GREY COURT

SCHOOL

Year 10
Curriculum Booklet
2026-2027

September 2026

Dear Parents/Carers,

Year 10: An Important Year

Following on from this year group's success at Key Stage 3, I am delighted to welcome you to the beginning of your child's Key Stage 4 journey and to be working with you and your child! This marks the "beginning of the end," as most subjects will cover over 50% of their course content during Year 10, with some subjects covering close to 100%.

During this year, I want students to build on the outstanding foundations they have already laid—particularly in maturity, resilience, and grit. Year 10 will be a challenging year where your child will need to develop strong independent study skills and begin to understand the importance of self-motivation. We will work together to ensure they are in the best possible position as they move into Year 11, making the final stage of their secondary education more manageable.

To support this, it is essential that students maintain high standards in both attendance and behaviour. As a year team, we will be monitoring these areas closely throughout the year. Efficient organisation of work and time will also be crucial to ensure homework and coursework deadlines are met. Alongside students' planners, teachers will be using Google Classroom frequently, where many resources and assignments will be available.

We are also pleased to be relaunching the Grey Court Student Leadership Programme this September, along with our 'Be Great' programme, which provides students with opportunities to develop a wide range of valuable life skills.

In the summer term, internal Year 10 examinations will take place across all subjects. These will provide valuable experience of formal exam conditions and play a key role in informing the predicted grades that will be used for sixth form and college applications.

At Grey Court, we are committed to providing an informative, challenging, and supportive environment where parents are actively involved in their child’s learning journey.

I look forward to a positive and successful year ahead for all our Year 10 students.

Yours faithfully,

Ms S Handzar-Maldonado

Head of Year 10

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Key Dates for Year 10

2026	
September	
Tue 1st	**Autumn Term Begins (Inset day for staff)**
Wed 2nd	Years 7 & 12 return to school
Thu 3rd	Years 8, 9, 10 & 11 return to school
Fri 4th	Year 13 return to school
Tue 22nd	Year 10 Parents' Information Evening
Fri 25th	School Photo Day
October	
Wed 21st	Activity Day (normal timetable suspended)
Half Term	**Thu 22nd Oct (inclusive)- Tue 3rd Nov - Staff & Years 11 & 13**
	Thu 22nd Oct (inclusive) - Thu 5th Nov - Years 7, 8, 9, 10 &12
November	
Tue 3rd & Wed 4th	Inset Day for Staff - Y11 & Y13 return to school
Thu 5th	Years 7, 8, 9,10 & 12 return to school
Thu 26th	Academic Tutoring Day on-site
Mon 30th	Inset Day for Staff
December	
Thu 10th	Christmas Concert
Fri 18th	**Term Ends (early closure at 12pm)**
2027	
January	
Mon 4th	**Spring Term Begins - all students return to school**
February	
Fri 12th	Activity Day (normal timetable suspended)
Half Term	**Monday 15th - Friday 19th Feb**
Mon 22nd	Inset Day for Staff - Year 11 and selected Year 13 students attend
Tue 23rd	Years 7,8,9 & 10 return to school

March	
Thu 18th	MOGOs Spring Competition
Easter Break	**March Thu 25th (early closure at 12pm) - Apr Fri 9th**
April	
Mon 12th	**Summer Term Begins - students return to school**
Thu 29th	Year 10 Parents' Evening -Online (4-7pm)
May	
Mon 3rd	May Day Bank Holiday
Half Term	**Mon 31st May - Fri 4th June**
June	
Mon 7th	**Students return to school**
Mon 14th-Fri 25th	Year 10 Trial Exams
Mon 28th- Fri Jul 2nd	Year 10 Spoken Language Assessment
July	
Wed 7th- Fri 9th	Activity Week (normal timetable suspended)
Summer Term Ends	**Fri 16th 12pm (early closure at 12pm)**
All dates are subject to change – please check the website or e-bulletin for changes.	
We aim to keep you informed at all times and always confirm important information as the date gets closer.	

Year 10 Pastoral Team

Head of YR 10	Ms Handzar - Maldonado
Pastoral Safeguarding Officer	Ms Ilett & Ms Smith
Assistant Headteacher i/c KS4	Ms Weston
Deputy Headteacher i/c Key Stage 4	Mr Clements
Director of Wellbeing/ Deputy DSL	Mrs Mercer
Associate Headteacher/ DSL	Ms V Price

Tutors 2026-27

ASH	Ms Shackley
BEECH	Ms Rose
CEDAR	Ms Gibbons
ELM	Ms Lopez
MAPLE	Mr Cepero Santos
OAK	Ms Johnson
ROWAN	Mr McCrohan
WILLOW	Mr Paterson

Organisation of Teaching Groups

Definitions

Bands - the whole year group is split into two equal groups for timetabling purposes.
Mixed Attainment - students from the full ability range are taught within one class.
Setting - students are placed into class sets based on attainment. A student might be in a Set 2 for one subject and a Set 4 for another.

- **Mathematics**
  Mathematics is taught in bands. Students are placed into classes set by attainment. There are 5 mathematics sets in each band. Setting is reviewed regularly by the Head of Faculty and students will be moved sets if appropriate.

- **English**
  English is taught in bands. Students are placed into classes set by attainment. There are 5 English sets in each band. Setting is reviewed regularly by the Head of Faculty and students will be moved sets if appropriate. All students study GCSE English language and GCSE English literature.

- **Science**
  Students placed into either a separate or combined science class. There are 5 sets in each band. The decision on which class a student is placed in is made by the science faculty, based on attainment and performance in KS3. The placement of students is reviewed after formal exams normally sat in January and in the summer.
  The science faculty will allocate students to the appropriate science course i.e. the separate science award or the combined science award.

- **Core Physical Education**
  Students are taught in bands. The groups may change depending on the module being covered.

- **Options Subjects**
  Students are taught in mixed attainment option groups, although where there is more than one class of a subject in the option block, students might be set according to attainment, as decided by the Head of Faculty.

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	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
	F
1	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 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

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 10 2026-2027

Students in year 10 should be spending, on average, 1.5 hrs to 2.5 hrs per day on homework - this includes work set by teachers and independent revision, research, reading and coursework/controlled assessment preparation. Students should try as far as possible to complete homework on the day it has been set.

By Day

	Monday	Tuesday	Wednesday	Thursday	Friday
A Band	Science Option A	Maths Science	Science Option D	Option C	English Option B
B Band	Science Option A	Maths Science	Science Option D	English Option C	Option B

By Subject/ Option

	A Band	B Band
Option A	Monday	Monday
Option B	Friday	Friday
Option C	Thursday	Thursday
Option D	Wednesday	Wednesday
English	Friday	Thursday
Maths	Tuesday	Tuesday
Science	Monday Tuesday Wednesday	Monday Tuesday Wednesday

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 10 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:
What do coercive, abusive and controlling relationships look like?
Where is the line between flirting and harassment?

Throughout this year, Year 10 will also study:
Radicalisation and Extremism
Healthy sexual relationships
Use of language (including Banter)
Staying safe over the Summer

Year 10 Curriculum Topics Studied

Core Subjects

English

Teacher in Charge	Head of Faculty - Shabana Rose
Syllabus board and code	AQA English Language & English Literature GCSEs (8700 and 8702)
Setting Policy	Students are set according to attainment
Topics Studied	
Autumn	Language Paper 1 (Sections A and B) Macbeth
Spring	Pigeon English Power and Conflict poetry
Summer	Spoken Language preparation End of year exam preparation (Language Paper 1 and Power and Conflict Anthology Poetry)

Examination Breakdown

Title	*Details*	*Time*	*%*
English Literature: Paper 1	Shakespeare and 19th Century Novel	1 hour 45 minutes	40%
English Literature: Paper 2	Modern Texts, Anthology Poetry and Unseen Poetry	2 hours 15 minutes	60%
English Language: Paper 1	Exploration in Creative Reading and Writing	1 hour 45 minutes	50%
English Language: Paper 2	Writer's viewpoints	1 hour 45 minutes	50%
Spoken Language assessment	Presentation in a formal setting which is endorsed separately		

Coursework deadlines and assessments dates

Assessments take place each half term. Trial examinations will be in line with the school calendar.

Equipment Needed

• A dictionary and thesaurus
• A set of post-it notes and highlighter pens
• Texts: Students are encouraged to buy their own editions of Macbeth, Frankenstein and Pigeon English so that they can write notes and highlight – this serves as a great advantage when studying a text.
• Guides and support notes. For each text we also encourage the use of a study guide. These are available as books or through online resources. York Notes and CGP have a comprehensive range.

Main Texts / Reading List

Course reading list:
• Pigeon English by Stephen Kelman
• Macbeth by William Shakespeare
• Frankenstein by Mary Shelley
Recommended reads:
Classics:
• Nineteen Eighty Four by George Orwell
• Wuthering Heights by Emily Bronte
• Pride and Prejudice by Jane Austen
• Dracula by Bram Stoker
• If Beale Street Could Talk by James Baldwin
Contemporary:
• Grand Union by Zadie Smith
• His Dark Materials by Phillip Pullman
• The Knife of Never Letting Go by Patrick Ness
• Don't Touch My Hair by Emma Dabiri
• Poor by Caleb Femi
More comprehensive reading lists and recommendations are available from the English teachers

Recommended Websites

• www.englishbiz.co.uk/
• www.bbc.co.uk/schools/ks4bitesize/english/
• www.shmoop.com
• www.sparknotes.com
• www.litcharts.com
• www.youtube.com/user/mrbruff
• https://senecalearning.com/en-GB/

Mathematics

Teacher in Charge	Mrs Scott
Syllabus board and code	Edexcel (1MA1)
Setting Policy	Students are set according to attainment
Topics Studied - Higher	
Autumn	Number Algebra Graphs
Spring	Ratio & Proportion Trigonometry Statistics
Summer	Statistics Angles Probability Revision and preparation for exams
Topics Studied - Foundation	
Autumn	Number Algebra Graphs Perimeter
Spring	Perimeter, Area & Volume Fractions, Decimals & Percentages Statistics
Summer	Angles Probability Revision and preparation for exams

End of GCSE Examination Breakdown

Title	*Details*	*Time*	*marks*
Paper 1	Non Calculator	Foundation—1hr 30 Minutes Higher—1hr 30 Minutes	80 marks
Paper 2	Calculator	Foundation—1hr 30 Minutes Higher—1hr 30 Minutes	80 marks
Paper 3	Calculator	Foundation—1hr 30 Minutes Higher—1hr 30 Minutes	80 marks

Equipment Needed

Scientific calculator, protractor, compass, ruler, pen, pencil.

Main Texts / Reading List

n/a

Recommended Websites

- www.sparxmaths.uk
- www.savemyexams.com/gcse/
- www.mathsgenie.co.uk
- www.mymaths.co.uk
- www.nrich.maths.org
- www.corbettmaths.com

Science

Teacher in Charge	Ms Moran (Head of Science)
Syllabus board and code	Pearson Edexcel Science Separate sciences - 1Bi0, 1CH0, 1PH0 Combined sciences - 1SC0
Setting Policy	The decision regarding which students study separate or combined science is made by the science department at the end of year 9 based on their performance. There is movement throughout the two year GCSE course based on students progress

Topics Studied

	Biology	Chemistry	Physics
Autumn	Key concepts Biochemistry Transport	Atom Structure & the Periodic Table Structure & bonding States of matter and Separating substances Calculations involving masses (Separate only)	Motion Forces Energy
Spring	Plants Health and Disease	Calculations involving masses (Combined only) Making salts Chemistry of carbon (Separate only) Energy changes in reactions (Separate only)	Waves EM spectrum Radioactivity
Summer	Ecosystems	Chemistry of carbon (Combined only) Energy changes in reactions (Combined only) Rate of Reaction Using Earth's resources (Separate only) Groups of the Periodic Table (Separate only)	Electricity (combined only) Astronomy (separate only)

Examination Breakdown

Y10 - 3 x 1 hour 10 minute exams (combined) 3 x 1 hour 30 minutes exams (separate)
Y11 - 6 x 1 hour 10 minute exams (combined) or 6 x 1 hour 45 minute exams (separate)
100% Exam (no coursework).

Coursework deadlines and assessments dates

In the summer of year 10 there are 3 internal exams (bio, chem, phy). There will also be in-class assessments at the end of January/beginning of February to assess progress and students suitability to the course they've been put on.
There is no coursework for any of the GCSE science courses, we run internal assessments throughout the two years The six external exams will take place in May and June of year 11.

Equipment Needed

Pen, pencil, ruler, green pen, highlighter, scientific calculator, revision guides.

Main Texts / Reading List

The students have access to the textbook through ActiveLearn online. It is highly recommended that students purchase a revision guide AND workbook. There are various companies that publish these, CGP and Edexcel are the most popular.

Recommended Websites

- www.bbc.co.uk/schools/gcsebitesize/science/
- www.qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html
- https://activehub.pearson.com
- www.senecalearning.com
- https://sparxscience.com/

PE (Core)

Setting Policy	Mixed ability groups.

Topics Studied

Pupils receive 4/5 options each half term to choose what they would like to participate in. Some options, such as: Spinning, Yoga, Pilates, Swimming or Wimbledon Caddi Club may be chargeable. Any chargeable activities should be paid for in advance and in full for the duration of the half term.
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 (eg coach or referee). Students must bring a note or send an email from parent/carer if they are unable to participate. Failure to do this will lead to a PE detention. Students must remember asthma pumps, epipens and any other medication for every lesson.

Religious Studies (Core)

Teacher in Charge	Mr R Hurley

Topics Studied

Statutory Religious Studies (i.e. non-GCSE) at Key Stage 4 is delivered through regularly scheduled PDW sessions. As indicated by the term 'statutory', the government requires all schools to embed a form of religious education throughout all years and Key Stages. The sessions are designed to be stimulating, active and challenging and will meet the requirements recommended by Richmond Borough's standing advisory council on religious education (SACRE). SACRE stipulates that 'teaching must acknowledge the importance of Christianity as well as incorporating other world religions and life stances.' The programme will attempt to incorporate these elements.
Sessions will take various forms including: a range of classroom activities, and different elements of philosophy and ethical studies.

The following key concepts will be covered:
1. Beliefs, teachings and sources
2. Practices and ways of life
3. Expressing meaning
4. Identity, diversity and belonging
5. Meaning, purpose and truth
6. Values and commitments

Computing (Core)

Teacher in Charge	Ms Clark
Topics Studied	

Students will use their allocated time to work towards their iDEA (inspiring digital enterprise award) Bronze Award. iDEA badges have been mapped against several inputs including National Curricula and the Skills Builder Framework. This helps support life, employability and soft skills, as well as a range of specialist subjects such as enterprise and formal computing (digital literacy, computer science and IT). These sessions have been planned in conjunction with taught elements of both computing and RS to ensure our students are upskilled for their future no matter their path. We have mapped badges against pastoral themes and to tie in with PDW across the key stage.

Through these activities all pupils will have the opportunity to study aspects of information technology and computer science and be taught to:
- develop their capability, creativity and knowledge in computer science, digital media and information technology
- develop and apply their analytic, problem-solving, design, and computational thinking skills
- understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns.

Option Subjects

Art & Design

Teacher in Charge	Miss Bowie
Syllabus board and code	AQA GCSE Art & Design – AQA GCSE 8201
Setting Policy	GCSE Art students are taught in mixed attainment groups.
Topics Studied	
Autumn	Urban Foundation project
Spring	Portraiture
Summer	Project 3- a choice of 1 of 3 project titles

Examination Breakdown

Title	*Details*	*%*
Coursework	Students' work is assessed throughout the course. They are expected to complete an interesting, creative and varied portfolio of coursework, which includes a sketchbook and outcome(s) for each of the three projects studied.	60%
Exam or Externally Set Assignment	Includes preparation time of up to 14 weeks before a 10 hour practical assessment which takes place in the first half of the summer term in year 11. Though this time frame can seem intimidating, most students enjoy this concentrated time period for focusing solely on art. All students will be prepared for this assessment through mock assessments so the process will be familiar by the end of the course.	40%

Coursework deadlines and assessments dates

Coursework details:

A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken. Students must identify and acknowledge sources which are not their own and provide evidence of drawing activity and written annotation. The work submitted for this component will be marked as a whole. Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four assessment objectives.

Students will be expected to compile a presentation portfolio of their best work produced across the four assessment objectives. This takes the form of A3 size sketchbooks (or A4 when appropriate) and additional preparation work with final responses to the themed projects; either in 2D or 3D. Some sketchbook work may be mounted for the final presentation.

This will be completed through Year 10 with a deadline of January in Year 11.

Equipment Needed

GCSE Art students should have a range of art materials or purchase the GCSE Grey Court art pack. This will help them develop and complete work in sketchbooks at home using different media; paints, oil pastels, felt-tip pens, chalk pastels, drawing pencils, glue, scissors etc.
We also strongly recommend that art students purchase an A3 portfolio for protecting and carrying A3 sketchbooks to and from school.

Main Texts / Reading List

Where possible, we recommend art students see live art or at least virtually visit galleries. The British Museum and V&A Gallery both have excellent Japan collections which are very useful for our first project theme:
https://www.vam.ac.uk
https://www.britishmuseum.org/

Recommended Websites

• A great website for finding out what's on, what's free and what's worth seeing - www.timeout.com/london

Other options include:
www.tate.org.uk
https://www.southbankcentre.co.uk/venues/hayward-gallery
https://www.barbican.org.uk/whats-on/art-design
https://www.npg.org.uk/
https://designmuseum.org/
https://www.serpentinegalleries.org/

• www.arts.ac.uk University of the Arts, London – UK's leading Arts University, includes Wimbledon School of Art, Chelsea College of Art, Camberwell School of Art, St Martin's, London College of Communications

Computer Science

Teacher in Charge	Ms. Marchant
Syllabus board and code	OCR J277
Setting Policy	Computer Science is an option taught in mixed attainment groups.
Topics Studied	
Autumn	Data storage, sound, compression and units
Spring	Storage and memory and computer architecture
Summer	Principles of programming Program creation and refinement

Examination Breakdown

Title	*Details*	*Time*	*%*
Computer Systems	1. Systems Architecture 2. Memory & Storage 3. Networks 4. Network Security 5. Systems Software 6. Impacts of Technology	1 hour 30 minutes	50%
Computational thinking, algorithms and programming	1. Algorithms 2. Programming Fundamentals 3. Producing Robust Programs 4. Boolean Logic 5. Languages & IDEs	1 hour 30 minutes	50%

Coursework deadlines and assessments dates

2 GCSE exams summer 2027

Equipment Needed

Stationary and access to Google Classroom.
The textbook/revision book below may be helpful but is not a requirement of the course.

Main Texts / Reading List

• Clear Revise OCR GCSE Computer Science J277 (PG Online) ISBN: 978-1-910523-23-0
• Please ensure any textbooks / revision materials you purchase have the code OCR Computer Science J277

Drama

Teacher in Charge	Ms Burton
Syllabus board and code	AQA 8261
Setting Policy	Drama is an option taught in mixed attainment groups.
Topics Studied	
Autumn	Drama skills/practitioners Component 1: Written exam - Blood Brothers Practical Exploration & Live Theatre Evaluation
Spring	Component 1: Written exam - Blood Brothers practical exploration
Summer	Component 2: Devising Drama exam (worth 40% of GCSE)

Examination Breakdown

Title	*Details*	*Time*	*%*
Component 1: Understanding Drama	Knowledge and understanding of drama and theatre Study of one set play from a choice of six (current text: Blood Brothers by Willy Russell) Analysis and evaluation of live theatre makers It is assessed through an open book written exam, which is marked externally.	1 hour 45 minutes	40%
Component 2: Devising Drama	Process of creating devised drama Performance of devised drama (students may contribute as performer or designer) Analysis and evaluation of own work Marked internally and then moderated by AQA.	Up to 20 minutes (dependent on group size)	40%
Component 3: Texts in Practice	Assessed through the performance of two extracts from one play, in which students may contribute as performer or designer. Each extract is marked separately out of 20. There is a free choice of play but it must contrast with the set play chosen for component 1. Marked by an external AQA examiner.	Up to 20 minutes (dependent on group size)	20%

Coursework deadlines and assessments dates

Component 2: Devising Drama Practical Exam - Summer Term

Equipment Needed

• Students should keep an organised folder on their google drive to store all work so that they can revisit it for revision at a later date.
• Students will need to complete homework and written work and submit this on Google Classroom, which will be marked and returned online.
• A copy of the Blood Brothers text will be required at the start of the school year. Students will be asked to purchase their own copy so that they can annotate it and take notes.

Main Texts / Reading List

- AQA GCSE Drama Student Book by Annie Fox (Illuminate Publishing)
- Blood Brothers by Willy Russell
- Blood Brothers Play Guide for AQA GCSE Drama (Illuminate Publishing)
- GCSE Bitesize Drama by Andy Kempe (BBC Active; 2006)
- Theatre reviews in newspapers and online

Recommended Websites

- www.aqa.org.uk/subjects/drama/gcse/drama-8261
- www.bbc.co.uk/schools/gcsebitesize/drama/

Practitioner Websites

Frantic Assembly https://www.franticassembly.co.uk/

The Paper Birds Theatre Company https://www.thepaperbirds.com/

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/

The National Theatre www.nationaltheatre.org.uk/

Shakespeare's Globe www.shakespearesglobe.com/

Food Preparation & Nutrition

Teacher in Charge	Miss Campbell
Syllabus board and code	AQA GCSE Food Preparation and Nutrition (8585)
Setting Policy	Taught in mixed attainment groups.
Topics Studied	
Autumn	All sections will have theory and practical elements Section 1: Nutrients, diet, nutrition and health Section 2: Food safety Section 3: Food choice
Spring	Section 4: Food provenance and the environment Visits, trips and skills workshops Section 5: Food science
Summer	Mock NEA Task 2: Practice food preparation task Mock NEA Task 1: Practice food science investigation task Presentation skills and exam preparation Self-reflection, PLCs and learning audit

Examination Breakdown

Title	*Details*	*%*
Paper 1: Written examination	Theoretical knowledge of food preparation and nutrition from subject content: food, nutrition and health, food science, food safety, food choice and food provenance	50%
Non-exam assessment (NEA)	Task 1: Food science investigation. Students' understanding of the working characteristics, functional and chemical properties of ingredients. Task 2: Food preparation and nutrition assessment Students' knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food, and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.	50%

Coursework deadlines and assessments dates

Exam in summer term of year 11
NEA tasks – NEA1 - October half term and NEA2 - Easter holidays.
Completion and submission by April of year 11

Equipment Needed

Students will need to bring in all ingredients for practical lessons, as well as a good sized container with a lid.
A4 lever arch file with separators
Pen, pencil, ruler, eraser, sharpener

Main Texts / Reading List

- AQA Food Preparation & Nutrition – (Illuminate) Anita Tull & Gary Littlewood
- AQA Food Preparation & Nutrition – Hodder Education
- AQA Design and Technology: Food Technology student book – Nelson Thornes 2009

Recommended Websites

http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585
http://www.bbc.co.uk/food/ - BBC Food
http://foodafactoflife.org.uk/ - Food a Fact of Life
https://www.nutrition.org.uk/ - British Nutrition Foundation
https://www.bbc.co.uk/bitesize/subjects/zdn9jhv

French

Teacher in Charge	Ms López
Syllabus board and code	Pearson Edexcel GCSE (9 - 1) in French
Setting Policy	French is an option taught in mixed attainment groups.
Topics Studied	
Autumn	**Thematic context: Media and technology, My personal world Grammar: The present tense (regular and irregular verbs, the near future tense, the perfect tense, reflexive verbs, adjective agreement, direct object pronouns**
Spring	**Thematic context:** Studying and my future, Lifestyle and wellbeing **Grammar**: Comparatives, verbs followed by infinitives, the perfect tense (irregular and reflexive verbs), the imperfect tense, partitive articles, modal verbs, the simple future tense.
Summer	**Thematic context: Travel and tourism Grammar: Conditional, the perfect tense of modal verbs, using si + present tense + simple future tense.**

Examination Breakdown

Title	*Details*	*%*
Listening Exam	Final examination	25%
Speaking Exam	Final examination	25%
Reading Exam	Final examination	25%
Writing Exam	Final examination	25%

Coursework deadlines and assessments dates

Students will have to complete four externally examined papers. Students will complete their speaking assessment in March/April of year 11 and all the other assessments in May/June of year 11.

Equipment Needed

Pen, pencil, ruler, glue stick, white board pen (see planner for full equipment list).

Main Texts / Reading List

Pearson Edexcel GCSE French Higher/Foundation, Pearson Edexcel GCSE French Revision guide and Revision workbook (2026)

Recommended Websites

- www.languagesonline.org.uk
- www.activehub.com
- www.quizlet.com
- www.wordreference.com

Geography

Teacher in Charge	Mrs Angus
Syllabus board and code	AQA - 8035
Setting Policy	Taught in mixed attainment groups.
Topics Studied	
Autumn	Paper 2 Topic - Urban issues and challenges
Spring	Paper 1 Topic - Coastal and river landscapes in the UK
Summer	Paper 2 Topic - Changing economic world Paper 3 Topic - human geography field trip

Examination Breakdown

Title	*Details*	*Time*	*%*
Paper 1: Living with the physical environment	written exam	1 hour 30 minutes	35%
Paper 2: Challenges in the human environment	written exam	1 hour 30 minutes	35%
Paper 3: Geographical applications	written exam	1 hour 30 minutes	30%

Coursework deadlines and assessments dates

No coursework. The course is completely linear and all examinations will be at the end of year 11.

Equipment Needed

Pen, pencil, ruler, glue stick, colouring pencils, calculator.

Main Texts / Reading List

- GCSE Geography (AQA approved) By Simon Ross, Rowles, Holmes & Digby
- CGP – GCSE 9-1 Geography AQA A Specification The Revision Guide

Recommended Websites

- www.aqa.org.uk
- www.bbc.co.uk/news/uk/

German

Teacher in Charge	Ms Moore
Syllabus board and code	Pearson Edexcel GCSE (9 - 1) in German
Setting Policy	German is an option taught in mixed attainment groups.
Topics Studied	
Autumn	**Thematic contexts**: Studying and my future, Media & technology **Grammar**: word order with 'weil', adjectives, modal verbs, perfect and imperfect tenses
Spring	**Thematic contexts: My personal world, Lifestyle & wellbeing** **Grammar: separable verbs, imperfect tense, future tense, comparatives, superlatives, um...zu, seit**
Summer	**Thematic contexts: My neighbourhood** **Grammar: prepositions with accusative & datives cases, conditional tense**

Examination Breakdown

Title	*Details*	*%*
Listening Exam	Final examination	25%
Speaking Exam	Final examination	25%
Reading Exam	Final examination	25%
Writing Exam	Final examination	25%

Coursework deadlines and assessments dates

Students will have to complete four externally examined papers. Students will complete their speaking assessment in March/April of year 11 and all the other assessments in May/June of year 11.

Equipment Needed

Pen, pencil, ruler, glue stick, white board pen (see planner for full equipment list).

Main Texts / Reading List

Pearson Edexcel GCSE German Higher/Foundation, Pearson Edexcel GCSE German Revision guide and Revision workbook (2026)

Recommended Websites

- www.languagesonline.org.uk
- www.activehub.com
- www.quizlet.com
- www.wordreference.com
- www.dw.de

Graphic Communication (AQA GCSE Art & Design)

Teacher in Charge	Mr S. Nair
Syllabus board and code	AQA Art And Design - Graphic Communication 8201
Setting Policy	At Key Stage 4 AQA Art & Design -Graphic Communication is an option subject taught in mixed attainment groups.
Topics Studied	
Autumn	Year 10 Term one: Introduction to Graphic Communication Understand the components of Graphics. AO1: Develop ideas through investigations, demonstrating critical understanding of sources. Students experience a range of traditional and/or experimental ways of developing, refining and recording ideas. The teacher introduces and explains the nature of the four assessment objectives to students. Students consider different types of sources and make connections with the work of artists, craftspeople and designers. Students are encouraged to record their observations, ideas and insights using appropriate drawing and written annotation.
Spring	Year 10 Term 2 and 3 -AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes; AO3 - Record ideas, observations and insights relevant to intentions as work progresses; AO4 -Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Directed project: up to 14 weeks This is mostly a teacher directed phase with mini tasks given to students to apply the knowledge of the learnt theory.
Summer	***Directed project: up to 14 weeks*** ***This is mostly a teacher directed phase with mini tasks given to students to apply the knowledge of the learnt theory. Plus 10 Hour exam (AO4) to be set based on Directed tasks given at the start of the term.***

Examination Breakdown

Title	*Details*	*Time*	*Assessment*
Students complete AO4 which is similar to the Externally set component released by the exam board in January of the second year of study.	Component 1- Portfolio compilation and presentation of display folder	September to May 31st	Internal and external
	Component 2 - Students to work on their sustained project	10 hours Jan - May	Internal and external

Coursework deadlines and assessments dates

AO2 Students start with a sustained project in January : All AO1 to AO3 will be carried out until 1st May, this results in a 10 hour practical exam to address AO4 (the making of the final outcome)

Equipment Needed

Range of drawing pencils h,hb,b, eraser, 30cm ruler, 2x fine liners, pencil sharpener, watercolour colours , colour pencils, coloured drawing pens, paints/inks, A3 folder, a calculator.

Main Texts / Reading List

- Design and Technology AQA GCSE (9-1) M J Ross
- AQA GCSE D&T: Graphic Products – 2010 edition
- Lonsdale: GCSE Graphic Products Essentials Revision Guide
- Lonsdale: GCSE Graphic Products Essentials Student Workbook

Recommended Websites

- www.design-technology.org/
- www.designmuseum.org
- www.designboom.com
- www.Pinterest.com

Sport

Teacher in Charge	Mr Murphy
Syllabus board and code	BTEC Level 1/Level 2 Tech Award in Sport (603/7068/3)
Setting Policy	Taught in mixed attainment groups.
Topics Studied	
Autumn, Spring, Summer	This qualification shows learners how to: investigate provisions for sport including equipment and facilities to enhance sport planning and delivery of sport drills and sessions fitness for sport including fitness testing and methodology.

Examination Breakdown

Title	*Details*	*Time*	*%*
Component 1	Preparing Participants to Take Part in Sport and Physical Activity. Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. Assessment window December/January and May/June	*5 hours*	*30%*
Component 2	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. December/January and May/June	*4 hours*	*30%*
Component 3	External assessment set and marked by Pearson, completed under supervised conditions. Assessment window January/February and May/June	1.5 hours	40%

Equipment Needed

A4 exercise book needed for each theory lesson. Full pencil case needed for each theory lesson. Practical lessons (will run alongside theory lessons at the discretion of the teacher).

Main Texts / Reading List

Syllabus: BTEC Level 1/Level 2 Tech Award in Sport (603/7068/3). All students will have access to The PE Classroom online resource which includes a range of revision exercises

Recommended Websites

https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/sport/2022/specification-and-sample-assessments/btec-tech-award-sport-spec.pdf

Health & Social Care

Teacher in Charge	Ms Braham
Syllabus board and code	Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care
Setting Policy	Option is taught in mixed attainment groups.
Topics Studied	
Autumn	The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Two components studied throughout the year. Component 1: Human Lifespan Development - Students could be asked to write a report to illustrate how people change over different life stages. Students could choose an individual, e.g. a well-known person, and carry out desk research to find out how they have changed over the course of three life stages (the life stages chosen by learners) and then use this to write a report. Students should have the opportunity to choose the person that they want to research.
Spring	**Component 1: Human Lifespan Development -** Students could be asked to write a report to assess how two students have coped with the same type of life event (students will choose a life event. Ideally, students will do this by talking to the individuals. Students will need to respect the confidentiality of interviewees.
Summer	**Component 2: Health and Social Care Services and Values -** Students could be asked to carry out a review into health and social care services available in their area. Students could be given a case study on two individuals with different health and social care needs: one will have health care needs, and the other social care needs. The case study details why they need to access these services, as well as their specific circumstances that would impact on their ability to access them. Students carry out research to find local services that meet their needs.

Examination Breakdown

Title	*Details*	*Time*	*%*
1) Human Lifespan Development	**Students will complete two internally assessed assignments.** • Understand human growth and development across life stages and the factors that affect it • Investigate how individuals deal with life events.	n/a	30%
2) Health and Social Care Services and Values	**Students will complete one internally assessed assignment.** • Understand the different types of health and social care services and barriers to accessing them	n/a	30%
3) Health and Well-being	• **Externally assessed written**	2hrs	40%

examination in Y11. • 60 marks synoptic assessment. • Task set and marked by Pearson, completed under supervised conditions. • The set task will be completed in two hours in the period timetabled by Pearson.

Coursework deadlines and assessments dates

Deadlines for assignments will be set by your class teacher over the course of the year.

Equipment Needed

- BTEC Tech Award Health and Social Care Student Book
- A range of pens
- Pencils
- Highlighters
- Colouring pencils/felt tips, ruler, rubber, A4 folder.

Main Texts / Reading List

TBC

Recommended Websites

• www.doh.gov.uk Department of Health
• www.scieco.uk Social Care Institute for Excellence
• www.skillsforcare.org.uk Sector Skills Council for Social Care
• www.skillsforhealth.org.uk Sector Skills Council for Health
• www.who.int The World Health Organisation

History

Teacher in Charge	Miss Hawkins
Syllabus board and code	Edexcel (1HI0)
Setting Policy	Option taught in mixed attainment groups.
Topics Studied	
Autumn	Medicine Through Time
Spring	Medicine Through time The British sector of the Western Front, 1914-18: injuries, treatments and trenches
Summer	Germany 1919-39

Examination Breakdown

Title	*Details*	*Time*	*%*
Paper 1 (Medicine)	Written Exam	1 hour 20 minutes	30%
Paper 2 (Cold War & Elizabeth) TAUGHT IN YEAR 11	Written Exam	1 hour 50 minutes	40%
Paper 3 (Germany)	Written Exam	1 hour 30 minutes	30%

Coursework deadlines and assessments dates

No coursework for this course, all will be assessed in summer exams

Equipment Needed

Pens, pencils, rulers, coloured pencils, glue, scissors, exercise books and textbook

Main Texts / Reading List

-Edexcel GCSE (9-1) History Weimar and Nazi Germany, 1918-1939
-Edexcel GCSE (9-1) History Superpower relations and the Cold War, 1941–91
-Edexcel GCSE (9-1) History Medicine through time, c1250-present
-Edexcel GCSE (9-1) History Early Elizabethan England, 1558–1588
-New GCSE History Revision guide for the new 9-1 course.

Recommended Websites

- Google Classroom
- http://www.johndclare.net/
- http://spartacus-educational.com/

Mandarin Chinese

Teacher in Charge	Mr McCrohan
Syllabus board and code	Pearson Edexcel GCSE (9 - 1) in Chinese (1CN0)
Setting Policy	Taught in mixed attainment groups.
Topics Studied	
Autumn	Theme – Identity and culture (self and family, free time) Grammar – the use of measure word for nouns, using past, present and future tenses, comparison structures, comparatives and superlatives, complex structures such as 'be interested in...', 'when...', 'both...and...' , 'apart from..., also...'
Spring	Themes – School (school days, school activities) and media Grammar- the use of comparison structures. Using connectives to link pronouns, adjectives and phrases to nouns, using connectives to express actions in progress, Chinese idioms, complex structures 'not only..., but also...', 'Although..., but...', '...while...', 'after... finished, then...', 'if..., then (will)...'
Summer	Theme – Local area, holiday and travel (local area) Grammar – expressing completed action and having an experienced action, Chinese idioms, complex structure 'Because..., therefore...', 'as soon as, I will...', 'first.., then...' Exam practice

Examination Breakdown

Title	*Details*	*%*
Written Exam	Open response questions plus a translation into the target language.	25%
Speaking Exam	One role-play, one picture-based task and one general conversation on two themes.	25%
Listening Exam	Final examination	25%
Reading Exam	Final examination including a translation into English	25%

Coursework deadlines and assessments dates

Students will have to complete four externally examined papers. Students will complete their speaking assessment in March/April of year 11 and all the other assessments in May/June of year 11.

Equipment Needed

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

Main Texts / Reading List

Students can best extend their linguistic skills by reading magazines and publications (either in digital or paper format) in the target language. All students would benefit from having a Chinese/English dictionary/app. All students use the Edexcel GCSE Chinese (9-1) text book, which can be purchased from Amazon.

Recommended Websites

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

Media

Teacher in Charge	Miss Howell
Syllabus board and code	Pearson - Creative Digital Media Production – BTEC Tech Award
Setting Policy	Taught in mixed attainment groups.
Topics Studied	
Autumn	Component 1: Exploring Media Products Learners will develop their understanding of how products create meaning for their audiences. Learners will also examine existing products and explore media production techniques. This component is internally assessed and involves writing two essays worth 60 marks in total.
Spring	
Summer	Preparation for Component 2: Developing Digital Media Production Skills (which will be sat in Year 11). Learners will develop skills and techniques in media production processes by reworking media products from the audio/moving image sector. This component is internally assessed and will involve submitting a portfolio of evidence. It is a mix of written and practical work, worth 60 marks in total and will be completed between September and December, during lessons and in your own time.

Examination Breakdown

Title	*Details*	*Time*
Component 1	Task 1: Audience and Purpose Task 2: Film Analysis	February - early May of Year 10

Coursework deadlines and assessments dates

early May 2026

Equipment Needed

Main Texts / Reading List

• Media Magazine (school subscription)

Recommended Websites

• YouTube tutorials on CapCut

Music

Teacher in Charge	Mr Millar
Syllabus board and code	EDUQAS MUSIC 2016 (C660)
Setting Policy	Option is taught in mixed attainment groups.
Topics Studied	
Autumn	Elements of Music, The Baroque Orchestra and Basso Continuo (Bach: Badinerie), Rock and Pop history, Music for Ensemble (Toto: Africa) Solo performance draft 1. Free composition draft 1. Music theory and dictation.
Spring	Leitmotifs and Mickey-mousing, The Classical Concerto, The Romantic Period, Video Game Music. Music theory and dictation. Free composition draft 2.
Summer	Musical Theatre, Jazz and Blues, Chamber Music, Bhangra and Fusion, African Drumming and Samba. Recording performances. Complete composition No 1. Revise/review set works and areas of study. Summer exams

Examination Breakdown

Title	*Details*	*%*
Paper 1	Performing (Submit 1 Solo & 1 ensemble performance). 4 mins minimum for both.	2 X 15%
Paper 2	Composing (2 compositions). 4 minutes minimum for both.	2 X 15%
Paper 3	Listening and Appraising (recorded extracts)	40%

Coursework deadlines and assessments dates

By December of year 10 – 1st Draft of Solo performance and composition and Draft 2 completed by April of year 10. Ensemble performance and composition 2 prep work completed by June of year 10. Recording of at least 1 performance and draft completion of free composition submitted as year 10 exam. (Date as per exam Calendar).

Equipment Needed

- Musical instrument
- Lesson resources/notes, google classroom

Main Texts / Reading List

Eduqas GCSE Music, course booklet and resources on Google Classroom

Recommended Websites

• https://www.bbc.co.uk/bitesize/examspecs/zbmct39
• https://teoria.com/
• https://www.musictheory.net/exercises
• https://www.eduqas.co.uk/qualifications/music-gcse/
• https://www.rpfuller.com/gcse/music/baroque.html
• https://www.rpfuller.com/gcse/music/classical.html
• https://www.rpfuller.com/gcse/music/romantic.html

Music Technology NCFE

Teacher in Charge	Mr M Allchurch
Syllabus board and code	NCFE Level 1/2 Technical Award in Music Technology
Setting Policy	Music Technology is an option taught in mixed attainment groups.
Topics Studied	
Autumn	Introduction to music technology and the music business, The digital audio workstation (DAW)
Spring	The digital audio workstation (DAW), Musical elements, musical style and music technology
Summer	Musical elements, musical style and music technology, Sound Creation

Examination Breakdown

Title	*Details*	*%*
Non-exam assessment (NEA)	Externally-set, internally marked and externally moderated synoptic project (17 hours)	60%
Examined assessment	Externally-set and externally marked written exam (1.5 hours)	40%

Coursework deadlines and assessments dates

Students will complete pieces of work to embed and support the knowledge learnt in each content area throughout year 10 and the start of year 11. Assignment deadlines for formative assessments, tests and projects will vary throughout the year.
The exam board set an assessment brief for the synoptic project (NEA) at the start of year 11, which will assess students' knowledge and practical application of the 5 content areas, with students completing this in the Spring of year 11.
The exam will take place in the Summer of Year 11 and will also assess students' knowledge of the 5 content areas.

Equipment Needed

• Folder for handouts
• Bound notebooks for each content area
• USB storage devices to backup practical work (ideally at least 64GB)
• Headphones with a regular mini jack connector - bluetooth and phone connectors are incompatible. Headphones can be provided but some students may wish to use their own.

Main Texts / Reading List

- Music: The Business – Ann Harrison
- The Dance Music Manual – Rick Snoman
- Music Theory for Computer Musicians – Michael Hewitt
- Creative Recording 1 and 2 – Paul White
- Magazines such as Sound on Sound, Future Music and Music Week

Recommended Websites

www.musictheory.net
www.soundonsound.com
www.musiciansunion.org.uk
www.youtube.com/user/MusicTechHelpGuy
www.youtube.com/c/TheHouseofKushTV

Physical Education GCSE

Teacher in Charge	Mr Murphy
Syllabus board and code	AQA PE GCSE 8582
Setting Policy	Option taught in mixed attainment groups.
Topics Studied	
Autumn	Health, fitness and well-being. Applied anatomy and physiology
Spring	Movement analysis. Physical training
Summer	Practical analysis assessment. Sports Psychology,
Examination Breakdown	
Title	*40% practical and 60% total for the two written exams (see below)*
Practical Element	Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). • Analysis and evaluation of performance to bring about improvement in one activity.
Theoretical Element	Paper 1: The human body and movement in physical activity and sport. What's assessed: Applied anatomy and physiology, movement analysis, Physical training, Use of data. 30% of final mark. Paper 2: Socio-cultural influences and well-being in physical activity and sport: What's assessed: Sports psychology, socio-cultural influences, health, fitness and well-being, Use of data. 30% of final mark.

Coursework deadlines and assessments dates

Controlled assessments will take place during year 10/11.

Equipment Needed

A4 exercise book needed for each theory lesson. Full pencil case needed for each theory lesson. Practical lessons (will run alongside theory lessons at the discretion of the teacher). Students will receive one double theory and one single theory lesson per week. Each student will receive a Kerboodle online learning account which will enable them to access the PE textbook and access to The PE Classroom online resource which includes a range of revision exercises. If homework is not handed in on time, they will miss their double PE Core lesson to complete.

Main Texts / Reading List

- AQA Physical Education, accessed online
- The PE Classroom & Kerboodle, accessed online

Recommended Websites

http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582

Politics AS

Teacher in Charge	Ms James
Syllabus board and code	Pearson (Edexcel) Advanced Subsidiary (AS) GCE in Politics (8PL0)
Setting Policy	
Topics Studied	
Autumn	Democracy and participation – 20 hours Electoral systems – 15 hours
Spring	UK political parties -20 hours Voting behaviour and the media – 15 hours
Summer	Revision Internal examination (UK Politics)

Examination Breakdown

Title	*Details*	*Time*	*%*
Component 1: UK Politics	Democracy and participation Political parties Electoral systems Voting behavior and the media	1 hour 45 minutes	50%
Component 2: UK Government	The constitution Parliament PM and Executive Relationships between the branches of government	1 hour 45 minutes	50%

Coursework deadlines and assessments dates

Practice questions throughout the year

Equipment Needed

An agile mind and thirst for learning! A pack of eight coloured highlighters. A folder, with four folder dividers inside. Students will be required to purchase a textbook.

Main Texts / Reading List

Textbook: Pearson Edexcel A Level UK Government and Politics Seventh Edition ISBN: 9781398388093
Two newspapers per week: one left-leaning and one right-leaning

Recommended Websites

https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics-2017.html

Religious Studies GCSE

Teacher in Charge	Mr Hurley
Syllabus board and code	Edexcel B 1RB0
Setting Policy	Religious Studies is an option taught in mixed attainment groups.
Topics Studied	
Autumn	Islam: Belief in Allah Islam: Crime and Punishment
Spring	Islam: Living the Muslim Life Islam: Peace and conflict
Summer	Revision

Examination Breakdown

Title	*Details*	*Time*	*%*
Religion, Philosophy and Social Justice: Christianity	Written exam	1 hour 45 minutes	50%
Religion, peace and conflict: Islam	Written exam	1 hour 45 minutes	50%

Coursework deadlines and assessments dates

N/A

Equipment Needed

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

Main Texts / Reading List

‘Religion, Peace and Conflict through Islam’ Oxford – 978 019 8370437
Regularly reading a quality newspaper will cover many of the topics we study and will enhance understanding.

Recommended Websites

- http://www.bbc.co.uk/schools/gcsebitesize/rs
- http://www.bbc.co.uk/religion
- Wikipedia

Spanish

Teacher in Charge	Ms Lopez
Syllabus board and code	Pearson Edexcel GCSE (9 - 1) in Spanish
Setting Policy	Spanish is an option taught in mixed attainment groups.
Topics Studied	
Autumn	**Thematic context:** My personal world, Media and technology, Travel and tourism. **Grammar:** Present tense (including irregular and stem-changing verbs), preterite and the imperfect tenses, the near future, the conditional with me gustaría, direct object pronouns (lo/la/los/las), verb phrases followed by the infinitive, comparative and superlatives.
Spring	**Thematic context:** Media and technology, My personal world and Lifestyle and wellbeing. **Grammar:** Possessive adjectives, the present continuous, ser and estar, desde hace + period of time, reflexive verbs and verbs of opinion, para + infinitive, verbs followed by infinitive, indefinite adjectives, the simple future.
Summer	**Thematic context:** Studying and my future. **Grammar:** Absolute superlatives, relative pronouns, llevar + present participle, lo que, conditional tense, adverbs ending in -mente, negatives and the positions of adjectives. Exam practice

Examination Breakdown

Title	*Details*	*%*
Listening Exam	Final examination	25%
Speaking Exam	Final examination	25%
Reading Exam	Final examination	25%
Writing Exam	Final examination	25%

Coursework deadlines and assessments dates

N/A

Equipment Needed

Pen, whiteboard pen, pencil, rule, glue stick, scissors, etc (see planner for full list).

Main Texts / Reading List

Pearson Edexcel GCSE Spanish Higher/Foundation, Pearson Edexcel GCSE Spanish Revision guide and Revision workbook (2026)

Recommended Websites

- www.languagesonline.org.uk
- www.quizlet.com
- www.wordreference.com
- www.activehub.com

Statistics

Teacher in Charge	Mrs Scott
Syllabus board and code	Edexcel GCSE Statistics 1ST0
Setting Policy	Option is taught in mixed attainment groups.
Topics Studied	
Autumn	Data collection, tabulation, data representation, surveys, sampling, calculating measures of location and spread.
Spring	Probability, cumulative frequency, box and whisker diagrams, scatter graphs and correlation, histograms.
Summer	

Examination Breakdown

Title	*Details*	*Time*	*%*
Paper 1	• Paper 1 assess all content • ● Questions on statistical methods, familiar and unfamiliar contexts and the component • parts of the statistical enquiry cycle • ● The papers contain short response, medium response and extended response questions	1 hour 30 minutes	50%
Paper 2	• Paper 2 assess all content • ● Questions on statistical methods, familiar and unfamiliar contexts and the component • parts of the statistical enquiry cycle • ● The papers contains short response, medium response and extended response questions	1 hour 30 minutes	50%

Coursework deadlines and assessments dates

No coursework

Equipment Needed

Scientific calculator, protractor, compass, ruler, pen pencil

Main Texts / Reading List

Edexcel 9-1 GCSE Statistics

Recommended Websites

• www.mymaths.co.uk
• www.statistics genie.co.uk , www.statsacademy.co.uk
• www.edexcel/ GCSE statistics, https://mrshodgettsstatistics.com

Textiles Design

Teacher in Charge	Miss Campbell
Syllabus board and code	AQA GCSE Art & Design- Textile design (8204)
Setting Policy	Option taught in mixed attainment groups.
Topics Studied	
Autumn	Mixed Media/Surface qualities and textural effects
Spring	Cultural textiles / Museum visit and exploring theme "Pattern and Decoration"
Summer	Making artefact inspired by museum and cultural studies

Examination Breakdown

Title	*Details*	*Time*	*%*
Component 1: Portfolio	Students' work is assessed throughout the course. They are expected to complete an interesting, creative and varied portfolio of coursework, which includes a sketchbook and final piece for each of the three projects studied.	Selection of work completed in year 10 & 11	60%
Component 2: External Set	Includes preparation time of up to 13 weeks before a 10 hour practical assessment which takes place in the first half of the summer term in Year 11. Though this time frame can seem intimidating, most students enjoy this concentrated time period for focus solely on Art. All students will be prepared for this assessment through mock assessments so the process will be familiar by the course end.	Culminates in a 10hr Exam	40%

Coursework deadlines and assessments dates

Coursework details:

A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken. Students must identify and acknowledge sources which are not their own and provide evidence of drawing activity and written annotation. The work submitted for this component will be marked as a whole. Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four Assessment Objectives.

Students will be expected to compile a presentation portfolio of their best work produced across the four Assessment Objectives. This takes the form of A3 size sketchbooks (or A4 when appropriate) and additional preparation work with final responses to the themed projects; either in 2D or 3D. Some sketchbook work may be mounted for the final presentation.

This will be completed through year 10 with a deadline of January in year 11.

Externally Set Assignment details:

In year 11 (January) students start the externally set assignment which is 40% of final marks awarded.
Students respond to one starting point/question (in the same way as their coursework projects) chosen from an Exam paper set by AQA and given out by teacher in late January. Supporting materials will be
created by the Department and provided throughout the preparation period.

The preparatory period will last approximately 13 weeks and will be used to research, investigate, and develop ideas. It will conclude with a final 10 hour exam.

Assessment & moderation subject to timetable:

All coursework and final exam assessments marks are marked internally and then sent to AQA by 31st May 2022 for moderation by the examining body.

Equipment Needed

GCSE Textiles students should have a variety of Art materials and Textiles equipment and purchase the Grey Court GCSE Textiles pack. This will help them further develop and complete work at home using different media such as paints, oil/chalk pastels, drawing pencils, felt tip pens/fineliners, scissors, glue etc A good sewing kit including shears.
An A3 plastic wallet folder to present work and an A3 handled folder to carry practical work and fabrics.

Main Texts / Reading List

Where possible, we recommend Textiles students see live Textiles/Textiles Art through galleries, exhibitions, fashion shows and high street/designer fashion and homeware stores. There are many free exhibitions in London which can be hugely inspiring to designers/artists. These can be found in specific museums/galleries (such as the Design museum and the Textiles museum) but also within museum collections (such as the Victoria & Albert Museum). Even visiting specific parts of the city, buildings or places of interest outside London are often of great interest and inspiration to GCSE Textiles students. Please check booking requirements, age-appropriate content and be aware of any safety measures in place prior to visiting.

Recommended Websites

• A great website for finding out what's on, what's free and what's worth seeing - www.timeout.com/london
• www.tate.org.uk
• www.hayward.org.uk
• www.serpentinegallery.org
• www.designmuseum.org
• www.saatchi-gallery.co.uk
• www.arts.ac.uk University of the Arts, London – UK's leading Arts University, includes Wimbledon School of Art, Chelsea College of Art, Camberwell School of Art, St Martin's, London College of Communications

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 2025-26, 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 and the Senior Deputy Designated Safeguarding Lead is Mrs S Mercer. Mr Kisby is the Deputy Designated Safeguarding Lead for KS3 and Ms Ilett is the Deputy Designated Safeguarding Lead for KS4. . The nominated safeguarding Governor is Elizabeth Rowley (erowley@greycourt.org.uk) . If you have a safeguarding concern about a child please contact the Designated Safeguarding Lead Team : **dsl@greycourt.org.uk**, 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 submitted must be your own original effort. Any misuse of AI in this way will lead to sanctions.

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' or 'tw107hn'), and their school network (not email) login details. e.g. Freddie James who joined Greycourt in September 2026 username would be fjames26.
(* 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. They are permitted to have them in their communal areas in the Sixth Form building, but phones and earbuds/headphones should not be seen or heard in any area in the main school or they will be confiscated.

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 taking out your equipment. Coats should have been removed before entering the classroom.

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.