



GREY COURT

SCHOOL

**Year 8
Curriculum Booklet
2025-2026**

September 2025

Dear Parents/Carers,

Year 8: A Year of Consistent Progress

I am excited to continue working with your child on their academic progress and personal development as they move into their second year of secondary education. Your child is part of a dedicated and enthusiastic group, and we anticipate ongoing engagement and progress in year 8.

Our students will receive encouragement and support in all aspects of school life. Numerous opportunities are available to enrich their educational experience and develop essential skills both inside and outside the classroom. Additionally, year 8 students will participate in the GRADU8 Scheme, where they will complete eight challenges throughout the academic year, culminating in a graduation ceremony with rewards.

I am pleased to oversee the academic and pastoral development of this year group alongside their Phase Leader, Mr. Day, and to continue fostering the strong relationships between students, parents, and the Key Stage 3 Phase team. I look forward to our continued collaboration to maintain and build upon the positive attitudes and high standards set in year 7.

Please feel free to contact me or my team if you need advice, assistance, or clarification regarding your child's progress at Grey Court. By working together, I am confident we can ensure your child has a successful and rewarding year in year 8.

Yours faithfully

Miss A Sutcliffe

Deputy Phase Leader – Year 8, Key Stage 3

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Key Dates for Year 8

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
Thur 25th	Year 8 Parents' Information Evening
Fri 26th	School Photo Day

October

Wed 22nd	Activity Day (normal timetable suspended)
Half Term	Thu 23rd Oct(inclusive)- Fri 31st 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
Thur 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 Y12/13 students attend

Year 8 Pastoral Team

Phase Leader- Year 8 & 9	Mr Day
Pastoral and Safeguarding Officer	Mr Kisby
Director of Wellbeing/ Deputy DSL	Mrs Mercer
Deputy Headteacher i/cYear 8 and 9	Mr Jacob
Associate Headteacher/ DSL	Ms V Price

Tutors 2025- 2026

ASH	Ms Bhandary & Ms Parr
BEECH	Mr Kempton
CEDAR	Ms Marchant
ELM	Ms Casey & Ms Lee
MAPLE	Ms Cowper
OAK	Ms Esail
ROWAN	Mr Von Sun & Ms Pinhorne
WILLOW	Ms Angus & Ms Ram

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. Year 8 sets will be reviewed at the end of the first half-term, and then at the end of each term to ensure that all students are placed in the set most suited to their needs.

Example:

8	A	X	/	Ma
Year	Band	Class		Subject

Mathematics In Year 8 students are taught in bands in groups set by attainment.

English In Year 8 students are taught in bands in groups set by attainment.

Science In Year 8 students are taught in bands in groups set broadly by attainment.

Modern Languages Year 8 students have 2 periods of Spanish or Mandarin Chinese a week and 3 periods of French or German a week. They are taught in bands in mixed attainment groups.

Accelerated Reader Year 8 students follow the Accelerated Reader programme for one period a week. 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 on-line quiz testing their understanding of the book and then after each term their comprehension is re-tested to measure the impact their individual reading has had on their overall reading age. It is a progressive and dynamic programme aimed at developing literacy at Key Stage 3.

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

Visual and Performing Arts (Music, Drama and Art) In the b band, there is one group that consists largely of students who were on the VPA Scholarship in Year 7. The other groups are of mixed attainment.

Design & Technology Year 8 students are taught in mixed attainment. There are 3 DT 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
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

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 sets 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 8 2025-2026

By Day

A BAND (8 A B C E)

	Monday	Tuesday	Wednesday	Thursday	Friday
Weekly	Science	English		Maths	
Once every 4 lessons, even weeks	8aX Geography 8aL History 8aC Geography	8aV History 8aX History 8aL - Rs 8aC History	8aV Geography 8aC RS	French German 8aX Rs	8aV Rs 8aL Geography Spanish Mandarin
Once every 4 lessons Odd weeks	*8aV Computing	*8aV Drama 8aX Music 8aL Art 8aC Music	8aV Music 8aX Art *8aX Computing *8aL Drama *8aC Drama	8aV Music 8aX Art *8aX Computing *8aL Drama *8aC - Drama	*8aC Computing *DT

B BAND (8 M O R W)

	Monday	Tuesday	Wednesday	Thursday	Friday
Weekly	English		Maths		Science
Once every 4 lessons, even weeks	8bV History 8bX History 8bL History	8bV Geography 8bX Rs 8bL Rs 8bC History	French German 8bV Rs	8bX Geography 8bL Geography 8bC Rs	8bC Geography Spanish Mandarin
Once every 4 lessons Odd weeks	8bV Music 8bX Art *8bL Drama 8bC Art *8bC Computing	8bV Art *8bX Drama 8bL Music *8bC Drama	*8bL Computing	*8bV Computing *DT	*8bV Drama *8bX Computing 8bX Music 8bL Art 8bC Music

***NOTE:** Drama, DT and Computing (CT) homework may be set on either odd or even weeks. Total homework tasks per unit will be equal to or more than 50% of the number of lessons for that unit.

By Subject Year 8 2025-2026

A band maths	Thursday	B Band maths	Wednesday	A band Science	Monday	B Band Science	Friday
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A Band Eng	Tuesday	B Band Eng	Monday	A Band *DT	Friday (odd)	B Band *DT	Thursday (odd)
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A band French /German	Thurs(even)	B band French /German	Wed (even)	A Band Spanish Mandarin	Fri (even)	B band Spanish /Mandarin	Fri (even)
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aV art	Thurs (odd)	bV art	Tues (odd)	*aV drama	Tues (odd)	*bV drama	Fri (odd)
aX art	Wed (odd)	bX art	Mon (odd)	*aX drama	Thurs (odd)	*bX drama	Tues (odd)
aL art	Tues (odd)	bL art	Fri (odd)	*aL drama	Wed (odd)	*bL drama	Mon (odd)
aC art	Thurs (odd)	bC art	Mon (odd)	*aC drama	Wed (odd)	*bC drama	Tues (odd)

aV music	Wed (odd)	bV music	Mon (odd)	aV history	Tues (even)	bV history	Mon (even)
aX music	Tues (odd)	bX music	Fri (odd)	aX history	Tues (even)	bX history	Mon (even)
aL music	Thurs (odd)	bL music	Tues (odd)	aL history	Mon (even)	bL history	Mon (even)
aC music	Tues (odd)	bC music	Fri (odd)	aC history	Tues (even)	bC history	Tues (even)

aV geog	Weds (even)	bV geog	Tues (even)	aV Rs	Fri (even)	bV Rs	Wed (even)
aX geog	Mon (even)	bX geog	Thurs (even)	aX Rs	Thurs (even)	bX Rs	Tues (even)
aL geog	Fri (even)	bL geog	Thurs (even)	aL Rs	Tues(even)	bL Rs	Tues (even)
aC geog	Mon(even)	bC geog	Fri (even)	aC Rs	Wed (even)	bC Rs	Thurs (even)

*aV Ct	Mon (odd)	*bV Ct	Thurs (odd)
*aX Ct	Wed (odd)	*bX Ct	Fri (odd)
*aL Ct	Thurs (odd)	*bL Ct	Wed (odd)
*aC Ct	Fri (odd)	*bC Ct	Mon (odd)

***NOTE:** Drama, DT and Computing (CT) homework may be set on either odd or even weeks. Total homework tasks per unit will be equal to or more than 50% of the number of lessons for that unit.

Gradu8

Award Classification	
1st	210 points
2:1	170 points
2:2	130 points
3rd	70 points

Over the course of the year, students will be set 8 challenges to complete. These challenges link to areas of the curriculum and the ethos of the school.

The main objectives are to maintain the focus and momentum of Year 7 and to raise achievement and engagement. Each challenge has points allocated. At the end of the year, points are totalled and students will be awarded a certificate in a graduation celebration assembly. Each tutor group has been allocated one of these themes to present in an assembly. Electronic versions of the Gradu8 booklet will be assigned to Year 8 students on their tutor group google classroom. Working with their tutors, they will maintain learning journals and reflection logs so that tutors and teachers can allocate points awarded.

The graphic features the 'Gradu8' logo at the top left. Below it is a grid of letters forming the word 'GRADUATE'. Each letter is in a separate column, and each column contains a vertical list of related words:

- G**: IVE
- R**: ESTORATIVE
- A**: CHIEVE
- D**: DEVELOP
- U**: EXPLORE
- A**: CCELERATE
- T**: ARGENT
- E**: ENTERPRISE

Below the grid are several icons representing various themes: a plant growing, hands joined, a rainbow, colorful balloons, a stylized 'G' logo, a green dragon reading a book, a target, and a gold coin. At the bottom right are logos for 'EVERY CHILD, EVERY DAY ACADEMY TRUST', 'GREY COURT', and 'Ofsted Outstanding Provider'.

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 8 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 is below Half Term 1 is below:

Keeping Healthy

How can you be your best, most healthy self?

Is there such a thing as a perfect body?

How can you help someone with allergies?

How can you help someone with first aid?

What happens during puberty?

Throughout the year, Year 8 will also cover:

The Media and Body Image, including Eating Disorders

Fake News and online safety

Sex and Relationships, including consent, revenge porn and reproductive health

Staying safe over the Summer Holidays

Year 8 Curriculum Topics Studied

Art

Autumn	Spring	Summer
Bug-based character design Clay sculpture outcomes	Controlled assessment project on perspective drawing Drawing outcomes	Title TBC Painting outcomes

Equipment expected

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

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

Grey Court art packs are also available to purchase from the art department.

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 the 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
E-safety. Data Representation	Creating Systems in Sheets Introduction to AI	Python Programming

Equipment expected

Access to Google Classroom from home would be beneficial but not essential. 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://code.org>

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

www.bbc.co.uk/bitesize/examspecs/znywvk7

www.snakify.org/en/

Design & Technology

Curriculum Outline

In year 8 students have a carousel of up to 5 different DT projects including Food and Nutrition. Each project will be 6-7 weeks long with Food and Nutrition being the only rotation all students are guaranteed to experience.

Possible Topics studied include:

Stem - Students will learn about how design and engineering impact the real world with a skills based project on creating a 'Marble Run' and how to test, problem solve and communicate ideas.

Graphics & Product Design - Designing of CD label and Album cover using and developing skills in graphics software and Physical hand drawing.

Food and Nutrition – Emphasis on eating for health based on the Eatwell Guide. Each lesson will be based around a nutrient and students cook a dish to fit with this. Developing practical and technical skills. There are 5-7 practical cooking sessions.

Textiles – Students will design and make a house themed flag. Choosing colours, symbols and patterns inspired by the Aztec alligators/Roman Rhinos/Trojan Tigers or Spartan Scorpions students will experiment with surface decoration techniques while further developing hand and machine skills.

Green Schools Project - Working in conjunction with the Zero Carbon schools programme pupils will explore what climate change is, the main causes, the impacts, and some solutions. They will engage in project based learning where they will fashion a sculpture from recycled materials and reflect on how this process can reduce climate change.

Equipment expected

Pen, pencil, eraser, coloured pencils, ruler (30cm), scissors, glue stick and calculator.

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 £25 contribution should be paid directly to the finance office to help pay for ingredients for the practical food tasks.

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

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 menus. 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.threadbanger.com

www.Pinterest.com

Drama

Autumn	Spring	Summer
Theatre roles and the Industry (Careers)	The Woman in Black (Technical Elements Focus)	Physical Theatre (Practitioner focus: Frantic Assembly)

Main Texts / Reading List

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

Recommended Websites

BBC GCSE Bitesize - Drama: www.bbc.co.uk/schools/gcsebitesize/drama/ BBC GCCE Bitesize - English: www.bbc.co.uk/bitesize/ks3/english/speaking_listening/drama/revision/1/

Local theatres

The Rose Theatre: www.rosetheatrekingston.org/

The Orange Tree Theatre: www.orangetreetheatre.co.uk/

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

Theatres further afield

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

Shakespeare's Globe: www.shakespearesglobe.com/

The National Theatre: www.nationaltheatre.org.uk/

English

Autumn	Spring	Summer
Animal Farm by George Orwell A Christmas Carol by Charles Dickens	Creative writing: Gothic genre An Inspector Calls by J B Priestley	Exam preparation - An Inspector Calls The Tempest by William Shakespeare

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:

Maggot Moon by Sally Gardner

1984 by George Orwell

Ready Player One by Ernest Cline

The Crucible by Arthur Miller

A Raisin in the Sun by Lorraine Hansberry

Oliver Twist by Charles Dickens.

Recommended Websites

<https://senecalearning.com/en-GB/>

<https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>

<https://www.sparknotes.com/shakespeare/>

French

Autumn	Spring	Summer
Describing self, family and friends, school subjects and talking about clothes, describing the school day. Grammar: Giving opinions and saying what you do using regular -er verbs in the present tense, using adjectives effectively, telling the time and date.	Talking about sports, talking about where you live and friends and family. Learning about festivals such as Bastille day and talking about different kinds of food. Grammar: Using the verb "faire" , using "aimer" and infinitives to give opinions, using possessive adjectives.	Talking about future plans, ordering at a cafe and talking about plans for future trips to Paris. Grammar: The future with "vouloir" and "aller".

Equipment expected

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

Main Texts / Reading List

We loosely follow the Dynamo 1 textbook.

Recommended Websites

www.languagesonline.org.uk www.bbc.co.uk/languages/french/ www.quizlet.com
www.duolingo.com <http://www.french-games.net/>

Geography

Autumn	Spring	Summer
Extreme environments - Biomes of the world Rainforests, hot deserts and cold environment	Place studies: Russia and China	Rivers and water supply in the UK

Equipment expected

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

Main Texts / Reading List

We do not follow a textbook however a useful revision guide is the CGP KS3 Geography - complete revision and practice.

Recommended Websites

BBC Bitesize: www.bbc.com/education

Royal Geographical Society www.rgs.org

German

Autumn	Spring	Summer
Greetings, giving your age, alphabet, saying where you live, personality, pets, brothers and sisters, physical descriptions, colours, birthdays and dates.	Sports, free-time activities, opinions, time phrases, use of technology, school subjects, telling the time, describing teachers, classroom items, school rules.	Places in town, describing town, shopping, prices, buying snacks and drinks, summer holiday activities.
Grammar: Gender, pronouns, using the verbs haben, sein and wohnen, plurals, adjective endings, können with infinitives.	Grammar: gern/nicht gern, qualifiers, present tense of lesen, spielen, fahren, sehen, word order, weil, possessive pronouns, prepositions, dürfen, es gibt.	Grammar: es gibt ein/kein, mögen, essen, trinken, future tense.

Equipment expected

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

Main Texts / Reading List

We loosely follow the Stimmt 1 textbook.

Recommended Websites

www.languagesonline.org.uk
www.bbc.co.uk/languages/german/
www.quizlet.com
www.duolingo.com
www.dw.de

History

Autumn	Spring	Summer
The Trans-Atlantic slave trade Causes of revolution: France and Russia	Impact of the Industrial Revolution Conflict in Northern Ireland	Suffragettes World War 1

Equipment expected

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

Main Texts / Reading List

KS3 History Complete Study & Practice. CGP Books

ISBN-10: 1841463914

ISBN-13: 978-1841463919

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
School in China - classes and students. Food and drink - identifying the three daily meals and their food. Eating out - ordering food and drink. Chinese culture.	Countries and nationalities, the languages you can and cannot speak, friends, weather, means of transport, places in town.	Past tense, describing people's physical appearance, where I live, holidays, Chinese culture, film module.
Grammar: simple past, present and future tenses, time word orders, measure words, question words, using connective words 'and', 'but', 'also' to make extended sentences.	Grammar: using 'person' word describing nationalities, complex structure 'together...with...', using verbs 'to sit in' and 'to ride on' with different modes of transport, using possessive words when describing places.	Grammar: using past tense marker after verbs, using 'person + means of transport + place' structure, using prepositions, structuring an essay in Chinese.

Equipment expected

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

Main Texts / Reading List

We loosely follow Jin Bu 1 and Jin Bu 2 text books.

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
Proportional Reasoning	Algebraic Techniques	Developing Geometry
Representations	Developing Number	Reasoning with Data

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 2 -

<https://collins.co.uk/collections/white-rose-maths/products/9780008400897>

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. Googleclassroom

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, cricket, rounders, softball

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 shields 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 Islam Introduction to Buddhism	Introduction to Hinduism The Life of Jesus	Religion and Poverty

Equipment expected

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

Main Texts / Reading List

The following textbooks could be used for background, but are not essential:

The Christian Experience – Hodder and Stoughton ISBN 9780340747681

The Hindu Experience – Hodder and Stoughton ISBN 9780340747692

The Muslim Experience - Hodder and Stoughton ISBN 9780340747704

The Buddhist Experience - Hodder and Stoughton ISBN 9780340747711

A quality newspaper will provide useful insight into the role religion plays in today's world.

Recommended Websites

<http://www.bbc.co.uk/religion/religions/>

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

Science

Autumn	Spring	Summer
Moving by force	Diet and Exercise	May Assessment
Biodiversity and Ecosystems	Acids and Bases	Earth's Resources
Variation	Making Images	Materials
Energetics	Respiration	Climate change
Chemical Reactions	Classification	
Autumn Assessment		

Order of topics will differ due to teacher splits

Equipment expected

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

Main Texts / Reading List

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

Recommended Websites

- <http://www.bbc.co.uk/bitesize/ks3/science>
- [Senecalearning.com](http://www.senecalearning.com)
- <https://sparxscience.com/>

All other lesson and revision materials will be available on Google Classroom.

Spanish

Autumn	Spring	Summer
Holidays: talking about a past holiday, saying what you did, giving opinions on holidays. Hobbies: saying what you use your phone for, saying what type of music you like, giving a range of opinions, talking about TV programmes using the comparative.	Food: saying what food you like, describing meal times, ordering food at a restaurant, shopping for a party. Going out: arranging to go out, making excuses, talking about clothes, talking about sporting events.	Summer time: describing a holiday home using the comparative, talking about holiday activities, talking about summer camps.
Grammar: the preterite tense, the present tense,, opinions and justifications.	Grammar: negatives, opinion verbs, the present tense and the near future, me gustaría, quere and poder, reflexive verbs, using this/these.	Grammar: using the present, past and future, comparative and superlatives.

Equipment expected

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

Main Texts / Reading List

We loosely follow the Viva 2 -Segunda Edición text book.

Recommended Websites

www.languagesonline.org.uk

www.quizlet.com

www.bbc.co.uk/schools/primarylanguages/spanish/all_games

www.bbc.co.uk/languages/ Duolingo (app)

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 2024-25, 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 (smerc@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.