



Key Stage 3

Learning Journey



Contents Page

Content	Page
Curriculum Model and Intent	3
Art and Photography	4
Computing	5
Design and Technology	6
Drama	7
English	8
French	10
Food Technology	11
Geography	12
German	13
History	14
Life	15
Mathematics	16
Music	18
Physical Education	19
Religious Education	20
Science	21



Curriculum Model – periods per 2-week timetable cycle

	Art	Computing	Drama	D.T	English	Food	French	Futures	German	Geography	History	Leadership	Life	Maths	Music	P.E/Games	R.E	Science
Year 7	2	2	2	1	7	1	2		2	4	4	2	1	7	2	4	1	6
Year 8	2	2	2	1	7	1	3		3	4	4		1	7	2	4	1	6
Year 9	2	2	2	1	7	1	2	1	2	4	4		1	7	2	4	1	7

Curriculum intent – everything that happens before the teaching!

Lady Lumley's curriculum is a progression model and:

- Is broad, balanced, challenging and accessible to all students. It meets in full the demands of the national curriculum and celebrates the integrity of individual subjects
- Is ambitious, informed by research and designed and adapted to provide opportunities which promote high academic achievement for all students.
- Is coherently planned and sequenced both vertically and horizontally to ensure students gain powerful knowledge, skills and qualities across a range of subjects to equip our students for the next stage in their education, training or employment.
- Takes account of our local context and prepare students for global, national and local labour markets.
- Raise awareness of cultural diversity and ensure students develop a deep understanding of and respect for differences ensuring all our students are and feel safe.
- Ensures an enriched learning journey is embedded, ambitious, progressive and celebrated within every subject area which gives students the knowledge and cultural capital they need to succeed in life.
- Equips all students with the vocabulary, language skills and a love of reading in order to develop a lifelong passion for learning which enables them to be integral and empowered global citizens.
- Provides a range of leadership opportunities which help prepare students to be leaders of the future and encourage them to make a meaningful and lasting contribution to life both within the school and the wider community.



Art and Photography at Lady Lumley's

Key Stage 3

KS3 students have one hour of art a week in mixed ability groups. The key skills of drawing, painting and developing ideas are taught through project-based work that require students to learn through practical experience. Students are taught to understand visual stimuli and will develop skills and techniques in a range of different media and approaches. Students are given opportunities to develop their creativity and ideas in response to past and contemporary artists, architects and designers. Students are also taught to understand how their work is assessed, how to get help with feedback and make improvements to their work.

Year 7:

Themes explored:

Face parts and faces, Celtic designs, knots and crosses, Land art, The Greenman/woman and fantasy hybrid creatures.

Skills and ideas which are taught and developed:

Tonal variation through pencil shading, observational drawing skills, proportion and measuring, how to create depth and form, monochromatic colour blending and layering, watercolour painting skills, foundation colour theory knowledge, decoration in Celtic art and ideas of growth and decay related to the environment

Year 8:

Themes explored:

Pop art and metallic objects, Typography, Street art

Skills and ideas which are taught and developed:

Tonal effects to create surface illusion, paper construction of lettering, how to draw and adapt 3D shapes, observational drawing skills, compositional devices, pen and water skills, colour impact, how lettering and slogans have been used in art history, lettering design application, the value of art and consumer culture

Year 9

Themes explored:

Surrealism, shoes and WW1, Cubism and distortion, dazzle ships and lettering, futuristic and radical art and architecture, alien landscapes

Skills and ideas which are taught and developed:

Alternative drawing and art techniques, chance approaches and juxtaposition, metamorphosis and transformation in art, photomontage, joiner photography and collage, observational drawing and mixed media painting skills, how do we experience the world, distorted self-image and media representation, how has modern art influenced architecture, fashion, film and photography

Enrichment

There is a one-hour Art Club for Key Stage 3 after school where students can use the art spaces and resources to enhance their art skills.

Useful Links:

<http://www.tate.org.uk/learn/online-resources>

http://www.bbc.co.uk/learning/subjects/art_and_design.shtml

<https://www.studentartguide.com>



Computing at Lady Lumley's

Key Stage 3

The new computing curriculum equips students to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which students are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, students are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that students become digitally literate being able to use, and express themselves and develop their ideas through information and communication technology at a level suitable for the future workplace and as active participants in a digital world.

Year 7

Students are taught in their mixed ability tutor groups and have 1 lesson per week. They begin the year looking at collaborating online respectfully, focusing on how to send respectful emails, features of word processors and how to plan and present presentations. They investigate the history of computers, learn about the physical hardware of a computer and begin to understand machine code. Students learn the beginnings of computer programming as they learn about Scratch, and they also learn all about spreadsheets and their uses.

Year 8

Students are taught in broad sets, which are based on their maths sets and have 1 lesson per week. In Year 8 students start with cybersecurity and how to stay safe online. They learn about vector graphics and then build on their early understanding of programming from Year 7 and begin to look at Python. Students have the opportunity to learn how to create and develop simple Apps and they start to look at how to build a website.

Year 9

In Year 9 students re-visit cybersecurity and Python, building on their knowledge and understanding from Year 8. They look at data science, physical computing and digital media such as images and sounds, discovering the binary digits that lie beneath these types of media. These topics ensure the students have a comfortable understanding of computing that will benefit them in any path they take.

Enrichment

Students currently have the option of attending music technology club which allows them to explore a different side of computers that is heavily centred around music and modern music creating software. In the future there will be additional clubs to attend such as Coding Club where students are able to learn about coding programs or improve on their current knowledge through different activities and tasks.

Useful links:

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



Design and Technology at Lady Lumley's

Key Stage 3

All year groups have DT lessons for 1 hour every 2 weeks and will experience both practical and theoretical lessons giving them a wide range of knowledge and skills to effectively tackle design problems. They will gain an understanding of the design process and the different elements involved, and they will put this into practice by completing a range of different projects.

Year 7

In Year 7 students will complete 2 projects, a wooden phone and stationery holder and an acrylic Clock. In these 2 projects they will learn to use a range of different equipment and machines accurately and safely including coping saws, the buffing machine and the scroll saw. They will also gain experience and knowledge working with polymers and woods such as Acrylic and Plywood.

Year 8

In Year 8 students will be introduced to a piece of CAD (computer aided design) software called 2D design. They will learn how to accurately use a range of tools on 2D design to create creative ideas for their acrylic Mood Light. Year 8 students will also gain an understanding of how to use the laser cutter safely and effectively by creating a cut out design used in the production of the mood light. In addition to the use of the laser cutter students are required to solder their LED light and learn the basics of electronics. The second project is to design and make a wood and mechanical toy. During this project students will learn how to mark out accurately using equipment such as tri-squares and marking gauges as well as becoming competent on the sanding machine.

Year 9

In Year 9 students undertake larger more complex projects, 1st project being a wooden Lantern which will recall and build on the use of CAD and electronics. They will gain an understanding of electronics and the skills needed to solder a circuit together effectively. Year 9 will also build on their wood working skills from Years 7 and 8 to create the main body of the lantern, including using the pillar drill independently. In the second project, students will be designing and creating a bird's house, this will introduce them to vital elements from the KS4 Design and Technology specification.

Enrichment

Currently there are two sessions of DT club.

Monday - Year 7

Tuesday – Year 8 and 9

Useful links:

<https://www.technologystudent.com/>

<https://www.bbc.co.uk/bitesize/examspecs/zby2bdm>



Drama at Lady Lumley's

KS3 Study

We focus on subject-specific skills in acting, design, rehearsal and theatre analysis.

Year 7

Group-forming – confidence building and teamwork

Creating Characters and Telling Stories - exploring the building blocks of characterisation, developing our physical and vocal skills for performance.

Live Theatre Analysis - analysing a scene from a play, explaining what the performers did to communicate meaning.

Process Drama exploring bullying - using Drama activities to explore a real-life story that features bullying.

Script work - exploring scenes from a published play text

Year 8

Tension - the importance of tension in Drama

Process Drama exploring refugees - a variety of different texts about refugees, exploring these practically.

History of Theatre – exploring Greek theatre

Script Work - exploring scenes from a published play and costume design

Practical Exploration of Practitioner - the practices of Constantin Stanislavski, the 'Father of Naturalism'.

Year 9

Technical Theatre - how lighting and sound can communicate meaning to an audience.

Script Work - students will choose to work as actors or designers on short script extract.

Process Drama exploring Drink-Driving - the facts about drinking and driving as well as some of the potential consequences, explore scenes Too Much Punch for Judy.

Devised Play - Students use all their knowledge and skills as actors and designers to create a final play to showcase their work.

Mask / Physical Theatre Workshops - Students will learn some basic skills about working with masks and some physical theatre techniques.

Enrichment Offer

There are many opportunities for students to get involved in extra-curricular drama. Whole school production / musical production, Fear in the Forest - Halloween event at Dalby Forest, Drama Club, House Drama, Drama weekends, Year 5/6 Transition Project, Live Theatre Visits including a Drama residential to London.

Useful links:

Year 7 <https://www.bbc.co.uk/bitesize/topics/z9bwjsg/articles/zd4np4j>

Year 8 <https://www.bbc.co.uk/bitesize/guides/zw8s2p3/revision/1>

Year 9 <https://www.bbc.co.uk/bitesize/guides/zddh7nb/revision/1>



English at Lady Lumley's School

Key Stage 3

Our KS3 offer focuses intensely upon developing skilled and accurate readers of a wide range of texts across different genres: novels, plays, and poems which offer entertaining, challenging, and exciting opportunities to enter fictional worlds where students can develop original and imaginative responses to the works they read and study. Non-fiction text study ranges from writing for websites and creating blogs, debating current topical issues, to newsprint journalism, and allows students to study an increasingly wide spectrum of media texts and become experts in 'real-world' issues.

Year 7

Autumn Term

Key Skills: To understand and appreciate how writers construct a sense of identity in texts.

Theme: Family and Relationships

Students study the Core text of *Coraline by Neil Gaiman* and an anthology which includes autobiographical/biographical extracts, poetry, short stories and prose.

Spring Term

Key Skills: To explore through reading and writing and speaking, how language can engage the imagination.

Theme: Dreams and the Imagination

Students study the core text of *a Midsummer Night's Dream by William Shakespeare* and an anthology which includes; poetry, Kafka, images from the arts, extracts from classic and contemporary novels and short stories.

Summer Term

Key Skills: Through reading and writing explore the relationship between texts and their contexts

Theme: Adventure

Students study the core text of *The Lightning Thief by Rick Riordan* and an anthology which includes; myths and legends, Beowulf, a range of poetry and extracts from a range of classic and contemporary novels.

Year 8

Autumn Term

Key Skills: Analyse through reading and writing how social issues are explored in texts.

Theme: The Big Issues

Students study the core text of *Stone Cold by Robert Swindells* and an anthology which includes; poetry, advertising and extracts from fiction and non-fiction texts.

Spring Term

Key Skills: Analyse through reading and writing the impact of cultural diversity on language.

Theme: The World Around Me

Students study a range of poetry and an anthology which includes; travel writing, extracts from fiction and non-fictional texts and a range of autobiographical and biographical extracts.

Summer Term

Key Skills: Explore through reading and writing how language can be used to influence and persuade

Theme: Power and Influence

Students study the core text *The Tempest by William Shakespeare* and an anthology which includes; a range of speeches, articles, advertising and extracts from fictional and non-fiction texts.



Year 9

Autumn Term

Key Skills: Develop an understanding of the impact of social, cultural, and historical contexts on literary movements.

Theme: Gothic and the Supernatural – fear and isolation

Students study the core text *A Woman in Black* by Susan Hill and an anthology which includes; a selection of poetry, extracts from gothic fiction and images and texts from art and culture

Spring Term

Key Skills: Through reading and writing develop an appreciation for the diversity of language in our culture.

Theme: Identity and Voice

Students study the core text: EMC Diverse Shorts and an anthology which includes; a range of poetry, speeches and literary extracts

Summer Term

Key Skills: Developing skills which allow students to read, understand, and respond to texts. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written.

Theme: Post 1914 Prose/Drama

Students study the core text *An Inspector Calls* by J.B Priestley as part of their transition to GCSE English Literature

Enrichment

For lovers of reading the English Department runs a weekly reading club where we read, discuss, and debate a wide-ranging selection of the most popular books that teenagers are currently reading.

For the budding writers, we run a weekly writing club where you can discuss, develop, create, and publish your own original ideas. Authors' work can also be submitted for nationally run writing competitions.

Debate and discussion are key to the study of English Language and Literature and each year the English Department hosts the 'Youth Speaks' debating competition where teams of keen debaters can compete at a local, regional, and national level.

In addition to our clubs, we also run regular trips and visits: to local and regional theatres for the latest theatre productions, as well as to lecture and conference centres for academic study-days.

Useful Links:

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/english>



French at Lady Lumley's

Key Stage 3

As a department, we want to develop students who are resilient, confident and independent learners of French. In each module there is a strong teaching and learning focus on grammatical knowledge and awareness and students should be able to understand and use the perfect, present and 'going to' future tense by the end of KS3. Lessons focus on a variety of activities which promote understanding through listening and reading tasks and which encourage practical communication in speaking and writing. Speaking skills are supported through a focus on phonics, to help students pronounce sounds with more confidence. Cultural awareness is a key theme in each module and students learn to appreciate and compare life here with life in French speaking countries.

Year 7

We review some of the language and skills covered in KS2, focusing on greetings, introductions, and using numbers for dates. Students will also learn about the French speaking world. Students will learn how to describe their likes and dislikes, family and pets, and describe physical appearance and personality in the present tense. Students then study about schools in France and give opinions on school subjects and teachers. They will learn how to tell the time in French and use a range of verbs in the present tense to describe a typical day at school.

Year 8

Students will learn how to describe their hobbies using present and future tenses. They will learn how to talk about holidays; where they go and what activities they do. They will learn how to use reflexive verbs to describe their daily routine. We then have an extended topic about Paris, where students will learn about cultural and touristic places of interest in Paris, and learn to describe a trip using the past tense.

Year 9

Students will develop descriptions of others using a wide range of adjectives and describe their tastes in music, clothes and going out. They will learn how to talk about social media and their weekend plans. They will use a range of past, present and future tenses. Students will learn how to describe what you must or must not do to be healthy in terms of food, drink and exercise. They will give advice and describe their health in the past, present and future. In our careers topic, students will describe what jobs they would like to do in the future. They will learn how to talk about the importance of languages for the future, and use a range of tenses which will prepare them for a wider range of expression at GCSE.

Enrichment opportunities

Year 8 students will have the opportunity to take part in a trip to Normandy in June. We offer additional language teaching as after school clubs, currently Japanese and Spanish. We also run an after-school club for a number of students in Year 9 who wish to continue with both French and German throughout Year 9 and potentially at GCSE. We have good links with York University and York St John university and take groups of students there to the Language and Linguistics department in Year 9 to focus on careers using languages and language learning post 18.

Useful links:

www.linguascope.com

www.languagesonline.org.uk

www.quizlet.com



Food Technology at Lady Lumley's

Key Stage 3

All year groups have Food Technology lessons for 1 hour every 2 weeks and will experience both practical and theoretical lessons giving them a wide range of knowledge and skills to effectively make a range of food products. They will gain an understanding of the making process and develop an understanding of food science and nutrition.

Year 7

In Food Technology, students learn about safety, food hygiene and healthy eating and make a range of practical dishes currently including, pasta salad, scones, fruit crumble, stir fry, chilli and sausage rolls which enable them to learn how to use basic equipment and apply heat using a range of techniques including grilling, frying, baking and roasting.

Year 8

In Year 8 students further develop their practical skills by making a range of more demanding sweet and savoury products including some main meals such as Bolognese, Fajitas, meatballs, bread-based pizza, curry, cheesy pinwheels and burgers, focusing again on food hygiene, safe production and healthy eating.

Year 9

In Year 9 students develop technical practical skills which prepare them for the GCSE in food preparation and nutrition. Students learn about food science, the function of ingredients and investigate the functional and chemical characteristics of food through both theory and practical lessons. Some of the dishes currently included are savoury tartlets, fruit tarts and mince pies with shortcrust pastry, bread shapes, Chelsea buns and pesto whirls to illustrate bread making, meringues, mac n cheese to illustrate a roux sauce and creamy pesto pasta.

Enrichment

2024 will see the addition of an after-school cooking club for KS3 students.

Useful Links:

www.bbc.co.uk/bitesize/subjects/zdn9jhw



Geography at Lady Lumley's

Key Stage 3

The Key Stage 3 geography curriculum has been designed in house to bring the most contemporary and engaging geography themes to our students. Each lesson starts with a key question that will be explored, investigated and answered. Students will develop their locational knowledge, analytical skills and decision making as they look at a range of environments and cultures. Students will be encouraged to build geographical and numeracy skills as we study both human and physical geography within each topic.

Year 7

In Year 7 students have 2 one-hour lessons a week. Each term is designed to give students the opportunity to build on the KS2 national curriculum requirements. The first term focuses on the physical geography of the UK. Students will explore the beautiful coastlines, National Parks and highland areas which make our area so unique. Studies then move on to human geography looking at the importance of farming, growing cities and our changing population. The final term sees Year 7 transported to the Middle East to look at contrasting places and climates.

Year 8

In Year 8, each term looks at a different continent. Starting with Africa, the themes of resources, international development and urbanisation are some of the topics that will be studied. As the last wilderness on Earth, Antarctica is a fascinating location for the second term. Should Antarctica be exploited as a resource or conserved as a wilderness? Finally, we move to the Americas. Students will have the chance to study rivers and natural hazards within this unit. We unfortunately cannot take students on fieldwork to the Mississippi, but we can get our feet wet in a local stream and put some of the theory into practice. River fieldwork is also carried out in the local area.

Year 9

Year 9 continues to develop students' insight into other countries and cultures. Starting with Russia, students will look at climate, biomes and energy resources. They will also have the chance to take part in a microclimate enquiry as part of our fieldwork programme. In the second term, students will assess the development of both India and China into economic superpowers. Finally, the year is completed with a look at plate tectonics and the hazards associated with plate movement.

Enrichment

Fieldwork is viewed by the department as an essential part of the geography course. Therefore, fieldwork is integrated into the curriculum for every year group. KS3 fieldwork uses the local environment whilst KS4 have the opportunity to travel into the National Park.

The department is also heavily involved in the Duke of Edinburgh award scheme helping us to share our passion for the outdoors environment.

We also regularly enter competitions run by the Royal Geographical Association.

Useful links:

<https://www.bbc.co.uk/bitesize/subjects/zrw76sg>

<https://www.bbc.co.uk/bitesize/examspecs/zsytxsq>

<https://www.ordnancesurvey.co.uk/mapzone/>

<https://www.geography.org.uk/Visual-Geography-Useful-Websites>

German at Lady Lumley's

Key Stage 3



As a department, we want to develop students who are resilient, confident and independent learners of German. In each module there is a strong teaching and learning focus on grammatical knowledge and awareness and students should be able to understand and use the perfect, present and future tense by the end of KS3. Lessons focus on a variety of activities which promote understanding through listening and reading tasks and which encourage practical communication in speaking and writing. Speaking skills are supported through a focus on phonics, to help students pronounce sounds with more confidence. Cultural awareness is a key theme in each module and students learn to appreciate and compare life here with life in German-speaking countries.

Year 7

Topics in Year 7 begin with an introductory unit which looks at names, ages, greetings and where you are from. We then move on to the topic of family and pets, where students develop their written skills and add opinions to their work. The third topic in Year 7 is free time. Students learn how to say what sports and hobbies they like to do and become more confident in using verbs in the present tense. Lessons include a variety of activities which practise all four skills: listening, reading, speaking and writing. As well as learning the language and the grammar that underpins it, the Echt coursebook that we follow has a strong emphasis on the culture of the German-speaking countries.

Year 8

Students start with the topic of school. In this topic they will learn to tell the time in German and also extend their opinions by giving reasons. The next topic in Year 8 is all about food. Not only will the students learn the words for foods in German, they will also learn what people typically eat in German-speaking countries. Students will learn the conditional tense to be able to say what they would like to eat. We then do a short topic on literature and look at some German/Austrian authors. The final topic in Year 8 is holidays. Students will learn the past tense and be able to write an extended account of a past holiday. We continue to follow the Echt textbook in Year 8.

Year 9

In the autumn term students start with the topic of where they live. This includes describing your house and what furniture you have in your bedroom. Students also use future tense to talk about what their future room will be like. The next topic in Year 9 is daily routine. Students will meet reflexive and separable verbs and look at life in German-speaking countries. The next topic is clothes and shopping. Finally, students look at cinema, music and internet in the final topic of the year. In the topic students will use complex opinions to talk about films and the internet and they will meet the imperfect tense used when talking about technology in the past.

Enrichment opportunities

We offer additional language teaching as after school clubs, currently Japanese and Spanish. We also run an after-school club for a number of students in Year 9 who wish to continue with both French and German throughout Year 9 and potentially at GCSE. We have good links with York University and York St John university and take groups of students there to the Language and Linguistics department in Year 9 to focus on careers using languages and language learning post 18.

Useful Links:

www.linguascope.com

www.languagesonline.org.uk

www.quizlet.com



History at Lady Lumley's

Key Stage 3

At KS3 students explore a diverse range of topics and time periods. Each topic is focused on a key historical concept such as continuity, change, cause, consequence, significance or similarity and difference. Students will develop their source analysis and evaluation skills and further explore the idea of interpretations within history. Effective communication is an integral part of KS3 history and students will be guided in developing their explanations, structuring debate and formulating balanced judgements.

Year 7 - Students begin their study with the impact of the 1066 Norman Conquest of England. This includes a local area study of Pickering Castle which was one of the first castles built following the Norman Conquest. Other topics include life in medieval England, a comparison of medieval England with the medieval Islamic world, power and the monarchy in medieval England and the rise of the Tudor dynasty.

Year 8 – Students undertake a series of inquiries on the impact of Britain and Europe on other parts of the world. Topics include Native Americans after the arrival of Europeans, the transatlantic Slave Trade and life under the British Empire. Student will also explore the changes at home through a study of what the Victorians did for us and the end of the British Empire and how it affected people at home and abroad.

Year 9 - This year focuses on modern history and includes topics such as the causes of WWI, interpretations of WWII, 20th century dictatorships and the Cold War. We also explore the struggle for change and recognition of key issues such as women's right to vote, civil rights, working conditions, LGBT+ rights and tackling ableism. Our Year 9 curriculum also includes a study of the Holocaust.

Enrichment

The Department are looking to develop their provision to include enrichment activities including a range of trips and visits.

Useful links

<https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-i-was-there-the-great-war-interviews/zd8p47h>

<https://www.bbc.co.uk/bitesize/subjects/z4mqcqt>



'Life' at Lady Lumley's

Key Stage 3

The intention of the Life Curriculum is for every student to develop the knowledge, skills and attributes they need to manage and many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. A range of teaching resources and expertise will enable every student to be safe, healthy and build the self-esteem, resilience and empathy to overcome and tackle barriers to learning and raise aspirations ensuring they can realise their potential in a modern and diverse society.

Year 7

Topics include:

How to manage the transition to secondary school
Identifying future plans and aspirations
Diversity, prejudice and bullying
Puberty and maintaining a healthy lifestyle
Building friendships and relationships
Financial decision-making

Year 8

Topics include:

Digital literacy and online-safety
Emotional wellbeing and coping strategies
Identifying future plans and goals and how to prepare for the world of work
Discrimination
Risky behaviour linked to drug and alcohol usage
Gender and sexual identity, including healthy and unhealthy behaviour in relationships

Year 9

Topics Include:

Different family types and conflict which may occur
Peer-influence, gangs and alcohol misuse
Goal setting and how this links to the Options process
Healthy habits – including sleep
Sex education – including consent, contraception and risks associated
Employability

Useful links:

General advice:

<https://parentinfo.org/>

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

Mental Health and Wellbeing

<https://www.annafreud.org/>

<https://www.nhs.uk/every-mind-matters/>

Substance misuse

<https://www.talktofrank.com/>

<https://www.youngminds.org.uk/parent/a-z-guide/drugs-and-alcohol/>

Careers

<https://amazingapprenticeships.com/>

Online safety

<https://www.ceop.police.uk/safety-centre/>



Mathematics at Lady Lumley's School

KS3 mathematics

The mathematics curriculum at Lady Lumley's School aims to ensure that all students:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that students develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Across all years in KS3 students cover the following topics:

- **Number**
- **Algebra**
- **Ratio, proportion and rates of change**
- **Geometry and measures**
- **Probability**
- **Statistics**

Year 7

We build on the Key Stage 2 Programme of Study reviewing and building on all topics as well as introducing new concepts. The year starts with investigations that immerse the students in algebraic thinking. We practise numeracy skills regularly and incorporate an individualised basic skills programme into our lessons periodically to ensure any gaps in knowledge are addressed.

Number: Place Value and calculations, Fractions, Decimals and Percentages, Integers, time and timetables

Algebra: Introduction to Algebra, Sequences, Expressions and Formula, Straight Line Graphs, Equations and Expressions

Ratio, proportion and rates of change: Ratio and Proportion

Geometry and measures: Perimeter and Area, Measures, Properties of Shapes, Lines, Angles and Shapes, Constructions, Symmetry and Transformations

Probability: Logic and Venn Diagrams, Probability

Statistics: Handling Data, Summary Statistics

Years 8 and 9

Students are taught in broad sets, 3 in each half-year and have 7 lessons per fortnight. All students follow the same Scheme of Learning but the different groups can adjust the pace as necessary: there is the expectation that all students access the same key concepts. Topics continue to revisit the previous year's work and then develop them with the introduction of higher-level material. Starters in lessons are used to review material and encourage long-term retention.



Year 8

Number: Fractions, Decimals and Percentages, Approximations and Estimation, Index Laws

Algebra: Sequences, Expressions and Formula, Equations and Formula, Introducing Quadratics, Straight Line Graphs($y=mx+c$), Non-Linear Graphs, Algebraic Investigation

Ratio, proportion and rates of change: Ratio and Proportion

Geometry and measures: Pythagoras, Angles, Area and Volume, Circles, Enlargement and Similarity, Speed/Distance/Time, Lines, Maps and Scale Drawings, Angles in Polygons

Probability: Probability

Statistics: Averages, Charts, Data Project

Year 9

Number: Fractions, Decimals and Percentages, Rounding and Estimating, Decimals and Surds, Integers, Powers and Roots

Algebra: Sequences and Functions, Equations, Inequalities, Graphs, Formulae and Proof, Substitution, Linear Equations, Sequences

Ratio, proportion and rates of change: Proportion

Geometry and measures: Geometrical Reasoning, Loci, Circles and Prisms, Transformations, Triangle Calculations

Probability: Probability

Statistics: Frequency Diagrams, Averages and Cumulative Frequency, Correlation, Data Representation

Enrichment

Each year we enter students across all year groups for the UKMT individual challenges. In Year 7 and 8 our students can take part in the Junior Maths Challenge. In the lead up to the competitions the maths department run after school support sessions to help our students prepare for the challenges.

We take part in the UKMT team challenges across KS3, 4 and 5 and compete against other local Schools. We work closely with the Advanced Maths Support Programme and have enjoyed taking some of our students to events led by them.

We run a weekly Chess Club for our KS3 students.

Useful links:

www.mymaths.co.uk/

www.bbc.co.uk/bitesize/subjects/zqhs34j



Music at Lady Lumley's

Key Stage 3

In Key Stage 3 Music, an enjoyment of and appreciation for music is cultivated. Students are introduced to a number of different performance instruments, primarily learning to play the keyboard in lessons, but also the opportunity to learn any instrument through the music enrichment and NYCC music lessons programmes. Students learn new musical skills and knowledge through performing, composing (creating their own music), listening and appraising in a wide variety of engaging topics which link progressively through the years. The aim of KS3 is to build a love of music and equip students with the life-long skills to enjoy participating in musical opportunities.

Year 7 Topics:

A Young Person's Guide to the Orchestra (Performance and Listening)
Carnival of The Animals (Composition and Listening)
Don't Stop Believin' (Performance and Listening)

Year 8 Topics:

All that Jazz (Performance, Composition and Listening)
Musical Eras (Composition and Listening)
Caribbean Vibes (Performance on Steel Pan)
Folk Music (Performance with voice and listening)

Year 9 Topics:

Action Film Music (Composition and Listening)
My GCSE Instrument (Performance)
Electronic Dance Music (Composition and Realisation)
World Fusion Music and Sport (Performance and Listening)

Enrichment

The Music Department offers a wide and varied enrichment programme, with ensembles and groups rehearsing at lunchtimes and after school. These ensembles perform in the concerts held throughout the year. These include; Jazz Band, *Voce* (Choir), *Stringendo* String Group, School of Rock, *WindStars* (NUVO Clarinet and Flute) Music Technology Club, GCSE/BTEC Bands, bookable band space, recording studio.

Useful links:

<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>



Physical Education at Lady Lumley's

Our PE curriculum aims to inspire students to become physically confident and build resilience so that each student is equipped to lead a healthy, active lifestyle. We aim to provide opportunities to compete in competitive sport both in and out of lessons, building on the key characteristics of the school, such as respect, resilience, equality, community, kindness and integrity.

Key Stage 3

Students will build on the knowledge and experience they have developed in Key Stages 1 and 2 so that they are able to understand and apply the key fundamentals in a variety of sports. Students will be encouraged to take part in extra-curricular activities within the PE department so that they can continue sport in their own free time; therefore, beginning a lifelong experience of physical activity.

Year 7

Students will be baseline assessed at the start of the academic year, from which they will be grouped accordingly. Students will have two lessons per week; one PE lesson and one Games lesson. PE lessons will consist of activities such as Climbing, Trampolining, Fitness, Gymnastics, Dance and Athletics. Games lessons will consist of activities such as Netball, Hockey, Basketball, Rugby, Football, Badminton, Tennis, Cricket, Rounders.

Year 8

Students will continue to receive the same duration of lesson time and range of activities as in Year 7 and they will begin to take on more leadership roles within lessons, such as coaching and officiating. Students will now have more knowledge about what makes a performance effective and be able to apply this to their own work.

Year 9

Students will continue to receive the same duration of lesson time and range of activities as in Year 7 and 8. They will also take on more significant leadership roles, such as leading elements of a lesson, for example a warm-up or drills. Students will be exposed to theoretical concepts of Physical Education, such as elements of the musculoskeletal system and cardiorespiratory system.

Enrichment

As a department we pride ourselves on the enrichment opportunities we offer. Each year group will have one after school practise per week that will run from 3pm-4pm. We also have sports teams that represent the school in all major sports, competing both locally, regionally and nationally.

Useful links:

<https://www.youtube.com/channel/UCaXW1XT0iEJo0TYIRfn6rYQ>

<https://darebee.com/workouts.html>

<https://www.youthsporttrust.org/resources/physical-and-mental-health/change4life-resources>

<https://www.thisgirlcan.co.uk>



Religious Education at Lady Lumley's

Key Stage 3

In Key Stage 3 students access RE provision for 60 minutes per 2-week cycle. We follow, where possible, the guidance from the North Yorkshire Agreed Syllabus. RE contributes to the spiritual, moral, social and cultural education. Activities are planned for students to provide opportunities for curiosity and imagination.

Year 7

Students begin their study with an enquiry into the culture of the surrounding area, and what it means to be human. The students are then challenged to consider how religion is part of culture, e.g. the celebration of Christmas by non-Christians. Our aim is to promote respectful curiosity about the lives of others. Students then explore 'What it means to be a Muslim in Britain today'. Considering and challenging stereotypes, racism and islamophobia. We endeavour to go to a mosque and meet members of the Islamic community. Our focus then turns to an example of an eastern religion and students explore 'What it means to be a Sikh in Britain today'.

Year 8

Students explore what the word truth means...what is real...how do we know? They will start with the Parable of the Blind Man and the Elephant, move onto Plato's Cave and then onto ethics – where do our ethics come from? We look at a number of ethical theories, some religious such as situation ethics and natural law, and others which are not, such as deontology and utilitarianism. From here, we ask the question 'why is there suffering?' and look at religious and non-religious responses to the question.

Year 9

Students evaluate beliefs, and the reasons for them, surrounding life after death, both religious and non-religious. Students will then investigate and compare the different death rites of the six major religions. They evaluate why these are important to believers, and how they reflect their beliefs about the afterlife. The course ends with an introduction to the philosophy of religion, how can we prove or disprove the existence of God. We look at the design, cosmological and ontological arguments before finishing with a look at religious experiences.

Enrichment

We aim to take Year 7 students on a mosque visit. Year 8 students visit the local churches. Representatives from Humanism, Buddhism and Christianity are invited into school to talk to the students. Students are invited to attend the philosophy and ethics club on a Monday evening.

Useful links:

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



Science at Lady Lumley's

Key Stage 3

The emphasis in Key Stage 3 Science is a thorough grounding of skills and knowledge through our specialist and enhanced curriculum. We aim to develop our students into resilient and curious independent learners, who can understand and adapt to the challenges of modern society. We have high expectations of our students. Studying science develops a theoretical and practical understanding requiring the application of numeracy and literacy skills. Recall and retention is developed by the use of regular, low-stake quizzing.

Year 7

Initially, there is an introductory unit to build students' practical skills and awareness of safety in a science laboratory. Students have three hours a week to learn about biology, chemistry and physics.

Topics:

Biology:

- Organisms and their structures
- Reproduction

Chemistry:

- Particles & Particle Behaviour and Separating Mixtures
- Atoms, Elements & Compounds and Chemical Reactions

Physics:

- Forces and Motion
- Earth in Space

Year 8

Year 8 students have 3 hours a week to develop concepts from biology, chemistry and physics. Throughout the academic year careers in science are discussed.

Topics:

Biology:

- Nutrition and Health
- Ecosystems

Chemistry:

- Chemical Reactions: Acids and Alkali
- Chemical reactions: Energetics and Materials

Physics:

- Energy
- Waves

Year 9

In Year 9 students are given 4 hours a week to study all three sciences in preparation for GCSE. In this year more emphasis is placed on exploring career opportunities.

Topics:

Biology: Exchange & Transport

- Genetics

Chemistry:

- Earth, Rock & Resources
- Separating Techniques

Physics:

- Electricity
- Machines and work

Enrichment Extra Curricular Activities

Learning • Leading • Ambition • Progress



The Science department offers many enrichment opportunities throughout the academic year and across all key stages. This ranges from a weekly science club for Year 7 students, through to university level practical sessions for KS5 students. Events are also organised to coincide with National Science Week. These include the annual Technology Challenge organised by local Rotary Clubs, which our students have achieved immense success in over many years. Science teachers are always available after school for help with homework and revision.

Useful links:

<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>