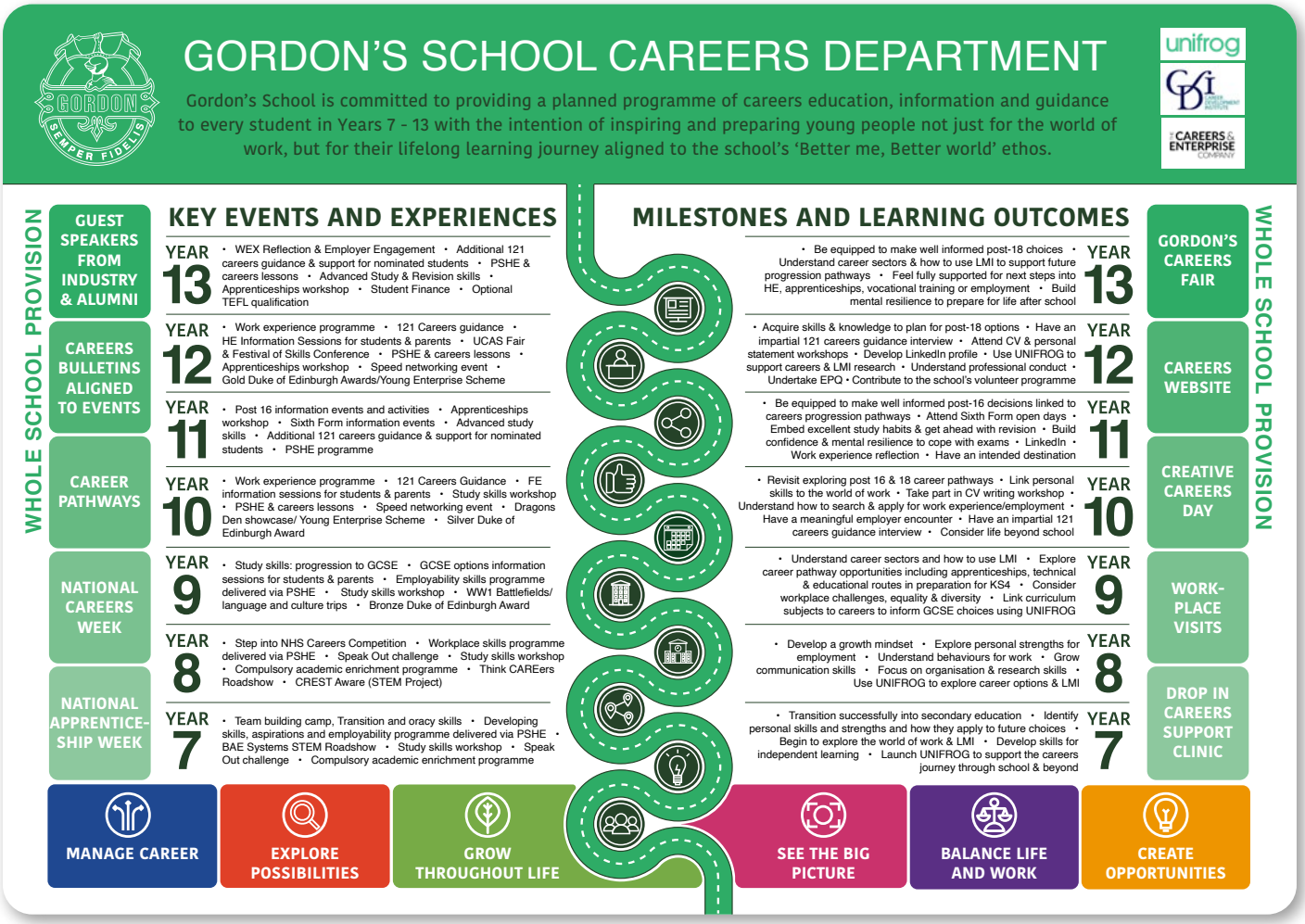
Learning and intellectual development are at the heart of everything we do at Gordon's. As students' progress through the School, we expect them to become increasingly engaged in learning about the world around them and how to think for themselves. With this in mind, we will seek ways to make thinking 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 subjects"*
>
> **OFSTED 2024**

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.

The Careers Programme at Gordon's is designed to enhance the academic curriculum and seeks to support students across every subject, working hard to embed opportunities for growth both in the classroom and beyond. The broad spectrum of events and activities are aligned to the Gatsby Benchmarks, the Government's framework for good career guidance in schools. Students in Years 10 and 11 can expect to gain a clear understanding of post 16 progression pathways via assemblies and workshops in school, develop skills to support them in the workplace through the work experience programme, receive tailored advice to suit their specific interests during 1:1 careers guidance interviews, have access to employers across many industry sectors and much more.



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PSHE

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

Through our weekly lessons, students develop their character (courtesy, integrity, diligence, enthusiasm and resilience) and explore elements of Citizenship and Careers which will equip them for life outside 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 and inclusivity. We 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 heathy 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.

Students are taught in six rotations of five lessons across the year, each rotation covering a different theme.

HONOURS PROGRAMME

The Gordon's Honours Programme seeks to promote and capture good character through service and participation, rewarding those who display positive behaviour, hard work, leadership and a willingness to serve their House and School whenever asked in and outside the school. In Key Stage 4 Students are aspiring to achieve 'Gold Honours' which are cumulative and across Year 10 and Autumn Term Year 11.

INDEPENDENT LEARNING: PREP

Core subjects will set prep twice a week at KS4; all other subjects will set prep once a week. At Key Stage 4, staff will aim to set work that will require students to spend roughly 45 minutes on each piece of prep.

Prep will be set using Bromcom, with students given a week to complete each piece of work – organisation is, therefore, vital to ensure prep is not left until the last moment. Students should also ensure they take note of due dates as these may not always fall on days when they have the relevant subject.

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 the Head of Key Stage.

INDEPENDENT LEARNING: STUDY SKILLS

At the start of each academic year, all students in KS4 will participate in a Study Skills programme delivered by The Life Skills Company. This is 'topped-up' just before Easter for students in Year 11 about to embark on their final preparation for GCSE examinations. Information about these sessions and the ongoing Study Skills programme at Gordon's is available on the School website.

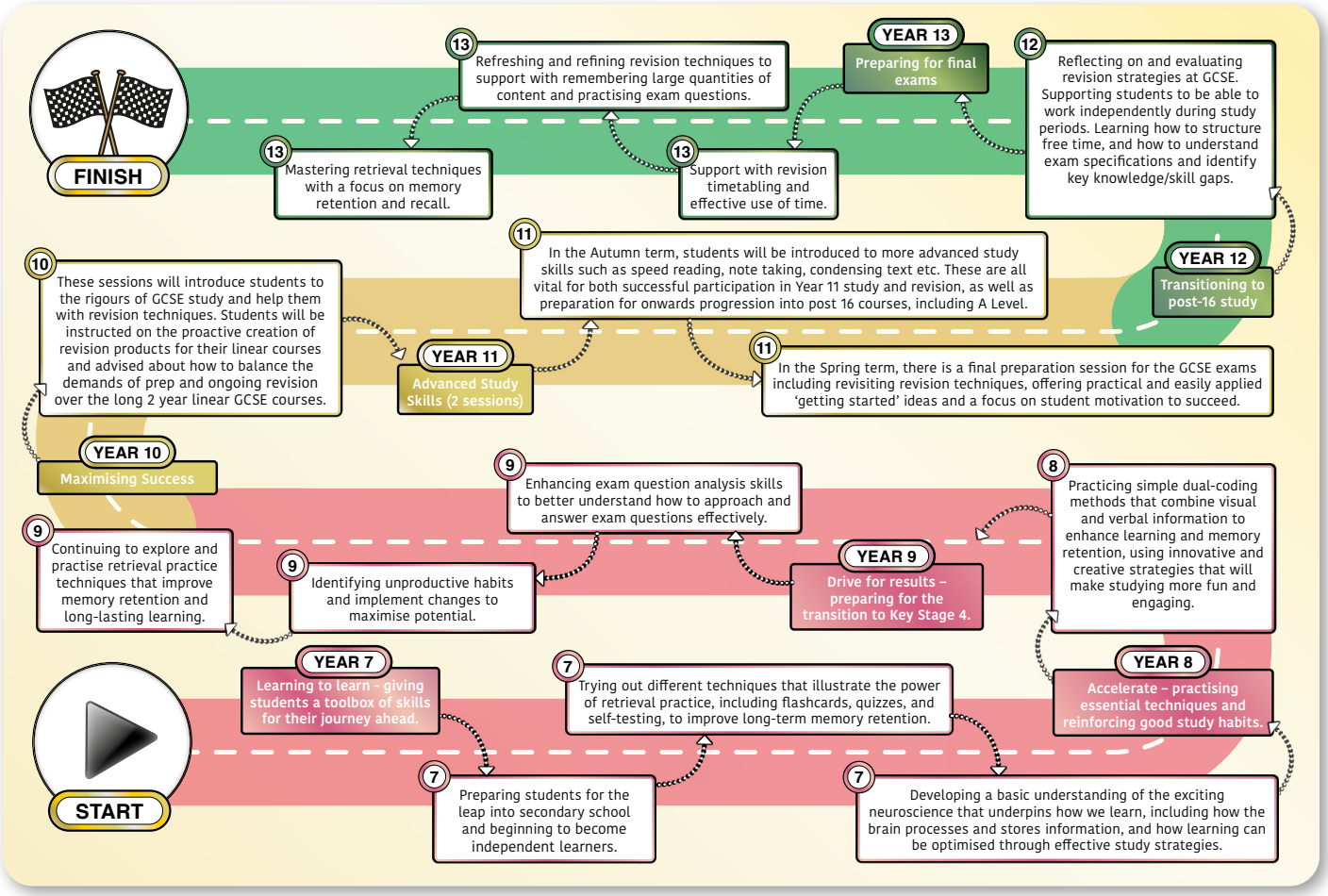
A substantial programme of revision sessions and clinics will also be offered to Year 11 students. These sessions will be supported through booklets containing general revision advice and work set by subjects that will also be put on the School website.

INDEPENDENT LEARNING: 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, the Library has a subject specific wider reading section; subject teachers will encourage these books to be read, refer to them whenever possible and ask the Librarian to order new books annually.

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

INDEPENDENT LEARNING: STUDY SKILLS OVERVIEW



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SET CHANGE PROTOCOLS

INTRODUCTION

Gordon's recognises the specific and relevant difference between ability and attainment when discussing student setting – ability can be subjective and open to question and is difficult to quantify, therefore our setting decisions are based on attainment, which can be evidenced through assessments and classwork/homework, and thus fairly and consistently measured/applied across all students.

At the end of Key Stage 3, students will take internal examinations in the core subjects. The results of these examinations, along with internal assessments, classwork and the teacher's professional judgement will be used to determine core subject sets as students enter Key Stage 4. Heads of Departments may also make use of the data available from the Yellis tests students take at the start of Year 10.

Throughout their time in Key Stage 4, ongoing assessments, classwork and the teacher's professional judgement will be used to determine appropriate setting decisions.

At Gordon's we believe in setting at Key Stage 4 within core subjects; English, Maths, Science and MFL. There are several reasons for this:

- It gives students the incentive to 'move up' a set coupled with the knowledge that they will have to work hard to keep 'their place' in a set.
- It allows students to be taught in an environment where their peers are broadly of similar ability meaning a less intimidating environment which we feel is ultimately conducive to learning.
- It allows teachers to broadly 'pitch a lesson' at an ability level that will resonate with the vast majority of students.
- At Key Stage 4, when considering public examination entry, it affords the Head of Department the opportunity to target different tiers of entry for different groups of students (please note that this does not apply to GCSE English Language or GCSE English Literature as these two GCSEs are not tiered, so all students sit the same exam papers).

Students will, on occasions, move sets and the protocols for this in the four main core subjects 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. *Parental or student preference for a specific set allocation cannot, and will not, be taken into consideration in this process.*

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 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.

The decision to change the set of a student will be based on factors such as:

- Internal assessments
- Classwork
- Prep
- Teacher judgement

ENGLISH SETTING INFORMATION

At Key Stage 4, Set changes in English are less likely to occur but are still made at times both during and at the end of the year. However, all Year 10 students will sit the Year 10 Examination towards the end of the Spring Term. The outcome of this, coupled with other student information and teacher judgement, may inform some Set changes towards the end of the year.

For all Set changes parents will be informed via a letter home. Should there be any queries please contact Mr Berry (pberry@gordons.school).

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MATHEMATICS SETTING INFORMATION

Students in Year 9 receive formal key assessments once per term, and setting is reviewed in February and June. The Maths department use the results of key assessments, alongside performance in class and in other assessed work, as the basis for setting decisions and so parents are advised to ensure that their son or daughter takes the assessments seriously. Topic lists and advice for revision will be provided ahead of each key assessment.

At Key Stage 4, set changes in Mathematics are less likely to occur. However, all Year 10 students will sit the Year 10 Examination towards the end of the Spring Term, after which some set changes may occur.

For all set changes parents will be informed via a letter home. Should there be any queries please contact Mr Eaden (meaden@gordons.school).

SCIENCE SETTING INFORMATION

In Year 9, in Science, students are placed in ability streams.

All classes in Year 9 are taught GCSE Separate Science content for Biology, Chemistry and Physics. Students are then set in Year 10 and then through Year 10 and 11, are filtered into taking either GCSEs in Separate Sciences (Biology, Chemistry and Physics), or taking Combined Science GCSE, based on attainment. Combined Science GCSE covers Biology, Chemistry and Physics and is equivalent to two GCSEs at the end. It is important to note that students taking GCSE Combined Science will not be disadvantaged if they choose to study Sciences at A Level and meet minimum entry requirements for these courses.

Any class or Set movement will be largely based on results from major school assessments taken in Year 9, 10 and 11. Please ensure, therefore, that your son or daughter takes these assessments seriously and prepares for them appropriately.

For all Set changes, parents will be informed by a letter/BromCom communication. Should there be any queries, please contact Mrs Annabel Beecham (abeecham@gordons.school) - Head of Science.

MFL SETTING ARRANGEMENTS

KS4 sets are decided at the end of Year 9 and Sets will be based on performance in Key Assessments and the Year 9 exam. Students are therefore encouraged to prepare properly for these assessments.

Generally, there are two Sets for each language. Set 1 will be automatically entered for Higher Tier. Set 2 will generally be entered at Foundation Tier although there may be students who are entered at Higher Tier if their results warrant it.

Set moves are rarer than at KS3 but still possible and will be based on results in Key Assessments and Year 10 exams.

For all set changes, parents will be informed by a letter home.

The core principle that guides everything we do is *Putting Students First.*

CURRICULUM ALLOCATION

KEY STAGE 4	LESSONS	%
English	8	13.33
Maths	8	13.33
Science	12	20
Languages	7	11.67
Option 1	7	11.67
Option 2	7	11.67
Option 3	7	11.67
PSHE	2	3.33
Games	2	3.33
Total	**60 (per fortnight)**	**100%**

THE OPTIONS PROCESS AT GORDON'S

Year 9 students have some important choices to make about the subjects they will study over the next two years. Once these decisions are made, they will need to select four subjects including a 'reserve' from the 'options' subjects listed below. Whilst there are several subjects that must be studied until the end of Year 11, there are also many subjects that will be studied for the last time in Year 9. The purpose of this booklet is to help students decide which subjects to select as 'option' subjects and which subjects to 'drop'.

COMPULSORY SUBJECTS

The subjects that must be studied at Gordon's until the end of Year 11 are:

- English Language
- English Literature
- Mathematics
- Separate Sciences or Combined Science
- A Modern Foreign Language; French or German or Spanish
- Physical Education*
- PSHE*

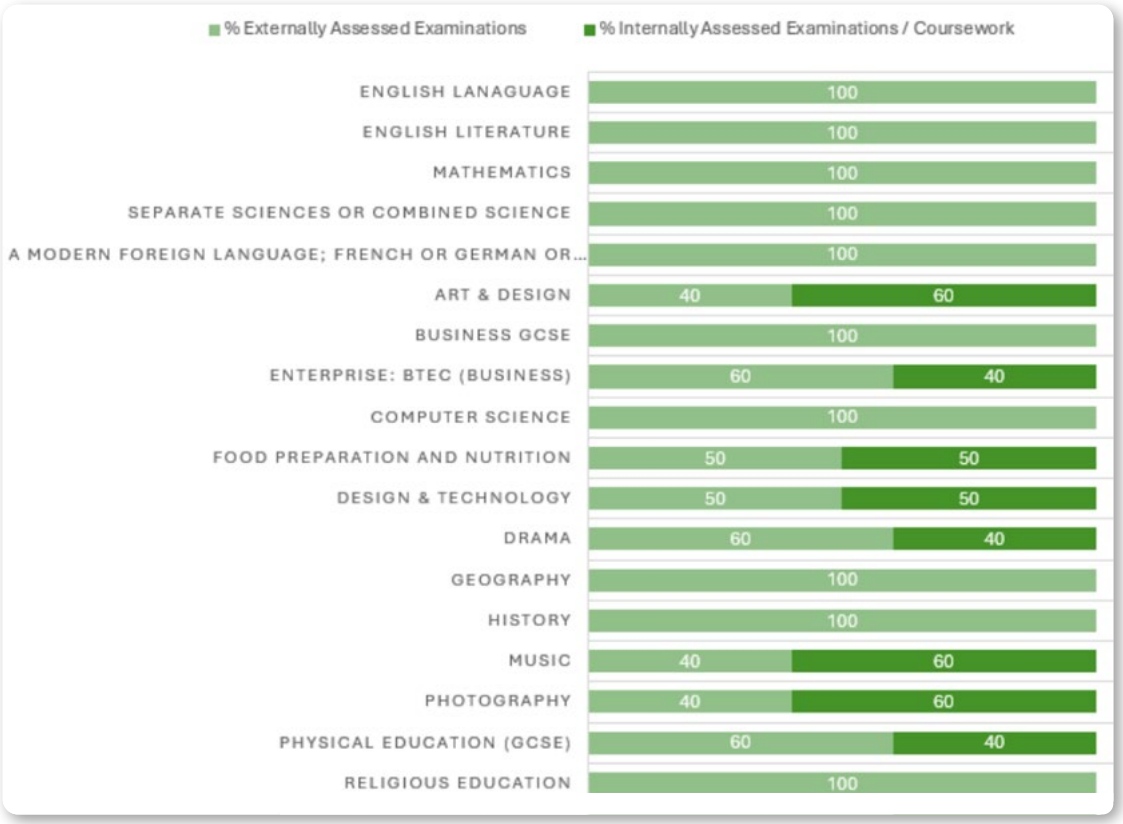
** Public Examinations are not taken in these subjects*

OPTIONAL SUBJECTS

Three subjects and a reserve to be selected:

- Art & Design
- Business GCSE
- Enterprise: BTEC (Business)
- Computer Science
- Food Preparation and Nutrition
- Design & Technology
- Drama
- Geography
- History
- MFL: French (as a second modern foreign language)
- MFL: German (as a second modern foreign language)
- MFL: Spanish (as a second modern foreign language)
- Music
- Photography
- Physical Education (GCSE)
- Religious Education (Full Course)

% EXAMINATIONS/COURSEWORK PER SUBJECT



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BTEC Courses: Any student may take a BTEC course in combination with GCSE courses, although this is predominately aimed at students who would benefit from courses with a greater focus on coursework than examinations.

Alternative Curriculum: Students may undertake courses at local colleges following discussions with the academic team, learning support department and are dependant on availability. This typically applies to students who would benefit from a higher vocational offer. Should you wish to enquire about this please contact our school SENDCo, Mrs Emily Rawlins at mrawlins@gordons.school.

Please note: The option subjects listed above are all potentially available to students, however, there is no guarantee that all subjects will run. This is why it is important that students select a 'reserve' subject.

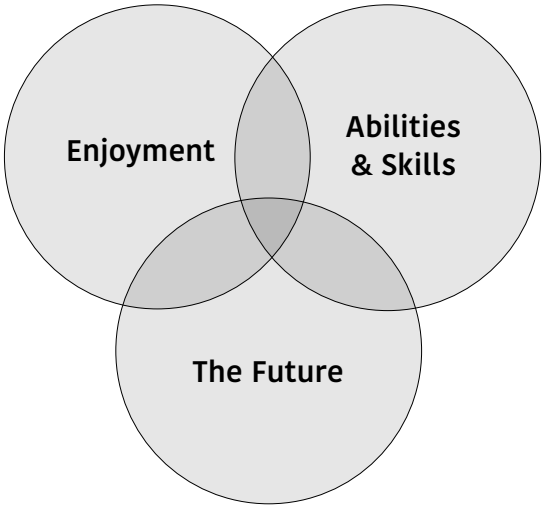
Option subjects will run based on the following pre-requisites:

- Student Demand
- Staffing

Please note: Students will not be able to make changes to their chosen courses once they have submitted their choices form. It is, therefore, strongly recommended that students and parents pay careful attention to the choices being made.

WHERE TO START?

TO BEGIN WITH, STUDENTS NEED TO THINK ABOUT THREE MAIN THINGS:



ENJOYMENT

The option subjects students choose will be studied at GCSE level for two years and it is important that they enjoy them. Without a genuine interest in the subject it is unlikely that students will 'push themselves' to succeed when the course challenges them, which it undoubtedly will, at various stages over the two years.

ABILITIES & SKILLS

Everyone has things that they are good at and some things they are not. More often than not they have little control over this. For example, one person may find that they are naturally good at one subject but finds another subject quite difficult. This is perfectly normal and students need to consider where their strengths lie. The fact that a student likes a subject does not necessarily mean that it plays to their strengths!

THE FUTURE

The subjects students choose to study are more likely to play a part in their future compared to those that they don't. However, this should not be of too much concern as almost one in two students who successfully graduate from University don't go into a job that is directly related to the subject that they studied at University.

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NOW IT'S UP TO YOU

There are several things students must now do:

Read this booklet from start to finish, even if they think they have already made their mind up!

Discuss the options process as a family. Parents and siblings know students as well as anyone and family members also know 'the real world' and can help students make decisions about their future. Please do encourage students to ask for advice and listen to what they are told.

Students should also discuss different subjects with their teachers, including form teachers and House Parents and can seek support from Head of Careers, Mrs Kennedy. Some questions students might like to ask could be:

- What do you think I would be best at in the subject?
- What do you think I would find the most challenging part of the course?
- Do you think I could cope with the prep for this subject?
- What things have we done this year that are similar to GCSE work?
- Roughly what grade would you expect me to get at the end of Year 11?
- What A Levels or other courses could this subject lead to?
- What careers would the subject help prepare me for?

It is important to consider what subjects will support a student's longer term aspirations. If they have a future career in mind they can research what subjects they should study to support different career pathways using Unifrog: Sign In - Unifrog navigate from dashboard to the careers and subjects libraries to explore careers options and interests

Students could also discuss different subjects with Year 10 and 11 students in their House who are taking the subject or considered taking the subject.

If students have a future career in mind then they could go online and find out what subjects they need to study to be successful in that career.

Complete the table below placing a **X**, ✓, or **?** in each box.

SUBJECT	ENJOYMENT	ABILITIES & SKILLS	THE FUTURE
Art and Design			
Business GCSE			
Enterprise: BTEC (Business)			
Computer Science			
Design and Technology			
Drama			
Food Preparation and Nutrition			
Geography			
History			
Music			
Physical Education GCSE			
Photography			
Religious Education (Full Course)			

When ready, please complete the options choice form and make sure it is submitted by **Friday 5th Febuary 2027.**

GORDON'S SIXTH FORM SUBJECT ENTRANCE CRITERIA

Below are current sixth form subject entry requirements.

Entry 2027 Onwards		**Minimum Entry Requirements: Five GCSE grades 9 – 5 including Grade 5 in English & Mathematics for any A level course**
Subject	**Notes**	**The expected entry criteria for each subject is shown below:**
Art	If destination is Architecture, Art typically is taken with Mathematics and/or Physics.	GCSE grade 6 in Art or Photography.
Biology	Needed for some Sports Science subjects at University. Highly recommended for Medicine. Strongly recommended that students have a GCSE English and Mathematics grade 6.	GCSE grade 7 -7 in Combined Science, or grade 7 in Biology and grade 6 in Chemistry if Separate Sciences studied.
Business		GCSE grade 6 in Business or Distinction in BTEC Enterprise (Business) if studied. If not studied, grade 5 in English and Mathematics.
Chemistry	Required for Medicine. Complements A Level Biology strongly recommended that students have a strong foundation in Mathematics with a grade 6 at GCSE.	GCSE grade 7 in Chemistry or 7-7 in Combined Science.
Computer Science	Strongly recommended to be taken with Mathematics.	GCSE grade 7 in Computer Science if studied. If not studied, grade 5 in English, and a GCSE grade 7 in Mathematics is required.
Drama & Theatre Studies	If no GCSE in Drama, previous drama experience strongly recommended.	GCSE grade 6 in Drama if studied. If not studied, GCSE grade 5 in English is required.
Design & Technology	Strongly advisable to those wishing to study Engineering, Architecture, Product/Graphic Design and aligns well with Arts or STEM subjects. Strongly recommended that students have a strong foundation in Mathematics with a grade 6 at GCSE.	GCSE grade 6 in Technology if studied. If not studied, grade 5 in English and Mathematics.
Economics		GCSE grade 6 in Economics if studied, and GCSE grade 6 in Mathematics. If not studied, grade 5 in English and grade 6 in Mathematics.
English Language		GCSE grade 6 in English Language.
English Literature		GCSE grade 6 in English Literature and grade 6 English Language.
French	Exceptions may be made for native speakers.	GCSE grade 6 in French.
German	Exceptions may be made for native speakers.	GCSE grade 6 in German.
Geography	Biology usually needed if planning to study Geology at University.	GCSE grade 6 in Geography and grade 6 in Mathematics.
History		GCSE grade 6 in History and grade 6 in English Literature.
Mathematics	Mathematics is required for Physics or Engineering. Further Mathematics also needed if Mathematics to be studied at a Russell Group University.	GCSE grade 7 in Mathematics
Further Mathematics		GCSE grade 8 in Mathematics and must study A Level Mathematics over two years. Average GCSE points score of 8 required if one of four A Levels.
Media		GCSE grade 5 in either English Language or English Literature.
Music	Mathematics needed to study Music Technology at some universities.	GCSE grade 6 in Music plus minimum grade 5 instrumental/vocal. If a student has not studied Music, then a Grade 5 instrumental/vocal (any board) and Grade 5 Theory (ABRSM) is required.
Physical Education	30% of the final A Level grade is practical. Students should be regularly competing at school 1st team standard. If subject studied at GCSE and a grade lower than 5 is achieved, the alternative entry requirements will not be considered.	GCSE grade 6 in Physical Education, or grade 5 in English and grade 5 in Biology GCSE, or 5-5 in Combined Science GCSE.
Physics	Both Mathematics and Physics needed for Physics or Engineering at most Universities.	GCSE grade 7 in Physics or 7-7 in Combined Science and a GCSE grade 7 in Maths. A level Physics must be accompanied by Mathematics in Year 12.
Photography		GCSE grade 6 in Art or Photography.
Psychology	Strongly recommended to be taken with other Science subject(s) as some Psychology degrees ask for this.	A GCSE grade 6 in Maths and grade 6 in Biology, or grades 6-6 if double Sciences studied, and a grade 5 in English.
Sociology		GCSE grade 5 in either English Language or English Literature.
Spanish	Exceptions may be made for native speakers.	GCSE grade 6 in Spanish.
Other Level 3 courses on offer: Single BTEC Courses unless stated		**Minimum Entry Requirements: Five GCSE grades 9 – 4 including Grade 4 in English and Mathematics for any BTEC course**
Business (BTEC) Level 3 Extended Certificate	Please note, this subject has a high maths content. Equivalent to one A level	GCSE grade 4 in English and Mathematics are required. Where Business Enterprise level 2 is studied, a Merit is required.
Diploma in Sport (BTEC) Level 3	Double BTEC course, equivalent to two A Levels	GCSE grade 4 in English and Mathematics are required.

Supporting information:

1. For the Sciences, IGCSE Single Award Science (or CIE IGCSE Cambridge Combined Science) is not part of the minimum entry requirement.
2. In terms of access to A Level courses, IGCSE qualifications are considered equal to ordinary GCSE qualifications. Students taking IGCSE Double Award Science require a grade AA or 7-7 to access any of the three Sciences and require a grade BB to access Psychology.
3. Follow the Informed Choice guidance to find recommended subject combinations from the Russell Group.

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KEY STAGE 4
ACADEMIC GUIDE

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

GCSE students will also receive:

- Examination specifications.
- Content and date of important assessment points.

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.

Target grades: Targets for KS4 students are set at the top 10% nationally, meaning that progress and achievement for those obtaining this standard is outstanding and 'a grade higher' than achieved in most schools.

Target Grades are given out at the beginning of the Autumn Term for students to make a note of.

Students have until the end of the first term to request a change to their Target Grades. Requests for Target Grade changes must go via the Deputy Head Curriculum and, downgrades especially, will only be granted in exceptional circumstances.

ASSESSMENT, RECORDING AND REPORTING (ARR)

ASSESSMENT

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, vocabulary or knowledge tests.

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.

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.

KEY ASSESSMENTS

These are formal assessment events which provide students with:

- A GCSE Grade
- Feedback on their performance in the assessment
- Next steps advice to take forward into future lessons and the next assessment

KEY ASSESSMENT GUIDANCE

- A Key Assessment mark is not necessarily a student's Working Grade
- Next steps advice should be useful and practical ie refer to specific improvements required.

Annotation in book/file: (KA)

RECORDING

EFFORT GRADES WITHIN MARKING

Staff may also offer an effort grade ranging from 1 – 5 that accompanies these interim and deep marking moments. These numbers are attributed as follows:

1 = Outstanding

2 = Very good

3 = Good, but Occasionally Inconsistent

4 = Cause for Concern

5 = Unacceptable

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 these by writing their improvements in purple pen. All staff and students will be provided with these pens. The teacher will need to then acknowledge that the improvement has been made by the student and acknowledge this by either stamping, initialling or writing 'feedback loop' closed. Therefore, each assessment is marked and reviewed. Failure to respond to the next steps advice will 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 an expectation of all staff. The minimum expectation is not that teachers mark all work for SPaG (Spelling, Punctuation and Grammar), but that significant pieces of extended writing, including Tri-Weeklies and Key Assessments, will be marked for 'literacy'. When marking for SPaG the codes below should always 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 Assessments and Key Assessments.
- 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/folders.
- 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 4. 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 4. Reports are electronically sent home.

REPORTING SCHEDULE

TYPE OF REPORT	FREQUENCY	CONTENT
Progress Report	Termly	Grade based information: • Effort Grade • Target Grade • Working Grade
Year 10 and 11 NSA Report	Once per Year	Grade based information as above • Subject Next Steps Advice • 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 Key Stage should there be any concerns either in individual subjects or across the Curriculum. This message is reiterated at Parents' Information Evenings at the beginning of the year.

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. Teachers have discretion on awarding effort grades but clearly should not penalise students who are less able in a subject.

Target grade: A statistically generated GCSE grade that is personal to each student and subject. It is designed to be both achievable and challenging.

Working grade: The GCSE based grade that a student is currently working at. 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.

REPORTING GOOD EFFORT GRADES

EFFORT GRADE	GRADE DESCRIPTORS
1	Outstanding
2	Very Good
3	Good but Occasionally Inconsistent
4	Minor Cause for Concern
5	Major Cause for Concern

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 that reflects 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 be able to respond positively to feedback (verbal and written) and learn from mistakes.

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.

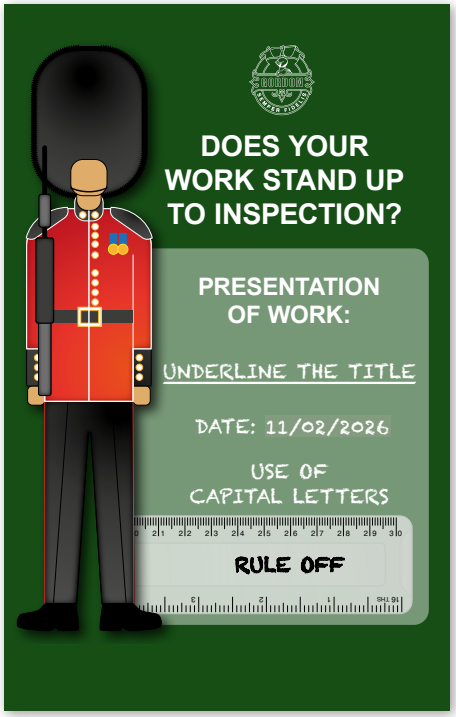
If a student leaves the school premises at any time during the school day, they must sign out from the School Office and sign back in again when they return.

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.

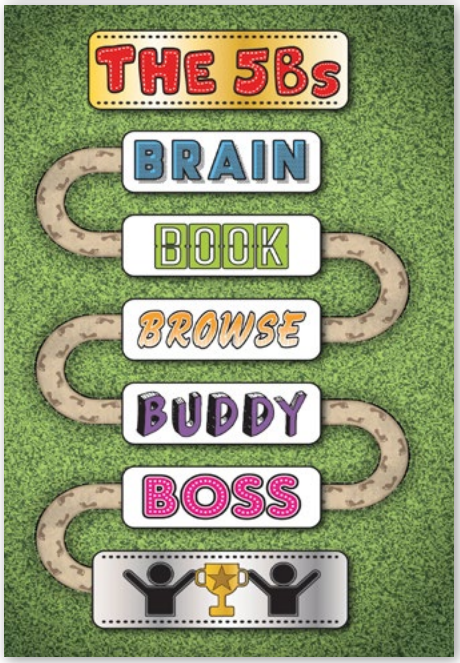
The school's Attendance Policy should be accessed for full detail.

CLASSROOM PROTOCOLS FOR STUDENTS

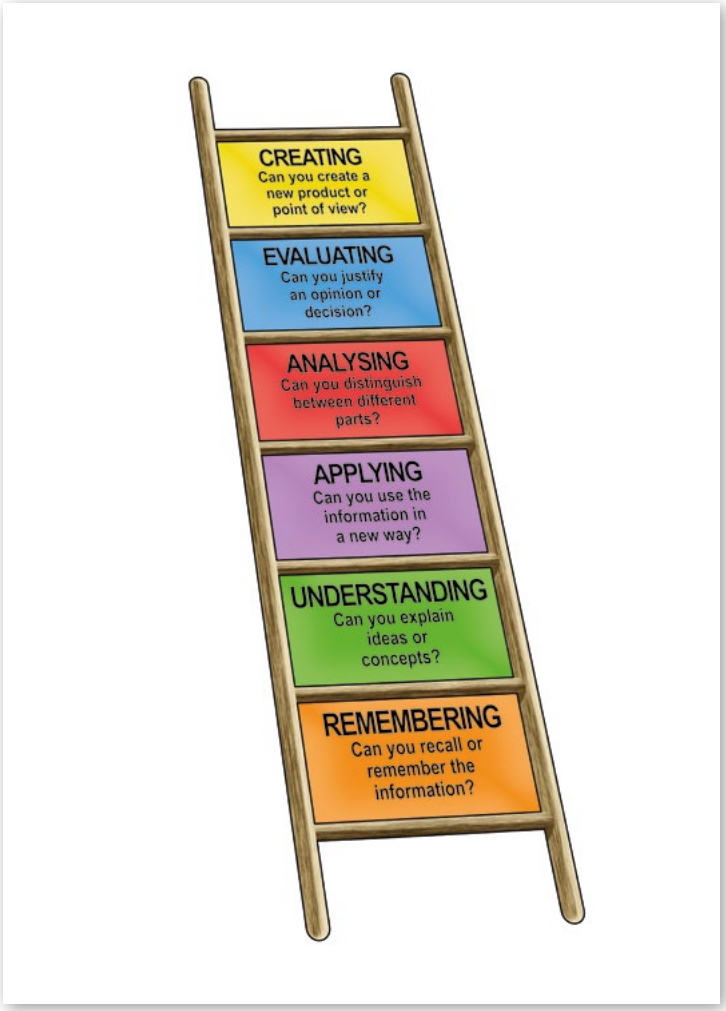
- Students must enter the building and classroom in an orderly manner
- No scarves, gloves or hats
- Top buttons fastened and shirts tucked in
- Students must not be released early to reach the next lesson
- Orderly dismissal – silence, chairs under, blazers on
- Students must not call out answers without elicitation and talk must be relevant to the task











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CLINICS

During Year 11 Departments will deliver academic clinics to students at lunchtime or after school. Some clinics are compulsory while others are optional.

REMOTE ACCESS AND BYOD

The School network can be accessed from home through the School website. Students can also use their personal electronic device on the School's Wi-Fi. Please see the IT Acceptable Use Policy.

REWARDS AND SANCTIONS

Behaviour	Level	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
Helpful, attentive and polite	1	Verbal Praise

Behaviour	Level	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
Talking/low-level disruption	1	Verbal reprimand

ACADEMIC SCHOLARS 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 Enrichment 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 Academic Enrichment 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 for example.

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

STUDY LEAVE FOR EXAMINATIONS

THE SCHOOL HAS A POLICY OF 'NO STUDY LEAVE'.

Before May Half Term:

- All Year 11 students continue to attend all timetabled lessons in their timetabled classrooms, unless they are in an examination.
- The only exception to this is that students may study at home or in Residential Houses during the morning if they have an examination in the afternoon.
- Requests from parents for study leave will not be sanctioned and any absences will be recorded as 'Unauthorised'.
- If all examinations in a given subject have been taken, students may use the lesson time to revise silently for any remaining examinations.

After May Half Term:

- All Year 11 students continue to attend lessons in those subjects in which they are still to sit an examination.
- Day Boarders may request in writing to the Head to stay at home to study but must attend all lessons in subjects still to be examined. Absence will be recorded as 'Authorised' if permission is given.
- Residential Boarders may stay in Houses to study but must attend all lessons in subjects still to be examined.
- A supervised classroom will be available for Day or Residential Boarders who wish to study 'in School'.
- Students who have completed all their examinations will not be required to attend school, unless required for activities and sports teams, including Inter-House events.

KEY STAGE 4
SUBJECT OPTIONS

ENGLISH LANGUAGE

CONTACT DETAILS

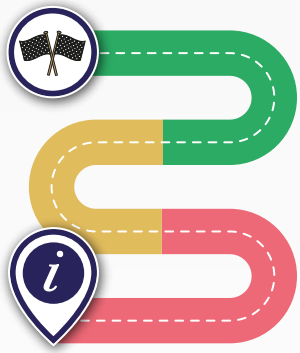
Head of Department

Mr P Berry
pberry@gordons.school

Exam Board
AQA

Specification
8700

CURRICULUM MAP



CURRICULUM INTENT

English Language aims to promote a love of reading and writing, developing students' clarity, confidence and variety of written and spoken expression, with excellent technical accuracy and the ability to analyse, critique and interpret. We promote the subject as the basis for all other areas of study in the curriculum. We encourage students to engage with, enjoy and confidently approach a range of unseen fiction and non-fiction texts, and to develop their ability to analyse and dissect texts from a range of authors and sources. The goal is to empower students to develop the lifelong skill of being able to deal with any text that they encounter and likewise to become a confident producer of texts as well.

English develops students' communication skills that are required in all jobs and careers; more specifically, the subject is important for careers that depend on the written word, such as: journalism, marketing and law.

COURSE SUMMARY

In English lessons, students study fiction and non-fiction extracts to develop their reading and writing skills, all of which is brought to life through lively speaking and listening activities such as: discussions, debates and individual presentations. This speaking work leads into the Spoken Language assessment, which provides students with a separate grade alongside the GCSE English Language grade.

HOW WILL I BE ASSESSED?

EXAMINATION PAPERS	% OF GCSE	DETAILS
Paper 1: Explorations in creative reading and writing	50%	**Section A Reading:** 25% (40 marks) One literary fiction text (1x4 marks, 2x8 marks, 1x20 marks). **Section B Writing:** 25% (40 marks) Descriptive or narrative writing (24 marks for content, 16 marks for technical accuracy).
Paper 2: Writers' viewpoints and perspectives	50%	**Section A Reading:** 25% (40 marks) One non-fiction and one literary non-fiction text (linked but from different periods) (1x4, 1x8, 1x12, 1x16 marks) **Section B Writing:** 25% (40 marks) Writing to present a viewpoint (24 marks for content, 16 marks for technical accuracy).
NON-EXAMINATION ASSESSMENT	**% OF GCSE**	**DETAILS**
Presentation	0%	The final level/grade for speaking and listening will appear as an endorsement on the students' GCSE certificate. (Distinction, Merit, Pass or Fail).

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	Watch a MASSOLIT lecture series on one of your Literature set texts.	Listen to two BBC Radio 4 'In Our Time' podcasts – on your Literature set texts.	Read a classic twentieth-century novel from the English KS4 reading list on the website.	START WRITING! Start writing your own short stories – your own flash fiction (200-500 words).	Enter writing competitions!	Get involved in debating!
YEAR 11	Watch a play of your choice and write a review of the performance	Listen to two 'In Our Time' culture podcasts.	Read a book of your choice and make a note of what you enjoyed.	START WRITING! Start writing your own short stories – your own flash fiction (200-500 words).	Choose 3 poems from this website and analyse them using what you have learnt in your class..	Enter writing competitions!

ENGLISH LITERATURE

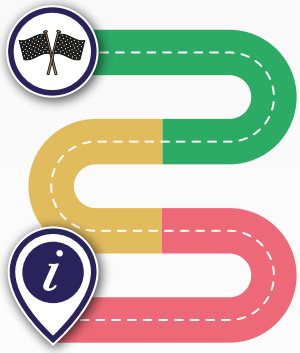
CONTACT DETAILS

Head of Department
Mr P Berry
pberry@gordons.school

Exam Board
AQA

Specification
8702

CURRICULUM MAP



CURRICULUM INTENT

In English Literature, we aim to develop students' love of reading, literary analysis and understanding of the creative process of writing. It is also a vital subject because through frequent reading and writing, students improve and refine their own literacy skills and confidence, through regular exposure to the written word; by seeing how famous authors use and control written English, in a variety of styles and genres, students improve their own technical accuracy. English Literature exposes students to a range of thought-provoking topics that are still relevant in today's society, encouraging critical thinking by the students and building their cultural capital.

English develops students' communication skills that are required in all jobs and careers; more specifically, the subject is important for careers that depend on the written word, such as: journalism, marketing and law.

COURSE SUMMARY

Students prepare for two exam papers for GCSE English Literature. Teaching for English Literature is geared around the in-depth study of the set texts for these exam papers. 'Macbeth' and 'Dr Jekyll and Mr Hyde' are examined for Paper 1, while 'An Inspector Calls', 'Power and Conflict Poetry – AQA Anthology' and 'Unseen Poetry' form Paper 2.

HOW WILL I BE ASSESSED?

EXAMINATION PAPERS	% OF GCSE	DETAILS
Paper 1: Shakespeare and the 19th century novel	40%	**64 marks in total** **Section A Shakespeare:** 34 marks (including four marks for **AO4**) **Section B 19th century novel:** 30 marks.
Paper 2: Modern texts and poetry	60%	**96 marks in total** **Section A Modern texts:** 34 marks (including four marks for AO4). **Section B Poetry:** (compare/contrast two poems) 30 marks. **Section C Unseen poetry:** Students answer one question on an unseen poem (longer answer) and then answer a comparative question on both unseen poems (shorter answer).

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	Listen to two 'In Our Time' culture podcasts	Read a book of your choice and make a note of what you enjoyed.	Research Poets using this link. Choose a category and make an informative poster about the poets and their poems.	Watch a Stacie Dooley documentary. Respond to it with a piece of writing.	Enter writing competitions!	Listen to two 'In Our Time' culture podcasts.
YEAR 11	Watch a play of your choice and write a review of the performance.	Listen to two 'In Our Time' culture podcasts.	Read a book of your choice and make a note of what you enjoyed.	Choose three random poems from this website and analyse them using what you have learnt in your class.	Read these book reviews (www.lrb.co.uk). Choose one of your favourite books and write a review in the style.	Enter writing competitions!

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MATHEMATICS

CONTACT DETAILS

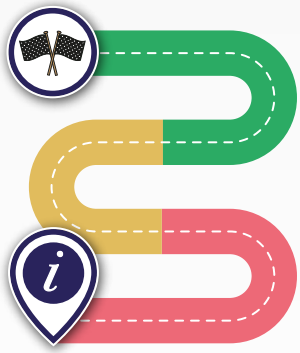
Head of Department

Mr M Eaden
meaden@gordons.school

Exam Board
Edexcel

Specification
1MA1

CURRICULUM MAP



CURRICULUM INTENT

The intent of the Maths curriculum is to give students a thorough understanding of the key pillars of the GCSE specification; number, algebra, geometry and measures, statistics and probability and ratio, proportion and rates of change, so that they can confidently take their place in a world that places a high value on numeracy. The Mathematics department endeavours not just to develop students' fluency and understanding of mathematical concepts, but also awareness of their relevance to real life. The intrinsic value of a thorough mathematical education will be emphasised regularly, encouraging students to set high expectations for themselves with regard to further study.

COURSE SUMMARY

The Key Stage 4 Mathematics course (Edexcel syllabus) is now more substantial and challenging with greater emphasis on problem-solving. In lessons, students will work on developing fluency and improving their skills of applying their knowledge in a variety of contexts. Students will sit three equally-weighted papers at either Foundation or Higher Tier . The majority of our students will sit the Higher Tier papers, which cover content at grades 4 to 9. Students will study these topics in greater depth and will also have the opportunity to learn more advanced techniques in preparation for A Level Maths.

HOW WILL I BE ASSESSED?

EXAMINATION PAPERS	% OF GCSE	DETAILS
Paper 1	33.33%	**Non-Calculator paper:** 1 hour 30 minutes, 80 marks available. Covering number, algebra, ratio, proportion and rates of change, geometry and measures, statistics and probability.
Paper 2	33.33%	**Calculator paper:** 1 hour 30 minutes, 80 marks available. Covering number, algebra, ratio, proportion and rates of change, geometry and measures, statistics and probability.
Paper 3	33.33%	**Calculator paper:** 1 hour 30 minutes, 80 marks available. Covering number, algebra, ratio, proportion and rates of change, geometry and measures, statistics and probability.

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	Watch the Curious incident of never-ending numbers!	Choose two podcasts to listen to from this site (www.relprime.com).	Read this article and decide who the greatest mathematician on the list is. Write your reasons down.	Complete this Maths Masterclass and create a poster showing what you have learnt.	Have a go at these UKMT Intermediate Maths Challenge papers.	Read through the Nrich site and choose at least five challenges to complete.
YEAR 11	Watch two to three Oxford Mathematic videos on YouTube.	Choose two podcasts to listen to from Plus Maths - reflect on what they taught you.	Read two articles from Plus Maths. How does it link to your studies?	Research why maths is so beneficial and create an information leaflet explaining your findings.	Have a go at these UKMT Senior Maths Challenge papers.	Complete the weekly Parallelogram puzzle at https://parallel.org.uk/

SCIENCE: BIOLOGY

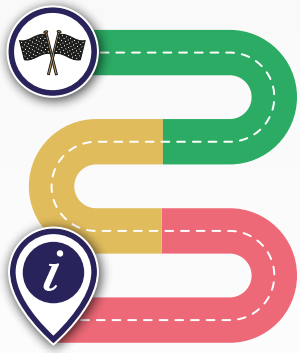
CONTACT DETAILS

Head of Department
Mrs A Beecham
abeecham@gordons.school

Exam Board
AQA

Specification
8461

CURRICULUM MAP



CURRICULUM INTENT

Teaching of GCSE in Science begins at the beginning of Year 9. During this year, all students will study Separate Science content.

At GCSE in Biology, students study the five main areas on the AQA GCSE specification: Cells and Organisation, Disease and Bioenergetics, Biological Responses, Genetics and Reproduction, and Ecology. Alongside this, students develop their practical skills, covering the Required Practicals. They also develop analytical and relevant mathematical skills. The content at GCSE builds on the concepts learnt at Key Stage 3, increasing depth and breadth of knowledge. We continue to use the Kerboodle resources to support teaching and learning.

Initially all students follow the AQA GCSE Biology course, and then during Y10 and 11, students will be filtered into either GCSE Biology or GCSE Combined Science. This will be based on students' ability evidenced predominantly through Y9, 10 and 11 exams.

COURSE SUMMARY

The complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas in Biology. These ideas include: life processes depend on molecules whose structure is related to their function; the fundamental units of living organisms are cells, which may be part of highly adapted structures including tissues, organs and organ systems, enabling living processes to be performed effectively; living organisms may form populations of single species, communities of many species and ecosystems, interacting with each other, with the environment and with humans in many different ways; living organisms are interdependent and show adaptations to their environment; life on Earth is dependent on photosynthesis in which green plants and algae trap light from the Sun to fix carbon dioxide and combine it with hydrogen from water to make organic compounds and oxygen; organic compounds are used as fuels in cellular respiration to allow the other chemical reactions necessary for life; the chemicals in ecosystems are continually cycling through the natural world; the characteristics of a living organism are influenced by its genome and its interaction with the environment; evolution occurs by a process of natural selection and accounts both for biodiversity and how organisms are all related to varying degrees.

Typical activities include practical experiments, group and pair work, individual research topics, class discussions and demonstrations.

HOW WILL I BE ASSESSED?

EXAMINATION PAPERS	% OF GCSE	DETAILS
Biology 1	50%	1 hour 45 minutes, 100 marks. Questions on topics **1 to 4**. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Biology 2	50%	1 hour 45 minutes, 100 marks. Questions on topics **5 to 7**. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Practical		There will be eight required practicals during the course.

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	Watch 3 videos from the Royal Society. Make notes on what you learn.	Listen to two Oxford Sparks podcasts of your choice.	Read 'Sapiens' by Yuval Noah Harari.	Read two articles from the Young Scientist magazine. Click 'I'm feeling lucky' for a random article! Create a poster of your findings.	Were humans happier as hunter gatherers? Write a few paragraphs about the issues with our modern sedentary lifestyle.	Visit the Science Museum and reflect on what you learnt there. OR enter a competition - CREST.
YEAR 11	Watch 3 videos from the Royal Society. Make notes on what you learn.	Listen to two Oxford Sparks podcasts of your choice.	Read two articles from the Young Scientist magazine. Click 'I'm feeling lucky' for a random article! Write down 10 bullet points on what you have learnt.	Create an information leaflet about women in STEM.	Answer: What is the potential for stem cells to be used inmedical treatments? (side of A4).	Enter competitions - Crest, Olympiad etc.

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SCIENCE: CHEMISTRY

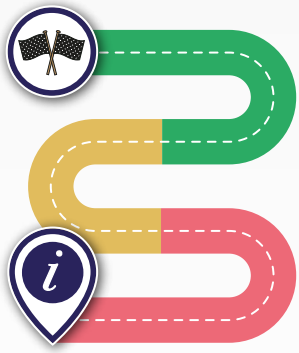
CONTACT DETAILS

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Exam Board
AQA

Specification
8462

CURRICULUM MAP



CURRICULUM INTENT

Teaching of GCSE in Science begins at the start of Year 9. During this year, all students will study Separate Science content.

At GCSE in Chemistry, learning builds upon KS3 in a cyclic curriculum, showing how the complex and diverse phenomena of both the natural and man-made worlds can be described in terms of a few key ideas which are of universal application. Learners meet familiar topics but in greater detail, under the same four pillars of chemistry: composition, structure, properties and reactions. Throughout the course they are taught to use mathematical skills such as calculations and graph analysis to reach quantitative conclusions. They continue to develop their skills in Working Scientifically through the use of practical investigations in teaching, including, but not limited to, the AQA Required Practicals.

Students following the separate Chemistry AQA specification cover all the Combined Science content plus extra concepts and topics such as the study of carboxylic acids and polymers. We continue to use Kerboodle resources to support teaching and learning.

Initially all students follow the AQA GCSE Chemistry course, and then during Years 10 and 11, students will be filtered into either GCSE Chemistry or GCSE Combined Science. This will be based on students' ability evidenced predominantly through Year 9, 10 and 11 exams.

COURSE SUMMARY

The complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas in chemistry. These ideas include: matter is composed of tiny particles called atoms and there are about 100 different naturally occurring types of atoms called elements; elements show periodic relationships in their chemical and physical properties; these periodic properties can be explained in terms of the atomic structure of the elements; atoms bond by either transferring electrons from one atom to another or by sharing electrons; the shapes of molecules (groups of atoms bonded together) and the way giant structures are arranged is of great importance in terms of the way they behave; there are barriers to reaction, so reactions occur at different rates; chemical reactions take place in only three different ways: proton transfer, electron transfer and electron sharing; energy is conserved in chemical reactions so can therefore be neither created or destroyed.

Typical activities include practical experiments, group and pair work, individual research topics, class discussions and demonstrations

HOW WILL I BE ASSESSED?

EXAMINATION PAPERS	% OF GCSE	DETAILS
Chemistry 1	50%	1 hour 45 minutes, 100 marks. Questions on topics **1 to 5**. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Chemistry 2	50%	1 hour 45 minutes, 100 marks. Questions on topics **6 to 10**. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Practical		There will be eight required practicals during the course.

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	Watch three videos from the Royal Society. Make notes on what you learn.	Listen to two Oxford Sparks podcasts of your choice.	Read 'Sapiens' by Yuval Noah Harari.	Read two articles from the Young Scientist magazine. Click 'I'm feeling lucky' for a random article! Create a poster of your findings.	Were humans happier as hunter gatherers? Find out issues with our modern sedentary lifestyle. Write a few paragraphs on your discovery.	Visit the Science Museum and reflect on what you learnt there. OR enter a competition - CREST.
YEAR 11	Watch three videos from the Royal Society. Make notes on what you learn.	Listen to two Oxford Sparks podcasts of your choice.	Read two articles from the Young Scientist magazine. Click 'I'm feeling lucky' for a random article! Write down 10 bullet points on what you have learnt.	Create an information leaflet about women in STEM.	Answer: What is the potential for stem cells to be used in medical treatments? (Side of A4).	Enter competitions - Crest, Olympiad etc.

SCIENCE: PHYSICS

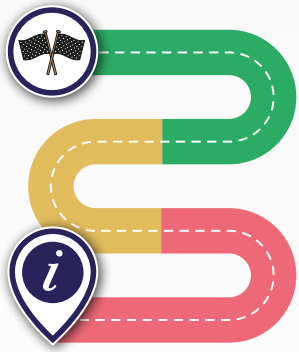
CONTACT DETAILS

Head of Department
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Exam Board
AQA

Specification
8463

CURRICULUM MAP



CURRICULUM INTENT

Teaching of GCSE in Science begins at the start of Year 9. During this year, all students will study Separate Science content.

GCSE Physics takes the concepts established at KS3 and develops the depth of understanding around them, improving student abilities to make observations and predictions about the behaviour of the universe. Students taking the Combined Science course are taught a deeper understanding of energy changes, electricity, forces, waves and electromagnetism. Throughout the course they are taught to use mathematical skills such as calculations and graph analysis to reach quantitative conclusions about these topics. They continue to develop their skills in Working Scientifically through the use of practical investigations in teaching, including, but not limited to, the AQA Required Practicals. Students following the separate Physics AQA specification cover all the Combined Science content plus extra concepts and topics such as the study of light waves and space.

Initially all students follow the AQA GCSE Physics course, and then during Years 10 and 11, students will be filtered into either GCSE Physics or GCSE Combined Science. This will be based on students' ability evidenced predominantly through Year 9, 10 and 11 exams.

COURSE SUMMARY

The complex and diverse phenomena of the natural and man-made world can be described in terms of a small number of key ideas in Physics. These keys include: the use of models, as in the particle model of matter or the wave models of light and of sound; the concept of cause and effect in explaining such links as those between force and acceleration, or between changes in atomic nuclei and radioactive emissions; the phenomena of 'action at a distance' and the related concept of the field as the key to analysing electrical, magnetic and gravitational effects; that differences, for example between pressures or temperatures or electrical potentials, are the drivers of change; that proportionality, for example between weight and mass of an object or between force and extension in a spring, is an important aspect of many models in science; that physical laws and models are expressed in mathematical form.

Typical activities include practical experiments, group and pair work, individual research topics, class discussions and demonstrations.

HOW WILL I BE ASSESSED?

EXAMINATION PAPERS	% OF GCSE	DETAILS
Physics 1	50%	1 hour 45 minutes, 100 marks. Questions on topics **1 to 4**. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Physics 2	50%	1 hour 45 minutes, 100 marks. Questions on topics **5 to 8**. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Practical		There will be eight required practicals during the course.

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	Watch three videos from the Royal Society. Make notes on what you learn.	Listen to two Oxford Sparks podcasts of your choice.	Read 'Sapiens' by Yuval Noah Harari.	Read two articles from the Young Scientist magazine. Click 'I'm feeling lucky' for a random article! Create a poster of your findings.	Were humans happier as hunter gatherers? Find out the issues with our modern sedentary lifestyle. Write a few paragraphs on your discovery.	Visit the Science Museum and reflect on what you learnt there. OR enter a competition - CREST.
YEAR 11	Watch three videos from the Royal Society. Make notes on what you learn.	Listen to two Oxford Sparks podcasts of your choice.	Read two articles from the Young Scientist magazine. Click 'I'm feeling lucky' for a random article! Write down 10 bullet points on what you have learnt.	Create an information leaflet about women in STEM.	Answer: What is the potential for stem cells to be used in medical treatments? (Side of A4).	Enter competitions - Crest, Olympiad etc.

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COMBINED SCIENCE

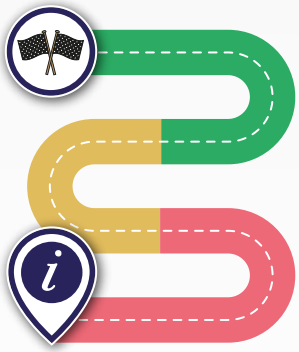
CONTACT DETAILS

Head of Department
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Exam Board
AQA

Specification
8464

CURRICULUM MAP



CURRICULUM INTENT

Teaching of GCSE in Science begins at the start of Year 9. During this year, all students will study Separate Science content.

At GCSE, across all Sciences, courses are structured to allow students to develop their understanding of the world around us, starting with fundamental principles and basic concepts and then building on these to analyse complex systems. Students will develop their knowledge of the Scientific Method and abilities to conduct investigations, alongside their practical skills, focusing on Working Scientifically. They are further designed to draw upon and utilise their mathematical and computing skills.

Initially all students follow the AQA GCSE Biology course, and then during Y10 and 11, students will be filtered into either GCSE Biology or GCSE Combined Science. This will be based on students' ability evidenced predominantly through Y9, 10 and 11 exams.

COURSE SUMMARY

The department has a very strong academic record at both GCSE. Students take either the three Separate Sciences (Biology, Chemistry and Physics) gaining three GCSEs, or Combined Science (Trilogy) equivalent to two GCSEs. We follow the AQA syllabus for all our GCSE qualifications.

Alongside specification content, there is a strong emphasis placed on Working Scientifically, a key component of the GCSE specifications. Students undertake Required Practicals in each of the three Sciences and these are then examined in their GCSE exams. These practical activities help to develop our students' analytical skills, benefitting their subject understanding.

HOW WILL I BE ASSESSED?

EXAMINATION PAPERS	% OF GCSE	DETAILS
Biology 1	16.7%	1 hour 15 minutes, 70 marks. Questions on topics **1 to 4**. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Biology 2	16.7%	1 hour 15 minutes, 70 marks. Questions on topics **5 to 7**. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Chemistry 1	16.7%	1 hour 15 minutes, 70 marks. Questions on topics **8 to 12**. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Chemistry 2	16.7%	1 hour 15 minutes, 70 marks. Questions on topics **13 to 17**. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Physics 1	16.7%	1 hour 15 minutes, 70 marks. Questions on topics **18 to 21**. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Physics 2	16.7%	1 hour 15 minutes, 70 marks. Questions on topics **22 to 24**. Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Practical		There will be sixteen required practicals during the course.

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	Watch three videos from the Royal Society. Make notes on what you learn.	Listen to two Oxford Sparks podcasts of your choice.	Read 'Sapiens' by Yuval Noah Harari.	Read two articles from the Young Scientist magazine. Click 'I'm feeling lucky' for a random article! Create a poster of your findings.	Were humans happier as hunter gatherers? Find out the issues with our modern sedentary lifestyle. Write a few paragraphs on your discovery.	Visit the Science Museum and reflect on what you learnt there. OR enter a competition - CREST.
YEAR 11	Watch three videos from the Royal Society. Make notes on what you learn.	Listen to two Oxford Sparks podcasts of your choice.	Read two articles from the Young Scientist magazine. Write down 10 bullet points on what you have learnt.	Create an information leaflet about women in STEM.	Answer: What is the potential for stem cells to be used in medical treatments? (Side of A4).	Enter competitions - Crest, Olympiad etc.

FRENCH

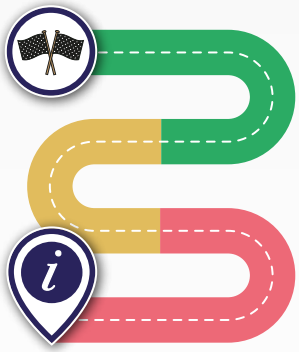
CONTACT DETAILS

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Exam Board
Edexcel

Specification
1FR1

CURRICULUM MAP



CURRICULUM INTENT

Our French GCSE is focused on the important ways that languages foster communication, broaden perspectives, introduce new cultures and develop students into global citizens. The vocabulary and assessment content are carefully selected to reflect and represent diverse student experiences, so that all students feel included and will be able to speak and write about the things that interest them most.

COURSE SUMMARY

GCSE French provides a solid foundation for progression to other language studies, including A Level French. Students gain a strong grounding in a range of tenses and higher level structures as well as a broad spread of vocabulary. We started the new GCSE in September 2024 with a new specification using Edexcel for first exams in 2026.

Students have the opportunity to take part in the Year 11 residential trip to Paris in September. Clinics are provided to support, stretch and challenge students at GCSE level throughout the course and are run fortnightly during lunch times. Student who are interested in taking A Level French have regular access to authentic materials like the Okapi magazines and French series or films from Netflix.

HOW WILL I BE ASSESSED?

EXAMINATION PAPERS	% OF GCSE	DETAILS
Paper 1: Speaking	25%	**Prep time: 15 mins Foundation: 7-9 mins Higher: 10-12 mins** Task 1: Read aloud and two short unprepared questions Task 2: Role play in a transactional setting Task 3: Picture description, two short unprepared questions and follow-on conversation
Paper 2: Listening	25%	**Foundation: 45 mins Higher: 60 mins (5 mins reading time included)** Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English. Section B: Dictation
Paper 3: Reading	25%	**Foundation: 45 mins Higher: 60 mins** Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English. Section B: Translation into English
Paper 4: Writing	25%	**Foundation: 1 hour 15 mins Higher: 1 hour 20 mins** Picture task (Foundation tier only) Two writing responses (both tiers, with a choice of two options for each question). Translation into French (both tiers)

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	Les Choristes - a film about the life of a talented boy after WW2 in an orphanage in France or Etre et avoir – a documentary set in a rural school.	Listen to Coffee break podcasts and make notes on how they can extend your learning.	Read three poems and translate them into English.	Find out about Les Vies Noires Comptent movement. Find out about these people: Teddy Riner, Fary, Assa Traoré, Karfa Diallo, Kylian Mbappé and create a fact-file.	Read some authentic French Haikus, then try and write one yourself.	Research the possibility of working in France. Use this link and this link.
YEAR 11	Watch a French film/ show with English subtitles. Or watch an English film/show on Netflix but change the language settings to French.	Listen to Coffee break podcasts and make notes on how they can extend your learning	Read two French news articles, making notes as you go.	Go onto Médecins sans Frontières website and listen to the presentations about their work all round the world. Create an action plan on how you would get involved.	Find which countries make up La Francophonie. Make a fact file about one that interests you.	Research how, when and why France became a republic. Create a timeline to help you remember.

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GERMAN

CONTACT DETAILS

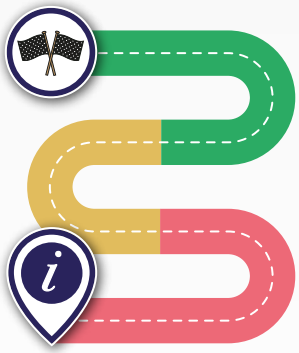
Head of Department

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Exam Board
Edexcel

Specification
1GN1

CURRICULUM MAP



CURRICULUM INTENT

Our German GCSE is focused on the important ways that languages foster communication, broaden perspectives, introduce new cultures and develop students into global citizens. The vocabulary and assessment content are carefully selected to reflect and represent diverse student experiences, so that all students feel included and will be able to speak and write about the things that interest them most.

COURSE SUMMARY

GCSE German provides a solid foundation for progression to other language studies, including A Level German. Students gain a strong grounding in a range of tenses and higher level structures as well as a broad spread of vocabulary. We started the new GCSE in September 2024 with a new specification using Edexcel for first exams in 2026.

We encourage all of our students to take part in the German Exchange with our partner school in Baden-Wurttemberg, which involves hosting a German partner at the end of Year 10 and then staying with them for a week at the end of the Autumn Term in December of Year 11. Clinics are provided to support, stretch and challenge students at GCSE level in Year 11 and are run fortnightly during lunch times.

HOW WILL I BE ASSESSED?

EXAMINATION PAPERS	% OF GCSE	DETAILS
Paper 1: Speaking	25%	**Prep time: 15 mins Foundation: 7-9 mins Higher: 10-12 mins** Task 1: Read aloud and two short unprepared questions Task 2: Role play in a transactional setting Task 3: Picture description, two short unprepared questions and follow-on conversation
Paper 2: Listening	25%	**Foundation: 45 mins Higher: 60 mins (5 mins reading time included)** Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English. Section B: Dictation
Paper 3: Reading	25%	**Foundation: 45 mins Higher: 60 mins** Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English. Section B: Translation into English.
Paper 4: Writing	25%	**Foundation: 1 hour 15 mins Higher: 1 hour 20 mins** Picture task (Foundation tier only) Two writing responses (both tiers, with a choice of two options for each question) Translation into German (both tiers)

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	Watch a selection of German speaking films and review them (this could be in English).	Listen to the News in Germany. You can read and listen to stories in English too.	Read about Fairytales and Fear! Create notes on what you have learnt	Go and visit a German Christmas market. Create a poster advertising it!	Complete intermediate texts, with self-marking comprehension activities.	Change the language in your phone to German!
YEAR 11	Watch the film: Goodbye Lenin A comedy set around the time the Berlin Wall came down or Das Leben der Anderen Set in Communist East Germany.	Listen to the News in Germany. You can read and listen to stories in English too:	Read about the potential of studying in Germany and write a list of the advantages.	Have a go at the advanced grammar! Create your own lesson.	Complete intermediate texts, with self-marking comprehension activities.	Ask for a German pen-pal and try and arrange an exchange!

SPANISH

CONTACT DETAILS

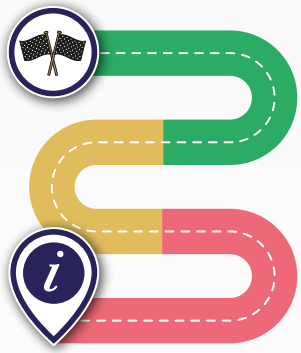
Head of Department

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Exam Board
Edexcel

Specification
1SP1

CURRICULUM MAP



CURRICULUM INTENT

Spanish GCSE is focused on the important ways that languages foster communication, broaden perspectives, introduce new cultures and develop students into global citizens. The vocabulary and assessment content are carefully selected to reflect and represent diverse student experiences, so that all students feel included and will be able to speak and write about the things that interest them most.

COURSE SUMMARY

GCSE Spanish provides a solid foundation for progression to other language studies, including A Level Spanish. Students gain a strong grounding in a range of tenses and higher level structures as well as a broad spread of vocabulary. We started the new GCSE in September 2024 with a new specification using Edexcel for first exams in 2026. Students have the opportunity to take part in the bi-annual KS4/5 residential trip to Málaga, Spain in February. Clinics are provided to support, stretch and challenge students at GCSE level throughout the course and are run fortnightly during lunch times. Students who are interested in taking A Level Spanish have regular access to authentic materials like the Spanish library resources of both books and films, along with Spanish series' or films from Netflix.

HOW WILL I BE ASSESSED?

EXAMINATION PAPERS	% OF GCSE	DETAILS
Paper 1: Speaking	25%	**Prep time: 15 mins Foundation: 7-9 mins Higher: 10-12 mins** Task 1: Read aloud and 2 short unprepared questions Task 2: Role play in a transactional setting Task 3: Picture description, 2 short unprepared questions and follow-on conversation
Paper 2: Listening	25%	**Foundation: 45 mins Higher: 60 mins (5 mins reading time included)** Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English. Section B: Dictation
Paper 3: Reading	25%	**Foundation: 45 mins Higher: 60 mins** Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English. Section B: Translation into English.
Paper 4: Writing	25%	**Foundation: 1 hour 15 mins Higher: 1 hour 20 mins** Picture task (Foundation tier only) Two writing responses (both tiers, with a choice of two options for each question) Translation into Spanish (both tiers)

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	Watch your favourite film but turn the subtitles on to Spanish. Or better still, watch an authentic Spanish film or TV series on Netflix putting the subtitles on in English inf needed.	Listen to three news podcasts and write down what you have learnt.	Read a news article about a topic that interests you and create your own translation.	Find someone who speaks Spanish and create an interview with them. Find out about their free time and what they like doing and why, and about their family and pets.	Practice the grammar pages at the back of your text book. Go onto Spanishdict and complete some grammar activities. Write down a side of A4 of helpful grammar tips.	Change the language on your phone to Spanish!
YEAR 11	Watch your favourite film but turn the subtitles on to Spanish. Watch a cultural film such as the motorcycle diaries which depicts the rise of Che Guevara.	Listen to three news podcasts and write down what you have learnt.	Read a book you've read in English, but in Spanish!	Pick a place you'd love to visit in Spain and create a travel brochure (In Spanish!) about it.	Write a poem, fictional story or song!	Research recipes and try to create your own traditional tapas dishes!

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ART AND DESIGN

CONTACT DETAILS

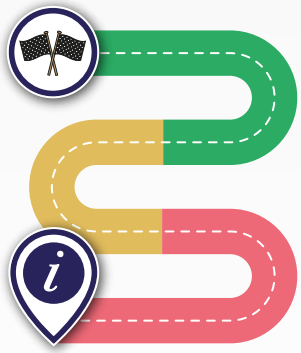
Head of Department

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Exam Board
Edexcel

Specification
1AD0

CURRICULUM MAP



CURRICULUM INTENT

The GCSE Art, Craft and Design course is a broad and flexible course, with an aim to create confident, independent and creative thinkers. Students are encouraged to develop their own styles, find their own interests within the project themes and enhance their skills through active participation in lesson workshops and prep tasks. We actively promote looking at the work of artists and designers, celebrating other cultures and encouraging diversity. We develop students' awareness of the impact of art on society and expect them to achieve by applying a variety of skills from the wider curriculum together with those specific to Art to produce effective and considered artworks.

We support our students to aspire through their learning experiences to standards of excellence intellectually, practically, and aesthetically. The curriculum we provide is rich in skills and knowledge. Through our curriculum, we aim to provide students with an experience that is exciting and to ensure that our students combine practical skills with creative thinking, developing highly valuable and transferrable skills for future careers and life. Art and Design is all around us - it makes a significant contribution to our society through human innovation, imagination and thought.

We strive to educate through a range of teaching strategies which are accessible for all our learners. We encourage students to take part in workshops with artists, go on trips, and make use of the extensive co-curricular opportunities the department has on offer each week.

COURSE SUMMARY

Students learn to appreciate and value images across times and cultures, and to understand the contexts in which they were made. Students reflect critically on their own and other people's work, judging quality, value and meaning. They learn to think and act as artists, craftspeople and designers, working creatively and intelligently. They develop an appreciation of art, craft and design, and its role in the creative and cultural industries that enrich their lives.

HOW WILL I BE ASSESSED?

ASSESSMENT	% OF GCSE	DETAILS
Personal Portfolio	60%	The personal portfolio is based on a theme. It must consist of a body of research, supporting studies and developmental work leading up to one or more outcomes or to a variety of resolutions. It includes at least two work journals and larger pieces of two and/or three dimensions. A work journal is a sketchbook and time-based record. It is used to record, analyse work, experiment in, and develop ideas in class time and for prep. Everything in it will be assessed along with any other GCSE coursework.
Final Examination	40%	The final examination theme is set by the examining board and is in two parts: **Supporting Studies:** Eight school weeks allowed for students to develop ideas (20%) **Timed Test:** 10 hours allowed to complete the final piece of work based on the supporting studies (20%)

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	This video on how to create a portrait painting in acrylic paints. You can paint along at the same time to perfect your skills.	To a podcast taking you on a tour through the National Gallery	About the Pre-Raphaelites. Read Christina Rossetti's poem 'Colour', and illustrate it.	A full body self portrait, wearing your favourite clothes in the style of the Pre-Raphaelites. Use paint or coloured pencils, and blend your colours carefully to replicate the style of the Pre-Raphaelites.	Write a review of an exhibition you have attended at a gallery.	Go to an art gallery of your choice and document your trip with photographs and drawings in a small sketchbook.
YEAR 11	A video on creating abstract landscape paintings	Podcast ArtCurious. Choose an episode to learn about art history – it is much juicier than you think!	An interview or article about a current artist and their work on	Take a series of landscape photos when you are out on a walk. Create your own abstract landscape painting following the video in the 'watch' category.	Write a review of an exhibition you have attended at a gallery.	Go to an art gallery of your choice and document your trip with photographs and drawings in a small sketchbook.

BUSINESS

CONTACT DETAILS

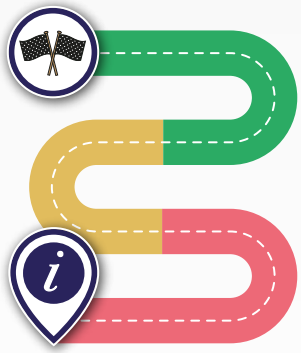
Head of Department

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Exam Board
OCR

Specification
J204

CURRICULUM MAP



CURRICULUM INTENT

GCSE Business (OCR Syllabus) encourages students to develop a genuine interest in how businesses achieve success, providing them with realistic learning experiences which they will carry on into later life. The syllabus explores what is important for a successful business, from the people that work within it and the product that is produced, to the way a product is launched in a market and the finance behind the profit. To maximise student engagement the department runs several high-profile activities, including hosting a Dragons' Den Event, where GCSE students demonstrate their business acumen by developing and pitching a business idea to a panel of local entrepreneurs. During the course, students will also have the opportunity to visit local businesses and observe entrepreneurship in practice, including participating in the Young Enterprise Company Programme.

COURSE SUMMARY

The Scheme of Work is structured according to the same order of topics within the OCR GCSE Business (9-1) specification:

- **Topics 1 - 3 Business Activity, Marketing and People are taught in Year 10.**
- **Topics 4 – 7 Operations, Finance, External Influences and Interdependence of Functional areas are taught in Year 11.**

Following this linear approach will help students gain a holistic understanding of business in a range of contexts, whilst developing a critical understanding of organisations and their ability to meet society's needs and wants. The department wishes for all students to develop a keen interest in current affairs, and develop enterprising and creative approaches to business opportunities, problems and issues. As students will be studying a subject that is dynamic and ever changing, they should acquire a range of important skills including research and presentation skills.

HOW WILL I BE ASSESSED?

EXAMINATION PAPERS	% OF GCSE	DETAILS
Business (01): Business activity, marketing and people	50%	A one hour and 30 minute examination with calculations, multiple-choice, short-answer and extended-response questions.
Business (02): Operations, finance and influences on business	50%	A one hour and 30 minute examination with calculations, multiple-choice, short-answer and extended-response questions.

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	Watch an episode of The Apprentice and identify the entrepreneurial skills, qualities and motives that the candidates display, and that Lord Sugar state.	Listen to Talent Takes Practice podcast.	Sign up for access to the Financial Times. Search 'FT Schools' and register. You have to register in school on our network – once signed up you can access anywhere for a year! Read an article a day for a week.	Create a storyboard that shows the stages that a market researcher has to go through when creating and conducting a questionnaire.	Write an action plan of how you would motivate your employees and what benefits you would provide as a business owner. Use the article to help.	Find a Business related MOOC. Complete the course.
YEAR 11	Watch an episode of Dragon's Den. Select one of the products that are pitched to the Dragons' and explain why you think the product would or would not be successful, using the marketing mix to support your argument.	Listen to a Entrepreneurs On Fire podcast.	Read a biography/ autobiography of an entrepreneur.	Find an article about a business that has struggled financially. Think about ways that the business could have improved their cash flow and create an action plan for themto minimise their financial difficulties.	'Businesses should make every effort to make sure that they are meeting each of the four customer needs in order to be successful'. Evaluate this statement, creating an argument for and against.	Find a Business related MOOC. Complete the course.

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ENTERPRISE: BUSINESS (BTEC)

CONTACT DETAILS

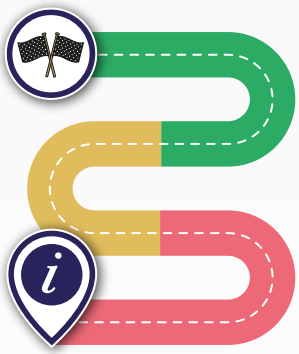
Head of Department

Mrs N Brar-Gill
nbrar-gill@gordons.school

Exam Board
Pearson (Edexcel)

Specification
Pearson BTEC Level 1/Level 2 Tech Award in Enterprise

CURRICULUM MAP



CURRICULUM INTENT

This exciting qualification is for students who wish to study the knowledge, behaviours and skills related to researching, setting up, running and reviewing a business, but in a more practical and vocational context compared to GCSE Business. Students will explore a variety of different types of business organisations, from the large multinational companies such as Amazon, to the characteristics of small and medium enterprises (SMEs) and entrepreneurs, with reasons for their levels of success. Using this research, students will then set up their own small enterprise and take responsibility for devising a business idea and putting this into practice. Students will also learn how a business manages its money and people and markets products people want to buy.

COURSE SUMMARY

The course is divided into three separate units, which cover specific areas of knowledge, skills and understanding required in Business. The Scheme of Work is structured according to the same order of topics within the Pearson level 2 BTEC Enterprise specification.

- **Component 1: Exploring Enterprise**
- **Component 2: Planning and Presenting a Micro-Enterprise Idea**
- **Component 3: Marketing and Finance for Enterprise**

Following this linear approach will help students gain a holistic understanding of business in various contexts whilst developing a critical understanding of organisations and their ability to meet society's needs and wants. As students will be studying a dynamic and ever-changing subject, they should acquire a range of important skills, including research and presentation skills.

HOW WILL I BE ASSESSED?

YEARS 10/11	WEIGHTING	DETAILS
Exploring Enterprises	30%	Internal Assessment: Supervised controlled assessment task, set by Pearson
Planning and Presenting a Micro-Enterprise Idea	30%	Internal Assessment: Supervised controlled assessment task, set by Pearson
Marketing and Finance for Enterprise	40%	External Assessment: A two-hour examination with calculations, short-answers and extended-response questions

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	Watch an episode of The Apprentice and identify the entrepreneurial skills, qualities and motives that the candidates display, and that Lord Sugar state.	Listen to Talent Takes Practice podcast.	Sign up for access to the Financial Times. Search 'FT Schools' and register. You have to register in school on our network – once signed up you can access anywhere for a year! Read an article a day for a week.	Create a storyboard that shows the stages that a market researcher has to go through when creating and conducting a questionnaire.	Write an action plan of how you would motivate your employees and what benefits you would provide as a business owner. Use the article to help.	Find a Business related MOOC. Complete the course.
YEAR 11	Watch an episode of Dragon's Den. Select one of the products that are pitched to the Dragons' and explain why you think the product would or would not be successful, using the marketing mix to support your argument.	Listen to a Entrepreneurs On Fire podcast.	Read a biography/ autobiography of an entrepreneur.	Find an article about a business that has struggled financially. Think about ways that the business could have improved their cash flow and create an action plan for themto minimise their financial difficulties.	'Businesses should make every effort to make sure that they are meeting each of the four customer needs in order to be successful'. Evaluate this statement, creating an argument for and against.	Find a Business related MOOC. Complete the course.

COMPUTER SCIENCE

CONTACT DETAILS

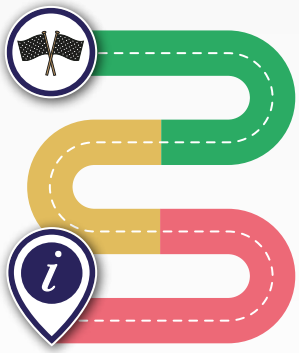
Head of Department

Mr J Sumsion
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Exam Board
OCR

Specification
J277

CURRICULUM MAP



CURRICULUM INTENT

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 create programs and systems.

Computer Science 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.

COURSE SUMMARY

Our GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in Computer Science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

HOW WILL I BE ASSESSED?

EXAMINATION PAPERS	% OF GCSE	DETAILS
Computer Systems	50%	**1 hour 30 minutes, 80 marks** - The question paper will consist of short and medium answer questions. There will also be one 8 mark extended response question. This question will enable students to demonstrate the ability to construct and develop a sustained line of reasoning.
Computational Thinking, Algorithms and Programming	50%	**1 hour 30 minutes, 80 marks** - *Section A* is worth 50 marks, and assesses students' knowledge and understanding of concepts of Computer Science. Students then apply these to problems in computational terms, where they may use an algorithmic approach. *Section B* is worth 30 marks, and assesses students' Practical Programming skills and their ability to design, write, test and refine programs.
Practical Programming Statement	0%	It is a requirement for all centres to complete and submit a Practical Programming Statement for each year in which students are entered for a GCSE (9–1) in Computer Science. This allows students to put their programming skills into practice and consolidate the knowledge from the Computational Thinking, Algorithms and Programming examination in a project based context.

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	Watch 'Hidden Figures'.	Listen to this Ted Talk. Do you agree? Why?	Visit our library and find a book on computing (fiction or non-fiction).	Find out what Bell Labs has developed over the past 60 years and create a poster to display this information.	Find out how Jeff Bezos started Amazon and write a newspaper article about him.	Keep up to date with news and register to The Register - find articles that interest you and write why.
YEAR 11	Watch the Social Network or the Matrix - write a review after.	Listen to two Oxford Sparks podcasts of your choice.	Read through the Python challenges and give them a go!	Create a wire frame for a website on a topic or company that interests you. You can be as creative as you like. You might even do it for a family member or friend of the family and get their feedback	Find out about Martha Lane Fox and contributions to the dot com race at the end of the last century. Write a paragraph or two explaining your findings.	Keep up to date with news and register to The Register - find articles that intreest you and write why.

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DESIGN AND TECHNOLOGY

CONTACT DETAILS

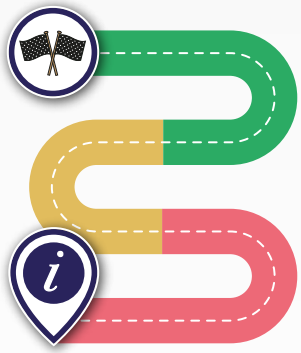
Head of Department

Ms A Edwards
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Exam Board
AQA

Specification
8552

CURRICULUM MAP



CURRICULUM INTENT

Our Design & Technology curriculum provides an exciting opportunity for students to delve into the ever changing face of Technology, with tangible links to real world applications. Students build on the knowledge acquired at KS3 and continue to learn across a variety of theoretical areas which include innovation of new technologies, renewables, sustainable and responsible design as well as traditional methods. This enables students to develop a rounded understanding of the designed and built environment around them. The curriculum produces creative thinkers who will have the tools to generate solutions while avoiding fixation, as well as independent learners with time and task management skills. At the end of the D&T GCSE, students will have a tool kit to progress and further their studies in the field of design, and provide a multitude of transferrable skills to support other STEM avenues.

COURSE SUMMARY

The new specification offers a broad look at designing products including end user requirements, environmental impacts, new and emerging technologies, the work of others, industrial design practice and a range of materials including Textiles/Graphics/Electronics and Resistant Materials. There is a large theory content with 50% of the GCSE grade being the exam and the rest the NEA (coursework). Students are required to independently progress their NEA portfolio and making.

HOW WILL I BE ASSESSED?

WRITTEN EXAMINATION	% OF GCSE	DETAILS
2 hours (100 marks)	50%	**Section A:** *Core technical principles (20 marks):* A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding. **Section B:** *Specialist technical principles (30 marks):* Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles. **Section C:** *Designing and making principles (50 marks):* A mixture of short answer and extended response questions.
NON-EXAMINATION ASSESSMENT (NEA)	**% OF GCSE**	**DETAILS**
30–35 hours approx. (100 marks)	50%	Substantial design and make task assessment criteria: Identifying and investigating design possibilities; Producing a design brief and specification; Generating design ideas; Developing design ideas; Realising design ideas; Analysing & evaluating. In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner. Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA. Students will produce a prototype and a portfolio of evidence. Work will be marked by teachers and moderated by AQA.

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	Watch this episode of Britain's Best Woodworker and make a mindmap of forming, machining and joining methods used.	Listen to this podcast episode about renewable energy and how battery energy may affect future air travel.	Read this article on the winner of the 2019 James Dyson award.	A detailed product analysis on a product of your choice making comment on: Aesthetics, Cost, Ergonomics.	An open letter to users of fossil fuel powered vehicles, outlining the issues associated with mining/drilling for fossil fuels.	Come to the DT workshop (arrange a time in advance) and make a laminated board sample in a simple curved shape.
YEAR 11	Watch this documentary on Coca Cola's plastic pollution scandal.	Listen to this podcast in which James Dyson gives an overview of his career and iterative design process.	Read this article on Yinka Illori	Produce a fully rendered, high quality isometric drawing of a piece of iconic design (a building or product) of your choice.	A 500-1000 word essay on plastic pollution. Outline the causes, effects on the planet and potential innovative solutions.	Come to the DT workshop (arrange a time in advance) and make a test of a butt joint/lap joint.

DRAMA AND THEATRE STUDIES

CONTACT DETAILS

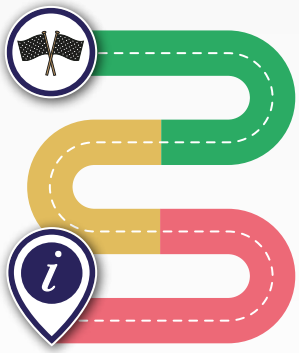
Head of Department

Mrs L McConville
lmcconville@gordons.school

Exam Board
Edexcel

Specification
1DR0

CURRICULUM MAP



CURRICULUM INTENT

At KS4, the Drama Department celebrates the combination of creativity and academia. It is our intention that while studying GCSE Drama, students are exposed to a range of performance challenges, technical theatre, study of published plays and experiences of live theatre and through this that they develop a life-long love for theatre.

The GCSE Drama course at Gordon's is designed to equip students with a knowledge of the theatre-working world and develop a host of valuable interpersonal and communication skills. In studying GCSE Drama, students are exposed to many forms of theatre through our vast range of trips and workshops. Through these experiences they are inspired to take a GCSE qualification route either in acting, sound, lighting, set or costume, hair and makeup design. As well as many actors, we have a vast technical cohort and we strive to support students if they are thinking of moving into a career within the arts. Our KS4 Drama course is academic, enjoyable and inspiring for the students; this course is one of the reasons we have a good take up at A Level and successful students moving on into the theatre world as a career.

COURSE SUMMARY

GCSE Drama is a popular option choice with students following the Edexcel syllabus. Students are taught in purpose-built drama studios which are fully equipped with a range of sound, lighting and technical facilities. The course places strong emphasis on developing students' ability to create and shape their own performance work. Students will acquire a breadth and depth of knowledge over the two years; including an understanding of how contemporary and historical theatre practitioners and genres have shaped how theatre works. During the course students' will study at least two complete plays; see a vast amount of live theatre; take part as either an actor or designer in two formally assessed practical exams and develop skills in writing about and analysing theatre. The course provides a solid foundation for Drama and Theatre Studies A Level, whilst also being an effective platform for a range of career and study choices as it develops transferable skills such as creativity self-confidence, communication, evaluation and team work.

HOW WILL I BE ASSESSED?

EXAMINATION PAPERS	% OF GCSE	DETAILS
Component 1	40%	**Devising Theatre:** Students will devise and perform a piece of original theatre in response to a stimulus. They will be assessed in either acting or design/technical skills. Students will also complete a written portfolio exploring the creating process and a written evaluation of the final piece.
Component 2	20%	Students will participate in a performance from a text. Students will be assessed in either acting or design/technical. They will be required to present their skill in front of an audience and a visiting examiner.
Component 3	40%	**Written examination:** Students are required to sit a 1 hour 45 minutes written examination. Students will be required to demonstrate their understanding of a set text. They will explore how the set text might be interpreted in performance from the perspectives of an actor, director and designer. They will also be required to write an evaluation of a piece of live theatre they have seen during the course.

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	A Shakespeare Theatre Production on Digital Theatre or National Theatre.	The NHB Playgroup Q&A Podcast. Or theatre podcast of your choice.	Most recent theatre reviews in the Guardian Online.	Create or perform a monologue for a small audience of peers/ submission to a teacher for feedback.	A script, content of your choosing. Speak to Mr Olden about using this towards the New Views Playwriting Competition	Complete Unit 1 of your Silver Arts award qualification New Views Playwriting Competition
YEAR 11	A Shakespeare Theatre Production on Digital Theatre or National Theatre.	The NHB Playgroup Q&A Podcast. Or theatre podcast of your choice.	Most recent theatre reviews in the Guardian Online. Play from the Drama Department.	Create or perform a monologue for a small audience of peers/ submission to a teacher for feedback.	A script, content of your choosing. Speak to Mr Olden about using this towards the New Views Playwriting Competition.	Complete Unit 1 of your Silver Arts award qualification. New Views Playwriting Competition.

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FOOD PREPARATION AND NUTRITION

CONTACT DETAILS

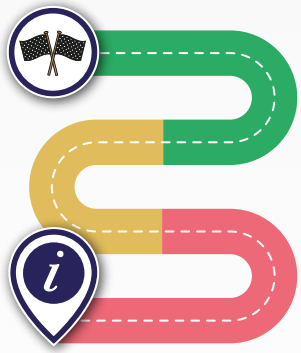
Head of Department

Miss C Neale
cneale@gordons.school

Exam Board
AQA

Specification
8585

CURRICULUM MAP



CURRICULUM INTENT

This course allows students to improve their basic cooking skills to learn high level recipes and techniques. The course builds on the theory learnt in KS3 to develop the students' understanding of how ingredients work in a recipe, the functional and chemical properties of ingredients and how to prepare and cook them.

The main areas of study include food, nutrition and health, food science, food safety, food choice and food provenance.

Students are taught how and when to use different food preparation skills to achieve a range of different outcomes. 12 key cooking and preparation skills will be taught over the year, applying them to different recipes. The curriculum produces students who can plan, design and cook meals for different groups of the population, understanding their needs and how ingredients work. A multitude of transferable skills are learnt during the course, and also develops life skills which every person needs for the future.

COURSE SUMMARY

Food Safety and Hygiene underpins all lessons that we have in the food room. Students gain a good understanding of nutrients and nutritional needs of different groups and the reasons why we choose the foods we consume. They will understand the function of ingredients in specific recipes and why reactions occur. Students will gain an understanding of food provenance, regional and international cuisine, and the impact that the world food supply has on the environment and sustainability.

HOW WILL I BE ASSESSED?

EXAMINATION PAPERS	% OF GCSE	DETAILS
Examination Paper 1	50%	Students will sit a 1 hour 45 minutes examination worth 100 marks. To cover the five food preparation skills; Food, Nutrition and Health, Food Science, Food Safety, Food Choice and Food Provenance. Multiple choice questions (20 marks) Five questions each with a number of sub questions (80 marks)
NON-EXAM ASSESSMENT	**% OF GCSE**	**DETAILS**
NEA 1	15%	**NEA 1:** *Scientific investigation* - This enables students to investigate ingredients linked to a recipe. This assessment involves researching the scientific characteristics of ingredients, then planning and carrying out at least two investigations (experiments). A 2,000 word written document is to be handed in.
NEA 2	35%	**NEA 2:** *Food preparation assessment* - Students research, plan and cook three dishes which will be high skilled and meet the brief set by AQA. This involves writing a 20 page document and a three hour practical cooking examination.

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	Great British Bake Off to see how recipes are followed and food is presented. Watch Inside the Factory to gain an understanding of commercial manufacturing of food.	Podcast – Food for thought.	Recipes in cookery books – understand the order of which ingredients are added to a recipe.	A meal plan for a person with an allergy.	A letter to your local MP, discussing food miles and why we should buy British food.	Research and find a recipe which you would like to make. Cook the recipe and take a photograph. How could you change the recipe to make it healthier?
YEAR 11	Watch Masterchef the professionals. Focus on presentation skills.	To Ted Talks on Nutrition – The role of food in Health.	Read The Flavour Thesaurus and The Science of Flavours.	A meal plan for a person with a dietary disease.	A meal plan for a teenager ensuring they get the right nutrients for their age group.	Research a recipe and make the dish. Find high skilled recipes – puff pastry, bread, choux pastry.

GEOGRAPHY

CONTACT DETAILS

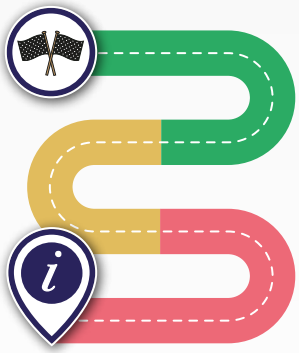
Head of Department

Mr P Schofield
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Exam Board
AQA

Specification
8035

CURRICULUM MAP



CURRICULUM INTENT

Geography plays a vital role in creating a well-rounded and successful learner and allows the development of a wide range of transferable skills fit for a choice of a range of future careers. It's not just about knowing places; it's about comprehending how these places interact and influence each other and we aim to provide the geographical knowledge, understanding and skills to provide the frameworks and approaches that explain how the Earth's physical and human features are shaped at different scales, how they are interconnected and how they change over time. We aim to build upon our Key Stage 3 journey to inspire students with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives through the teaching of topics as diverse as tropical rainforest to global economics, from glaciation through to renewable energy. As students progress into GCSE, we build upon a journey that creates informed, empathetic and skilled global citizens ready to take on the future.

COURSE SUMMARY

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Upon completion of this two year course, students will have the skills and experience to progress onto A Level and beyond. You can find out about all our Geography qualifications at aqa.org.uk/geography.

Our two compulsory trips are to Reading town centre and also Mudeford spit where we respectively look at urban regeneration and coastal processes.

We also run an optional residential to Swanage for our Year 10 cohort each year, where we complete additional fieldwork tasks and take pleasure in writing up the results in the evenings!

HOW WILL I BE ASSESSED?

EXAMINATION PAPERS	% OF GCSE	DETAILS
Unit 1: Living with the physical environment	35%	*Written examination:* 1 hour 30 minutes 88 marks (including three marks for spelling, punctuation, grammar and specialist terminology (SPaG)
Unit 2: Challenges in the human environment	35%	*Written examination:* 1 hour 30 minutes 88 marks (including three marks for SPaG)
Unit 3: Geographical applications	30%	*Written exam:* 1 hour 30 minutes 76 marks (including six marks for SPaG)

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	Watch three episodes of the BBC Coasts Series.	Listen to at least two of these Costing the Earth podcasts.	Read an academic journal (Jstor/ Google Scholar) on a topic of your choice and write up your findings.	Research - Investigate commercial oil palm farming in Malaysia. What is oil palm used for? How is rainforest cleared to make way for this type of farming? What damage is done to habitats and the natural environment? Create a report.	Research the United States Geological Survey (USGS) website to find a map of recent earthquakes. Copy and paste the map and describe where the recent earthquakes have occurred.	Complete a knowledge booster course.
YEAR 11	Watch two National Geographic documentary films.	Listen to at least two Ted Talks on a topic of your choice and think about what questions you'd ask the speakers.	Read an academic journal (Jstor/ Google Scholar) on a topic of your choice and write up your findings.	Research - 'Is Crossrail worth it's £15 billion price tag?' The Guardian Online 'The line that ate London' and create an informative report.	Explore the Open Learn Geography site. Choose an article/film/podcast and write a review. Do you agree? How can this extend your knowledge.	Complete a knowledge booster course.

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HISTORY

CONTACT DETAILS

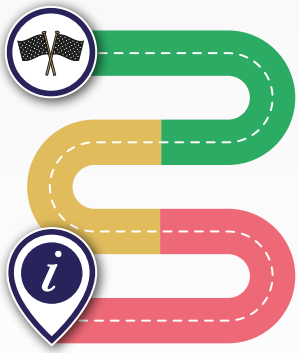
Head of Department

Mr C Coles
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Exam Board
AQA

Specification
8145

CURRICULUM MAP



CURRICULUM INTENT

History at Gordon's is designed to develop critical thinkers who have an appreciation of the past and the role it has played in shaping the modern world. Throughout the GCSE course, students will develop their skills of analytical writing, their ability to formulate persuasive historical arguments and their skills of source analysis. Students will finish their study of History at KS4 confident in their ability to: analyse change and continuity over time, identify why particular events are deemed historically significant, assess the role of causal factors and the impacts specific events have had, and assess the validity of historical interpretations. Students will be able to draw upon their knowledge and understanding of "Britain" before and after 1066 (studied at Key Stage 3) as they embark on the thematic study of "Migrations, Empires and People from c790 to Present Day". Similarly, students' study of Elizabeth I and Elizabethan England earlier in their school career will provide them with a platform from which to build when they focus on the British Depth Study "Elizabethan England, c1568-1603". For this reason, we begin the GCSE course in Year 10 with these units as students already have some familiarity with these topic areas. In Year 11, students progress to study the twentieth century, focusing upon "America, 1920 and 1973: Opportunity and Inequality" and "Conflict and Tension Between East and West, 1945-1973". This prepares them well for A Level, where a large part of the course focuses on twentieth century history.

COURSE SUMMARY

Paper 1 is divided into two sections – A and B. For Section A, students study Option D: "America, 1920-1973: Opportunity and Inequality" and for Section B, they pursue Option C: "Conflict and tension between East and West, 1945-72". Paper 2 is also divided into two sections. For Section A, students study Option C: "Migration, Empires and the People, c.790-present day" and for Section B, they take Option C: "Elizabethan England, c.1568-1603".

HOW WILL I BE ASSESSED?

EXAMINATION PAPERS	% OF GCSE	DETAILS
Unit 1	50%	*Written examination:* 2 hours 84 marks (including four marks for spelling, punctuation and grammar. 50% GCSE
Unit 2	50%	*Written examination:* 2 hours 84 marks (including four marks for spelling, punctuation and grammar. 50% GCSE

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	Watch two episodes of either World War One or Two in colour. You could also choose Greatest Events in History in colour. Reflect - does colour change the way we perceive History?	Listen to two of Dan Snow's History Hit podcasts. Reflect on your learning.	Read a piece of historical fiction relating to a topic we have studied eg 'The Book Thief. There are lots of books to choose from in the library and the History department. Review your book.	Create a poster advertising the benefits of GCSE History to future students. Highlight the skills they will learn and how this may help them in later life.	Choose two articles on topics related to your studies and write a paragraph demonstrating your findings.	Visit the Cold War webpage and complete three of the activities. Complete the tasks embedded in the activities.
YEAR 11	Watch the Rise and Fall of the Third Reich - link it to your studies of Germany.	Listen to two of Dan Snow's History Hit podcasts. Reflect on your learning.	Read a piece of historical fiction relating to a topic we have studied eg 'The Book Thief'.	Create your own history podcast on a topic of your choice!	Read two articles from History Extra. Choose a topic of your choice and write your own article.	Visit the Cold War webpage and complete three of the activities. Complete the tasks embedded in the activities.

MUSIC

CONTACT DETAILS

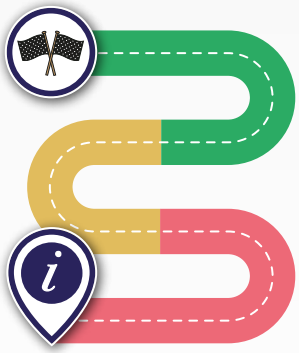
Head of Department

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Exam Board
AQA

Specification
8271

CURRICULUM MAP



CURRICULUM INTENT

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can. We aim to deliver a relevant and contemporary course that offers students the chance to study a wide range of musical genres, with more opportunities for practical learning. The GCSE brings theory, listening and composition to life in new and engaging ways, and links to the world around us. Every student has different learning styles and musical tastes, so the GCSE course values all music styles, skills, instruments and singers. We aim to broaden students' minds and foster a love of all music with a qualification that students of all abilities and backgrounds will enjoy.

COURSE SUMMARY

GCSE Music at Key Stage 4 (AQA Syllabus) helps students to develop subject knowledge, understanding and skills, through listening to a variety of music, playing music and creating their own music. The specification places a strong weighting on practical aspects of music with choices catering for a wide range of interests and abilities. It is strongly advised that students are receiving individual instrumental/ singing lessons for the duration of the course to maximise success. The three-unit GCSE assesses students' skills in listening and appraising, composing and performing music.

GCSE Music is a solid foundation for progression to other music studies, including A-level Music, and often to a music-related career. Our course provides the opportunity for students to develop valuable transferable skills such as self-confidence, concentration, creativity, evaluation and team work.

HOW WILL I BE ASSESSED?

EXAMINATION PAPERS	% OF GCSE	DETAILS
Examination Paper 1	40%	*Unit 1:* Listening to, understanding and appraising Music **Section A:** Listening questions **Section B:** written answers on the set works.
COURSEWORK	**% OF GCSE**	**DETAILS**
Unit 2	30%	Composing Music: two compositions, one free choice, one to a brief from the exam board.
Unit 3	30%	Performing Music: two performances, one as a soloist and one in an ensemble

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	'Chevalier' – a film about Joseph Bologne, Chevalier de Saint-Georges.	To music by St Georges, one of the first famous black classical composers – a contemporary of Mozart.	Read the article '15 best symphonies' and listen to at least one.	Familiarise yourself with the words from this glossary and make an A3 visual aide to help you remember what the words mean.	Watch this and decide whether you think classical music should be mixed with contemporary pop techniques. Write a paragraph to hand in.	Complete Unit 1 of your Silver Arts award qualification.
YEAR 11	'Newsies' – another musical by Alan Menken (the composer of Little Shop of Horrors). There is a study guide here.	To an episode of 'Add to Playlist'.	50 moments that Rocked the Classical World (Darren Henley and Sam Jackson).	Create a leadership project in music which you can use as part of your Silver Arts award. This needs to involve leading at least three other people and you must be able to put on a performance or event at the end of your project.	Find classical pieces by two lesser known female composers and write a paragraph about each composer and their work. Try to listen to them too.	Enter a competition (e.g. Woking Music Festival) or one of the school competitions: Christmas Carol Competition (Autumn), Concerto Competition (Spring), Music Academic Competition (Summer).

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PHOTOGRAPHY

CONTACT DETAILS

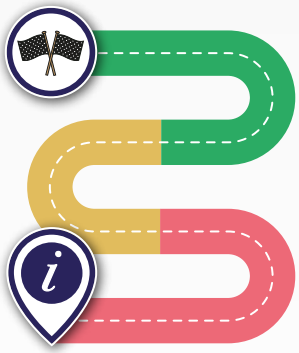
Head of Department

Miss E Pankhurst
epankhurst@gordons.school

Exam Board
Edexcel

Specification
1PYO

CURRICULUM MAP



CURRICULUM INTENT

The GCSE Photography course is a broad and flexible course, with an aim to create confident, independent and creative thinkers. Students will learn how to curating photoshoots through the understanding of light, composition and the visual elements, as well as post-processing strategies to create successful outcomes. The course is heavily practical, but there are written elements in which students develop specialist language to evaluate their own work as well as others. Students are encouraged to develop their own styles, find their own interests within the project themes and enhance their skills through active participation in lesson workshops and prep tasks. We actively promote looking at the work of photographers and artists, celebrating other cultures and encouraging diversity. We develop students' awareness of the impact of Photography and visual imagery on society and expect them to achieve by applying a variety of skills from the wider curriculum together with those specific to Photography, to produce effective and considered photoshoots and outcomes.

We support our students to aspire through their learning experiences to standards of excellence intellectually, practically, and aesthetically. The curriculum we provide is rich in skills and knowledge. Through our curriculum, we aim to provide students with an experience that is exciting and to ensure that our students combine practical skills with creative thinking, developing highly valuable and transferrable skills for future careers and life. Digital imagery plays a large role in our everyday lives through various outputs, such as social media and advertising/marketing from businesses, and students will see the role that Photography plays within this.

We strive to educate through a range of teaching strategies which are accessible for all our learners. We encourage students to take part in workshops with artists, go on trips, and make use of the co-curricular opportunities the department has on offer each week.

COURSE SUMMARY

Students develop a range of skills through visual manipulation with the camera and through Photoshop techniques. They learn how to control a camera manually, explore the visual elements and the role composition and lighting play in each photograph they take. They study photographer's work across times and cultures, to understand how images were made and the context in which they were taken. They learn to understand the role Photography has in our modern world.

Students will reflect critically on their own and other's work, judging quality and meaning, and learning to think as artists and designers. They develop an appreciation for Photography as an Art form, and understand its role in the creative and cultural industries that enrich their lives.

HOW WILL I BE ASSESSED?

ASSESSMENT	% OF GCSE	DETAILS
Personal Portfolio	60%	The personal portfolio is based on a theme. It must consist of a body of research, supporting studies and developmental work leading up to one or more outcomes or to a variety of resolutions. It includes at least two work journals and larger pieces using either film, video, digital imaging or light sensitive materials. A work journal is a time-based record, with images and annotation. It is used to record, analyse work, experiment in, and develop ideas in class time and for prep. Everything in it will be assessed along with any other GCSE coursework.
Final Examination	40%	The final examination theme is set by the examining board and is in two parts: **Supporting Studies:** Eight school weeks allowed for studies to develop ideas (20%) **Timed Test:** 10 hours allowed to complete the final piece of work based on the supporting studies (20%)

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	Watch a video on landscape photography on Youtube.	To a podcast about landscape photography and exploring new locations.	Read this article about a photographer using lights in creative ways in nature.	Take a photoshoot where you are using different light sources in a natural landscape. Experiment with shutter speed and colour and think about how light can create different atmospheres.	Write a short story or poem about a mythical land that your imagery could come from.	Select the best image from your photoshoot and edit it to create a mythical scene that would match your poem/short story. You can add or take away features on photoshop.
YEAR 11	Watch Chris Packham talk about his passion for wildlife photography.	Listen to an episode of 'The Beginner Photography Podcast'.	Read an interview or article about a current photographer and their work on www.thisiscolossal.com/.	Create a photosculpture using only five images. Cut up the images and create a self-supporting sculpture and re-photograph it.	Write a review of a Photographer's work you have seen in a gallery.	Go to an art gallery of your choice and document your trip with photographs and present them in a small sketchbook.

PHYSICAL EDUCATION (GCSE)

CONTACT DETAILS

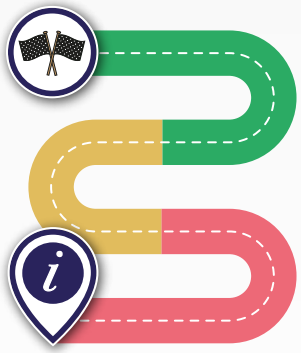
Head of Department

Mr M Gullick
mgullick@gordons.school

Exam Board
OCR

Specification
J587

CURRICULUM MAP



CURRICULUM INTENT

Physical Education at Gordon's School is designed to make a positive, unique and vital contribution to each individual's education, physical development and mental and social well-being. This is achieved through providing experiences and challenges, using PE and School Sport as the delivery tool, and is experienced in a safe and supportive environment.

Our broad and balanced Physical Education curriculum is intended to provide students with increasing self-confidence in their ability to manage themselves and their body more efficiently, effectively and safely in a variety of movement situations. Learning objectives that are challenging and progressive, combined with varied teaching approaches, endeavour to provide enjoyable, stimulating and appropriately challenging learning experiences for all. Tasks and activities are selected that are suitably differentiated and progressive to enable all students, irrespective of their innate ability, to enjoy success and be motivated to further develop their individual potential and lead an active lifestyle.

COURSE SUMMARY

GCSE PE at Key Stage 4 is an extremely popular option at Gordon's. It is taught by three highly experienced and qualified teachers and boasts an outstanding record of success in the results achieved by students.

We follow the OCR Specification which equips students with the knowledge, understanding and skills to develop their own performance in three chosen activities (taken from the Specification). All students develop their understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being.

This GCSE course provides an excellent base to progress on to A Level Physical Education and BTEC Sport where our results are also extremely high and numerous students from Gordon's have gone on to read Sport at university. Students are able to develop their practical performance for assessment, through the extensive co-curricular programme as well as pursue their sports out of school.

HOW WILL I BE ASSESSED?

EXAMINATION PAPERS	% OF GCSE	DETAILS
Paper 1: Physical Factors Affecting Performance	30%	This Unit will be assessed through a written examination which contains two sections: Section A is multiple choice and shorter marked questions. Section B is short answer and extended response questions.
Paper 2: Socio-Cultural Issues and Sport Psychology	30%	This Unit will be assessed through a written examination which contains two sections: Section A is multiple choice and smaller marked questions. Section B is short answer and extended response questions.
CONTROLLED ASSESSMENTS	**% OF GCSE**	**DETAILS**
Practical and Controlled Assessments	40%	Learners are required to demonstrate their ability to analyse and evaluate their own performance in order to: 1). analyse aspects of personal performance in a practical activity 2). evaluate the strengths and weaknesses of the performance 3). produce an action plan which aims to improve the quality and effectiveness of the performance. Learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	Watch the world renown documentary 'The Last Dance' Charting the rise of the 1990s Chicago Bulls, led by Michael Jordan.	Listen to 'The Rest Is Football' an exciting podcast with legends Gary Lineker, Alan Shearer, and Micah Richards.	Log onto https://www.bbc.co.uk/sport and read a daily article for two weeks.	Create a poster that is aiming to increase girls' participation in sport.	Watch a live sporting event and write a newspaper report analysis of the game/ performance.	Walk, run or cycle for an hour every other day for six weeks. Track your progress. Working Heart Rate, Resting Heart Rate, Diet and Weight.
YEAR 11	Watch the world renown documentary 'ICARUS' observe how Bryan Fogal sets out to uncover the truth about doping in sports. Discuss and evaluate...	Listen to: 'F1 Chequered Flag'. Formula 1 interviews, reaction and reports. 5 Live presents a round-up of the race weekend.	Log onto https://www.skysports.com/ and read a daily article for two weeks.	Create a six-week training programme for a member of staff on an area they would like to improve.	Write an article about racism in sport and the real-life cases, suggest ideas of how you can prevent this from happening in the future.	Walk, run or cycle for an hour every other day for eight weeks. Track your progress. Working Heart Rate, Resting Heart Rate, Diet and Weight.

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RELIGIOUS EDUCATION: FULL COURSE

CONTACT DETAILS

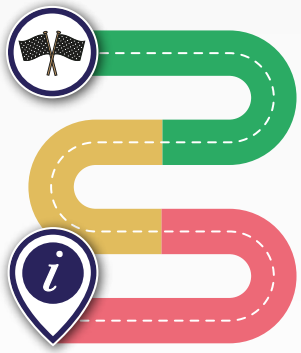
Head of Department

Mrs F Lewis
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Exam Board
AQA

Specification
8062

CURRICULUM MAP



CURRICULUM INTENT

Our RE lessons in KS4 are intended to offer a broad and rich RE curriculum to allow for coverage of the areas prescribed by the locally agreed syllabus and exam board specifications at GCSE.

The RE schemes of work include a variety of ways for students to explore religions, their community and, personal development and wellbeing. The lessons intend to provide a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning.

Through each unit, students will know about and understand a range of religious, non-religious and world views. They will be able to identify, investigate and respond to a variety of ethical and philosophical issues.

Students are encouraged to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences.

The intent is to make sure that students recognise the relevance of RE in a multifaith and multicultural society and how it affects their own and other's lives.

COURSE SUMMARY

At GCSE, students follow the AQA Religious Studies A syllabus.

Students study the beliefs and practices of two world religions and their responses to ethical issues and philosophical questions. Students consider contrasting beliefs from religious and secular perspectives within the context of contemporary British society.

Religious Studies at GCSE lays a good foundation for further study of Religious Studies at A Level and complements other related A Level subjects including Philosophy, Law, History, History of Art, Government and Politics, Sociology and English Literature.

EXAMINATION PAPERS	% OF GCSE	DETAILS
Study of religions	50%	*Written examination:* 1 hour 45 minutes Each religion has a common structure of two five-part questions of 1, 1, 4, 6 and 12 marks. Each religion is marked out of 48 + 6 marks for SPaG.
Thematic studies	50%	*Written examination:* 1 hour 45 minutes Each theme has a common structure of one five-part question of 1, 1, 4, 6 and 12 marks. Each theme is marked out of 24.
Controlled Assessments	% of GCSE	There are no Controlled Assessments for RE GCSE.

SCHOLARS' PROGRAMME

	WATCH	LISTEN	READ	CREATE	WRITE	DO
YEAR 10	BBC Teach series – various topics like this and this.	'Philosophy Bites' podcast ABC listen – Short and Curly podcasts: 'A world without...'	'Big ideas for Curious Minds' by The School of Life Relevant articles in 'The Week Junior'.	A podcast about an important religious issue in the world today.	A discursive essay on an ethical or philosophical question of your choice.	Enter competitions like BBC young reporter.
YEAR 11	'Reporting religion' on BBC i-player.	BBC News World Service University of Oxford – 'Practical ethics bites'	The BBC News reports daily online or on their app. Newspapers like The Guardian, The Independent online etc.	A presentation for an assembly on the benefits of living in a multi-faith, multicultural society in Britain today. You could do this for Inter-faith week in November.	A script for a discussion about an ethical issue or philosophical question, to reflect different points of view from religious and non-religious perspectives	Organise a school event to fundraise for a charity of your choice.

KEY STAGE 4

KEY DATES

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 16th 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)

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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

GORDON'S SCHOOL

WEST END, WOKING

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