



# GORDON'S SCHOOL

KEY STAGE 3  
ACADEMIC GUIDE  
2024 - 25



# EXPECTATIONS

YOU ARE REQUIRED TO SHOW AT ALL TIMES:



## COURTESY

Showing politeness and thinking of others before yourself.

## INTEGRITY

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

## DILIGENCE

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

## ENTHUSIASM

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

## RESILIENCE

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

“ Respect, courtesy and consideration for others are embedded in the culture and evident throughout the school. Behaviour is excellent. ”

OFSTED, 2017.

# TABLE OF CONTENTS

Key Stage 3 Contacts.....	5
Timing of the School Day.....	7

## KS3 ACADEMIC GUIDE

Introduction.....	9
Personal Development.....	9
Careers and Work Related Learning .....	9
PSHE .....	10
Honours Programme.....	10
Independent Learning .....	11
Prep.....	11
Study Skills.....	11
Wider Reading.....	11
Independent Learning: Study Skills Overview .....	11

## KS3 CURRICULUM

Introduction.....	13
Setting Protocols .....	13
English (Year 9).....	13
Mathematics (Years 7 to 9) .....	13
Science (Years 7 to 9) .....	14
MFL (Years 7 to 9) .....	14
Curriculum Allocation.....	14
Advice, Information and Guidance to Students .....	15
Minimum Required .....	15
Equipment .....	15
A Grade Higher.....	15
Target Setting, Tracking and Intervention .....	15
Assessment, Recording and Reporting (ARR) .....	16
Assessment.....	16
Interim Marking Moments.....	16
Deep Marking Moments .....	16
Key Assessments .....	16
Closing the Feedback Loop.....	16
Responding to Next Steps Advice .....	16
Special Note on Literacy .....	17
Reporting .....	17
Reporting Schedule.....	17
Definitions of Grades Awarded to Students.....	18
Reporting Effort Grades .....	18
Reporting Character Strengths.....	19

Reporting on Attainment.....	19
Attendance.....	20
Classroom Protocols for Students.....	20
Rewards and Sanctions .....	22
Academic Enrichment: The Scholar’s Programme.....	22

## KEY STAGE 3 SUBJECT GUIDE

Art and Design.....	24
Computing.....	26
Drama.....	27
English .....	29
Geography.....	31
History.....	32
Mathematics.....	33
MFL: French.....	34
MFL: German.....	36
MFL: Spanish.....	37
Music.....	38
Physical Education .....	39
PSHE .....	40
Religious Education .....	41
Science.....	42
Technology (Design & Technology • Food & Nutrition) .....	43

## KEY DATES

Key Dates for Academic Year 2024-25 .....	46
Key Dates for Academic Year 2025-26 .....	47

# KEY STAGE 3 CONTACTS

## KEY STAGE 3

Head of Lower School	Mr James Greggor	<a href="mailto:jgreggor@gordons.school">jgreggor@gordons.school</a>
----------------------	------------------	--

*Key stage 3 Form Tutors may be contacted via the school telephone number or school email address*

## SENIOR LEADERSHIP TEAM

Head Teacher	Mr Andrew Moss	<a href="mailto:head@gordons.school">head@gordons.school</a>
Deputy Head Curriculum	Ms Jacqueline Pierce	<a href="mailto:jpierce@gordons.school">jpierce@gordons.school</a>
Deputy Head Pastoral	Ms Helen Carruthers	<a href="mailto:hcarruthers@gordons.school">hcarruthers@gordons.school</a>

## BOARDING HOUSE CONTACT DETAILS

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

### HEAD OF DEPARTMENT CONTACT DETAILS

Art	Ms Elizabeth Pankhurst	<a href="mailto:epankhurst@gordons.school">epankhurst@gordons.school</a>
Computing	Mr Jamie Sumsion	<a href="mailto:jsumsion@gordons.school">jsumsion@gordons.school</a>
Design Technology	Ms Alice Edwards	<a href="mailto:aedwards@gordons.school">aedwards@gordons.school</a>
Drama	Ms Laura McConville	<a href="mailto:lmconville@gordons.school">lmconville@gordons.school</a>
English	Mr Philip Berry	<a href="mailto:pberry@gordons.school">pberry@gordons.school</a>
Food and Nutrition	Mrs Claire Neale	<a href="mailto:cneale@gordons.school">cneale@gordons.school</a>
Geography	Mr Paul Schofield	<a href="mailto:pschofield@gordons.school">pschofield@gordons.school</a>
History	Mr Chris Coles	<a href="mailto:ccoles@gordons.school">ccoles@gordons.school</a>
Learning Support	Ms Lucy Mernagh	<a href="mailto:lmernagh@gordons.school">lmernagh@gordons.school</a>
Mathematics	Mr Mark Eaden	<a href="mailto:meaden@gordons.school">meaden@gordons.school</a>
MFL (Department)	Mr Simon Depoix	<a href="mailto:sdepoix@gordons.school">sdepoix@gordons.school</a>
MFL French	Mrs Isabelle Barnes	<a href="mailto:ibarnes@gordons.school">ibarnes@gordons.school</a>
MFL German	Mr Simon Depoix	<a href="mailto:sdepoix@gordons.school">sdepoix@gordons.school</a>
MFL Spanish	Mrs Joanne Quinlan	<a href="mailto:jquinlan@gordons.school">jquinlan@gordons.school</a>
Music	Mrs Rachel Brazendale	<a href="mailto:rbrazendale@gordons.school">rbrazendale@gordons.school</a>
PSHE - Character Education	Mr James Butler	<a href="mailto:jbutler@gordons.school">jbutler@gordons.school</a>
PE	Mr Matthew Gullick	<a href="mailto:mgullick@gordons.school">mgullick@gordons.school</a>
RE	Mrs Fiona Lewis	<a href="mailto:flewis@gordons.school">flewis@gordons.school</a>
Science (Department)	Mrs Annabel Beecham	<a href="mailto:abeecham@gordons.school">abeecham@gordons.school</a>
Biology	Mrs Annabel Beecham	<a href="mailto:abeecham@gordons.school">abeecham@gordons.school</a>
Chemistry	Ms Frances Radley	<a href="mailto:fradley@gordons.school">fradley@gordons.school</a>
Physics	Mr Anthony Wallace	<a href="mailto:awallace@gordons.school">awallace@gordons.school</a>

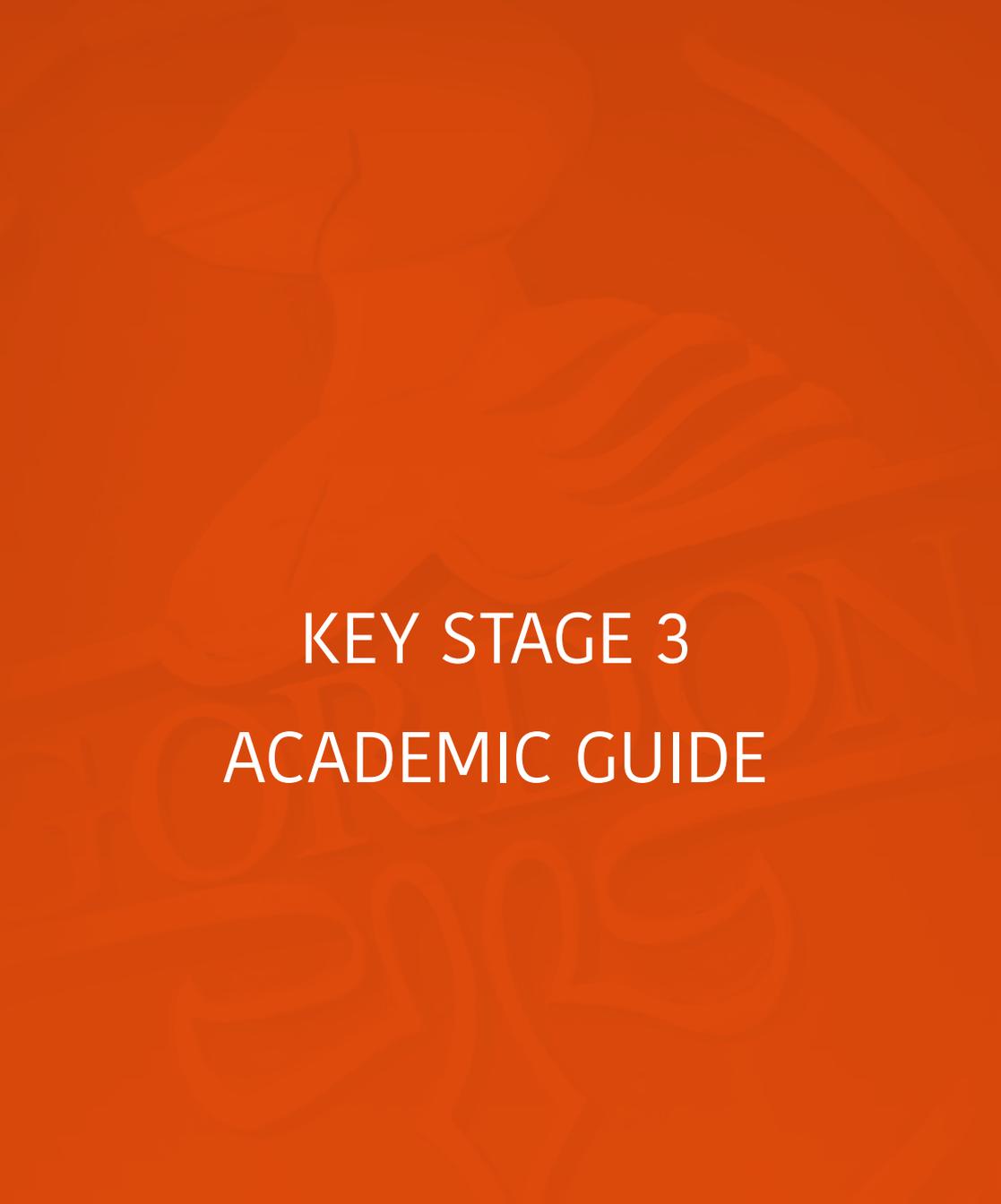
# TIMING OF THE SCHOOL DAY

## MONDAY - FRIDAY

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

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

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



KEY STAGE 3  
ACADEMIC GUIDE

# INTRODUCTION

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

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

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

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

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

DFE

# PERSONAL DEVELOPMENT

## 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.

Careers education for Years 7-9 is mainly delivered through the PSHE curriculum.

In Year 7 students will be introduced to the world of employment through topics such as assessing their personal strengths, careers, raising aspirations, leadership, and understanding behaviour at work.

In Year 8 there is an exciting competition about working in the NHS with a focus on equality of opportunity - the theme is careers in the NHS and life choices. Students are exposed to job descriptions, adverts and create their own application for the job for which they feel they are best suited. There is an analysis of the skills needed for the job. Students also learn strengths and behaviours required in the workplace.

In Year 9 students will understand career sectors and be exposed to labour market information. They will explore career pathways and important themes such as equality at work.

Some careers education is undertaken in tutor time when students assess where their subjects can take them.

For every year group there are speakers regularly educating students on apprenticeships, university pathways and employment. Themed events such as Apprenticeship Week and National Careers Week ensure that students meet with employers and employees in order to have a meaningful exchange. All students receive access to our extensive Careers-Industry Talks, and careers assemblies. Careers information is embedded in all subjects' schemes of work. All students attend the Careers Fair with external companies available for meaningful interaction. Labour market information is shared regularly.



# GORDON'S SCHOOL CAREERS DEPARTMENT

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



WHOLE SCHOOL PROVISION	KEY EVENTS AND EXPERIENCES		MILESTONES AND LEARNING OUTCOMES		WHOLE SCHOOL PROVISION
	YEAR	KEY EVENTS AND EXPERIENCES	YEAR	MILESTONES AND LEARNING OUTCOMES	
GUEST SPEAKERS FROM INDUSTRY & ALUMNI	YEAR 13	WEX Reflection & Employer Engagement • Additional 121 careers guidance & support for nominated students • PSHE & careers lessons • Advanced Study & Revision skills • Apprenticeships workshop • Student Finance • Optional TEFL qualification	YEAR 13	Be equipped to make well informed post-18 choices • Understand career sectors & how to use LMI to support future progression pathways • Feel fully supported for next steps into HE, apprenticeships, vocational training or employment • Build mental resilience to prepare for life after school	GORDON'S CAREERS FAIR
CAREERS BULLETINS ALIGNED TO EVENTS	YEAR 12	Work experience programme • 121 Careers guidance • HE Information Sessions for students & parents • UCAS Fair & Festival of Skills Conference • PSHE & careers lessons • Apprenticeships workshop • Speed networking event • Gold Duke of Edinburgh Awards/Young Enterprise Scheme	YEAR 12	Acquire skills & knowledge to plan for post-18 options • Have an impartial 121 careers guidance interview • Attend CV & personal statement workshops • Develop LinkedIn profile • Use UNIFROG to support careers & LMI research • Understand professional conduct • Undertake EPQ • Contribute to the school's volunteer programme	CAREERS WEBSITE
CAREER PATHWAYS	YEAR 11	Post 16 information events and activities • Apprenticeships workshop • Sixth Form information events • Advanced study skills • Additional 121 careers guidance & support for nominated students • PSHE programme	YEAR 11	Be equipped to make well informed post-16 decisions linked to careers progression pathways • Attend Sixth Form open days • Embed excellent study habits & get ahead with revision • Build confidence & mental resilience to cope with exams • LinkedIn • Work experience reflection • Have an intended destination	CREATIVE CAREERS DAY
NATIONAL CAREERS WEEK	YEAR 10	Work experience programme • 121 Careers Guidance • FE information sessions for students & parents • Study skills workshop • PSHE & careers lessons • Speed networking event • Dragons Den showcases/ Young Enterprise Scheme • Silver Duke of Edinburgh Award	YEAR 10	Revisit exploring post 16 & 18 career pathways • Link personal skills to the world of work • Take part in CV writing workshop • Understand how to search & apply for work experience/employment • Have a meaningful employer encounter • Have an impartial 121 careers guidance interview • Consider life beyond school	WORK-PLACE VISITS
NATIONAL APPRENTICESHIP WEEK	YEAR 9	Study skills: progression to GCSE • GCSE options information sessions for students & parents • Employability skills programme delivered via PSHE • Study skills workshop • WW1 Battlefields/ language and culture trips • Bronze Duke of Edinburgh Award	YEAR 9	Understand career sectors and how to use LMI • Explore career pathway opportunities including apprenticeships, technical & educational routes in preparation for KS4 • Consider workplace challenges, equality & diversity • Link curriculum subjects to careers to inform GCSE choices using UNIFROG	DROP IN CAREERS SUPPORT CLINIC
	YEAR 8	Step into NHS Careers Competition • Workplace skills programme delivered via PSHE • Speak Out challenge • Study skills workshop • Compulsory academic enrichment programme • Think CAREers Roadshow • CREST Aware (STEM Project)	YEAR 8	Develop a growth mindset • Explore personal strengths for employment • Understand behaviours for work • Grow communication skills • Focus on organisation & research skills • Use UNIFROG to explore career options & LMI	
	YEAR 7	Team building camp, Transition and oracy skills • Developing skills, aspirations and employability programme delivered via PSHE • BAE Systems STEM Roadshow • Study skills workshop • Speak Out challenge • Compulsory academic enrichment programme	YEAR 7	Transition successfully into secondary education • Identify personal skills and strengths and how they apply to future choices • Begin to explore the world of work & LMI • Develop skills for independent learning • Launch UNIFROG to support the careers journey through school & beyond	

## PSHE

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

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

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

## HONOURS PROGRAMME

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

Full details can be found on the school website.

# INDEPENDENT LEARNING

## PREP

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

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

## STUDY SKILLS

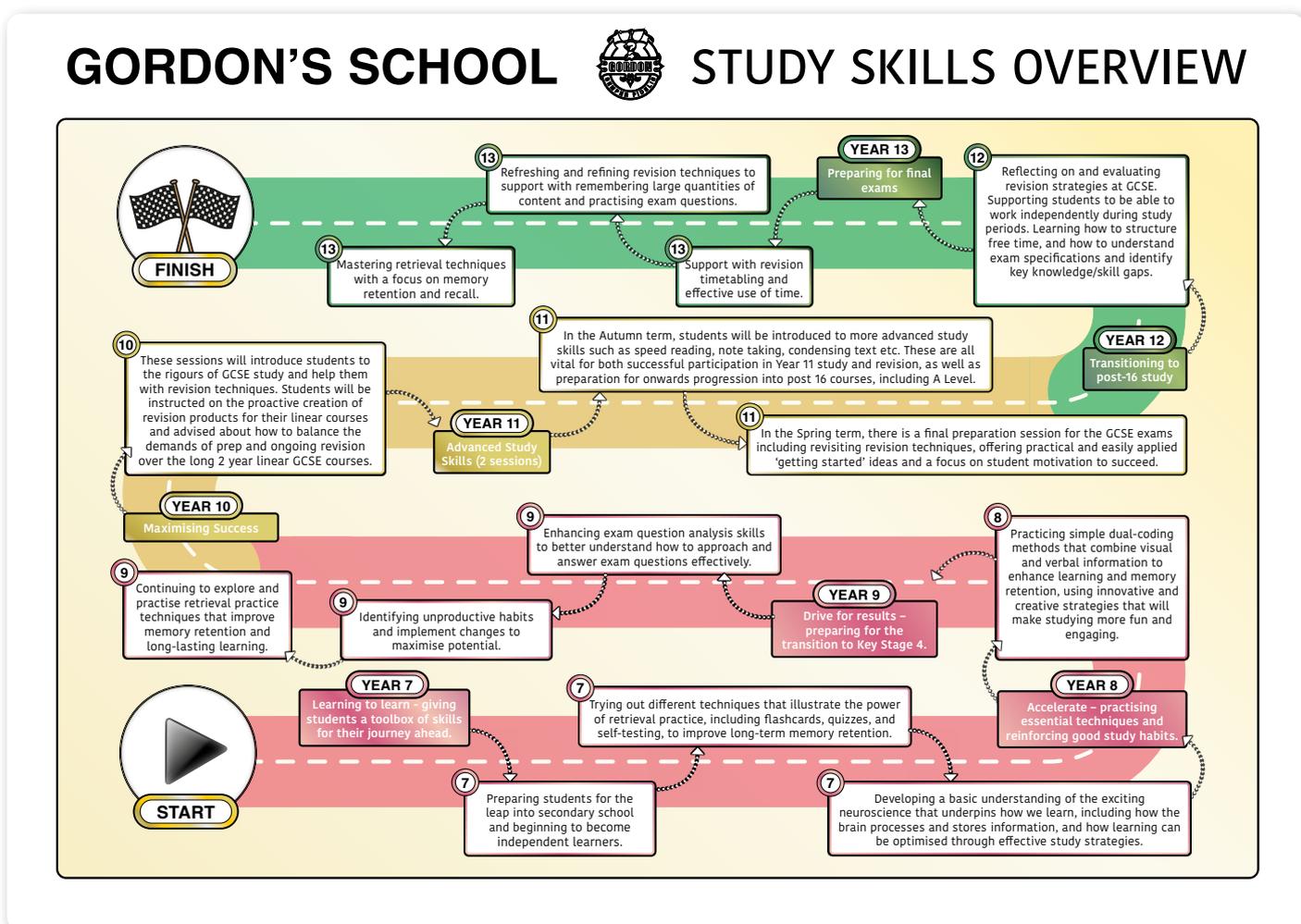
At the start of each academic year, all students in KS3 will participate in a Study Skills programme delivered by a professional external company. Information about these sessions and the ongoing Study Skills programme at Gordon's is available on the school website.

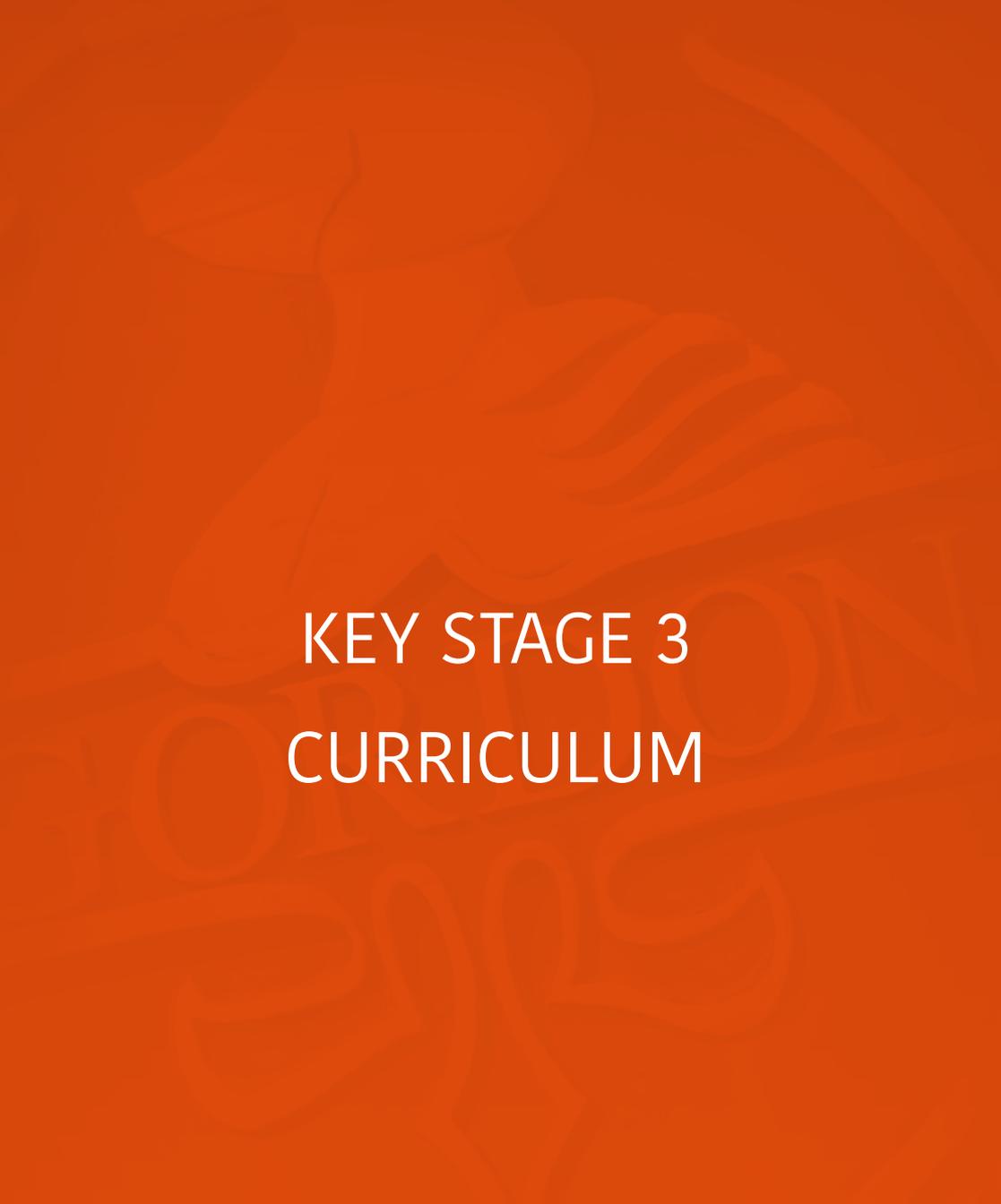
## WIDER READING

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

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

## INDEPENDENT LEARNING: STUDY SKILLS OVERVIEW





KEY STAGE 3  
CURRICULUM

# INTRODUCTION

At Gordon's we believe in a broad and balanced curriculum with a focus on the traditional academic subjects. In the core subjects of English, Mathematics, Science and Modern Foreign Languages, students are taught within mixed ability sets initially and are streamed at various stages on their academic journey at Key Stage 3.

## There are several reasons for this:

- In Mathematics we believe it is important to teach students in an environment where their peers are broadly of similar ability, meaning a less intimidating environment, which we feel is ultimately conducive to learning in these subjects.
- This also allows Mathematics teachers to broadly 'pitch a lesson' at an ability level that will resonate with the majority of students, of course, appropriate differentiation will be deployed as necessary.
- In English, Science and MFL, students will be taught in mixed ability groupings initially in Year 7. This allows us more freedom to encourage students to experiment and explore their creativity with a wider variety of their peers and to learn from each other in different ways. In MFL students will move to ability sets for the start of Year 8, in English students will move to ability sets at the start of Year 9.
- In Science, in Year 7 and 8, students are taught in mixed ability groups, and in Year 9, students are grouped by ability into three streams, each with two classes. Students begin GCSE Science at the beginning of Year 9, allowing more students to take separate Sciences at GCSE.

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

# SETTING PROTOCOLS

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

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

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

## ENGLISH (YEAR 9)

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

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

## MATHEMATICS (YEARS 7 TO 9)

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

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

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

### SCIENCE (YEARS 7 TO 9)

In Year 7 and 8, Science is taught in mixed ability streams. At the end of each year, Maths and Science review data and groups are determined for the next academic year.

Groups are also reviewed regularly by the Science Department; however mid-year changes are minimal and will be based on Key Assessment data.

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

### MFL (YEARS 7 TO 9)

The MFL department will monitor progress throughout the year marking classwork, prep , interim assessments and key assessments. Students will be set at the end of Year 7 into two ability groups per language in Year 8 and Year 9. Progress will continue to be monitored and there may be set changes if assessment data confirms this.

## CURRICULUM ALLOCATION

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

## MINIMUM REQUIRED

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

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

## EQUIPMENT

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

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

## A GRADE HIGHER

### TARGET SETTING, TRACKING AND INTERVENTION

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

At Key Stage 3, academic progress is measured using a KS3 Attainment Grade (based on a data generated Flightpath). These grades begin at the lowest end of a GCSE style progression spectrum and typically range from 1 – 6, incorporating an additional + and – either side of each grade to allow for more accurate positioning of student performance; for example, a student may achieve a 3-, 3 or 3+.

Whilst in Key Stage 3, students should focus on developing the skills and understanding within subjects that will support their studies as they move through the school.

## ASSESSMENT

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

Effective communication within the triangle of student, school and parent is important and this is why our reporting system takes the form it does.

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

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

## INTERIM MARKING MOMENTS

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

## DEEP MARKING MOMENTS

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

## KEY ASSESSMENTS

These assessment events will provide students with:

- Feedback on their performance in the assessment.
- Next steps advice to take forward into future lessons and the next assessment.
- A KS3 attainment grade will also be given (based on a GCSE style flight path)

## CLOSING THE FEEDBACK LOOP

### Responding to Next Steps Advice



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

## SPECIAL NOTE ON LITERACY

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

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

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

## REPORTING

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

## REPORTING SCHEDULE

REPORT RECEIVED THREE TIMES PER YEAR AT KS3	
Report 1	The first report contains effort grades only for each subject.
Report 2	The second report contains effort grades progress indicators, working grades and target grades for each subject.
Report 3	The second report contains effort grades progress indicators, working grades and target grades for each subject.

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

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

## DEFINITIONS OF GRADES AWARDED TO STUDENTS

### EFFORT GRADE

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

### WORKING GRADE

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

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

### PROGRESS INDICATOR

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

## REPORTING EFFORT GRADES

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

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

## REPORTING CHARACTER STRENGTHS

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

CHARACTER	BEHAVIOUR	GOOD PERFORMANCE STANDARD
Courtesy	Focus	Concentrating in lessons and remaining on task; following the 5Bs (brain, book, browse, buddy, boss).
Integrity	Prep	Handing in well-presented homework and preparing for the next lesson.
Diligence	Organisation	Being punctual, bringing the correct equipment and books / folders and keeping them in good condition.
Enthusiasm	Participation	Willingness to extend knowledge through active learning and to become involved in discussions / tasks.
Resilience	Growth Mindset	Showing the determination and resilience to respond positively to setbacks in the classroom eg accepting feedback and acting on it, understanding that failure is part of learning and that challenges are a positive thing.

## REPORTING ON ATTAINMENT

At Key Stage 3, academic progress is measured using a KS3 Attainment Grade (based on a data generated Flightpath). These grades begin at the lowest end of a GCSE style progression spectrum and typically range from 1 – 6, incorporating an additional + and – either side of each grade to allow for more accurate positioning of student performance; for example, a student may achieve a 3-, 3 or 3+.

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

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

Students may also make progress at different speeds across their subjects, and may also go up and down in their attainment over time within an individual subject. This is perfectly normal and reflects the different ways in which subjects, and even individual topics, are taught and assessed across the curriculum.

# ATTENDANCE

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

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

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

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

Student illness and medical appointments must be reported to [absence@gordons.school](mailto: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](mailto:head@gordons.school) or his PA, Mrs George, at [jgeorge@gordons.school](mailto:jgeorge@gordons.school). This includes Saturday morning school, Parades and Sixth Form students who are wishing to attend university open days. Please note that, in most cases, term-time holiday will be recorded as unauthorised absence. The exception to this is for medical appointments.

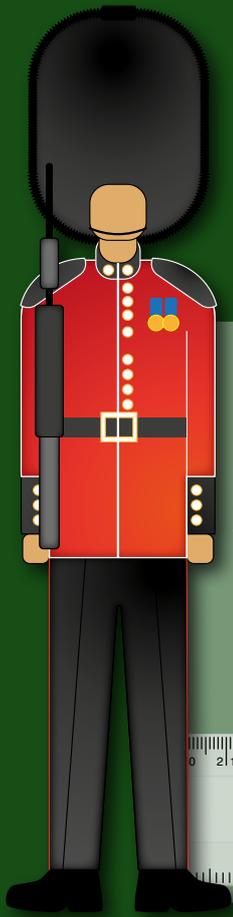
The school's [Attendance Policy](#) should be accessed for full detail.

# CLASSROOM PROTOCOLS FOR STUDENTS

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



# DOES YOUR WORK STAND UP TO INSPECTION?



## PRESENTATION OF WORK:

UNDERLINE THE TITLE

DATE: 11/02/2024

USE OF CAPITAL LETTERS



RULE OFF

# THE 5Bs

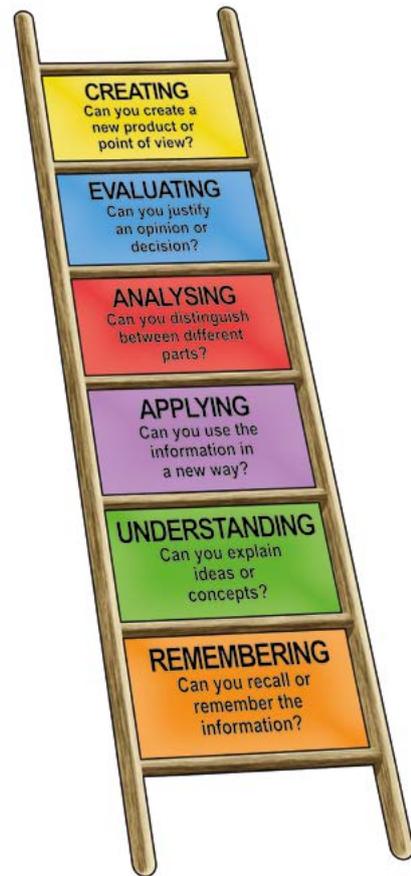
BRAIN

BOOK

BROWSE

BUDDY

BOSS



# EFFORT

GOOD PERFORMANCE STANDARD

## FOCUS

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

## PREP

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

## ORGANISATION

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

## PARTICIPATION

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

## GROWTH MINDSET

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

# REWARDS AND SANCTIONS

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

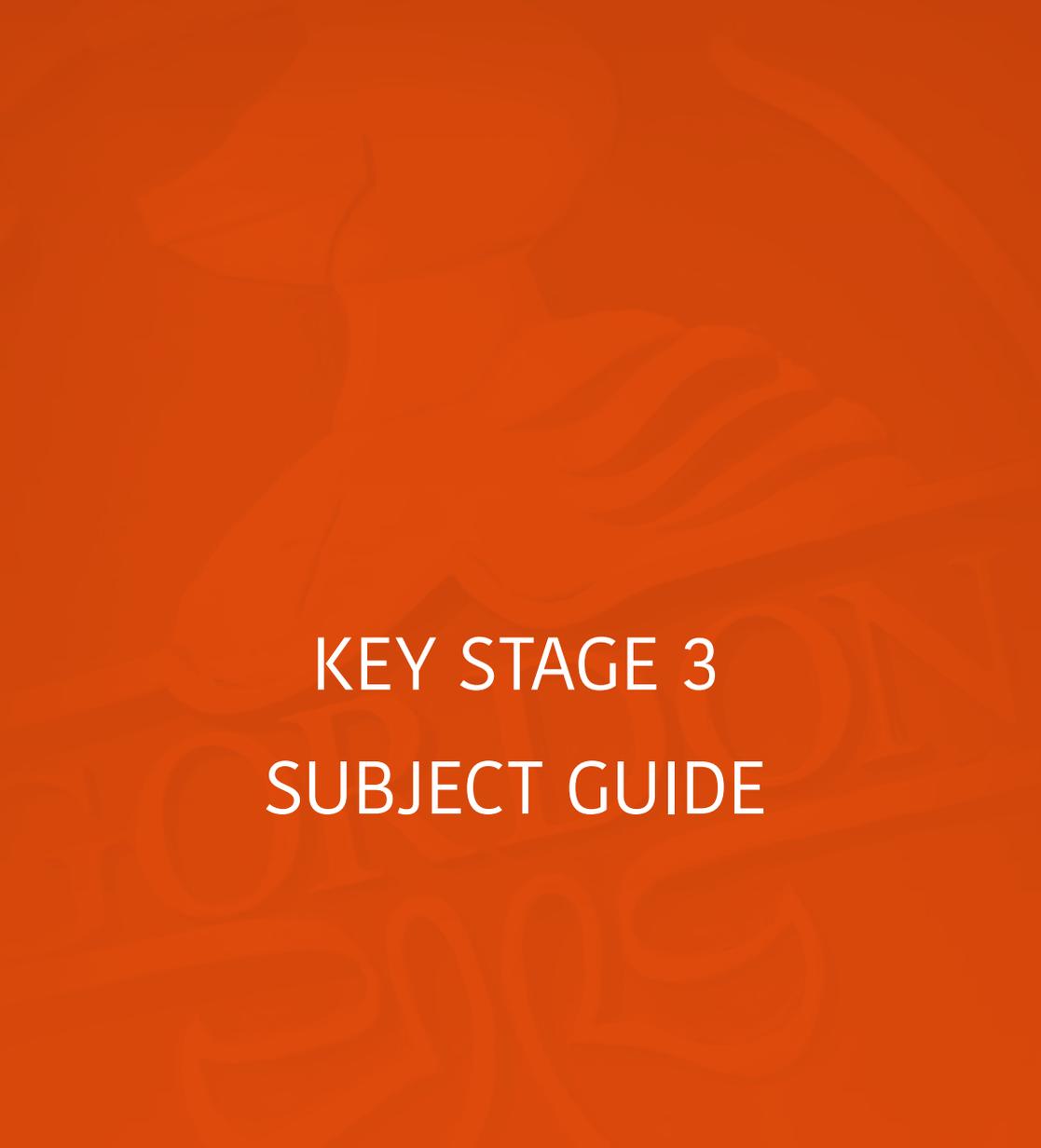
Behaviour		Reward	Behaviour		Sanction
Outstanding contribution to school life	5	Colours, Honours, Annual Prizes	Refusal, repeated disruption or high-level offence	5	Immediate referral to the School Office
Effort grade average in top 25% / Full Pages	4	Certificate/letter home (Head)	Continued disruption	4	School Detention
Excellent contribution and effort	3	Postcard sent home (HoD/HoH)	Repeated or increased disruption	3	Remove from room for 5 minutes
Good contribution and effort	2	Good Comment or Stamp in Diary	Repeated disruption	2	Bad comment in diary
Helpful, attentive and polite	1	Verbal Praise	Talking/low-level disruption	1	Verbal reprimand
Level			Level		

# ACADEMIC ENRICHMENT: THE SCHOLAR'S PROGRAMME

## BY INVITATION/APPLICATION

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

Students on the Academic 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.



KEY STAGE 3  
SUBJECT GUIDE

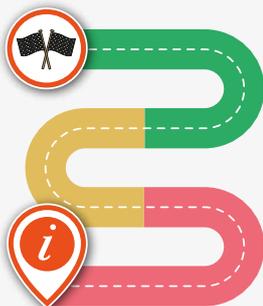


## CONTACT DETAILS

### Head of Department

Miss E Pankhurst  
epankhurst@gordons.school

## CURRICULUM MAP



## COURSE SUMMARY

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

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

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



## COURSE INFORMATION

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

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

	Autumn Term & Spring Term 1:	Spring Term 2 and Summer Term 3:
<b>YEAR 7</b>	<p><b>Visual Elements &amp; Abstract Still Life</b></p> <p>Students will learn the foundation skills for creating successful drawings and paintings. They will draw from still life and develop a range of tone, understanding how light shows a 3D form. They will explore texture and mark making on a range of objects. Students will learn in depth about colour theory and understand how it can be applied to create a mood or feeling. Abstract artists will be studied to explore how work can be created to express feelings and respond to other influences such as music. The final piece of this project will be an abstract still life piece created in a range of media.</p>	<p><b>Swarms and Hives</b></p> <p>Year 7s will develop their observation skills focusing on insects. More contemporary artists will be studied and analysed, to understand how art work can be created in response to our natural world around us. They will refine their painting skills to develop tone and texture through studying artist and scientist Kelly Stanford, exploring how Art and Science can work together to understand our natural world. Drawing and collage work will be completed to develop an understanding of shape, form and layering of materials, before designing a 3D clay bug. This final clay piece will be inspired by the contemporary artist Caroline Kaufman.</p>
<b>YEAR 8</b>	<p><b>Pop Art</b></p> <p>Students are taught the history of Pop Art, exploring different artists and understanding how they were influenced by popular culture and current events to create their work. Students will develop observational drawing skills and apply a 'Pop Art style' to their work in a range of media.</p> <p>Students will create portraiture in the style of Roy Lichtenstein, exploring techniques such as Ben-Day dots and use text to create a comic book style piece. They will understand how scale and repetition of an image contributes to the idea of mass production and advertising of a popular product.</p>	<p><b>Pattern and Culture</b></p> <p>Students will learn about pattern in a range of cultures, such as Aboriginal, Native American, Indian Mandalas and contemporary Brazilian artwork. Students will take part in an Interior Design Challenge, understanding how pattern is used in creative industries to create unique brands and recognisable imagery. Through the design challenge, they will develop their skills working in groups, understanding how to delegate and lead a team to create a cohesive design responding to a given brief. Their pattern and design knowledge will be applied to create a new wallpaper and products for their given rooms. Final pattern designs will be created through printmaking methods.</p>

## ART AND DESIGN (CONTINUED)

	Autumn Term & Spring Term 1:	Spring Term 2 and Summer Term 3:
<b>YEAR 9</b>	<p><b>Birds and Issues</b></p> <p>Students will continue to develop their observational drawing skills based on birds, using a range of media. They will study contemporary artists and sculptors who create pieces in response to social issues. This project gives students a voice where they can create artwork about an issue they are passionate about. They will create a bird sculpture which communicates this issue, alongside mixed media artwork in the style of street artists. Students will learn about careers in Art galleries and understand the roles of curators, visual marketing and graphic designers, and will create their own exhibition designs for their artwork to be presented in.</p>	<p><b>Places and Viewpoints</b></p> <p>Students will begin by looking at artists who create their own maps of personal places, taking inspiration from contemporary artists who create maps in unique ways. They will develop their observational drawings looking at the architecture and structures around Gordon's School, and create their own abstract designs. Collage, mix media work taking inspiration from the artist Ian Murphy will enable students to develop further observational and drawing skills, before applying these designs to cardboard relief or clay outcomes. Students will connect their work together with their peers and create a collaborative final outcome as a class.</p>

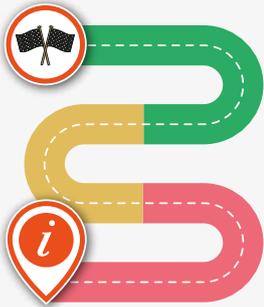


## CONTACT DETAILS

### Head of Department

Mr J Sumsion  
jsumsion@gordons.school

## CURRICULUM MAP



## COURSE SUMMARY

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

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

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

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

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

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
<b>YEAR 7</b>	<ul style="list-style-type: none"> <li>• Introduction to Gordon's &amp; Surface Go</li> <li>• Using computers safely and effectively</li> <li>• Word processors and blogs</li> </ul>	<ul style="list-style-type: none"> <li>• Spreadsheets</li> <li>• Programming in Scratch 1</li> </ul>	<ul style="list-style-type: none"> <li>• Networks</li> <li>• Programming in scratch 2</li> </ul>
<b>YEAR 8</b>	<ul style="list-style-type: none"> <li>• Computer hardware</li> <li>• Web development</li> </ul>	<ul style="list-style-type: none"> <li>• Cyber security</li> <li>• Python Programming 1</li> </ul>	<ul style="list-style-type: none"> <li>• Mobile app development</li> <li>• Media- Vector Graphics</li> </ul>
<b>YEAR 9</b>	<ul style="list-style-type: none"> <li>• Computational thinking &amp; Bebras Challenge</li> <li>• Python Programming 2</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring AI</li> <li>• Data representation</li> </ul>	<ul style="list-style-type: none"> <li>• Data Science</li> <li>• Advanced Office skills</li> </ul>

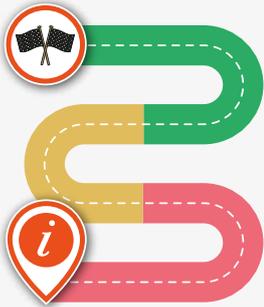


## CONTACT DETAILS

### Head of Department

Mrs L McConville  
lmcconville@gordons.school

## CURRICULUM MAP



## COURSE SUMMARY

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

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
YEAR 7	<p><b>Spontaneous Improvisation and Pantomime</b></p> <p>Spontaneous Improvisation: Group Skill and gaining experience in developing creative ideas without rehearsal</p> <p>Pantomime: An introduction to drama skills, drama form and techniques whilst exploring the genre of Pantomime</p>	<p><b>Non-Naturalism</b></p> <p>Non-Naturalistic Theatre: An introduction to non-naturalistic techniques through a play text, in order to create stereotypes and sophisticated theatre that has a message.</p> <p>Non-Naturalistic Theatre: Development of non-naturalistic techniques and application into a guided devised performance</p>	<p><b>Stage Configurations and Analysis of a Playtext</b></p> <p>Stage Configurations: An introduction and experience of performing within different stage shapes. Within this characterisation is also explored with different scripts.</p> <p>Analysis of a play text: Exploration of set text through the view of a performer and experience of written assessment</p>
YEAR 8	<p><b>Introduction to Naturalism and War Horse</b></p> <p>Introduction to Naturalism: An introduction to naturalistic techniques and application into a guided devised performance</p> <p>War Horse: Development of naturalistic techniques and application to a playtext</p>	<p><b>Giovanni and Grimm Tales</b></p> <p>Giovanni: Development of non-naturalistic techniques and application into a guided devised performance</p> <p>War Horse: Development of non-naturalistic techniques and application to a playtext</p>	<p><b>Non-Naturalism within Contrasting Styles and Analysis of a Play text</b></p> <p>Non-Naturalism within Contrasting Styles: Development of Non-naturalistic techniques and application of these techniques into different theatre styles.</p> <p>Analysis of a play text: Exploration of set text through the view of a designer and development of written assessment</p>

# DRAMA (CONTINUED)

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
<b>YEAR 9</b>	<p><b>Evaluating Live Theatre and Naturalism</b></p> <p>Evaluating Live Theatre: Experience of watching theatre and evaluating the acting and design through extended writing</p> <p>Naturalism: Developing naturalistic techniques through a playtext</p>	<p><b>Experiencing Design and Devising Fragmented Monologues</b></p> <p>Experiencing Design: Experience of being a lighting, sound, set and costume designer in a practical way</p> <p>Devising Fragmented Monologues: Writing and creating a script from devised monologues</p>	<p><b>Devising Fragmented Monologues and Analysis of a Play text</b></p> <p>Devising Fragmented Monologues: Performing monologues within a group through exploring how to structure and fragment them</p> <p>Analysis of a play text: Exploration of set text through the view of an actor and designer as well as development of written assessment</p>

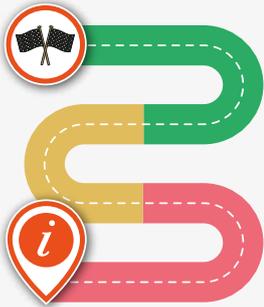


## CONTACT DETAILS

### Head of Department

Mr P Berry  
*pberry@gordons.school*

## CURRICULUM MAP



## COURSE SUMMARY

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

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

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

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
<b>YEAR 7</b>	<p>Students begin the first half-term of the year by completing a transition unit based on Myths and Legends. Students will consider extracts from novels alongside classical mythology to build analytical skills alongside creative descriptive writing.</p> <p>After this, students will then study a novel based on mythology or with mythological allusions (eg 'The Lion, the Witch and the Wardrobe', 'Percy Jackson', 'Millions').</p>	<p>Students will study a module titled 'Journeys'. To begin with, students consider the significance of Chaucer as an author and within the history of the English Language. Students then have the opportunity to design and write their own narrative stories with the purpose of entertaining others on a journey.</p> <p>This is then followed by the study of journeys. Students may study poetry from around the world.</p>	<p>Students will study a module titled 'Villains'. Students will look at a range of villains from the works of Shakespeare or study one play more closely as well as being given the opportunity to look at classic literary villains through extracts.</p> <p>This is then extended through narrative writing skills whereby students create their own hero and villain story. Students will also have the opportunity to write persuasively through speech writing in character as their villain.</p>

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
<b>YEAR 8</b>	<p>Students begin the year with a module titled 'Growing Up'. This begins with the study of Shakespeare's 'All the world's a stage' speech and the consideration of the 'seven ages of man' through a variety of literature texts, such as: 'The Terrible Thing that Happened to Barnaby Rickett', 'The Bone Sparrow' or 'Trash'.</p> <p>After this, students revisit and extend their narrative writing skills through the bildungsroman genre. The students study autobiographical writing using both fiction and non-fiction based stimuli (eg extracts for 'I capture the Castle', 'Cider with Rosie' and 'We Bought a Zoo').</p>	<p>Students will study a module titled 'Protest'. This begins with consideration of the Romantic poetry movement and then looks at protest through modern poetry and song, before moving to non-fiction persuasive writing where students write an article to persuade their reader to agree with their viewpoint. This is then followed by the study of a novel where the theme of protest is prevalent (eg 'The Hunger Games', 'Animal Farm', 'The Giver').</p>	<p>Students end the year with a 'Crime' module. This begins with consideration of the context of Victorian London and the rise of the crime genre. Students will study a novel or short story from this time period, most likely Sherlock Holmes.</p> <p>The term continues with students exploring the continued popularity of the crime genre into our current time alongside creating their own crime short stories.</p>
<b>YEAR 9</b>	<p>Students begin Year 9 with the study of a classic modern novel with a focus on developing essay writing skills. Students may study a novel such as: 'Of Mice and Men', 'To Kill a Mockingbird' or 'Lord of the Flies'.</p> <p>In the second half-term of Year 9, students study the poetry of the First World War with a focus on poetic analysis and using context to aid the understanding of a text.</p>	<p>In the first half of the Spring Term, students work on a creative writing module: 'The Gothic'. Students will develop their descriptive writing skills (character, setting) alongside their narrative writing skills (building tension and developing plot). This module culminates with a 500-word short horror story or 'moment of terror'.</p> <p>In the second half of the Spring Term, students study a novel or play with links to social and moral issues to extend their application of context to a text as well as being afforded the opportunity to study a more recent novel or play. Choices include: 'Stone Cold', 'Blood Brothers', 'Heroes' or 'Ghost Boys'.</p>	<p>The Summer Term begins with the study of a Shakespeare play with the theme of love. Teachers may choose 'Romeo and Juliet', 'Much Ado About Nothing' or 'A Midsummer Night's Dream'.</p> <p>The second half-term in the summer has a non-fiction focus. Students have the opportunity to read and analyse non-fiction writing with a focus on biography and persuasive texts. Students then produce a persuasive piece of writing to convince their audience to their point of view.</p>

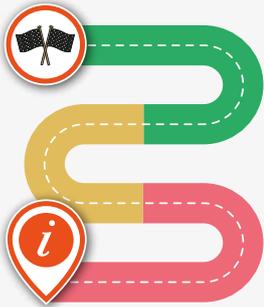


## CONTACT DETAILS

### Head of Department

Mr P Schofield  
pschofield@gordons.school

## CURRICULUM MAP



## COURSE SUMMARY

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

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
<b>YEAR 7</b>	<ul style="list-style-type: none"> <li>• Passport to the World: Connections to the World and the United Kingdom</li> <li>• Finding Your Way: Map skills</li> </ul>	<ul style="list-style-type: none"> <li>• Extreme Environments: The frozen poles</li> <li>• Off and running: Rivers in action</li> </ul>	<ul style="list-style-type: none"> <li>• Settlement: A study of West End</li> <li>• Investigating environmental issues</li> </ul>
<b>YEAR 8</b>	<ul style="list-style-type: none"> <li>• Restless Earth: Tectonic Activity</li> <li>• Population and migration</li> </ul>	<ul style="list-style-type: none"> <li>• Coastal Geography</li> <li>• Rising Superpowers: India and China</li> </ul>	<ul style="list-style-type: none"> <li>• An in depth study of Japan</li> <li>• Out in the field: Fieldwork Skills</li> </ul>
<b>YEAR 9</b>	<ul style="list-style-type: none"> <li>• Tropical Rainforests</li> <li>• Contrasts in Development: Looking at developing countries and comparing with developed countries</li> </ul>	<ul style="list-style-type: none"> <li>• Restless Earth; Weather and climate hazards</li> <li>• Geography of Conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Cold Environments: Glaciation</li> <li>• It's a Brand New World: The Globalisation of the Nation</li> </ul>

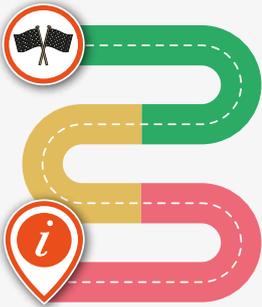


## CONTACT DETAILS

### Head of Department

Mr C Coles  
ccoles@gordons.school

## CURRICULUM MAP



## COURSE SUMMARY

Our philosophy is predicated on the belief that an understanding of history is vital for any young person beginning their path into adulthood and that the more varied and interesting this journey can be made, the more successful our students will ultimately become. The Key Stage 3 curriculum moves chronologically from the Middle Ages to the end of the Cold War and looks at a combination of both depth studies of individual periods but also analyses topics with greater breadth so that patterns of change and continuity can be assessed thematically across a larger span of history. Our blending of more unusual topics with the more modern world and traditional topics, ensures our students have a well-developed sense of understanding the world they find themselves in and how our history relates to current affairs. History at Gordon's is far more than an integral part of the curriculum, it is in the very foundations of the school and the rich heritage of which we are so lucky to be a part. Therefore, we ensure that our Key Stage 3 students develop their General Gordon History project that focuses on the role of Gordon and also actively researches Old Gordonians and their role in military conflicts to allow them to connect with their foundations in a far more empathetic manner. A World War One battlefields trip in the Summer Term for Year 9 supports this learning.

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
<b>YEAR 7</b>	<ul style="list-style-type: none"> <li>• What Is History?</li> <li>• What happened after the Romans left?</li> <li>• How did the Norman Conquest change England?</li> </ul>	<ul style="list-style-type: none"> <li>• The Black Death</li> <li>• The Peasants' Revolt</li> <li>• The Crusades</li> </ul>	<ul style="list-style-type: none"> <li>• How did the Reformation impact England?</li> <li>• The Tudors (with a particular focus on Elizabeth I)</li> <li>• Forgotten lives: significant black Tudors</li> </ul>
<b>YEAR 8</b>	<ul style="list-style-type: none"> <li>• The causes of the English Civil War</li> <li>• Early African empires</li> <li>• Britain's Transatlantic slave trade: its effects and abolition</li> </ul>	<ul style="list-style-type: none"> <li>• The Industrial Revolution</li> <li>• The impact of the British Empire</li> <li>• Study on General Gordon and the history of the school</li> </ul>	<ul style="list-style-type: none"> <li>• The American Civil War</li> <li>• How far did life improve for black Americans after 1865?</li> <li>• The Civil Rights Movement</li> </ul>
<b>YEAR 9</b>	<ul style="list-style-type: none"> <li>• The First World War</li> <li>• Why did women get the vote in 1918?</li> </ul>	<ul style="list-style-type: none"> <li>• The causes of the Second World War</li> <li>• What was the most significant event of the Second World War?</li> </ul>	<ul style="list-style-type: none"> <li>• The Holocaust and genocide</li> <li>• Significant individuals of the 20th century</li> </ul>

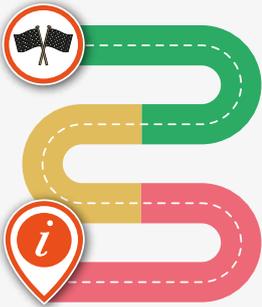


## CONTACT DETAILS

### Head of Department

Mr M Eaden  
meaden@gordons.school

## CURRICULUM MAP



## COURSE SUMMARY

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

<b>YEAR 7</b>	<p>The Programme of Study is divided into 12 separate units covering topics of Number, Algebra, Geometry and Measures and Statistics.</p> <p>Each unit is divided into separate Teaching Objectives. Students in the higher sets will cover both Core and Extension objectives, while those in Foundation sets will cover Core objectives only.</p> <p>Year 7/8/9 will sit three formal Key Assessments per year – one in the Autumn Term, one in the Spring Term and one in the Summer Term.</p>
<b>YEAR 8</b>	<p>The Programme of Study is divided into 15 separate units covering topics of Number, Algebra, Geometry and Measures and Statistics.</p> <p>Each unit is divided into separate Teaching Objectives. Students in the higher sets will cover both Core and Extension objectives, while those in Foundation sets will cover Core objectives only.</p> <p>Year 7/8/9 will sit three formal Key Assessments per year – one in the Autumn Term, one in the Spring Term and one in the Summer Term.</p>
<b>YEAR 9</b>	<p>The Programme of Study is divided into 4 separate sections, covering the topics of Number, Algebra, Geometry and Measures and Statistics.</p> <p>Sets 1-3 follow the Higher Tier Programme of Study</p> <p>Sets 4a and 4b follow an intermediate Programme of Study that equips them for either the Higher or Foundation tier of entry at GCSE depending on their attainment</p> <p>Set 5 follow the Foundation Programme of Study</p> <p>The curriculum is designed to challenge students but also provide a solid foundation upon which to build for GCSE.</p> <p>Year 7/8/9 will sit three formal Key Assessments per year – one in the Autumn Term, one in the Spring Term and one in the Summer Term.</p>

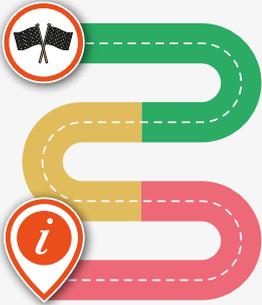


## CONTACT DETAILS

### Head of Department

Mrs I Barnes  
ibarnes@gordons.school

## CURRICULUM MAP



## COURSE SUMMARY

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

Students have the opportunity to take part in the Year 7-8 trip to Boulogne, the Year 9-10 trip to Parc Astérix, Monet's gardens and the WW1 town of Arras and the Year 11 trip to Paris.

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
<b>YEAR 7</b>	<p>Students will use Dynamo 1 course books to study:</p> <p><b>Introduction to French and Module 1</b></p> <ul style="list-style-type: none"> <li>Name, age and number, dates, sounds</li> <li>Talking about brothers, sisters and age</li> <li>Describing objects in a classroom</li> <li>Describing a classroom</li> <li>Talking about likes and dislikes</li> <li>Describing yourself and others: Selling your sibling on eBay</li> <li>Saying what you do</li> <li>Celebrating Halloween and Christmas</li> <li>Verbs être and avoir, definite and indefinite articles, adjective agreement, regular er verbs</li> </ul>	<p>Spring Term students will use Dynamo 1 course books to study:</p> <p><b>Module 2</b></p> <ul style="list-style-type: none"> <li>Introduction to school life in France</li> <li>Talking about school subjects, the uniform, the school day</li> <li>Describing your school</li> <li>Learning about a typical French school</li> <li>Celebrating 'la chandeleur'</li> <li>Present tense of regular ir and re verbs, the near future tense</li> </ul> <p><b>Module 3</b></p> <ul style="list-style-type: none"> <li>Introduction to hobbies in the French speaking world and talking about the weather and seasons</li> <li>Talking about which sports you play and talking about activities you do</li> <li>Discovering sport in French speaking countries Talking about what you like doing</li> <li>Celebrating Easter</li> <li>Jouer à, faire, aimer + infinitive, forming and answering questions</li> </ul>	<p>Students will use Dynamo 1 course books and the film 'Les Choristes'</p> <p><b>Module 4</b></p> <ul style="list-style-type: none"> <li>Talking about animals</li> <li>Describing your family</li> <li>Describing where you live</li> <li>Talking about breakfast</li> <li>Learning about Bastille Day</li> <li>Possessive adjectives, nous form of er verbs, partitive adjectives</li> <li>Film study: 'Les Choristes'</li> <li>Preparation lessons: Historical context, characterisation and the development of the main characters, key messages and cultural differences.</li> <li>Showing of the film and discussion in TL with English subtitles</li> <li>Post film analysis: students revisit their original predictions and comments.</li> <li>Character description &amp; film review</li> </ul>

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
<b>YEAR 8</b>	<p>Students will use Dynamo 1 and 2 course books to study:</p> <p><b>Module 5 Dymano 1</b></p> <ul style="list-style-type: none"> <li>• Where you live</li> <li>• Cafés in France</li> <li>• Visit to Paris</li> <li>• Possessive adjectives, partitive articles, higher numbers, modal verbs and the near future tense</li> </ul> <p><b>Module 1 Dymano 2</b></p> <ul style="list-style-type: none"> <li>• Types of holidays and activities</li> <li>• Visit to a theme park (Parc Astérix and le Futuroscope)</li> <li>• A disastrous holiday and negatives</li> <li>• Travelling in the French-speaking world</li> <li>• Christmas in France</li> <li>• Present perfect tense with auxiliary être or avoir with regular and irregular past participles</li> </ul>	<p>Spring Term students will use Dynamo 2 course books to study:</p> <p><b>Module 2</b></p> <ul style="list-style-type: none"> <li>• Festivals and celebrations in francophone countries (Nice carnaval, fête de la musique)</li> <li>• Special days in France</li> <li>• Buying food at a market</li> <li>• Famous dishes from French speaking countries</li> <li>• A school trip</li> <li>• Present tense of regular re and ir verbs and the near future tense</li> </ul> <p><b>Module 3</b></p> <ul style="list-style-type: none"> <li>• Celebrities and TV programmes</li> <li>• Digital technology</li> <li>• Cinema</li> <li>• Leisure activities</li> <li>• Forming and answering a range of questions, negatives, using three tenses</li> </ul>	<p>Students will use Dynamo 2 course books to study:</p> <p><b>Module 4</b></p> <ul style="list-style-type: none"> <li>• Your region and where you live</li> <li>• Helping at home</li> <li>• Your routine</li> <li>• Moving house or to a new region</li> <li>• Pouvoir + infinitive, reflexive verbs, irregular adjectives, three tenses</li> </ul> <p><b>Module 5</b></p> <ul style="list-style-type: none"> <li>• Sport and opinion about sport</li> <li>• Directions</li> <li>• Modal verbs</li> <li>• Injuries and illness</li> <li>• Famous sports people in the French-speaking world</li> <li>• Verbs + prepositions, comparative, the imperative, questions in the three tenses</li> </ul>
<b>YEAR 9</b>	<p>Students will use Dynamo 3 course books to study:</p> <p><b>Module 1</b></p> <ul style="list-style-type: none"> <li>• Likes and dislikes</li> <li>• Extra-curricular activities</li> <li>• Friendship</li> <li>• Birthday celebrations</li> <li>• Fashion</li> <li>• The present, the near future and present perfect tenses, reflexive verbs, verbs of opinion</li> <li>• + infinitive or noun</li> </ul> <p><b>Module 2</b></p> <ul style="list-style-type: none"> <li>• Earning money</li> <li>• Project for the future</li> <li>• Future career</li> <li>• Imagining the future</li> <li>• Profile of a French-speaking inventor</li> <li>• Modal verbs, the simple future tense, questions in three tenses</li> </ul>	<p>Students will use Dynamo 3 course books to study:</p> <p><b>Module 3</b></p> <ul style="list-style-type: none"> <li>• Musical taste</li> <li>• Talking about the past</li> <li>• Comparing your primary and secondary schools</li> <li>• Interviewing young refugees</li> <li>• Direct object pronouns, the imperfect tense, comparative</li> </ul> <p><b>Module 4</b></p> <ul style="list-style-type: none"> <li>• Food</li> <li>• Eating habits: reasons for being a vegetarian, vegan or not</li> <li>• Animals and the natural world</li> <li>• Plastic and the environment</li> <li>• Changing the world</li> <li>• Negatives, superlative, the conditional tense</li> </ul>	<p>Students will use Dynamo 3 course books to study:</p> <p><b>Module 5</b></p> <ul style="list-style-type: none"> <li>• Countries you would like to visit</li> <li>• Impressive sites and monuments</li> <li>• Visiting a French-speaking country</li> <li>• Going round the world</li> <li>• Discovering francophone artists</li> <li>• Complex grammar with seven tenses</li> </ul> <p><b>Examination skills:</b></p> <ul style="list-style-type: none"> <li>• Grammar, translations, photo cards and role-plays will be done throughout to develop future examination skills</li> </ul>

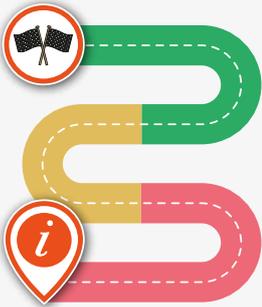


## CONTACT DETAILS

### Head of Department

Mr S Depoix  
sdepoix@gordons.school

## CURRICULUM MAP



## COURSE SUMMARY

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

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
<b>YEAR 7</b>	<ul style="list-style-type: none"> <li>Introducing yourself</li> <li>Counting 1-20</li> <li>Using the alphabet</li> <li>Saying where you live</li> <li>Describing your character</li> <li>Asking and answering questions</li> <li>Talking about pets</li> <li>Talking about family members</li> <li>Talking about birthdays</li> </ul>	<ul style="list-style-type: none"> <li>Talking about sport and leisure activities</li> <li>Giving opinions</li> <li>Using adverbs of frequency</li> <li>Talking about mobiles and computers</li> <li>Talking about school subjects</li> <li>Talking about days and times</li> <li>Describing your teachers</li> <li>Talking about school facilities and rules</li> </ul>	<ul style="list-style-type: none"> <li>Saying what there is/isn't your town</li> <li>Buying souvenirs, snacks and drinks</li> <li>Talking about holiday plans</li> <li>Using 'werden' to form the future tense</li> </ul>
<b>YEAR 8</b>	<ul style="list-style-type: none"> <li>Comparing places 'then' and 'now'</li> <li>Talking about what you did on holiday</li> <li>Talking about how you travelled</li> <li>Talking about the weather</li> <li>Talking about film and TV preferences</li> <li>Talking about reading preferences</li> <li>Discussing screen time</li> </ul>	<ul style="list-style-type: none"> <li>Talking about typical breakfasts and German foods</li> <li>Understanding and using recipes</li> <li>Talking about healthy lifestyles</li> <li>Understanding rules</li> <li>Discussing daily routine</li> <li>Understanding and giving directions</li> <li>Describing a festival</li> <li>Using adjectives to describe nouns</li> </ul>	<ul style="list-style-type: none"> <li>Discussing clothes and style</li> <li>Talking about plans for a date</li> <li>Talking about getting ready to go out</li> <li>Talking about how the date went</li> <li>Talking about uniforms – pros and cons</li> </ul>
<b>YEAR 9</b>	<ul style="list-style-type: none"> <li>Talking about parts of the body and ailments</li> <li>Talking about role models</li> <li>Talking about overcoming misfortune</li> <li>Talking about types of music</li> <li>Talking about bands</li> <li>Describing a music festival</li> </ul>	<ul style="list-style-type: none"> <li>Discussing ambitions</li> <li>Talking about the future and jobs</li> <li>Discussing what you would like to be or do</li> <li>Working in a ski resort</li> <li>Talking about childhood</li> <li>Comparing primary and secondary school</li> <li>Talking about Grimm's fairy tales</li> </ul>	<ul style="list-style-type: none"> <li>Talking about age limits</li> <li>Talking about rights and responsibilities</li> <li>Talking about what is important to you</li> <li>Comparing life now and in the past</li> <li>Talking about how you can make a difference</li> <li>Year 9 exams (listening, speaking, reading and writing)</li> </ul>

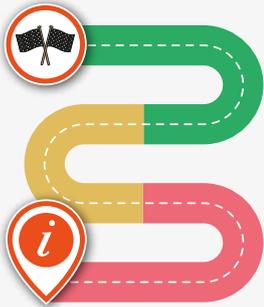


## CONTACT DETAILS

### Head of Department

Mrs J Quinlan  
jquinlan@gordons.school

## CURRICULUM MAP



## COURSE SUMMARY

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

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
<b>YEAR 7</b>	<ul style="list-style-type: none"> <li>Greetings and Introductions</li> <li>Alphabet and numbers 1 – 31</li> <li>Describing self and others</li> <li>Siblings, family, pets</li> <li>Free time</li> <li>Weather</li> </ul>	<ul style="list-style-type: none"> <li>Sports</li> <li>School subjects</li> <li>Opinions and subjects</li> <li>Describing school</li> <li>Talking about activities at break</li> <li>Family</li> <li>Describing physical characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Describing where live</li> <li>Talk about what there is to do in area</li> <li>Food – at the cafeteria</li> <li>Future plans</li> <li>Revision of year</li> </ul>
<b>YEAR 8</b>	<ul style="list-style-type: none"> <li>Holidays</li> <li>Describing a past holiday</li> <li>Technology – mobile phones</li> <li>Music</li> <li>Television</li> <li>Describing a day in the past</li> </ul>	<ul style="list-style-type: none"> <li>Food and opinions</li> <li>At the restaurant</li> <li>Making future plans</li> <li>Film and cinema</li> <li>Making excuses</li> <li>Clothes</li> </ul>	<ul style="list-style-type: none"> <li>Describing a home</li> <li>Comparisons</li> <li>Describing activities</li> <li>Combining verb tenses</li> <li>Revision of year</li> </ul>
<b>YEAR 9</b>	<ul style="list-style-type: none"> <li>Describing likes and dislikes</li> <li>Free time activities</li> <li>Film, cinema and future tense</li> <li>Talking about celebrations</li> <li>Famous people</li> <li>Jobs and future work plans</li> <li>Future plans</li> <li>Describing jobs</li> </ul>	<ul style="list-style-type: none"> <li>Food and diet</li> <li>Healthy living</li> <li>Daily routine</li> <li>Health</li> <li>Children’s rights</li> <li>Fair trade</li> <li>Recycling and environment</li> <li>How towns have changed</li> </ul>	<ul style="list-style-type: none"> <li>Meeting and greeting people</li> <li>Idiomatic expressions</li> <li>Buying souvenirs</li> <li>Making future plans</li> </ul> <p><b>Examination skills:</b></p> <ul style="list-style-type: none"> <li>Grammar, translations, photo cards and role-plays will be done throughout to</li> <li>Develop future examination skills.</li> </ul>

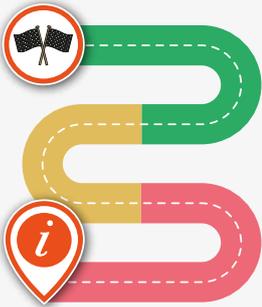


## CONTACT DETAILS

### Head of Department

Mrs R Brazendale  
rbrazendale@gordons.school

## CURRICULUM MAP



## COURSE SUMMARY

Music is available for all students at Key Stage 3, and as an option at GCSE and A Level. In addition to the curriculum music lessons, the department also runs a very busy co-curricular programme of activities and events and a Music Society for students in Year 10-13. A plethora of instrumental lessons run throughout the week delivered by a committed team of visiting instrumental staff.

At Key Stage 3, students cover a wide range of styles and periods, including blues, samba drumming and pop song writing. We also teach a cross-curricular project based on Music and conflict. Students have access to a range of instruments to use in the curriculum, with projects based around ukulele work, keyboards and band instruments such as electric guitar and bass guitar. We are fortunate to have a suite of Macbooks and KS3 students use Garageband in a number of projects.

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
YEAR 7	<p><b>Building Blocks of Melody:</b> A project designed to unpick how a melody is created, how to describe and recognise a melodic shape aurally and for students to develop their own melody writing skills.</p> <p><b>Feel the Beat:</b> Rhythm and pulse will be investigated and merged with melody to create new pieces of music along with music reading skills.</p>	<p><b>Introduction to Keyboards:</b> A project designed to enable all students to reach a reasonable standard of competence on the electric keyboard, thus equipping them with the skills they will need for the rest of the year.</p>	<p><b>Pachelbel's Canon:</b> Students explore music of the Baroque period by learning a piece of music over a ground bass and composing their own variations.</p> <p><b>Samba Drumming:</b> Students are introduced to the characteristics of samba drumming and create a group performance.</p>
YEAR 8	<p><b>Theme and Variations:</b> Students investigate different ways of creating variations in music, using both standard procedures and their own ideas.</p> <p><b>Rhythms of the World:</b> Students are introduced to the vibrant rhythms of the world through listening, performing and composing. They learn the features and devices that characterise different cultures and compose a group performance using these features.</p>	<p><b>Blues:</b> Developing improvisation skills and allowing students to understand the importance of the slave trade on the change in musical styles. Students also learn the feature and devices common to blues music and compose a piece in pairs or small groups that use these features.</p>	<p><b>Pop and Rock Harmony:</b> Students learn how to read a pop chord chart with particular reference to harmony and building chords. They will perform two hand together on a keyboard.</p> <p><b>Minimalism:</b> A performance and composition project based on Steve Reich's piece 'Time Lapse'.</p>
YEAR 9	<p><b>Reggae Music:</b> Understanding the role of reggae music in society, through performing, composing and listening.</p> <p><b>Christmas Keyboards:</b> 'Developing keyboard skills for performance'.</p>	<p><b>Protest Song:</b> Exploring the history of music used as protest. Students will write a protest song.</p>	<p><b>Film Music:</b> Students learn to play a famous film theme and explore the use of music in film.</p>

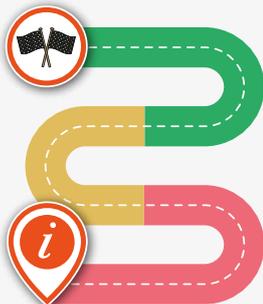


## CONTACT DETAILS

### Head of Department

Mr M Gullick  
mgullick@gordons.school

## CURRICULUM MAP



## COURSE SUMMARY

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

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

In Key Stage 3, every student will have x1 games lesson and x1 core PE lesson per week.			
	Autumn Term 1:	Spring Term 2:	Summer Term 3:
	<p><b>GAMES</b> (x12 lessons per term)</p> <p><b>Boys:</b> Rugby <b>Girls:</b> Hockey</p> <p><b>CORE LESSONS</b> (x1 lesson a week and x4 lessons on each activity)</p>	<p><b>GAMES</b> (x12 lessons per term)</p> <p><b>Boys:</b> Football <b>Girls:</b> Netball</p> <p><b>CORE LESSONS</b> (x1 lesson a week and x4 lessons on each activity)</p>	<p><b>GAMES</b> (x12 lessons per term)</p> <p><b>Boys:</b> Cricket <b>Girls:</b> Cricket</p> <p><b>CORE LESSONS</b> (x1 lesson a week and x4 lessons on each activity)</p>
<b>YEARS 7 &amp; 8</b>	<ul style="list-style-type: none"> <li>Gymnastics</li> <li>Dance</li> <li>Athletic Development</li> <li>Disability Sport</li> <li>Indoor Rowing</li> <li>Orienteering</li> <li>Health Based PE</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastics</li> <li>Dance</li> <li>Athletic Development</li> <li>Disability Sport</li> <li>Indoor Rowing</li> <li>Orienteering</li> <li>Health Based PE</li> </ul>	<p>(x1 lesson a week)</p> <p><b>Boys:</b> Athletics <b>Girls:</b> Athletics</p>
<b>YEAR 9</b>	<ul style="list-style-type: none"> <li>Yoga   HIIT   Boxercise</li> <li>Table Tennis</li> <li>Boys' Hockey   Girls' Football</li> <li>Athletic Development</li> <li>Basketball</li> <li>Boys' Netball   Girls' Rugby</li> <li>Health Based PE</li> </ul>	<ul style="list-style-type: none"> <li>Yoga   HIIT   Boxercise</li> <li>Table Tennis</li> <li>Boys' Hockey   Girls' Football</li> <li>Athletic Development</li> <li>Basketball</li> <li>Boys' Netball   Girls' Rugby</li> <li>Health Based PE</li> </ul>	<p>(x1 lesson a week)</p> <p><b>Boys:</b> Athletics <b>Girls:</b> Athletics</p>

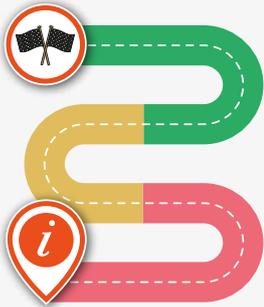


## CONTACT DETAILS

### Head of Department

Mr J Butler  
jbutler@gordons.school

## CURRICULUM MAP



## STATEMENT OF INTENT

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

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

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

	Autumn Term 1:	Spring Term 2:	Summer Term 3:
<b>YEAR 7</b>	<ul style="list-style-type: none"> <li>Self-science</li> <li>RSE - health, puberty and relationship</li> </ul>	<ul style="list-style-type: none"> <li>Self-science</li> <li>RSE - building relationships</li> <li>Safety and drugs</li> </ul>	<ul style="list-style-type: none"> <li>Citizenship - democracy and Parliament</li> <li>Citizenship - Rights and responsibilities</li> <li>Summer safety</li> </ul>
<b>YEAR 8</b>	<ul style="list-style-type: none"> <li>Emotional wellbeing</li> <li>Digital literacy</li> </ul>	<ul style="list-style-type: none"> <li>Citizenship - law and crime</li> <li>Life beyond school - Employability</li> </ul>	<ul style="list-style-type: none"> <li>RSE - Identify and relationships</li> <li>Health and wellbeing - drugs and alcohol</li> </ul>
<b>YEAR 9</b>	<ul style="list-style-type: none"> <li>Citizenship - British values</li> <li>Positive mental health strategies</li> <li>Life beyond school - personal finance</li> </ul>	<ul style="list-style-type: none"> <li>Active Citizenship - First Give charity project</li> <li>Health and wellbeing - substance misuse</li> </ul>	<ul style="list-style-type: none"> <li>SE - intimate and respectful relationships</li> <li>Health and wellbeing - First aid and healthy living choices</li> </ul>

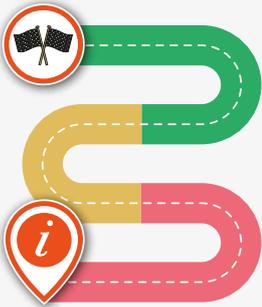


## CONTACT DETAILS

### Head of Department

Mrs F Lewis  
*flewis@gordons.school*

## CURRICULUM MAP



## COURSE SUMMARY

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

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

<b>YEAR 7</b>	<ul style="list-style-type: none"> <li>• An introduction to world religions.</li> <li>• How is the Bible relevant to Christians today?</li> <li>• What does it mean to be a Christian?</li> <li>• What is the meaning of Christmas?</li> <li>• How was the Qur'an revealed?</li> <li>• How do Muslims show submission to Allah?</li> <li>• How do Ramadan and Hajj help Muslims to develop self-discipline?</li> <li>• How important are the home and tradition for Jews?</li> <li>• How is equality expressed in Sikhism?</li> </ul>
<b>YEAR 8</b>	<ul style="list-style-type: none"> <li>• How do Buddhists apply the Buddha's teachings about suffering?</li> <li>• Do our actions influence our future? (Hinduism)</li> <li>• Is Jesus who he said he was?</li> <li>• How do Christians remember the death and resurrection of Jesus?</li> <li>• How do Humanists and religious faiths answer 'big' questions? (Philosophy)</li> <li>• How are religious faiths expressed through the arts?</li> </ul>
<b>YEAR 9</b>	<ul style="list-style-type: none"> <li>• Is there a right way to live?</li> <li>• Do we have a responsibility to care for the environment?</li> <li>• Should we eat meat?</li> <li>• Should we experiment on animals?</li> <li>• How are stages of life commemorated?</li> <li>• Does religion really promote equality?</li> <li>• What influences our identity?</li> <li>• Is Britain a tolerant society?</li> </ul>

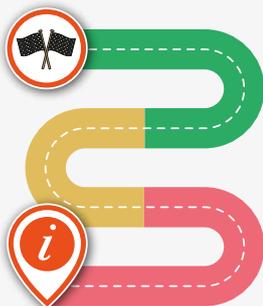


## CONTACT DETAILS

### Head of Department

Mrs A Beecham  
abeecham@gordons.school

## CURRICULUM MAP



## COURSE SUMMARY

Key Stage 3 Science at Gordon's enables students to engage in understanding and learning Science as well as applying their knowledge to a myriad of contexts. Students study Biology, Chemistry and Physics in Years 7, 8 and 9 and develop their understanding of investigative approaches by planning and conducting many practicals. Our aim is to maintain their curiosity, which our students have in abundance.

There are many extra-curricular opportunities for students at all levels of the school including trips and competitions. Selected students in Years 8 and 9 participate in the Salter's Festival of Chemistry and the SATRO competitions.

	Biology	Chemistry	Physics
<b>YEAR 7</b>	<ul style="list-style-type: none"> <li>• Cells</li> <li>• Structure and function of body systems</li> <li>• Plant reproduction</li> </ul>	<ul style="list-style-type: none"> <li>• Particles and their behaviour</li> <li>• Elements, atoms and compounds</li> <li>• Chemical reactions</li> <li>• Acids and alkalis</li> </ul>	<ul style="list-style-type: none"> <li>• Energy and Particles</li> <li>• December Assessment</li> <li>• Force, pressure and moments</li> <li>• Summer Assessment</li> <li>• Electricity</li> </ul>
<b>YEAR 8</b>	<ul style="list-style-type: none"> <li>• Human reproduction</li> <li>• Health and lifestyle</li> <li>• Ecosystem processes</li> </ul>	<ul style="list-style-type: none"> <li>• The Periodic Table</li> <li>• Separation techniques</li> <li>• Metals and acids</li> <li>• The Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Heat and Kinetic Theory</li> <li>• Sound</li> <li>• December Assessment</li> <li>• Light and electromagnetic waves</li> <li>• Electromagnetism</li> <li>• Summer Assessment</li> <li>• Space</li> </ul>
<b>YEAR 9</b>	<ul style="list-style-type: none"> <li>• Cells and transport</li> <li>• Cell division and stem cells</li> <li>• Communicable Diseases</li> <li>• Preventing and treating diseases</li> <li>• Non-communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Atomic structure</li> <li>• The periodic table</li> <li>• Structure and bonding</li> <li>• Chemical changes</li> <li>• How Science works</li> </ul>	<ul style="list-style-type: none"> <li>• Energy transfers and resources</li> <li>• December Assessment</li> <li>• Density</li> <li>• Particle model and heating</li> <li>• Summer Assessment</li> <li>• Radioactivity</li> </ul>



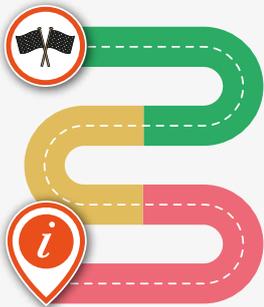
## CONTACT DETAILS

### Head of Department:

Head of Technology:  
Miss A Edwards  
[aedwards@gordons.school](mailto:aedwards@gordons.school)

Head of Food & Nutrition:  
Miss C Neale  
[cneale@gordons.school](mailto:cneale@gordons.school)

## CURRICULUM MAP



## COURSE SUMMARY

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

Students in Year 7 have two 55-minute lessons per week and complete equal time in each of the technology disciplines. In Year 8 and 9 students have one 55-minute lesson per week and complete equal time in each of the technology disciplines. This will ensure that Year 9 students are in a good position to make an informed choice at GCSE. Students are exposed to product design, inclusive design principles, prototyping, graphical drawing techniques, the work of others and a variety of making skills at Key Stage 3.

<p><b>YEAR</b> <b>7</b></p>	<p><b>Food and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Students will be taught basic cooking skills and learn how to use the kitchen equipment.</li> <li>• Introduction to food safety and hygiene in the kitchen. Also lesson on nutrition, to include the Eatwell Guide and macro and micro nutrients.</li> <li>• Students will cook seven dishes over the course of the rotation to consolidate their learning from theory lessons. These include vegetable stir fry and scone based pizza.</li> </ul> <p><b>Introduction to D&amp;T:</b></p> <ul style="list-style-type: none"> <li>• An introductory project comprising of smaller 'mini projects' within the rotation.</li> <li>• Students will use various new skills such as Computer Aided Design (CAD) software and Computer Aided Manufacture (CAM) equipment to produce a laser cut keyring.</li> <li>• Students will be introduced to materials and their properties.</li> <li>• Students will also be introduced to sustainable design and the 6Rs, and will produce a recycled polymer magnet using the heat press.</li> </ul> <p><b>Ergonomics Project:</b></p> <ul style="list-style-type: none"> <li>• A project to introduce students to the concept of ergonomics and help them to identify ergonomic features in every-day products.</li> <li>• Students will learn the importance and practice of product analysis, and be able to comment on a products strengths and weaknesses.</li> <li>• Students will then create an improved ergonomic grip for a simple utensil using various prototyping and testing methods, while evaluating and developing their grip.</li> <li>• Students will produce prototypes in different materials such as plasticine, polymorph (a smart material) and Styrofoam.</li> </ul>
---------------------------------	---

<p><b>YEAR 8</b></p>	<p><b>Food and Nutrition</b></p> <ul style="list-style-type: none"> <li>• More in-depth look at food safety and hygiene to build on Year 7 knowledge to ensure food is safe to eat.</li> <li>• An introduction to food science. Students will gain an understanding of how ingredients work, why does flour thicken the sauce? How does yeast work?</li> <li>• Lessons on food province, where does food come from. These lessons include, Fairtrade, food miles and British produce.</li> <li>• Seven recipes will be cooked based on the theory learnt last lesson. This helps the students to associate their learning. Recipes include, macaroni cheese and chicken goujons and wedges.</li> </ul> <p><b>Dengineers Project:</b></p> <ul style="list-style-type: none"> <li>• A user led design project where students identify a client within the class to design a ‘dream den’ for.</li> <li>• Students will conduct primary research with one of their peers as a client, and gather information to produce designs for their dream den reflecting their needs and wants.</li> <li>• Students will practice sketching skills, develop ideas and finally produce a maquette of their den using various cardboard construction techniques.</li> </ul> <p><b>Desktop Games Project:</b></p> <ul style="list-style-type: none"> <li>• A project introducing students to traditional woodworking skills, the use of hand tools and workshop equipment.</li> <li>• Students have autonomy of producing either a wooden basketball or bowling game, demonstrating a variety of workshop processes including cutting, shaping, drilling, finishing, line bending and using CAD/CAM.</li> <li>• Students will also start to build on the knowledge of materials and properties gained in Year 7, to broaden their understanding of these in a practical setting.</li> </ul>
<p><b>YEAR 9</b></p>	<p><b>Food and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Recap on food safety and hygiene, to include the regulations and law.</li> <li>• Lessons designed to look at food choices. These include, food allergies and intolerances, dietary diseases and religious diets. Practical lessons follow each theory and build on the knowledge learnt as well as improving their practical cooking skills. Recipes include chicken kebabs and fish tacos.</li> <li>• An introduction to GCSE to include a small project on a country’s cuisine. Students will research a country and cook two dishes from that country.</li> </ul> <p><b>Mini NEA:</b></p> <ul style="list-style-type: none"> <li>• A project introducing students to a full cycle of researching, designing, creating and evaluating, mimicking the coursework element of the GCSE.</li> <li>• Students will have autonomy of a contextual challenge (homelessness or climate change) to research and produce a creative solution.</li> <li>• Students will practice primary and secondary research methods, sketching, prototyping, and idea development.</li> </ul>

## KEY DATES

2024-25

2025-26

## AUTUMN TERM 2024

Inset: *Monday 2<sup>nd</sup> September 2024*  
Inset: *Tuesday 3<sup>rd</sup> September 2024 (new boarders arrive between 4.00 and 5.00 pm)*  
Inset: *Wednesday 4<sup>th</sup> September 2024*  
First Day of Term: *Thursday 5<sup>th</sup> September 2024*  
Exeat: *Saturday 28<sup>th</sup> September / Sunday 29<sup>th</sup> September 2024*  
Parade: *Sunday 13<sup>th</sup> October 2024*  
Half Term Begins (1.5 weeks): *Wednesday 23<sup>rd</sup> October 2024*  
Inset: *Monday 4<sup>th</sup> November 2024*  
Lessons Resume: *Tuesday 5<sup>th</sup> November 2024*  
Parade: *Sunday 10<sup>th</sup> November 2024*  
Exeat: *Saturday 23<sup>rd</sup> November / Sunday 24<sup>th</sup> November 2024*  
Last Day of Term: *Friday 13<sup>th</sup> December 2024*

## SPRING TERM 2025

Inset: *Monday 6<sup>th</sup> January 2025*  
First Day of Term: *Tuesday 7<sup>th</sup> January 2025*  
Memorial Weekend: *Saturday 18<sup>th</sup> January / Sunday 19<sup>th</sup> January 2025*  
Exeat: *Saturday 25<sup>th</sup> January / Sunday 26<sup>th</sup> January 2025*  
*Half Term Begins (1 week): Friday 14<sup>th</sup> February 2025*  
Exeat: *Saturday 15<sup>th</sup> March / Sunday 16<sup>th</sup> March 2025*  
Parade: *Sunday 23<sup>rd</sup> March 2025*  
Last Day of Term: *Friday 4<sup>th</sup> April 2025*

## SUMMER TERM 2025

Inset Day: *Tuesday 22<sup>nd</sup> April 2025*  
First Day of Term: *Wednesday 23<sup>rd</sup> April 2025*  
Exeat: *Saturday 3<sup>rd</sup> May / Sunday 4<sup>th</sup> May 2025*  
Public Holiday: *Monday 5<sup>th</sup> May 2025*  
Parade: *Sunday 11<sup>th</sup> May 2025*  
Half Term Begins (1 week): *Friday 23<sup>rd</sup> May 2025*  
Parade & Fun Day: *Saturday 7<sup>th</sup> June 2025*  
Exeat: *Saturday 21<sup>st</sup> June / Sunday 22<sup>nd</sup> June 2025*  
Annual Parade & Prize Giving: *Saturday 5<sup>th</sup> July 2025*  
Last Day of Term: *Saturday 5<sup>th</sup> July 2025 after the Annual Parade & Prize Giving*

## AUTUMN TERM 2025

Inset: Monday 1<sup>st</sup> September 2025  
Inset: Tuesday 2<sup>nd</sup> September 2025 (new boarders arrive between 4.00 and 5.00 pm)  
Inset: Wednesday 3<sup>rd</sup> September 2025  
New Student & Y12 Induction Day: Wednesday 3<sup>rd</sup> September 2025  
First Day of Term: Thursday 4<sup>th</sup> September 2025  
Exeat: Saturday 27<sup>th</sup> September and Sunday 28<sup>th</sup> September 2025  
Parade: Sunday 12<sup>th</sup> October 2025

### Half Term Begins (1.5 weeks): Wednesday 22<sup>nd</sup> October 2025

Inset: Monday 3<sup>rd</sup> November 2025  
Inset: Tuesday 4<sup>th</sup> November 2025  
Lessons Resume: Wednesday 5<sup>th</sup> November 2025  
Parade: Sunday 9<sup>th</sup> November 2025  
Exeat: Saturday 22<sup>nd</sup> November and Sunday 23<sup>th</sup> November 2025  
Last Day of Term: Wednesday 17<sup>th</sup> December 2025

## SPRING TERM 2026

Inset: Wednesday 7<sup>th</sup> January 2026  
First Day of Term: Thursday 8<sup>th</sup> January 2026  
Memorial Weekend: Saturday 17<sup>th</sup> January and Sunday 18<sup>th</sup> January 2026  
Exeat: Saturday 24<sup>th</sup> January and Sunday 25<sup>th</sup> January 2026  
Half Term Begins (1 week) - Friday 13<sup>th</sup> February 2026  
Exeat: Saturday 14<sup>th</sup> March and Sunday 15<sup>th</sup> March 2026  
Parade - Sunday 22<sup>th</sup> March 2026  
Last Day of Term - Friday 27<sup>th</sup> March 2026

## SUMMER TERM 2026

Inset Day: Wednesday 15<sup>th</sup> April 2026  
First Day of Term: Thursday 16<sup>th</sup> April 2026  
Exeat: Saturday 2<sup>nd</sup> May and Sunday 3<sup>rd</sup> May 2026  
Public Holiday: Monday 4<sup>th</sup> May 2026  
Half Term Begins (1 week): Friday 22<sup>nd</sup> May 2026  
Parade & Fun Day: Saturday 6<sup>th</sup> June 2026  
Exeat: Saturday 20<sup>th</sup> June and Sunday 21<sup>st</sup> June 2026  
Annual Parade & Prize Giving: Saturday 4<sup>th</sup> July 2026  
Last Day of Term: Saturday 4<sup>th</sup> July 2026 after the Annual Parade & Prize Giving



Gordon's School  
West End  
Woking  
Surrey GU24 9PT

Tel: 01276 858084  
Email: [info@gordons.school](mailto:info@gordons.school)

