



# Key Stage 4

## *Learning Journey*



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## Curriculum Model – periods per 2-week timetable cycle

	English	Maths	Science	Life	PE/Games	RE	Option A	Option B	Option C	Option D
Year 10	8	8	9	1	3	1	5	5	5	5
Year 11	8	8	9	1	3	1	5	5	5	5

## 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.



## Drama at Lady Lumley's

### GCSE Drama

#### In GCSE Drama students' study 3 components:

##### Component 1

Creation, development and performance or design of devised play (Practical). The exam board set stimuli that students must use as a starting point. Students devise a play in a group, choosing to work as actors or designers. The work must be performed in a recognised theatrical style or influenced by the work of a director or theatre company. We spend time in Year 10 exploring different theatrical styles.

##### Component 2

Students rehearse and perform two extracts from a published play text. Texts are selected by the teacher. Texts are selected to suit the student's skills and can range from traditional plays like *The Importance of Being Earnest* or *Journey's End*, to more modern, contemporary plays such as *Girls Like That* or *The Curious Incident of the Dog in the Night-time*. Students can choose to work as actors or directors.

##### Component 3

This is a written exam unit where students are examined on a set text and their analysis of live theatre. Students begin work on the set text in Year 10, exploring the text practically. Previous set texts include *Hard to Swallow*, *Face* and *Dr Korczak's*. Students attend three theatre trips a year and spend time in class after each one, making notes and analysing the production. Most recently we have seen *Blood Brothers*, *Teachers Reunion* and *The Mousetrap*

#### GCSE Drama Specification:

[https://www.eduqas.co.uk/qualifications/drama-gcse/#tab\\_overview](https://www.eduqas.co.uk/qualifications/drama-gcse/#tab_overview)

#### Enrichment:

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

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



## Art and Photography at Lady Lumley's

### GCSE Art

All GCSE projects have a broad starting point, such as 'Inside/ Outside', 'Old and New', 'Transformation' or 'Surface'. Students will explore the varied starting points relating to the theme by producing mind-maps, sketches, drawings, prints and painting. Students can utilise photography and are advised to use first-hand sources to explore intentions and research styles and concepts. Students gain confidence in their ability to use different art media and a greater awareness of the assessment criteria is developed through verbal and written feedback. At KS4, students have 5 lessons a fortnight to develop different projects for their coursework/portfolio unit which makes up 60% of their GCSE mark. In Year 11, students choose an externally set starting point which is worth 40% and will develop a further project from this. The outcome of this project will be produced under supervised conditions.

### GCSE Art Specification:

[GCSE Art and Design | Eduqas](#)

### Enrichment

There is a one-hour enrichment session for Key Stage 4, where art students can use the art spaces and resources and gain additional tuition to improve their artwork. We also run an art trip dependent on where exhibitions are being shown. These have been to Liverpool, to the Tate and Walker galleries, as well as Newcastle to the Baltic and Laing galleries.

### Useful Links:

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

[http://www.bbc.co.uk/learning/subjects/art\\_and\\_design.shtml](http://www.bbc.co.uk/learning/subjects/art_and_design.shtml)

<https://www.studentartguide.com>



## Business and Enterprise at Lady Lumley's

### GCSE Business Studies

Students study six modules and complete two external examinations.

The topics that students explore are:

**Business in the real world** – the purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business

**Influences on business** – the importance of external influences on business and how businesses change in response to these influences

**Business operations** – what business operations involve, their role within the production of goods and the provision of services, and how they influence business activity

**Human resources** – the purpose of human resources, its role within business and how it influences business activity

**Marketing** – the purpose of marketing, its role within business and how it influences business activity

**Finance** – the purpose of the finance function, its role within business and how it influences business activity

### GCSE Business Specification:

<https://www.aqa.org.uk/subjects/business/gcse/business-8132>

### *Useful Links*

<https://www.bbc.co.uk/bitesize/subjects/zpsvr82>



## Computing at Lady Lumley's

### GCSE Computing

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.

#### **In GCSE Computing students will learn to:**

Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.

Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.

Think creatively, innovatively, analytically, logically and critically.

Understand the components that make up digital systems, and how they communicate with one another and with other systems.

Understand the impacts of digital technology to the individual and to wider society and apply mathematical skills relevant to Computer Science.

#### **GCSE Computing Specification:**

<https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>

#### **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. As well as this, 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/z34k7ty>

### **BTEC Digital Information Technology**

Course Overview



The BTEC Level 1/Level 2 in Digital Information Technology is for learners who want to learn a strong mix of creative design and technical knowledge.

This is a new digital qualification that gives students a real insight into the modern fundamentals of IT. The creativity of the User Interface design element and the opportunity to work towards a realistic work scenario.

### **Component 1/Component 2 (Internal Assessments)**

These internal assessments have been designed to relate to achievement through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Component 1 develops your understanding of what makes an effective user interface and you will plan, design and create your own user interface. Component 2 helps you understand the characteristics of data and information and how they help organisations in decision making. You will use data manipulation methods to create a dashboard to present and draw conclusions from information.

### **Component 3 (External Assessment)**

There is one external assessment, component 3, which provides the main assessment for the qualification. It directly builds on components 1 and 2, and enables learning to be brought together and related to a real-life situation. The external assessment is structured to be relevant to IT.

There are no formal entry requirements. It is assumed that learners are studying GCSEs and other BTEC Tech Award qualifications alongside this.

Ideal for learners who want to progress to a digital Apprenticeship or BTEC Level 3 Nationals. This is also a stepping stone to careers like IT Project Management, Technical Support and Cyber Security.



## English at Lady Lumley's

### GCSE English Language and Literature

Throughout Years 10 and 11 our programmes of study focuses explicitly upon the key reading, writing, and speaking and listening skills which students need to master to be fully prepared for their GCSE examinations. The course continues to develop all of the key skills which students have been focusing upon in KS3: confident and accurate reading, fluent and technically accurate writing, supported by confident and engaging spoken presentations, so that students can achieve success at the end of Key Stage 4 and be prepared for the next phase of their studies: either for Sixth Form academic study or for the vocational challenges of apprenticeship-based study.

#### English Language

Students study 2 components:

**Component 1** focuses upon 20<sup>th</sup> Century Fiction reading and creative writing

**Component 2** is based upon a comparative reading of 19<sup>th</sup> and 21<sup>st</sup> Century non-fiction reading and transactional writing.

#### English Literature

This GCSE builds upon the core elements of KS3: a selection of poetry ranging from the 18<sup>th</sup> to the 21<sup>st</sup> Century; the novella *Strange Case of Dr Jekyll & Mr Hyde* – a classic 19<sup>th</sup> Century Gothic fiction; and a wealth of Shakespeare study: the tragedies of the star-crossed *Romeo & Juliet*; the obsessively destructive jealousy of *Othello*; or the haunting treachery and deceit of *Macbeth*.

#### GCSE English Language Specification:

[https://www.educas.co.uk/qualifications/english-language-gcse/#tab\\_overview](https://www.educas.co.uk/qualifications/english-language-gcse/#tab_overview)

#### GCSE Literature Specification:

[https://www.educas.co.uk/qualifications/english-literature-gcse/#tab\\_overview](https://www.educas.co.uk/qualifications/english-literature-gcse/#tab_overview)

#### 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 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://www.bbc.co.uk/bitesize/examspecs/zpxh82p>

<https://www.bbc.co.uk/bitesize/examspecs/zw9mycw>

<https://www.bl.uk/works/the-strange-case-of-dr-jekyll-and-mr-hyde>

<https://www.bl.uk/romantics-and-victorians/articles/the-romantics>



## Geography at Lady Lumley's

### GCSE Geography

The development of sophisticated geographical skills is a key component of the GCSE course. The specification content is framed by geographical enquiry questions that encourage an investigative approach to each of the key ideas. As part of this enquiry process, students are encouraged to use integrated geographical skills, including appropriate mathematics and statistics, in order to explore geographical questions and issues. This provides an engaging real-world focus – students are encouraged to make geographical decisions by applying their knowledge, understanding and skills to real-life 21st-century people and environment issues.

### At GCSE students study 3 components:

**Component 1** examines global geographical issues. Students will study units looking at hazards including plate tectonics, tropical storms and climate change. Development is examined through looking at the reasons for global inequalities. In this unit, students will have the chance to conduct an in-depth study into how one emerging country is developing and the consequences for people, environment and the country's relationship with the wider world. Finally, challenges of an urbanising world, exploring the causes and consequences of rapid urbanisation across the globe. Students will have the opportunity to study Mumbai as an example of a world megacity.

**Component 2** examines how the UK's physical and human landscape is evolving. In the physical geography sections students will explore geology, coasts and rivers. The human aspect looks at how social, economic and political factors are shaping the UK. London is studied as a case study of a dynamic UK city.

**Component 3** is a skills focused paper and students are asked to make well informed geographical decisions on three key areas. Firstly, people and the biosphere. This section examines why ecosystems and the biosphere (earth's living layer) are important for human well-being. Forests are examined as an example of a biome under threat and finally global energy resources are evaluated.

### GCSE Geography Specification:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html>

### 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. As part of the KS4 fieldwork students have the opportunity to travel into the National Park. Year 12 visit coastal environments and Year 13 enjoy a residential field trip to the Lake District.

In school, the department offers study+ sessions after school to GCSE students to support their learning. 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/zsytxsg>

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

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



## Health and Social Care at Lady Lumley's

### BTEC Health and Social Care

When studying for the Level 2 BTEC Health and Social Care students develop sector-specific knowledge and skills in an engaging learning environment. There is a significant amount of practical work where students will be expected to carry out research and produce a portfolio of evidence for their internally assessed units. Throughout the course students focus on four areas of equal importance which cover; the development of key skills in health and social care such as interpreting data to assess an individual's health, processes that underpin effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing, attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, the opportunity to practise applying them, and knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

#### **Students study 3 components:**

**Component 1:** Human Lifespan Development - students learn about human growth and development throughout the life stages and the factors that affect it. They will gain an understanding of a range of predictable and unpredictable life events, and how individuals deal with them.

**Component 2:** Health and Social Care Services and Values – students will learn about a range of health and social care services and the barriers to access service users may face. They will gain an understanding of the skills, qualities and values required when working in the caring professions.

**Component 3:** Health and Wellbeing - students will examine a range of factors that affect health and wellbeing, both positively and negatively. They will learn how to interpret health indicators such as blood pressure, peak flow and BMI, and examine the impact of lifestyle choices on physical health. They will make suggestions to improve the health and well-being of individuals and identify obstacles that may occur.

### BTEC Health and Social Care Specification

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2017/specification-and-sample-assessments/tech-award-HSC-spec.pdf>

#### **Enrichment activities**

Visits to local care homes, after school study sessions, news articles and appropriate documentaries, first aid skills.

#### **Useful Links:**

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html>



## History at Lady Lumley's

### GCSE History

**Students study a range of topics which prepare them for 2 examination papers:**

**Paper 1:** Understanding the modern world which is divided into two topics:

A period study on **America 1920–1973: Opportunity and inequality**. This focuses on the social, economic, and political changes in the USA across this period and includes topics such as prohibition, the Wall Street Crash and the struggle for African American civil rights.

A wider world depth study on **Conflict and tension: The First World War, 1894–1918**. This study looks at the causes of the First World War, the key battles, developments in tactics and technology and the reasons for the armistice in November 1918.

**Paper 2:** Shaping the nation is divided into two topics:

A thematic study on **Health and the People: c1000 to present day**. This topic explores the key idea and developments in medicine, treatment, surgery, and public health from the medieval period to the modern day.

A British depth study on **Norman England 1066-1086**. Students will gain a deeper understanding of the major events and challenges faced by William the Conqueror during his reign. This topic also includes a historic environment study of Norman England in which students are examined on a specific historical focus. This year, we have focussed on Yorkshire after the Norman conquest, c1066–c1088. In previous years, there has been a focus on Durham Cathedral and Castle Acre Priory. In 2024, the focus will be in Wales and the Norman Conquest, c1066—c1100.

### GCSE History Specification:

<https://www.aqa.org.uk/subjects/history/gcse/history-8145>

### Enrichment:

The department offers a WWI battlefields experience visiting key sights in France and Belgium such as Thiepval Memorial and the Menin Gate at Ypres.

### Useful Links

<https://www.bbc.co.uk/bitesize/topics/zywk4j6>

<https://www.bbc.co.uk/teach/class-clips-video/medicine-through-time/zdcy8xs>

<https://www.khanacademy.org/humanities/us-history/postwarera/civil-rights-movement/a/introduction-to-the-civil-rights-movement>

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



## Languages at Lady Lumley's

### GCSE French

Our KS4 curriculum aims to build on the work done at KS3. Students learn how to express their own views and describe their own interests and backgrounds in the foreign language. We also discuss wider global issues like the environment and social issues and we continue to devote time to grammar, in order that students can manipulate the language, leading to a greater degree of independence and creativity. The development of communication skills, together with understanding the structure of the language, lay the foundations for future study of other languages and also support the development of literacy skills in a student's own language.

### GCSE French Specification:

<http://www.aqa.org.uk/subjects/languages/gcse/french-8658>

### GCSE German

Our KS4 curriculum aims to build on the work done at KS3. Students learn how to express their own views and describe their own interests and backgrounds in the foreign language. We also discuss wider global issues like the environment and social issues and we continue to devote time to grammar, in order that students can manipulate the language, leading to a greater degree of independence and creativity. The development of communication skills, together with understanding the structure of the language, lay the foundations for future study of other languages and also support the development of literacy skills in a student's own language. There are eight topics in the GCSE course, which are taught over Years 10 and 11. The topics are school, free time, family & friends, on holiday, holidays & where I live, social issues and the environment, jobs and future employment and my home.

### GCSE German Specification:

<https://www.aqa.org.uk/subjects/languages/gcse/german-8668>

### Enrichment

We offer a wide and varied enrichment programme in the languages department.

At KS4 and KS5 we will have a study trip to Paris in October.

We offer study support and revision sessions (Study +) for our Year 11 students on a weekly basis after school.

We have also set up links with the Language and Linguistic Science department at the University of York and take groups of students there from KS3 and KS4 for language taster sessions and talks by students and lecturers about the value of languages beyond school and career opportunities in languages beyond further education.

### Useful Links

[www.linguascope.com](http://www.linguascope.com)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.quizlet.com](http://www.quizlet.com)



## 'Life' at Lady Lumley's

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.

### **Key Stage 4**

#### **Year 10 Themes:**

Maintaining wellbeing and identifying concerns

Finance education, including risks

Healthy relationships – including spotting unhealthy relationships and pornography

Influence – including gangs, the media and substance misuse

Addressing extremism and radicalisation

Careers and the world of work

#### **Year 11 Themes:**

Maintaining wellbeing, identifying concerns and managing stress

Exploring next steps – looking at FE/apprenticeship providers and finance

Maintaining positive relationships and recognising unhealthy relationships

Managing decision-making in relationships, including contraception and consent

#### **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

### GCSE Mathematics

Across Years 10 and 11 students complete a Linear GCSE course with the assessment being taken at the end of Year 11. Sets 1 - 3 typically follow the Pearson Edexcel Higher GCSE scheme of learning, leading to potential GCSE grades of between Grade 5 and Grade 9. Sets 4 - 6 are typically following the Pearson Foundation GCSE scheme of learning, leading to potential GCSE Grades of between Grade 1 and Grade 5.

#### Years 10 and 11 – Foundation Tier

**Number:** Integers and Place Value, Decimals, Indices, Powers and Roots, Factors, Multiples and Primes, Fractions, Decimals and Percentages, Fractions and Reciprocals, Indices and Standard Form

**Algebra:** Algebra: the basics, Expressions, Inequalities, Straight Line Graphs, Linear and Simultaneous Equations, Quadratic Equations, Quadratic Graphs, Harder Algebra

**Ratio, proportion and rates of change:** Real Life Graphs, Ratio, Multiplicative Reasoning, Proportion

**Geometry and measures:** Shapes and Angles, Interior and Exterior Angles, Perimeter, Area and Volume, Transformations, Right Angled Triangles, Constructions Circles, Cylinders, Cones and Spheres, Similarity and Congruence, Vectors

**Probability:** Probability

#### Year 10 and 11 – Higher Tier

**Number:** Checking Calculations and Rounding, Indices, Factors, Multiples, Primes, Standard Form, Surds Fractions and Percentages, Accuracy and Bounds

**Algebra:** Equations and Changing the Subject, Graphs, Coordinate Geometry, Quadratics and Simultaneous Equations, Inequalities, Quadratics and Cubics, Further Algebra

**Ratio, proportion and rates of change:** Ratio and Proportion, Multiplicative Reasoning and Direct and Inverse Proportion

**Geometry and measures:** Polygons, Angles and Parallel Lines, Pythagoras and Trigonometry, Perimeter, Area and Circles, 3D Shapes and Volume, Transformations, Construction, Loci and Bearings, Similarity and Congruence, Graphs of Trig Functions, Further Trigonometry, Circle Theorems, Circle Geometry

**Probability:** Probability

**Statistics:** Data, Cumulative Frequency, Box Plots, Histograms

### GCSE Specification:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf>

### Enrichment

Each year we enter students across all year groups for the UKMT individual challenges. In Year 10 and 11 our students can take part in the Intermediate Maths Challenge. We also work closely with the Advanced Maths Support Programme and have enjoyed taking some of our students to events led by them. Study+ runs weekly for students in Year 11.

### Useful Links

<https://www.bbc.co.uk/bitesize/subjects/z38pycw>



## Media Studies at Lady Lumley's

### GCSE Media Studies

Students will analyse how media products like TV programmes and music videos use images, sounds, language, and representations to create meaning. They will learn about the media industry and how the industry affects how media products are made. Investigating media audiences and exploring who the people are who watch, read and consume the products, is also an important part of the course which leads the students on to considering how different people might be affected by media products differently, and why. Students will study lots of different media forms, such as: television, online media advertising and marketing, film marketing, magazines, newspapers, social and participatory, media music video, radio and video games

There is also a significant amount of practical work where students will have the opportunity to choose a media product to produce. They will choose from a range of different options, which will encompass; music videos, magazines, television programmes, advertisements and more.

### GCSE Media Specification:

[https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab\\_overview](https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab_overview)

### Enrichment

Media Studies offers a wide range of enrichment opportunities, from subject support sessions through to access to academic websites and texts that allow the students to explore their own individual interests. In addition to this we also offer a 'watch with' club, in which students are provided with a list of interesting television shows that they can watch at home and then discuss when they come into school.

### Useful Links

<https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=20&lvlId=2>



## Music at Lady Lumley's

### GCSE Music

Students study the Pearson Edexcel board for GCSE Music which builds on the skills learned at KS3, through enrichment ensembles and individual instrumental/vocal lessons. The course is broken into three units: Performing (30%) Composing (30%) and Appraising (40%). Students prepare performance work on their own instrument or voice for both a selection of solo, and ensemble pieces which are recorded and assessed in their best version in Year 11. Students also compose two longer pieces of music, one to a brief and one in a style of their choice, again for assessment at the end of Year 11 as coursework. In the Appraising unit, students' study 8 pieces of music in a variety of genres including music for ensembles, film music, popular music, musical forms and devices. This module is assessed by a listening exam in the summer of Year 11.

### GCSE Music Specification

[www.eduqas.co.uk/qualifications/music-gcse/#tab\\_keydocuments](http://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments)

### Enrichment

The Music Department offers a wide and varied enrichment programme, with ensembles and groups rehearsing 4 nights a week 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/zpf3cdm>



## Physical Education at Lady Lumley's

### Key Stage 4 - Core PE

Students will build on the skill, tactics and concepts they have developed in Key Stage 3 through similar activities such as Netball, Hockey, Basketball, Rugby, Football, Badminton, Tennis, Cricket, Rounders and Athletics. Students will also be introduced to new activities such as Volleyball, Handball and Lacrosse. Students will tackle more complex skills and tactics, and explore these in a range of roles, such as player, coach and official.

### Year 10

Students will receive three lessons per fortnight, two Games lessons and one PE lesson. The Games lessons will follow a set curriculum with prescribed activities. The PE lesson will be an 'option' choice, where the students choose the activity they wish to take part in.

### Year 11

Students will receive three lessons per fortnight, both of which will be 'option' choices. Students can therefore specialise in an activity and/or try sports which are new to them.

### Key Stage 4 – GCSE PE

The Physical Education GCSE consists of four components:

**Component 1: Fitness and Body Systems** - In this component, students study 4 key topics; applied anatomy and physiology, movement analysis, physical training and the use of data.

**Component 2: Health and Performance** - In this component, students study 4 key topics; health, fitness and wellbeing, sport psychology, socio-cultural influences and the use of data.

**Component 3: Practical Performance** - in this non-examined component students are assessed on skills during individual and team activities and their general performance skills.

**Component 4: Personal Exercise Programme (PEP)** - in this component students produce and carry out their own personal exercise programme which consists of a clear aim and planning analysis, the carrying out and monitoring of their PEP and a detailed evaluation.

### GCSE Physical Education Specification:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2016/Specification%20and%20sample%20assessments/GCSE-physical-education-2016-specification.pdf>

### Enrichment

As a department we pride ourselves on the enrichment opportunities we offer. Each year group will have one afterschool 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.bbc.co.uk/bitesize/subjects/znyb4wx>



## Religious Education at Lady Lumley's

All Year 11 students study GCSE RE and students in Year 10 have the option to study GCSE RE alongside core RE which is studied by all students.

### Core RE

All Year 10 and 11 students have 1 lesson of core RE a fortnight. The question which underpins KS4 Core RE in Year 10 is 'What is the value of life?' We begin with a general look at the sanctity of life, and then we look at a range of issues from a religious, a secular and an ethical perspective, which include: abortion, euthanasia, and capital Punishment. In Year 11 we look at 'Religion and Science – are they compatible' with a look at genetic engineering and medical ethics.

### GCSE Religious Education

#### Year 10

The first year of the GCSE is a study of Christianity as a lived religion within the United Kingdom and throughout the world, and its beliefs and teachings on life, specifically about Philosophy of Religion and issues of equality and social justice.

**There are four sections:** Christian Beliefs, Philosophy of Religion, Living the Christian Life and Equality. Students learn to explain and evaluate the significance and importance of the various beliefs, issues and practices of Christians today throughout each of the four sections of the syllabus.

#### Year 11

The second year of the GCSE is a study of Judaism as a lived religion within the United Kingdom and throughout the world, and its beliefs and teachings on life, specifically within families, and regarding matters of life and death.

**There are four sections:** Jewish Beliefs, Marriage and the Family, Living the Jewish Life and Matters of Life and Death. The significance and importance of the various beliefs, issues and practices to Jews today are explored throughout each of the four sections.

### GCSE R.E Specification

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016.html>

### Enrichment at Key Stage 4

Students are taken to visit both a Reform and Orthodox synagogue.

Students are invited to attend the philosophy and ethics club on a Monday evening

Students in Year 11 are also invited to join the Sixth Form trip to Krakow and Auschwitz

### Useful links:

<https://www.bbc.co.uk/bitesize/topics/zh7bxyc>

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

<https://www.bbc.co.uk/bitesize/topics/zvp8f4j>



## Science at Lady Lumley's

### GCSE Science

During Years 10 and 11, all students study biology, chemistry and physics through the Edexcel Combined Science GCSE course. In our curriculum we aim to develop students' understanding of the ethical, moral, social, cultural and economic aspects of science. Students are in classes that are not streamed by ability, an approach backed up by educational research. The GCSE combined science award has proved to be an excellent platform from which to continue to A level science courses, undergraduate courses and beyond.

### Biology

Biology studies life processes, the molecules involved and their importance. The fundamental units of living organisms are cells, which may be part of highly adapted structures including tissues, organs and organ systems, enabling living processes to be performed effectively. Living organisms may form populations of single species, communities of many species and ecosystems we study this and how they interact with each other, with the environment and with humans. In biology we learn how living organisms are interdependent and show adaptations to their environment. The beauty of life on Earth is studied and how photosynthesis and cellular respiration occur, which without no life could be sustained. The natural world is looked at through a lens of continual cycles. Biologists also learn about what the genome is and its interaction with the environment. The concept evolution explains biodiversity and how organisms are all related to varying degrees.

### Chemistry

Chemistry studies the matter that everything is made from. No chemist is ever without the periodic table – the development of this diagram is explained along with why it is so important internationally. Understanding particle matter, and their properties is fundamental to becoming a chemist. Properties of different substances will be studied and explained using knowledge of bonding and structure. Chemical reactions in terms of energy will also be studied and linked to life processes. Chemistry will further develop the appreciation of the earth and atmosphere composition and how human impacts have affected our planet. Students will also understand how important metals are to every day and understand how chemistry is used to extract them.

### Physics

Physics covers most of the world around us and beyond, it tries to explain everything we can see and observe through the use of models, such as the particle model of matter or the wave models of light. It links the concept of cause and effect such as those between force and acceleration, or between changes in atomic nuclei and radioactive emissions. It provides theories to understand the phenomena of 'action at a distance' and the related concept of the field as the key to analysing electrical, magnetic and gravitational effects. Physics tries to make sense of our world by linking changes to pressures or temperatures or electrical potentials. Newtonian Physics shows that proportionality, for example between weight and mass of an object or between force and extension in a spring, is an important aspect of many models in science and that physical laws and models can be expressed in mathematical form.



## GCSE Science Specification

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html>

## Enrichment

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/zrkw2hv>



## Technology at Lady Lumley's

### GCSE Design and Technology

Over the 2 years, students will gain in depth knowledge of a range of materials and processes from small scale to industrial scale. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively, when designing and making, and apply technical and practical expertise.

Students will build on their practical skills and knowledge throughout Year 10, ready to put this into practice for their Non-Exam Assessment (NEA) which we start in June of Year 10. The NEA is worth 50% of their overall grade for Design and Technology and they will be assessed on their investigating, designing, developing, making and evaluating skills. Example contexts which we have been given in the past for NEA are: outdoor living, aiding people with disabilities and sustainability.

### GCSE Design and Technology Specification:

[aqa.org.uk/designandtechnology](http://aqa.org.uk/designandtechnology)

### GCSE Food Preparation and Nutrition

Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. This qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. The content learnt in the theory lessons will be complemented and supported by the products produced in practical lessons. It provides learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

### GCSE Food Preparation and Nutrition Specification:

<https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

### Enrichment

Clubs on offer include:

KS4 practical technical skills sessions – to support practical learning at GCSE.

KS4/5 – The Great Yorkshire Show trip – students get the opportunity to find out more about food provenance and visit the food market to engage with professional chefs and give them ideas for their coursework projects at both KS4/5.

### Useful links:

<https://www.bbc.co.uk/bitesize/subjects/zdn9jhv>

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

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