GREY COURT

SCHOOL

**Year 9
Curriculum Booklet
2022-2023**

Dear Parents/Carers,

Year 9: A Year of Challenges and Choices

Year 9 marks the end of the National Curriculum Key Stage 3, which culminates in students being awarded the end of Key Stage 3 levels in all subjects.

At the start of the spring term students will be choosing their Key Stage 4 options. Many parents and students are anxious that correct choices are made at this point and an Options evening in February will address and support the making of informed choices for the future. Please encourage your child to study thoroughly and consistently throughout Year 9 in preparation for examinations and choices.

There will be some important decisions over the next academic year, and we will ensure your child has the best support available, as Year 9 students progress into Key Stage 4.

Grey Court offers a wealth of experience and opportunities, and students are encouraged to participate fully in all aspects of school life.

In Year 9, students often feel a greater sense of independence and maturity, with new social and personal pressures being faced and academic expectations increasing. Your child will need guidance to achieve a balance between academic and social demands. By working together we can enable them to make mature, responsible decisions. Key to this will be target setting, during which students are encouraged to engage with their own learning and discuss their progress with teachers and tutors.

I am delighted to oversee the academic and pastoral development of this year group and to continue the very positive working relationships established between the students, parents and Key Stage 3 Phase team. We have further added to our team this year, with the appointment of Ms Howarth as Deputy Phase Leader, attached to Year 9.

Please do not hesitate to contact me, Ms Howarth or your child's tutor, should you have concerns regarding your child's progress at school. I look forward to working in partnership with you in supporting your child.

Yours faithfully

Mr A Ridley

Phase Leader – Year 8 and 9 Key Stage 3

What's in your Curriculum Booklet?

Key Dates for Year 9

2022

September

Mon 5th	**Autumn Term Begins** (inset day for staff)
Tues 6th	Years 7 & 12 return
Wed 7th	Years 8, 9, 10 & 11 return
Thu 8th	Year 13 return
Wed 14th	Year 9 Parents' Information Evening
Fri 30th	School Photo Day

October

Fri 14th	Activity Day (normal timetable suspended)
Half Term	**Thu 20th - Fri 28th Oct - Staff & Years 11, 12 & 13**
	Thu 20th Oct - Tue 1st Nov - Years 7, 8, 9 & 10
Mon 31st	Inset Day for Staff - Years 11,12 & 13 return

November

Wed 2nd	Years 7, 8, 9 & 10 return to school
Thu 24th	Academic Tutoring day

December

Thu 8th	Christmas Concert
Fri 16th	**Term Ends**

2023

January

Tue 3rd	**Spring Term Begins - all students return to school**

February

Wed 8th	Year 9 Parents' Evening
Thurs 9th TBC	Activity Day (normal timetable suspended)
Half Term	**Friday 10th - Friday 17th Feb**
Mon 20th	Inset Day for Staff - Year 11 and selected Year 12/13 students attend
Tue 21st	Students return to School
Thu 23rd	Options Video Presentation (virtual)

March

Thu 9th	Mogo Spring Competition
Thu 23rd	Year 9 Options Form Deadline

April

Easter Break	**Mon 3rd - Fri 14th**
Mon 17th	**Summer Term begins - students return to school**

May

Mon 1st	May Day Bank Holiday
Half Term	**Mon 29th May - Fri 2nd June**

June

Mon 5th	**Students return to School**
Mon 19th- Fri 30th	Year 9 Exams

July

Wed 5th	Year 9 Options Confirmation Emailed Home
tbc	Sports Day
Wed 12th - Fri 14th tbc	Activity Week (normal timetable suspended)
Summer Term Ends	**Thurs 20th July 12 pm**

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

Year 9 Pastoral Team

Phase Leader	Mr Ridley
Student Support Officer	Mr Kisby & Ms Vucenovic
Director of Wellbeing/ Deputy DSL	Mrs Mercer
Deputy Headteacher i/cYear 8 and 9	Mr Jacob
Associate Headteacher i/cYear 8 and 9	Mr Bashford
Associate Headteacher/ DSL	Ms V Price

Tutors 2022-2023

|	
ASH	Ms Bozzard-Hill and Ms Wellesley
BEECH	Ms Saacheri
CEDAR	Ms Hawkins and Mr McCrohan
ELM	Mr Lunniss and Ms Roden
MAPLE	Ms Parr
OAK	Ms Maybe
ROWAN	Ms Lui
WILLOW	Ms Laws and Mr Cetrulo

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 9 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.
- **Class Names -** Classes are named according to the end of Year 9 target grades 1- 9.

Example:
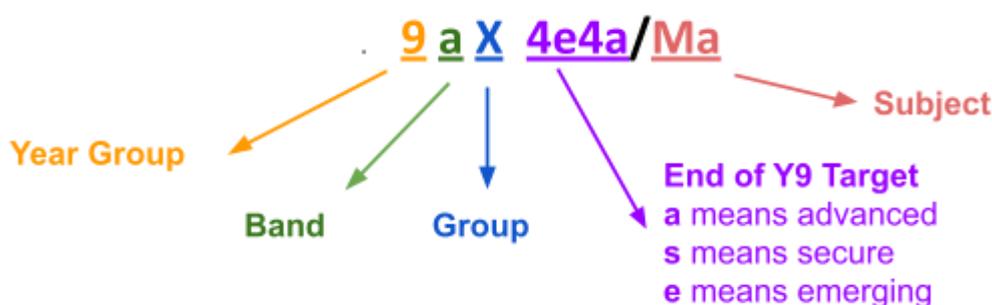
Mathematics In Year 9 students are taught in bands in groups set by attainment. The Head of Faculty reviews the placement of students in sets once a term.

English In Year 9 students are taught in bands in groups set by attainment. The Head of Faculty reviews the placement of students in sets once a term.

Science In Year 9 students are taught in bands in groups set by attainment. The Head of Faculty reviews the placement of students in sets once a term.

Humanities and Computing In Year 9 students are taught in bands in mixed attainment classes. To enable timetabling, computing is linked to Humanities in the timetable.

Modern Foreign Languages In Year 9 students are taught in bands in mixed attainment groups.

Visual and Performing Arts (Art, Drama and Music) There is one group that consists of students who play a musical instrument. The other three groups are of mixed attainment.

Design & Technology In Year 9, students are taught in bands, in mixed attainment groups. There are four DT rotations in the year. A Mindfulness programme, including a weekly session of yoga, makes up the 5th rotation in the DT block.

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 are now on the 9 - 1 grading system.

Examinations will be graded from 9 - 1, instead of A* to G.
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.

The table below shows the old grade/new grade alignment.

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

Homework

All students receive a personlasied 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.

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, public library visits, 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
- involve parents and other adults in students' work
- 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 : Yr 9 2022 -2023

By Day

a BAND (9 A B C E)

	Monday	Tuesday	Wednesday	Thursday	Friday
Weekly	English Science French German	9aV Hist 9aC Hist	Spanish Mandarin Geography	Maths English	Maths Science 9aX Hist 9aL Hist
Fortnightly - Even Week		9aV Art 9aX Art 9aL Music 9aC Music	*9aV Drama 9aX Music 9aL Art *9aC Drama	9aV Music *9aX Drama *9aL Drama 9aC Art	
Fortnightly - Odd Week		*9aX Ct *9aL Ct * 9a DT	9aX Rs 9aC Rs		9aV Rs 9aL Rs *9aV Ct *9aC Ct

b BAND (9 M O R W)

	Monday	Tuesday	Wednesday	Thursday	Friday
Weekly	Science Maths	English French German Spanish Mandarin	9bV Hist 9bX Hist 9bL Hist 9bC Geog	Maths English	Science 9bV Geog 9bX Geog 9bL Geog 9bC Hi
Fortnightly - Even Week			9bV Art 9bX Music *9bL Drama 9bC Music	9bV Music *9bX Drama 9bL Art *9bC Drama	*9bV Drama 9bX Art 9bL Music 9bC Art
Fortnightly - Odd Week	*9bV Ct *9bC Ct 9bX Rs		*DT *9bL Ct 9bC Rs	9bV Rs	*9bX Ct 9bL Rs

* DT (Design and Technology, *CT (Computing) and Drama may set homework for KS3 classes on either odd or even weeks. Total homework tasks per unit will be equal to or more than 50% of the number of unit weeks. Homework tasks might be set in mindfulness as appropriate

Year 9 Homework Timetable 2022- 2023 : By Subject

A band maths	Thurs Fri	B band maths	Mon Thurs	A band Science	Mon Fri	B band Science	Mon Fri

A band Eng	Mon Thurs	B band Eng	Tues Thurs	A band *DT	Tues	B band *DT	Weds

A band French /Mandarin	Mon Weds	B band French /Mandarin	Tues	A band Spanish /German	Weds Mon	B band Spanish /German	Tues

aV art	Tues (even)	bV art	Weds (even)	*aV drama	Weds (even)	*bV drama	Fri (even)
aX art	Tues (even)	bX art	Fri (even)	*aX drama	Thurs (even)	*bX drama	Thurs (even)
aL art	Weds (even)	bL art	Thurs (even)	*aL drama	Thurs (even)	*bL drama	Weds (even)
aC art	Thurs (even)	bC art	Fri (even)	*aC drama	Weds (even)	*bC drama	Thurs (even)

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

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

*aV Ct	Fri (odd)	*bV Ct	Mon (odd)
*aX Ct	Tues (odd)	*bX Ct	Fri (odd)
*aL Ct	Tues (odd)	*bL Ct	Weds (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. Homework tasks might be set in mindfulness as appropriate

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, set out by 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 (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 outlining 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, 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 9 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. However, the draft curriculum for the Autumn Half Term 1 is below:

How can we be sensible in IG/Whatsapp groups?
What is trolling and how can we prevent it?
Consent and the Law - Alice Ruggles
How do gangs start?
Risks, consequences and leaving a gang
Domestic Violence

Throughout this year, Year 9 will also study:
How do we learn? including revision skills
Careers and GCSE Options
Neurodiversity
Financial Education
Sex and Relationships, including Myths about periods and knowing your body
The Transition to GCSE

Wellbeing

Mindfulness and yoga are included in the year 9 curriculum as a way of supporting the mental health and wellbeing of our students. It is delivered on a seven week rotation that is timetabled with DT. Mindfulness teaches students how to focus their attention and be more aware of what is happening to them and around them. It also helps students to feel calmer so that they can perform better. Mindfulness also teaches them strategies to cope with anxiety and stress. Yoga complements mindfulness as it requires focused attention, correct breathing techniques and helps to improve fitness.

We follow the Mindfulness in Schools Programme and topics include - what is mindfulness, paying attention, recognising worry, focusing on the here and now, mindful movement, the power of gratitude and coping with difficult feelings including anxiety and stress. The course encourages students to make mindfulness part of everyday life.

Year 9 Curriculum Topics Studied

Art

Autumn	Spring	Summer
Environmental art Issues-based Mixed-media outcome	The rules of portraiture Drawing-based project	Distorted portraiture assessment project Choice of outcome

Equipment expected

HB pencil, sharpener, eraser, coloured pencils and ruler.
Students will also need to work in a Grey Court sketchbook both for class work and homework.
New 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 necesary, you pre-book to avoid disappointment.

Recommended Websites

Access to Internet, printer or library for visual research and background information for each project.
www.tate.org
www.vam.ac.uk

Computer Science

Autumn	Spring	Summer
Data representation	Boolean Algebra	Text-based Programming
Networking & Cyber Security	Computer Hardware & Architecture	iDEA Project

Equipment expected

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

Main Texts / Reading List

Recommended book for students studying python: Learning to programme in python – PM Heathcote

We have a selection of eBooks available from www.tinyurl.com/gccsreading

Recommended Websites

https://classroom.google.com/

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

www.projects.raspberrypi.org/

www.w3schools.com/

https://code.org

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

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

wwe.snakify.org/en/

Design & Technology

Students rotate through five skills based foundation units which are designed to provide extended project

opportunities. Each unit lasts approximately seven weeks.

Topics studied:

1. Product Design - Design and make a clock inspired by flags of the world or the natural world, using computer aided design (CAD) and computer aided

manufacture (CAM) made from MDF and acrylic and also using a range of hand tools and machines including (pillar drill; scroll saw; belt and disk sander).

2. Graphics – Design a 3D trainer using computer aided design (CAD) developing skills in Photoshop.

3. Food and Nutrition - Food around the world: a deeper understanding of the influence of our multicultural society and the effects on food choice, as well as nutritional needs throughout different life stages. Building understanding of food provenance; six practical cooking sessions.

4. Textiles – Design and make a cushion cover using surface decoration techniques including applique, embroidery and printing.

5. Wellbeing - Yoga and mindfulness techniques.

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 £10 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.

Recommended Websites

www.technologystudent.com/
www.design-technology.org/
www.technologystudent.com/
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
Monologues and Dulogues (Script work)	Theatre in Education (Style and Devising theatre)	Response to live theatre production (Theatre Analysis)

Equipment expected
N/A

Main Texts / Reading List
Extracts of scripts and texts will be provided for students via Google Classroom.

Recommended Websites

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

Local Theatres The Rose Theatre http://www.rosetheatrekingston.org/?gclid=CPz6urWskbgCFdDJtAodeEEACg

The Orange Tree Theatre https://www.orangetreetheatre.co.uk/ Richmond Theatre http://www.atgtickets.com/venues/richmond-theatre/

Theatres Further Afield Shakespeare's Globe http://www.shakespearesglobe.com/

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

English

Autumn	Spring	Summer
The Power of Language (short stories by a range of authors) Non-fiction: the great gender debate	Exploring and comparing poetry from different cultures Romeo and Juliet by William Shakespeare	Exam preparation - Language paper 2 section A 19th century project

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

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:

The Grapes of Wrath by John Steinbeck

Looking for Alaska by John Green

Ophelia by Lisa Klein

Out of the Dust by Karen Hesse

Blue Lipstick: Concrete Poems by John Grandits

Not That Kind of Girl by Siobhan Vivian

The Rest of Us Just Live Here by Patrick Ness

Jane Eyre by Charlotte Brontë

Catcher in the Rye by J D Salinger

Recommended Websites

http://www.bbc.co.uk/schools/ks3bitesize/english/
https://www.sparknotes.com/shakespeare/
https://senecalearning.com/en-GB/

French

Autumn	Spring	Summer
Talking about holidays, discussing what you did in your holidays including a visit to a theme park. Talking about festivals and celebrations, buying food in the market and describing a future school trip. Grammar: avoir and être, perfect tense, present tnese of regular verbs.	Talking about celebrities , TV programmes, digital technology. Arranging to go to the cinema and talking about leisure activities. Talking about where you live, describing your region, your house, your daily routine. Grammar: singular and plural adjective agreement, questions, negatives, pouvoir + infinitive, reflexive verbs.	Talking about sports, giving opinions, asking for directions and talking about injuries and illness. Revision of Autumn and Spring topics. Grammar: jouer à and faire de, comparatives, the imperative, you must.

Equipment expected

Pen, pencil, ruler, glue stick, whiteboard pen, colouring pencils (see planner for full list).

Main Texts / Reading List

We loosely follow the text book Pearson Dynamo 2

Recommended Websites

www.quizlet.com www.french-games.net/
www.language-gym.com
www.languagesonline.org.uk

Geography

Autumn	Spring	Summer
Development, globalisation and conflict Coasts	Africa Weather and Weather Hazards	Ecosystems and an introduction to GCSE Geography

Equipment expected

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

Main Texts / Reading List

No set textbook is used, however the KS3 Geography: Heading towards AQA GCSE (OUP) may be useful. For those students who wish to study GCSE Geography then the following textbook may also be useful: GCSE Geography (AQA approved) By Simon Ross, Rowles, Holmes & Digby

Recommended Websites

BBC Bitesize: www.bbc.com/education
Royal Geographical Society www.rgs.org

German

Autumn	Spring	Summer
Holidays, weather, problems on holiday. Film and TV preferences, screen time, reading preferences. **Grammar**: The past (perfect) tense with haben and sein, imperfect tense, modal verbs, prepositions.	Breakfast, traditional German food, healthy lifestyle, sport. Daily routine, time, directions, festivals, activity holidays. **Grammar**: present tense of essen, trinken, nehmen, using IN with dative and accusative cases, modal verbs, reflexive verbs, separable verbs, zu + dative case, imperative.	Clothing, making plans to go out, describing how the event went. **Grammar:** future and perfect tenses, wenn, forming questions, um...zu Film module – Das Wunder von Bern.

Equipment expected

Pen, pencil, ruler, glue stick, whiteboard pen, colouring pencils (see planner for full list).

Main Texts / Reading List

We loosely follow the Pearson Stimmt 2 text book ISBN 9781447935223

Recommended Websites

www.quizlet.com

www.languagesonline.org.uk

www.duolingo.com www.bbc.co.uk/languages/german

www.dw.de

History

Autumn	Spring	Summer
Problems in Weimar Germany/ The rise of the Nazis World War II	The civil rights movement in the USA British civil rights and Black British History through time	The Holocaust Later cases of genocide: Rwanda

Equipment expected

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

Main Texts / Reading List

Technology, War and Independence: 1901 - Present Day Student Book -
● ISBN-10: 0198393210
● ISBN-13: 978-0198393214

Recommended Websites

Google Classroom
https://www.bbc.co.uk/bitesize/subjects/zk26n39
http://www.activehistory.co.uk
http://www.schoolhistory.co.uk
http://www.historylearningsite.co.uk
http://spartacus-educational.com/

Mandarin

Autumn	Spring	Summer
Furniture in my bedroom, preposition words (under/in/on), colours and clothes, traditional Chinese costumes, daily routine, Chinese culture.	Places in town, prepositions (left, right, in front of etc), meet with friends, weekend plans, rooms in my house, extended family members, comparing rooms, Chinese culture.	Jobs, places for work, fruit and vegetables, Chinese currency, asking how much something costs and bargaining, Chinese culture, film module.
Grammar: measure words related to furniture, using structure 'there is/ isn't (furniture) in my bedroom', using adverb 'all', possessive word to describe colours.	Grammar: using prepositions to describe where things are, future tense, using 'will', 'would like to', next weekend' to make extended sentences, comparison structure.	Grammar: using affirmative and negative to ask yes/no questions, using future tense talking about ideal jobs and using 'because' to give reasons.

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 & Jin Bu 2 text books.
ISBN 9780435041137
ISBN 9780435041137

Recommended Websites

www.bbc.co.uk/languages/chinese/real_chinese/
www.mdbg.net/chinese/dictionary
www.quizlet.com
www.hellochinese.cc

Mathematics

Autumn	Spring	Summer
Number	Algebra	Geometry
Algebra	Sequences and Proportion	Enrichment
	Probability	

Equipment expected

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

Main Texts / Reading List

Sets V, X and L – Pearson KS3 Maths Progress Delta 3: ISBN 9781447962380
Sets C – Pearson KS3 Maths Progress Theta 3: ISBN 9781447962373
All students have access to the above textbooks online and Pearson ActiveLearn Digital service.

Recommended Websites

https://vle.mathswatch.co.uk/
https://corbettmaths.com/contents/

Music

Autumn	Spring	Summer
Diagnostic baseline assessments and introduction to music. Mediaeval Music - Context, Listening, Composing & Performing.	The Big Three - A study of the life and music of three 20th Century Greats. Musical Icons.	Samba - The music of Latin America. Directing and performing in a group.

Main Texts / Reading List

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

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, sport education/inter house competitions, gymnastics/dance, fitness, net and wall activities	Athletics, tennis, rounders, softball

Equipment expected

Full Grey Court PE Kit: blue round-neck t shirt, shorts, track pants and 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 or skate shoes). Shin pads, gum shield and hairbands (if hair is longer than shoulder length). If ill or injured, students must still wear their PE kit (if a practical lesson) as they can undertake another role in the class (e.g. coach or referee). Failure to do this will lead to a PE kit mark. Asthma pumps and relevant medication.

Recommended Websites

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

Religious Studies

Autumn	Spring	Summer
Life after death Abortion	Introduction to Philosophy	Religion, war, and peace Religion, prejudice and discrimination

Equipment expected

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

Main Texts / Reading List

Access to a quality newspaper will provide a useful insight in the role religion plays in today's world

Recommended Websites

https://www.bbc.co.uk/religion/religions/
http://www.bbc.co.uk/religion/0/
http://www.bbc.co.uk/ethics/abortion/

Science

Autumn	Spring	Summer
Science revision	Interdependence	Magnetism
SEPTEMBER ASSESSMENT	Floating and sinking	Biodiversity and adaptations
Biochemistry and disease	MARCH ASSESSMENT	Electric circuits
Earth cycles	STEM fortnight	Science revision
Periodic table	Magnetism	JUNE ASSESSMENT
Electric circuits		GCSE key concepts
		Summer project

Equipment expected

Pens (black or blue, 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 (for homework and revision)

https://www.kerboodle.com (for online textbooks)

All homework, lesson and revision material will be available on Google Classroom.

Spanish

Autumn	Spring	Summer
Talking about things you like, your week, films and birthday celebrations. Saying what you have to do at work, what job you would like to have, what you did at work yesterday, describing a typical day at work. **Grammar**: gusta verbs, the present tense and the near future, tener que + infinitive, adjective-noun agreement, the preterite and the preterite and the present used together.	Talking about eating habits, active lifestyle, daily routine, ailments and getting fit. Talking about children's lives, rights and school journeys. Discussing environmental issues. **Grammar**: negatives, stem-changing verbs, reflexive verbs, se debe and no se debe.	Meeting and greeting pople, describing a day trip, buying souvenirs and describing your last day of a holiday. Revision of Autumn and Spring topics. **Grammar**: 3rd person singular and plural forms of verbs, poder + infinitive, the comparative.

Equipment expected

Pen, pencil, ruler, glue stick, whiteboard pen, colouring pencils (see planner for full list).

Main Texts / Reading List

We loosely follow the Viva 3-Segunda Edición text book.

Recommended Websites

www.languagesonline.org.uk
www.quizlet.com
www.bbc.co.uk/languages/spanish
www.duolingo.com
www.bbc.co.uk/languages/

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 2021-22, 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 points 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!

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 (smercer@greycourt.org.uk) The nominated governor (safeguarding) is Julian Knott.

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 at immediate risk of harm, call 999.

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.

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 (greycourt), and their school network (not email) login details. e.g. Freddie James who joined Greycourt in September 2022 username would be fjames22.

(* Year 7 student passwords will be issued in their first computing or DT lesson)Students also have acces to Edulink One. If they need any assistance registering, they should speak to their computer science teacher.

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 either set or log homework for students. Students maybe 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

The school acknowledges that for many parents and young people, the ownership of a mobile phone is considered to be a necessary and vital part of modern life.

We recognise the smartphone has great potential to support a student's learning experiences. However, the consequences of misuse can be serious. This is reflected in our school mobile phone policy.

On the first infringement of the mobile policy, the mobile phone will be confiscated by the member of staff and taken to the attendance officer in the attendance office, where it will be securely stored. A record will be made of the incident on SIMS so that parents/carers are informed of a behaviour incident by the teacher who confiscated the phone. The student will be placed into the daily 'PM' detention, for 30 minutes, and can collect their phone after the detention. On the third ocassion within a half term, the student will be placed into SLT detention and the mobile phone wll need to be collected by a parent/ carer.

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.