



GREY COURT

SCHOOL

**Year 7
Curriculum Booklet
2025-2026**

Dear Parents/Carers,

Welcome to Year 7 at Grey Court School

We are delighted to welcome our new year 7 students to Grey Court School.

The transition from primary to secondary school is an exciting and challenging opportunity for all our year 7 students to develop into successful members of the Grey Court School community and to engage fully in all aspects of the Grey Court culture. The role of the year 7 team is to facilitate this transition, so that your child feels happy and safe as a valued member of our school community.

As part of the Grey Court School community we expect all students to maintain the highest possible standard of uniform, behaviour, attendance and punctuality. I know that you will support us in encouraging your child to also uphold the values of Respect, Honesty, Commitment and Effort, which form the foundations of the year 7 experience and contribute to making our school an outstanding learning experience.

This curriculum booklet contains information from all subject areas, as well as a list of important key dates. This is provided to help you to understand more about life in year 7. A homework timetable is also included. All year 7s also have an individual planner to help organise their school life. Please could you ensure that you check your child's planner and sign it each week.

Please do not hesitate to contact your child's tutor with any general questions or queries. Questions about curriculum issues should be directed to the subject teacher or the Head of Faculty. For any more serious incidents please contact Mrs Shore (Pastoral and Safeguarding Officer) or myself.

I look forward to celebrating the success of year 7 students in our outstanding school as they progress this year and immerse themselves into the Grey Court culture.

Thanks in advance for your continued support.

Yours faithfully

Mr A Ridley

Phase Leader - Year 7 and Transition

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Key Dates for Year 7

2025

September

Mon 1st	Autumn Term Begins (Inset day for staff)
Tue 2nd	Years 7 & 12 return to school
Wed 3rd	Years 8, 9, 10 & 11 return to school
Thu 4th	Year 13 return to school
Tues 23rd	Year 7 Parents' Information Evening
Fri 26th	School Photo Day

October

Wed 22nd	Activity Day (normal timetable suspended)
Half Term	Thu 23rd Oct(inclusive) - Fri 11st Oct - Staff & Years 11 & 13 Thu 23rd Oct(inclusive) - Wed 5th Nov - Years 7, 8, 9, 10 & 12

November

Mon 3rd & Tue 4th	Inset Day for Staff - Year 11 & selected Year 13s return to school
Wed 5th	Years 7, 8, 9 & 10 return to school
Wed 26th	Academic Tutoring Day

December

Mon 1st	Inset Day for Staff
Thu 11th	Christmas Concert
Fri 19th	Term Ends (early closure at 12pm)

2026

January

Mon 5th	Spring Term Begins - all students return to school
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February

Half Term	Monday 16th - Friday 20th Feb
Mon 23rd	Inset Day for Staff - Year 11 & selected Year 12/13 students attend
Tue 24th	Years 7, 8, 9 & 10 return to school

March

Wed 4th	Activity Day
Thu 19th	MOGOs Spring Competition
Thu 26th	Year 7 Parents' Evening

Easter Break **March Mon 30th - Apr Fri 10th**

April

Easter Break **March Mon 30th - Apr Fri 10th**

Mon 13th **Summer Term Begins - students return to school**

Mon 27th- Fri 1st May Year 7 Exam Dates

May

Mon 4th May Day Bank Holiday

Tue 5th-Fri 8th Year 7 Exam Dates

Half Term **Mon 25th May - Fri 29th May**

June

Mon 1st **Students return to school**

Wed 10th Sports Day

July

Wed 8th- Fri 10th Activity Week (normal timetable suspended)

Summer Term Ends **Fri 17th July (early closure at 12pm)**

All dates are subject to change – please check the website or e-bulletin for changes.

Year 7 Pastoral Team

Head of Year 7 and Transition lead	Mr Ridley
Pastoral and Safeguarding Officer	Ms Shore
SLT i/c Yr 7 and Transition	Mr Holden
Director of Wellbeing/ Deputy DSL	Mrs Mercer
Associate Headteacher i/c Yr 7 transition / DSL	Ms V Price

Tutors 2025-26

ASH	Mr Adan
BEECH	Ms Parimbelli
CEDAR	Ms Kataoka & Mr Berhe
ELM	Mr Allan
MAPLE	Ms Newton Dunn
OAK	Mr Cetrulo
ROWAN	Ms Kellett
WILLOW	Mr Clarke

Organisation of Teaching Groups

Some definitions of terms to begin with:

- **Mixed Attainment** teaching is when students from the full ability range are taught in one class.
- **Banding** is when the whole year group is split into two equal groups for timetabling purposes.
- **Setting** is when students are organised into teaching groups according to attainment, based on SATs and CAT scores.
- **Class Names - Classes are named by Year, band, a unique letter and subject as below**

Example:

7	A	X	/	Ma
Year	Band	Class		Subject

Year 7 students will be taught in mixed attainment tutor groups for the first term in English and mathematics lessons. Students will be placed in mathematics and English sets in January, following internal assessments.

Mathematics In Year 7, students are taught in bands and in groups set by attainment.

English In Year 7, students are taught in mixed attainment tutor groups. Once a week, year 7s follow the accelerated reader programme. This programme is aimed at promoting a love of reading and developing literacy. Students are assessed for their reading level and then offered a wide range of books to read appropriate to that level. After completing each book students attempt an online quiz testing their understanding of the book to measure the impact their individual reading has had on their overall reading age.

Those students who are on the sports and VPA scholarship programmes do not have a period of accelerated reader on their timetable. They are expected to do additional reading in their own time.

Science In Year 7, students are taught in mixed attainment tutor groups.

Modern Languages Students can choose Mandarin Chinese as their Modern Foreign language (two periods a week). All other students will study Spanish for two periods a week. They are taught in bands in mixed attainment groups.

Humanities (History, Geography and Religious Studies) and Computing These subjects are taught in mixed attainment tutor groups.

Visual and Performing Arts (Music, Drama, Art,) and wellbeing Students are taught in bands in mixed attainment groups. In the a band, Sports scholarship students have an additional period of PE in place of one period of VPA/wellbeing. In the b band, one class is made up of the VPA scholarship students.

Design & Technology Year 7 students are taught in mixed attainment groups. There are 3 D rotations in the year.

Physical Education All classes are taught in mixed attainment groups for the majority of activity units. Setting may take place for some activities.

GCSE Grading

All GCSE subjects use the 9 - 1 grading system.

Examinations will be graded from 9 - 1

Under this system, a 'good pass' – which used to be a C grade - is now a grade 5.

A 'pass' is a grade 4, which is comparable to an old low grade C.

The highest grades you can achieve are 9, 8 and 7 with a 7 being comparable to an A grade.

New grading structure	Current grading structure
9	
8	A*
7	A
<hr/>	
6	B
5	
GOOD PASS (DfE) 5 and above = top of C and above	
4	C
AWARDING 4 and above = bottom of C and above	
<hr/>	
3	D
	E
2	F
	G
1	
U	U

Homework

All students receive a personalised homework timetable at the start of the new school year which should be stuck into their planners. A copy of the school homework timetable can be found in this booklet and on the website. Details of homework tasks set will be posted by teachers onto Google Classroom as an Assignment. Students are not required to write down every homework piece in their planner, but there are 'notes pages' and 'key dates pages' for students to note significant deadlines down. Students should review their 'To Do List' on Google Classroom on a daily basis to monitor homework and to meet deadlines. Parents are able to view homework set via Edulink.

Definition

Homework refers to tasks that are required to be completed outside the timetabled curriculum but not necessarily at home. It contains an element of independent study in that it is not usually supervised directly or controlled by a teacher, and represents an extension of the learning activities provided. Such tasks include: investigations, research, reading, drawing, interviews, designing, learning facts/formulae/vocabulary, word processing, simple experiments, drafting, revision, desk top publishing, essay writing, report writing, making a model and projects.

Why set homework?

The aims of homework tasks are to:

- encourage independent study and develop perseverance and self-discipline
- embed learning that has taken place in class and skills that will form the basis for lifetime education
- encourage students to work at their own pace and in a manner appropriate to their aptitudes
- enable classwork to concentrate on those activities for which a teacher is required
- allow access to materials outside the classroom
- reflect the needs of the National Curriculum and the demands of examination courses.

Role of parents/carers

- provide encouragement and interest by checking, listening and testing
- offer a suitable environment where their child can work
- ensure the task is completed to the best of their child's ability
- monitor the homework set and sign the planner every week
- raise any subject-specific concerns regarding homework with the subject teacher and general concerns with the form tutor

Marking homework

Homework is graded on a four point scale – Very Good (VG), Good (G), Fair (F) or Inadequate (I)

VG Very Good - Homework deadlines are always met. Very good effort put into work

G Good - Homework regularly completed, good effort put into work

F Fair - Occasionally missing homework, basic effort put into work

I Inadequate - Homework rarely attempted or poorly done, lack of care

Homework Timetable: Year 7 2025-2026

Students in year 7 should complete 30 to 90 minutes of homework per day. This includes work set by the teacher and independent research, revision and reading. Students should try as far as possible to complete homework on the day that it has been set.

By Day A BAND (7 A B C E)

	Monday	Tuesday	Wednesday	Thursday	Friday
Weekly	Maths		English	Science	
Fortnightly - Even Weeks		7A Geography 7B Geography	Mandarin Spanish 7A History 7E History	7C History	7B History 7C Geography 7E Geography
Once every 4 lessons Even weeks		*7A Computing *7CE DT 7B RS	*7B Computing	*7AB DT 7C RS *7C Computing 7E RS *7E Computing	7A RS
Once every 4 lessons Odd weeks	*7aV Drama 7aX Music 7aL Art *7aC Drama	7aV Music *7aX Wellbeing *7aL Wellbeing 7aC Art	*7aV Wellbeing 7aX Art *7aL Drama *7aC Wellbeing *7aD Sport Sch		7aV Art *7aX Drama 7aL Music 7aC Music

By Day B BAND (7 M O R W)

	Monday	Tuesday	Wednesday	Thursday	Friday
Weekly		Science	English		Maths
Fortnightly - Even Week	7M History 7R Geography 7O Geography 7W Geography		Spanish Mandarin	7M Geography 7O History 7R History 7W History	
Once every 4 lessons Even weeks	*7MO DT 7R RS 7W RS	*7R Computing *7W Computing		*7RW DT *7M Computing 7M RS *7O Computing 7O RS	
Once every 4 lessons Odd weeks	7bV Art 7bX Music 7bL Music *7sD VPA Sch	*7bV Wellbeing *7bX Drama *7bL Wellbeing *7sD VPA Sch		7bV - Music 7bX - Art *7bL Drama *7sD VPA Sch	*7bV Drama *7bX Wellbeing 7bL Art *7sD VPA Sch

* DT (Design and Technology), *CT (Computing) and *Drama may set homework for KS3 classes on either odd or even weeks. Total homework tasks per unit will be equal to or more than 50% of the Number of unit weeks. Teachers might set wellbeing (Wb), Sports and VPA scholarship homework tasks as appropriate. VPA and Sports Scholarship homework will be set as required

By Subject Year 7 2025-2026

Homework is set once every 4 lessons in all subjects.

A band maths	Monday	B band maths	Friday	A band Science	Thursday	B Band Science	Tuesday
A band Eng	Wednesday	B band Eng	Wednesday	A Band *DT	A B Thurs (even) C E Tues (even)	B band *DT	MO mon (even) RW Thurs (even)
A band Spanish	Wednesday (even)	B band Spanish	Wednesday (even)	A band Mandarin	Wednesday (even)	B band Mandarin	Wednesday (even)
aV art	Fri (odd)	bV art	Mon (odd)	*aV drama	Mon (odd)	*bV drama	Fri (odd)
aX art	Wed (odd)	bX art	Thurs (odd)	*aX drama	Fri (odd)	*bX drama	Tues (odd)
aL art	Mon (odd)	bL art	Fri (odd)	*aL drama	Wed (odd)	*bL drama	Thurs (odd)
aC art	Tues (odd)	*7b SD	Thurs (odd)	*aC drama	Mon (odd)	7b SD	Fri (odd)
aV music	Tues (odd)	bV music	Thurs (odd)	*aV wellbeing	Wed (odd)	*bV wellbeing	Tues (odd)
aX music	Mon (odd)	bX music	Mon (odd)	*aX wellbeing	Tues (odd)	*bX wellbeing	Fri (odd)
aL music	Fri (odd)	bL music	Mon (odd)	*aL wellbeing	Tues (odd)	*bL wellbeing	Tues (odd)
aC music	Fri (odd)	7b SD	Mon (odd)	*aC wellbeing	Wed (odd)	*7b SD	Tues (odd)
				*7aSz	Wed (odd)		
A Geog	Tues (even)	M Geog	hur (even)	A Hist	Wed (even)	M Hist	Mon (even)
B Geog	Tues (even)	O Geog	Mon (even)	B Hist	Fri (even)	O Hist	Thurs (even)
C Geog	Fri (even)	R Geog	Mon (even)	C Hist	Thurs (even)	R Hist	Thurs (even)
E Geog	Fri (even)	W Geog	Mon (even)	E Hist	Wed (even)	W Hist	Thurs (even)
A Rs	Fri (even)	M Rs	Thurs (even)	*A Ct	Tues (even)	*M Ct	Thurs (even)
B Rs	Tues (even)	O Rs	Thurs (even)	*B Ct	Wed (even)	*O Ct	Thurs (even)
C Rs	Thurs (even)	R Rs	Mon (even)	*C Ct	Thurs (even)	*R Ct	Tues (even)
E Rs	Thurs (even)	W Rs	Mon (even)	*E Ct	Thurs (even)	*W Ct	Tues (even)

* DT (Design and Technology), *CT (Computing) and *Drama may set homework for KS3 classes on either odd or even weeks. Total homework tasks per unit will be equal to or more than 50% of the Number of unit weeks. Teachers might set wellbeing (Wb), Sports and VPA scholarship homework tasks as appropriate. VPA and Sports Scholarship homework will be set as required

Personal Development & Wellbeing

A Statement of Policy

Personal Development and Wellbeing is an important part of every student's curriculum. Indeed, we currently not only meet but exceed all statutory requirements, including recommendations from leading groups such as the PSHE Association and Citizenship Foundation.

Our curriculum has been updated to account for the 2019 Sex and Relationships guidance, and all further updates from the Department for Education. Whilst we feel that Sex and Relationships education is vital for all students to access, we accept that, under the new guidance, parents can withdraw their children from Sex and Relationships education in PDW if they wish. Please note that this does not apply to other aspects of Sex and Relationships, taught in subjects like Biology or Sociology. If you wish to consider this withdrawal, please e-mail Miss H James (Assistant Head - Head of PDW) at hjames@greycourt.org.uk and Ms V Price (Associate Head) vprice@greycourt.org.uk

Our wider PDW curriculum aims to encourage our students to think carefully about all choices they make in life, which contribute to their overall development and the development of others within our inclusive community. We want all of our students to develop a positive self-image and a sense of personal worth and of a healthy physical, emotional and spiritual well-being. A termly outline of the topics covered for that term will be included in the e-bulletin.

Grey Court School prides itself on good working relationships between staff, parents and students and it is in this atmosphere of trust that development and wellbeing topics are covered. A variety of teaching methods are used to deliver PDW - these include group work, discussion, individual research and problem solving. We accept that there are differences and diversities of opinions which students may hold and within the framework of the school's expectations these differences are respected. The use of outside speakers and professionals has formed a positive supportive base for the staff and the students.

The Grey Court personal development and well-being curriculum is a responsive and fluid one, which actively listens to student and staff voices.

PDW is often brought into topics across many subjects within the planned curriculum, notably Science, Technology and Physical Education, with issues addressed in English and Humanities. PDW lessons are mainly taught by form tutors, with lessons taking place on a rolling timetable once a week throughout the year.

The Curriculum

At Grey Court School we aim to match the curriculum to each student's age, developmental stage and particular social pressures they are likely to encounter, interests and needs. We offer a co-ordinated programme in the following components: substance misuse, sex and relationship education (SRE), safety, health-related exercise, nutrition, personal hygiene, environmental aspects of health education, psychological aspects of health education, the individual as a citizen, extremist views, online media and free press, politics, friendships, civil rights, globalisation and skills based learning.

Progression in learning is ensured through the development and expansion of these topics at regular intervals throughout the Key Stages. At each Key Stage, students are offered experiences which allow them to develop the understanding and skills to help themselves and others. We also invite specialists such as community health workers, to help deliver some sessions. Additional support is given through the school's inclusion policy to those students who need it and students may access counselling through their student support officers or phase leaders.

Year 7 Curriculum

The PDW curriculum at Grey Court is incredibly fluid, and will remain flexible throughout the year. This is to ensure that we constantly meet the ever changing needs of the students in our care. Weekly topic updates will be communicated through the e-bulletin. However, the draft curriculum for the Autumn Half Term 1 is below:

Transition

How can we best cope with change, and is it always negative?

What can Simone Biles teach us about resilience?

What are the signs of conflict and abuse and how can we help?

Women's rights across the world

Throughout the year, Year 7 will also cover:

UK Politics and British Values

Crime and the Law in the UK

Gender and Sexuality, consent and LGBTQIA+ Inclusivity

Drugs and Alcohol safety

Staying Healthy

Year 7 Curriculum Topics Studied

Art

Autumn	Spring	Summer
The formal elements of art related to 'The Big Read'	Sweet Treats controlled assessment project	Design in nature
Architecture-based poly-print outcome	Still life drawing / painting outcome	Fine Art textiles

Equipment expected

HB pencil, sharpener, eraser, coloured pencils and ruler.

The art department recommends students invest in the Grey Court art pack, if possible, to help support homework, progress and effort.

Students will also need to work in a Grey Court sketchbook both for class work and homework.

Main Texts / Reading List

Students should aim to experience live art wherever possible. London has an extraordinary number of free galleries and museums with permanent collections and many also offer free virtual tours for further access. These include traditional institutions such as The National Gallery, more contemporary collections in incredible display spaces like Tate Modern, and museums with art collections, such as the Imperial War Museum. There are also excellent local galleries with regularly rotating, free exhibitions. Please check anything you plan to visit is age appropriate and that, where necessary, you pre-book to avoid disappointment.

Recommended Websites

Access to Internet, printer or library for visual research and background information for each project.

<https://www.tate.org.uk/>

www.vam.ac.uk

Computer Science

Autumn	Spring	Summer
Introduction to school systems. E-Safety. including Google Classroom and digital skills	Representing data	Data Modelling Python programming

Equipment expected

Access to Google Classroom from home would be beneficial but not essential as work may be completed in the library before school, during break and lunch time or after school.

Main Texts / Reading List

All learning resources will be shared via Google Classroom. Students will use Python in Pieces to support their learning of programming.

Recommended Websites

<https://classroom.google.com/>

<https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>

<https://projects.raspberrypi.org/en/collections/python>

www.w3schools.com/

<https://beinternetawesome.withgoogle.com>

<https://code.org>

<https://applieddigitalskills.withgoogle.com/s/en-uk/home>

Design & Technology

Curriculum Outline

In year 7 students have a carousel of 3 different DT projects including Food and Nutrition. Each project will be between 10-12 weeks long with Food and Nutrition being the only rotation all students are guaranteed to experience.

Possible Topics studied include:

Product Design and Graphics -Jigsaw puzzle and packaging using computer aided design (CAD) and computer aided manufacture (CAM) including the laser cutter.

Food and Nutrition - Emphasis on hygiene and safety as well as basic knife skills and use of all parts of the cooker. Building cooking skills for life and learning the elements of healthy eating. There are 10-12 practical cooking sessions.

Textiles – Design and make "Mini Monster" soft toy project using a range of fabrics and components, Introduction to hand and sewing machine techniques and development of sewing machine skills.

Equipment expected

Pen, pencil, eraser, coloured pencils, 30cm ruler, scissors, glue stick, calculator, fineline markers.

Food and Nutrition

Aprons are provided for students to wear during practical sessions but students must provide their own hair bands if they have long hair.

A plastic container should also be brought to practical food lessons to store and transport prepared food.

A £30 contribution should be paid directly to the finance office to help pay for ingredients for the practical food tasks.

Main Texts / Reading List

Students should aim to experience existing products wherever possible. London has an extraordinary number of free galleries and museums with permanent collections and many also offer free virtual tours for further access. These include traditional institutions such as The Graphics Museum and Textiles museum and more contemporary collections in incredible display spaces like the Victoria and Albert museums and Somerset House and not forgetting the architecture of the city itself and diverse restaurants and food markets such as Borough market. There are also excellent local galleries and restaurants with regularly rotating exhibitions and menu's. Please check anything you plan to visit is age/budget appropriate and that, where necessary, you pre-book to avoid disappointment.

Recommended Websites

www.design-technology.org

www.foodafactoflife.org.uk

www.nutrition.org.uk

www.bbc.co.uk/schools/gcsebitesize

www.Pinterest.com

Drama

Autumn	Spring	Summer
The Week at World's End (Baseline assessment)	The Lion, the Witch and the Wardrobe (Script work)	Melodrama (Genre)
The Lion, the Witch and the Wardrobe (Script work)	Melodrama (Genre)	Improvisation (Skills development)

Main Texts / Reading List

Extracts of scripts and texts will be provided for students via Google Classroom.

Recommended Websites

Revision sites

BBC GCSE Bitesize - Drama: <http://www.bbc.co.uk/schools/gcsebitesize/drama>

BBC GCCE Bitesize - English:

http://www.bbc.co.uk/bitesize/ks3/english/speaking_listening/drama/revision/1

Local theatres

The Rose Theatre:

<http://www.rosetheatrekingston.org/?gclid=CPz6urWskbgCFdDJtAodeEEACg>

The Orange Tree Theatre: <https://www.orangetreetheatre.co.uk>

Richmond Theatre: <http://www.atgtickets.com/venues/richmond-theatre>

Theatres further afield

The Lyric Hammersmith: <https://lyric.co.uk/>

The National Theatre: <http://www.nationaltheatre.org.uk>

Shakespeare's Globe: <http://www.shakespearesglobe.com>

English

Autumn	Spring	Summer
From Year 6 to Year 7 Writing with style	Murder Mystery - The Great Gatsby	Exam preparation - A Midsummer Night's Dream
Holes by Louis Sachar	A Midsummer Night's Dream by William Shakespeare	The Odyssey (Return to Troy) by Classic Tales

Equipment expected

Pen, pencil, highlighters, coloured pencils, ruler, glue and scissors.

Main Texts / Reading List

A reading list will be provided to students for each half term unit of work. This reading list will coincide with the topic we are covering in class and will provide students with a wide selection of novels (fiction and non-fiction) to choose from. Examples of these titles include:
I Am a Genius of Unspeakable Evil and I Want to be Your President by Josh Lieb
We Should All Be Feminists by Chimamanda Ngozi Adiche
The Raven by Edgar Allan Poe
Dracula by Bram Stoker
The Distance Between Us by Kasie West
Salt to the Sea by Ruta Sepetys.

Recommended Websites

<https://www.sparknotes.com/shakespeare/>
<https://senecalearning.com/en-GB/>
<https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>

Geography

Autumn	Spring	Summer
Introduction to Geography and map skills Amazing places	Tectonics Cities and local fieldwork	Coasts

Equipment expected

Pens, pencils, ruler, coloured pencils, glue and scissors.

Main Texts / Reading List

All students follow the New Geography Foundation text book published by Nelson Thornes.

Recommended Websites

BBC Bitesize: www.bbc.com/education

Royal Geographical Society www.rgs.org

History

Autumn	Spring	Summer
What is History? Migration in early Britain and local study	Life in the Middle Ages: Peasants' Revolt and the Black Death	Political change in Britain: The Gunpowder Plot and Civil War
1066 – Battle of Hastings and Norman Conquest	The Tudors: From Henry VIII to Elizabeth I	The British Empire

Equipment needed

Pens, pencils, ruler, coloured pencils, glue and scissors.

Main Texts / Reading List

Medieval Realms 1066-1500 Heinemann

Invasion, Plague and Murder, Britain 1066-1509, Oxford University Press.

Recommended Websites

Google Classroom

<http://www.bbc.co.uk/bitesize/ks3/history>

<http://www.activehistory.co.uk>

<http://www.schoolhistory.co.uk>

<http://www.historylearningsite.co.uk>

Mandarin

Autumn	Spring	Summer
Introduction to Chinese characters and numbers; asking and giving people's age and birthday; greetings, family members, pets and Chinese culture.	Hobbies and sports, days of the week, who does what sports on which day of the week, Chinese culture.	Telling the time, school subjects, your favourite and least favourite lessons, making a timetable, school timings and subjects. Chinese culture. Film module.
Grammar: sentence order, measure words, question words, possessive words, making positive and negative sentences (have, don't have), using the word describing 'two of something', plurals.	Grammar: giving opinions (likes and dislikes), character radicals and meanings, using linking words 'and' and 'also', using 'who/when/what' sentence structure, making sentences with 'can/be able to' and 'cannot/not be able to'.	Grammar: using the word 'how many/how much'; telling the time using am and pm, 'half past', 'quarter past' and 'minute'. Using 'who/when/what' structure to make extended sentences.

Equipment expected

Pens (blue or black, and green), pencil, ruler, glue stick, highlighter, whiteboard marker and scissors.

Main Texts / Reading List

Jin Bu 1 ISBN 9780435041137

Recommended Websites

https://www.bbc.co.uk/bitesize/
https://www.mdbg.net/chinese/dictionary/
https://www.duolingo.com/
https://uk.gochinese.net/goChinese/

Mathematics

Autumn	Spring	Summer
Algebraic Thinking Place Value and Proportion	Application of Number Directed Number Fractional Thinking	Lines and Angles Reasoning with Number

Equipment expected

Scientific calculator, protractor, compass, ruler, pen (blue or black, and green), pencil, whiteboard pen, glue and scissors.

Main Texts / Reading List

Student Online Scheme of Work for Sparx Maths Video Numbers, interactive worksheets and topic knowledge organisers. (Access via Google Classroom)

Collins: White Rose Maths Student Book 1 -

<https://collins.co.uk/collections/white-rose-maths/products/9780008400880>

Recommended Websites

<https://sparxmaths.com/>

<https://corbettmaths.com/contents/>

Music

Autumn	Spring	Summer
Diagnostic baseline assessments and introduction to music PLUS - Music of the Romantic Era - Focus on Listening & Performing. * Students will work through three topics across the year in a different order depending on class/year	World/Fusion Music - Music of the people - Folk Music Focus on Listening & Composition/Improvisation . Extended writing. * Students will work through three topics in a different order depending on class/year	Popular Music - The Big Three - The history and development of music in the 20/21st Century Focus on Composition & Listening. * Students will work through three topics in a different order depending on class/year

Main Texts / Reading List

All reading, audio/visual resources are contained in the 'student slides' resources shared at the start of the course. Google classroom

Recommended Websites

<http://www.spartacus.schoolnet.co.uk/REVmusic.htm>

<http://www.musicalcontexts.co.uk/index.htm>

<http://www.musictheory.net/>

<http://www.bbc.co.uk/composers/>

<http://www.rpfuller.com/gcse/music/romantic.html>

PE

Autumn	Spring	Summer
Invasion games, cross country, inter house competitions, athletics, fitness, net and wall activities	Invasion games, Sports Education/inter-house competitions, gymnastics/dance, fitness, net and wall activities	Athletics, tennis, rounders, softball, cricket

Equipment expected

Full Grey Court PE Kit: blue round-neck t shirt, shorts, GC track pants and GC track top. Blue Grey Court socks or white sport or trainer socks. Rugby top for those taking rugby. Baselayer when extremely cold (blue or white preferably).

Football boots, sports trainers (no plimsoles, skate shoes or high top trainers). Shin pads, gum shield and hairbands (if hair is longer than shoulder length). If ill or injured, students must still wear their PE kit (if a practical lesson) as they can undertake another role in the class (e.g. coach or referee). Failure to do this will lead to a PE detention. Students must remember asthma pumps, epipens and any other medication for every lesson.

Recommended Websites

<https://www.greycourt.richmond.sch.uk/>

Religious Studies

Autumn	Spring	Summer
Introduction to RS: ultimate questions, ideas about God, creation stories, morality	What does it mean to be human?	Introduction to Christianity Introduction to Judaism

Pen, pencil, ruler, eraser, calculator and glue.

Main Texts / Reading List

Access to a Bible would be useful.

A quality newspaper/website for insight into the role religion plays in today's world.

Recommended Websites

<https://www.bbc.co.uk/programmes/genres/religionandethics/player>

<https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>

Science

Autumn	Spring	Summer
KS2 Science Skills Quiz	Separating mixtures	Summer term Assessment
Solids Liquids and Gases	Inheritance	Organ Systems Part 2
Forces	Organ Systems Part 1	Reproduction
Cells	Elements and compounds	Space
Ecosystems		
Sound, Light and Vision		
Solutions		

Order of topics will differ due to teacher splits

Equipment expected

Pens (blue or black, and green), pencil, ruler, highlighter, eraser, sharpener, calculator, glue and scissors.

Main Texts / Reading List

Activate Biology, Chemistry and Physics Book (available online through the school for free).

Spanish

Autumn	Spring	Summer
Greetings, age, family, pets, personality description, free time activities, the weather, talking about likes and dislikes.	School subjects, teachers, school activities and descriptions including school and family.	My city, places in the city, activities to do in the city.
Grammar: Verbs “to have” and “to live”, definite and indefinite articles, adjective endings and agreement, giving opinions with “to like”, subordinate clauses with “cuando”, using “to do” and “to play” with sporting activities.	Grammar: -ar, -er and –ir verbs in the present tense, using “a”, “some” and “the”, “me gusta”, verb “estar”.	Grammar: indefinite articles, verb “to go”, ordering food with “querer”, the near future tense, using “me gusta” to give opinions.

Equipment expected

Pens (blue or black, and green), pencil, ruler, glue stick, whiteboard marker, colouring pencils and scissors.

Main Texts / Reading List

We loosely follow the Viva 1-Segunda Edición text book.
ISBN: 978 1 292 29048 5

Recommended Websites

www.languagesonline.org.uk
<http://www.bbc.co.uk/schools/primarylanguages/Spanish>
<http://www.bbc.co.uk/languages/spanish>
<http://www.conjuguemos.com>
www.quizlet.com
www.duolingo.com

Rewarding our Students

The House System at Grey Court

The house system aims to enhance student achievement and motivation through promoting inter-house competition. In 2024- 2025, we had House competitions across 12 subject areas. The four houses are Aztec, Roman, Spartan and Trojan.

Allocating a House

In order to promote a strong tutor group ethos, whole tutor groups are allocated to the same house. Each house consists of two tutor groups from each year, one from A band and one from B band.

House Points

House points are an important part of motivating students in their day to day lessons. Staff allocate house points to reward student achievement such as: sustained effort, exemplary work, high attainment or excellent class participation. Points are also awarded for representing the school at extra-curricular activities and showing respect and courtesy. A high number of points results in the award of a certificate at end of term celebration assemblies.

House Competitions

Each year we hold a number of inter-house sporting and faculty competitions. Each of these contributes towards the final totals which decide the overall winning house. All members of that house are awarded a fun afternoon out during the following academic year. The more people you have involved in House competitions, the more points you will collect as a House! The House competition culminates with the much anticipated Grey Court Sports Day, with final results announced on the last day of term.

Safeguarding

Grey Court School recognises that all adults in our school have a full and active part to play in protecting our students from harm. The Designated Safeguarding Lead is Ms V Price (vprice@greycourt.org.uk) and the Deputy Designated Safeguarding Lead is Mrs S Mercer (smercerc@greycourt.org.uk) The nominated governors (safeguarding) are Julian Knott. and Elizabeth Rowley. If you have a safeguarding concern about a child please contact Ms Price or Mrs Mercer, or if you prefer to remain anonymous, contact Achieving for Children SPA (Single Point of Access) Call 020 8547 5008 from 8am to 6pm, Monday to Friday, or 020 8770 5000 out of hours. If a child is in crisis, please call the crisis line 0800 0288000 or if you think a child is in immediate danger please take them to A&E or call 999

For further information, please see the Safeguarding section on the Grey Court School Website

<https://www.greycourt.richmond.sch.uk/page/?title=Safeguarding&pid=61>

Conditions of Use of Photographs of Students

Throughout the school's academic year and your child's school life, photographs may be taken of your son/daughter. These photographs may be used in a range of contexts:

School publications, for example the prospectus

School noticeboard displays

Local newspapers as part of the media coverage of a school event

School website

Grey Court facebook and twitter pages, Grey Court Youtube channel.

Internal teacher training materials and or conferences

Local education authority publications and website.

If you do not want your son or daughter to appear in any photographs, please contact Ms V Price as soon as possible.

Acceptable Use of IT

Grey Court School expects all students to be safe and responsible when using any of the IT resources. This includes the use of the internet, e-mail and social networking sites. In particular, students must ensure that all IT communication is respectful and sensible. Any online activity, in and outside school, must not cause distress to others, nor bring the reputation of the school into disrepute. If students come across offensive or illegal material online or within the school's systems, they should report this immediately to a member of staff.

Students must understand that there are consequences to inappropriate or unacceptable use of IT, which could result in parents or the police being informed and/or suspension of access to their school IT account. This is especially true of any forms of abuse like cyber bullying.

Use of AI and Plagiarism

Artificial Intelligence (AI) tools can be useful for learning, but using them to complete your work dishonestly is strictly prohibited. Any work submitted must be your own. Copying or using AI generated content and passing it off as your own is considered plagiarism. AI tools must not be used to complete homework, write essays, or produce any work that you then try to pass off as your own. This includes copying or editing AI generated content and submitting it as if you wrote it. All work you submit must be your own original effort. Any misuse of AI in this way will lead to sanctions. If you use AI, it must be done responsibly to support your learning, not to do the work for you.

School Network/Internet Acceptable Use Policy

1. School network: The school network provides filtered access to the internet to support student learning. Student use of the IT services is monitored by the school. We use filtering software in an attempt to ensure that all inappropriate websites are blocked.

Each student is provided with a secure area on our network in which to store work. Periodic random checks will be made as to the content of these files. Students found storing inappropriate material on our network may have the facility withdrawn and action taken.

Users will not attempt to gain unauthorised access to the Grey Court School network or go beyond their authorised access. This includes attempting to log-on through another student or staff account or try to access another user's files. These actions are deemed illegal under the computer misuse act - even if only for the purposes of "browsing" or "exploring".

An individual search will be conducted if there is reasonable suspicion that users have violated this policy. The investigation will be reasonable and related to the suspected violation.

Users will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.

Storage of non-school data and applications is prohibited.

Any attempt to install unauthorised software, apps or games is strictly prohibited.

2. Email and Internet: The school will issue every student with an email address which they can use both in school and at home. This is a filtered service and is programmed to automatically intercept the use of profanity, suspicious words and other abuse or inappropriate attachments. The school will be notified if any student abuses the email system. Random checks of email accounts will be made as part of our monitoring procedures and students found to be using the system inappropriately will have their accounts closed and action will be taken. Students who repeatedly try to access non educational or unapproved websites like gaming sites, inappropriate video websites, music streaming, social networking and any other sites deemed to be inappropriate by the school may have their access to the internet withdrawn and action taken. Any student viewing adult material will automatically have their network access withdrawn and the student's parents/carers will be notified, and action will be taken. Users will not attempt to bypass the ISP filtering system. Such attempts will result in a permanent ban of Internet access and further action may be taken.

3. System Security: Users are responsible for their individual user area and should take all reasonable precautions to prevent others from being able to use it. Under no circumstances should users let any other student know their password. Users will immediately notify a teacher or a member of IT staff if they have identified a possible security problem. Users **MUST NOT** go looking for security problems because this will be construed as an illegal attempt to gain access. Users should take every precaution to avoid the inadvertent spread of computer viruses. Unchecked USB flash/pen drives must not be used and email attachments that are suspect or from unknown sources should not be opened. Users will not download computer programs or files from the Internet without permission from a member of staff. Users will not try to load computer programs onto the Grey Court School Network or attempt to run programs that are not accessed through the Start Menu or Desktop screen. Monitoring software alerts the school to inappropriate web searches by

individuals. These alerts are followed up and appropriate action is taken by the school.

4. Misuse of resources: Any student found to be tampering, damaging or otherwise abusing the school's IT facilities will be dealt with in the strongest possible manner. Users will avoid unnecessary printing. A record of all printing is logged automatically by the printing accounting software. Any student found to be abusing their printing quota will have their ability to print withdrawn and will be invoiced for the excessive paper and toner used. Accessing and playing games via the Internet is not allowed. A limited number of games do have some significant educational value and these listed 'games' are the only ones users are permitted to access.

For copyright reasons, users must not download or store commercial music or video files anywhere on the school network, at any time.

Shared areas on the school network are for sharing and transferring school files; users are responsible for their removal when they are no longer needed. If users place inappropriate files in a shared area then their network access is liable to be suspended.

Listening to online radio broadcasts or watching website video clips online slows the whole network. Unless this is for educational reasons and permission has been given by a member of staff, this is not allowed.

Users of iPads must not tamper with the settings or any application that has not been instructed for use. Misuse of the school's iPads is taken very seriously, students found to be using them inappropriately will be banned from using them and further action will be taken.

EduLink One

EduLink One is Grey Court's parental communication tool which can be accessed via the app or browser, providing parents and carers access to information held by the school on students including: achievement and behaviour points, timetables, homework, attendance, clubs, and catering balances.

If you need help setting up your account, please contact rjacob@greycourt.org.uk.

You will need to use the School ID: grey or greycourt, or tw107hn when asked. Once you have finished setting up your account, if you notice one of your children is missing from EduLink One, please email rjacob@greycourt.org.uk with the full name and year group of your child who is not appearing.

Students can also access EduLink One via the app or browser, using the School ID (grey or greycourt), and their school network (not email) login details. e.g. Freddie James who joined Greycourt in September 2025 username would be fjames25.

(* Year 7 student passwords will be issued in their first computing or DT lesson).

Google Classroom

Google Classroom is our VLE (virtual learning environment). Teachers will provide resources for students on the platform which they can access from home. Students will also have access to a variety of free Google software including a word processor, spreadsheet, presentation, and unlimited storage.

Students should login to the Grey Court Google Classroom platform directly from the Google homepage by clicking 'Sign in' in the top right hand corner.

Students' usernames and passwords will be issued by their computer science teacher.

Please contact Mr Jacob or the IT Technician team if you require any support.

rjacob@greycourt.org.uk

helpdesk@greycourt.org.uk.

Teachers will use Google Classroom to set and log homework for students. Students may be required to hand in their homework via Google Classroom, or check Google Classroom to find out the details of the homework and complete it in their exercise books.

Mobile Phones

Our aim is to provide students with a mobile phone free school environment. With the pressures of mobile phone trends, and social media, we want our school environment to enable a digital detox for our young people. Therefore, all students in Year 7-11 will be required to hand their phones in daily. Phones will be collected in AM registration and stored in a secure environment, and collected back by the student at the end of the day, in PM registration, or after a detention. This will allow them space from their phones throughout the school day.

KS5 students operate a 'not seen, not heard' policy in lessons, and around the main school site. They are permitted to use their phones in the sixth form building common areas.

Grey Court Expectations

Arrive at lessons on time and with the proper equipment to learn effectively.

Enter quietly when asked to and quickly get ready to learn by removing outdoor clothes and taking out your equipment.

Remain silent and concentrate while your teacher talks to the class. Your teacher has a right to teach and all of your classmates have a right to learn.

Follow all the school rules and instructions from teachers all of the time.

Pack away and leave only when your teacher tells you to do so. Make sure the room is tidy before you leave.

RESPECT for each other is most important. There is no excuse for rudeness.

