



Lady Manners School

Key Stage 3 Curriculum Guide 2020-23



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Art

Curriculum Leader: Ms R Gaunt

Subject structure:

All students in Years 7-9 study art for one period a week. Observation underpins the work throughout the Key Stage. Reference to contemporary and past artists and cultures is made throughout the course. The development of individual ideas is promoted as students mature. In years 7, 8 and 9 students work on themes which teach them to develop ideas and to communicate them in visual/tactile form. They learn to understand processes, techniques and media and to respond to ideas, images and artefacts.



Learning Intent:

Year 7:

- learn about the properties of a range of 2 and 3D media
- learn to use subject specific vocabulary to analyse and evaluate their own and others' work
- build a foundation of skills, understanding and confidence
- learn about composition and about the formal elements – line, tone, colour, shape, texture
- work from observation
- find out about artists and apply aspects of their work to their own practice

Techniques used include: drawing, painting, composition, mixed media, 3D and textiles

Year 8:

- build on the skills and knowledge learnt in Year 7 and apply them to new situations
- develop the ability to make more of their own decisions about the use of media and techniques
- use subject specific language to analyse and evaluate their own and others' work
- select from and apply skills learnt in Year 7
- learn about the properties of additional media and techniques
- work from observation; both primary source and secondary source
- find out about artists and apply aspects of their work to their own practice

Techniques used include: drawing, painting, collage, 3D, lino-printing and textiles. Students may also do lino-printing or making using mixed-media techniques

Year 9:

- build on the skills and knowledge learnt in Years 7 and 8 and apply them to new situations
- make more of their own decisions about the use of media and techniques
- use subject specific language to analyse and evaluate their own and others' work
- look at different cultures and use new technologies
- select from and apply skills learnt in Years 7 and 8
- learn about the properties of additional and new media and techniques
- work from observation; both primary source and secondary source
- find out about artists and apply aspects of their work to their own practice

Techniques used include: drawing, painting, 3D and textiles

Computer Science and ICT

Director of Studies: Mr P Sloane

Subject structure:

In years 7, 8, and 9, all students study Computing and ICT for one period a week in Years 7 and 8 and for two periods in Year 9, following the National Curriculum for Computing.

Learning Intent:

Year 7:

- Students familiarise themselves with the school systems. They learn to access and use the school's computer systems to allow them to complete work in and out of school.
- Students learn how to write algorithms in the programming language Python.
- Students learn about staying safe on-line. Students develop a range of material around this theme which in-turn supports the wider school teaching of internet safety.
- Students are introduced to spreadsheets. They use simple formulae, format the data and create graphs.
- We look at computer hardware - input, output and storage devices.
- Students use BB Microbits - a very small computer on which they can write code.

Year 8:

- Students learn how the Internet and World Wide Web work and create a website on a topic of interest.
- A series of tasks will be completed for an organisation that organise school trips, Peak School Tours. Students will develop their skills in searching, finding appropriate images and identifying copyright information. They will create adverts, search and edit a database, develop a spreadsheet model and prepare a report for the business.
- Students learn about databases, vector and bitmap images.
- Students learn how to add binary numbers and convert to decimal.
- Students develop their skills in programming using Python.
- Students use Serif PhotoPlus to manipulate images.

Year 9:

- Students are banded in Year 9 to allow work to progress at a pace that is most suitable for the student. The year blends together teaching the use of application software such as Microsoft Office and Serif suite of programs with developing program skills.
- Students complete a series of tasks in Python aimed at developing their skills and confidence in writing computer programs. Students are encouraged to make their own programs using the skills and knowledge they have developed.
- We study the rapid change in technology and what this means for the skills they will need in their careers.
- They use Serif PhotoPlus to create a movie poster and in doing so learn about vector and bitmap images and how these are stored in a computer.
- Students learn how computers sort data and search for information.



Design and Technology

Curriculum Leader: Mr T O'Neal

Subject structure:

All students study Design and Technology for two periods a week.

Learning Intent:

Year 7:

Throughout Year 7 we discover Design and Technology in a fun and practical way. We learn how to work safely and independently within a workshop whilst making useful and novelty products by manipulating a range of materials. We experiment with a wide range of processes and use hand tools and machines to help with manufacturing. We investigate electronics and control systems in a major project quite early in the term and aim to develop research, design and making skills to prepare students for this wide-ranging subject.

Year 8:

In Year 8, we build on the skills learned in Year 7 through a range of practical design and make projects. Projects are generally taught on a rotation basis and cover the varied, specific focus areas of computer-aided design and manufacture (CAD/CAM); advanced metals processing (casting); electronic product design as well as general workshop practice and health and safety. We aim to reinforce and extend students' knowledge by linking fun activities with commercial manufacturing understanding and an introduction to some new, challenging topics.

Year 9:

In Year 9, the curriculum is followed by all students and is intended to deepen students' understanding of the core principles of Design and Technology. As in Year 7 and Year 8, learning is delivered through a range of projects; some are short skill-based tasks and others take the format of the GCSE style, where independent research and investigation skills are developed. By the end of Key Stage 3, we aim to have consolidated the learning in Year 7, Year 8 and Year 9 and to have provided students with a solid grounding in Design and Technology through active and practical learning. They can continue with the subject into Year 10 with current options available in Engineering, Design and Technology and Construction.



Drama and Theatre

Curriculum Leader: Mr M Doody

Subject structure:

All students in Years 7, 8 and 9 study drama for one hour a week.

Learning Intent:

Year 7:

In drama, students will begin to develop communication and group work skills. They are introduced to a number of dramatic conventions and taught how to use these within performances to tell stories to the audience.

Year 8:

Students will develop skills already covered in Year 7 and will use more complex devising and story-telling techniques. Students will learn how to devise original drama from a stimulus. They will also study some aspects of theatre history including Greek theatre, commedia D'ell Arte and Devising Drama.

Year 9:

In Year 9 students will be introduced to significant theatrical practitioners: Brecht, Stanislavski and Artaud. Students also have the opportunity to develop design skills and more technical aspects of drama including lighting and sound. Students will develop a deeper understanding of drama designed for specific audiences.



English

Director of Studies: Mrs J Lansley

Subject structure:

Years 7 and 8 study English for three periods each week. Year 9 study English for four periods each week.

Learning Intent:

Year 7:

In Year 7, reading skills are developed by considering a variety of poems, plays and novels from both modern day and historical times, including Shakespeare. Students are also encouraged to develop their own reading interests by visiting the library, regular reading lessons and a Reading Challenge. There are opportunities to explore different writing styles, including persuasive and descriptive writing. Writing for a real audience is encouraged, and students all write a letter to their primary school telling them all about Lady Manners School. Students also give individual talks to the rest of the class, and develop their group work skills. In all three years, students have some "Let's Think in English" lessons. These are challenging discussion topics which really get students discussing, thinking and developing as independent learners.

Year 8:

Students continue to develop the skills from Year 7 and the concept of the tradition of English, poetry, prose and drama through research and analysis is introduced. Students will further their knowledge of Shakespeare and read some 19th century prose. They also consolidate their understanding of spelling, punctuation and grammar. They will analyse media texts, broaden their knowledge and understanding of poetry as well as continuing to produce a range and variety of written texts, with a particular focus on narrative writing.

Year 9:

In Year 9, students continue to build their reading and writing skills, with a particular focus on developing skills required for GCSE English. Responses to written texts using analytical skills will provide more focused evidence to support points. Writing skills are further developed ensuring texts are appropriate for a growing range of purposes and audiences. Many of the assessments students complete are in the format of GCSE questions, and towards the end of the year students start their preparations for GCSE English Literature by studying the 'Power and Conflict' poetry anthology. There is still a focus on the development of independent reading, with more challenging texts being encouraged.



Food Technology

Curriculum Leader: Miss H Bontoft

Subject structure:

Students experience a range of opportunities in Food Technology, following a flexible programme during Years 7, 8 and 9.

Learning Intent:

Year 7:

In Year 7 students:

- learn about food safety and hygiene
- develop a range of food manufacturing skills using standard recipes
- work individually and in teams to design, develop and manufacture a new pizza product

Year 8:

In Year 8 students:

- learn about healthy eating and how to plan a balanced diet
- manufacture and modify a range of healthier products
- investigate how food manufacturers design and make healthier products
- investigate enzyme action in fruit
- work individually and in teams to design and make a range of low sugar apple puddings

Year 9:

In Year 9, students

- develop higher level manufacturing skills using standard recipes
- design and make a pasta product investigating commercial pasta manufacturing methods
- learn how to design meals for different target groups, taking account of nutritional needs
- investigate the chemical function of components in food products
- design and make a range of pastry products



Geography

Curriculum Leader: Mrs L Scott

Subject structure:

All students in Year 7 study geography for two periods a week, Years 8 and 9 have one period a week.

Learning Intent:

We want students to become responsible global citizens who are multi-skilled and inquisitive learners.

Year 7:

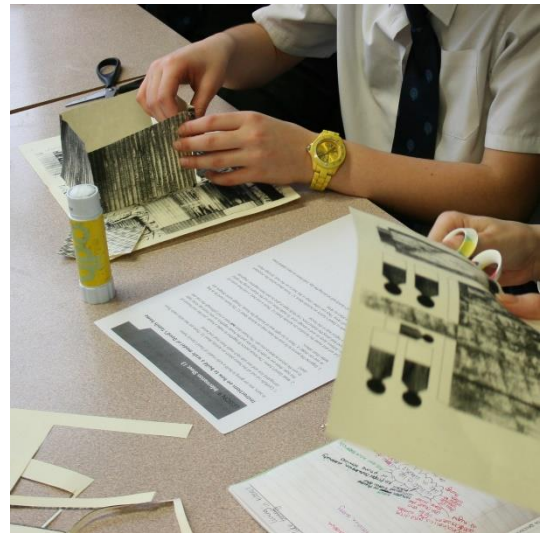
In Year 7 the programme of study is 'Local geography, local scale'. We begin with a unit to develop a knowledge of place, using atlas and map skills. We move on to investigate our local area to establish a sense of place, focusing on aspects such as geology, land use and local conflicts like tourism and quarrying. Some of our students are invited to visit a local quarry for a day to find out more about how the quarry operates and work opportunities there. We end the year with a look at the UK as an island and the geography of coasts.

Year 8:

In Year 8 the programme of study is 'Making Connections, national scale'. We aim to develop a sense of place and scale as we move away from the UK to explore our connections with other parts of the world. Students develop their enquiry and decision-making skills through a range of physical and human geography issues in Africa and Asia such as hot deserts, volcanoes, globalisation, exploitation and tourism. We conclude with an investigation into UK weather and increasing flood hazards.

Year 9:

In Year 9 the programme of study is 'Thinking big, global issues, interdependence' and focuses on the global significance of certain human and physical processes. The Year 9 course raises awareness of current issues, explores solutions and considers future scenarios for the Middle East, the Rainforests, the Great Barrier Reef and our cities. We encourage students to make a practical contribution to their global community such as raising money to adopt orang-utans orphaned in Borneo by palm oil plantations, or making WWF lanterns to celebrate Earth Hour. In the summer term of Year 9, we begin our GCSE course and complete the Glacial Landscapes in the UK unit. Some students will have the opportunity to visit Snowdonia and its magnificent glacial landforms.



History

Curriculum Leader: Mr W Woodward

Subject structure:

All students in Year 7 study history for two periods a week, Years 8 and 9 have one period a week.

Learning Intent:

Year 7:

In Year 7 we learn about some of the basic skills of history. We investigate where we come from as a nation, before going on to study the effects of the Norman Conquest on England. Students are introduced to historical interpretations - what historians have said about the past – and to begin to decide how 'convincing' or believable their arguments are.

We also consider challenging questions such as why the Peasants' Revolt happened in 1381, and whether King John was really as 'bad' as he has been shown by contemporaries and later depictions.

We aim to give students a good grounding in historical skills while not losing sight of the fascinating stories that make up the past.

Year 8:

In Year 8 we begin to consider Britain's role in global historical developments, considering why Europeans conquered the New World. We study the impact of religious change from Henry VIII to James I which led to the Gunpowder Plot and the execution of Guy Fawkes.

We also investigate India in the Mughal period, leading to an understanding of Britain's growing prominence in the world through the British Raj, and onwards to independence in 1947. Students consider key questions such as 'Does Gandhi deserve the title 'Mahatma'?'

Year 9:

In Year 9 we continue the theme of Britain's role in the world by investigating the transatlantic slave trade and its effects on the people involved. The core course covers the twentieth century, and students further develop their skills through a range of activities such as studying contemporary sources on the trenches in the First World War. Why Britain appeased Hitler is a key topic of the interwar period, and we learn about the Second World War, including the Holocaust. After studying the impact of the Second World War on civilian life in Britain, we ask whether or not the bombing of Hiroshima was justified, by considering a range of different interpretations.

Throughout the year students continue to develop their understanding of the role of sources and interpretations, as well as why specific events and developments happened. The final term brings us towards the present day, and students are encouraged to consider how past events can help us understand the present, by considering the effects of the Cold War on Germany and North and South Korea.



Library

Librarian: Mrs N Hetherington

Our curriculum is supported by our extensive Library, with its knowledgeable Librarian and access to a host of physical and online resources.

Resources:

- 18,000 fiction/non-fiction books to support reading, research and homework. These include manga books and graphic fiction.
- Specialist resources to support dyslexia and visual difficulties.
- Magazine selection: This Week Junior, Science and Nature, Pony, Simpsons, Science Focus, Top Gear, Empire and Edge.
- On-Line Resources to support homework and the curriculum.



Learning Intent:

Year 7:

- Students learn about the Heritage online library catalogue and using the virtual library, including the dedicated MyCirqa app.
- Introduction to the Library Home Page resources including Britannica Online Junior and Intermediate.
- Bronze and Silver Reading Challenge.
- Book Buzz programme under which every Year 7 student receives a free book.
- Book promotion featuring shortlisted award books.

Year 8:

- In addition to the Year 7 opportunities, students can take part in the Gold and Platinum Reading Challenge.
- Introduction to the Complete Issues resource.
- Britannica revision.

Year 9:

- Collaboration with Year 9 Science Literacy Project including choice of topic related fiction books
- Introduction to Issues Online.
- Complete Issues and Britannica Online revision.
- Introduction to JSTOR for those students who need a challenge.

All online resources are also available to students from home, including an audio option on Britannica.

Mathematics

Director of Studies: Mr K Byrne

Subject structure:

- In Years 7, 8, and 9, all students study maths for three periods (three hours) a week

Learning Intent:

Year 7:

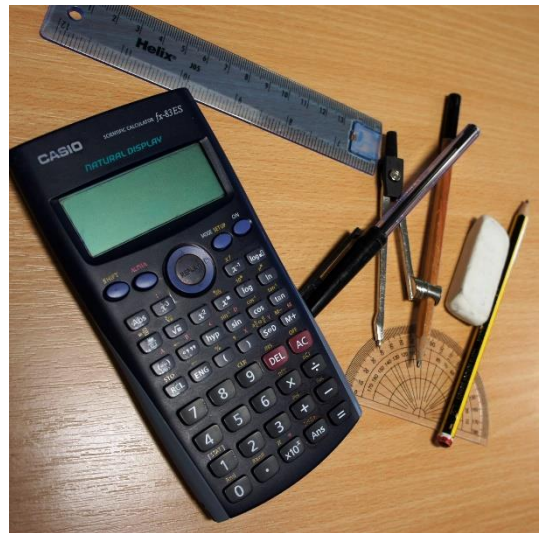
- In Year 7 we work to strengthen student knowledge and ability in the core areas of Number, Algebra, Geometry and Measure and Statistics with a continuous focus on the ability to solve problems in order to start preparing students for the demands of the GCSE.
- The first term (Sept – Oct) is taught in form groups and is therefore mixed ability.
- At the end of the first term all Year 7 sit a test which along with prior data, is used to place students into 4 sets for each half of the year group. The sets are fluid and changes happen throughout the year.
- We follow the new KS3 curriculum and teach with a large focus on reasoning and problem solving skills to encourage students to be adaptable and flexible in their thinking.
- Throughout the year, students will complete formal assessments, assessed pieces of homework and classwork that will be used to check their progress.

Year 8:

- Students are placed in 1 of 4 sets for their half of the year group. Their end of Year 7 results and Year 8 target, as well as ongoing assessments, are used to decide the group. The sets are fluid and changes happen throughout the year.
- We continue following the new KS3 curriculum and continue to encourage students to develop their problem solving skills in preparation for the GCSE course.
- Throughout the year, students will complete formal assessments, assessed pieces of homework and classwork that will be used to check their progress.

Year 9:

- Students are placed in 1 of 9 sets. Their end of Year 8 results and Year 9 target, as well as ongoing assessments, are used to decide the group. The sets are fluid and changes happen throughout the year.
- Students start the GCSE content at the start of Y9, traditionally sets 1-5 follow the higher course, sets 6-9 following the foundation.
- Throughout the year, students will complete formal assessments, assessed pieces of homework and classwork that will be used to check their progress.



Modern Foreign Languages

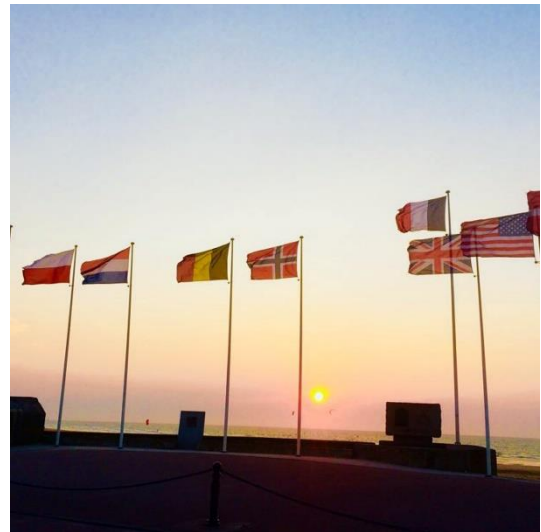
Curriculum Leader: Mrs J Pritzlaff

Subject structure:

During Year 7, all students study a modern foreign language for two periods a week (either French or German). The opportunity to study a second modern foreign language is introduced in Year 8 and continues into Year 9.

Learning Intent:

Teaching focuses on developing the breadth and depth of students' competence in listening, speaking, reading, writing and translation, based on a sound foundation of core grammar and vocabulary. It enables our students to understand and communicate personal and factual information, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. The curriculum at Key Stage 3 provides a solid base on which to build at GCSE and A Level.



Year 7:

Topics studied are based around the theme of 'My world' and include: numbers and the alphabet; days and months; facts about France/Germany; dictionary skills; Christmas in France/Germany; where you are from; your family; your hobbies and interests; free time, media and technology.

Year 8:

Topics studied are based around the theme of 'My local world' and include: your home; daily routine; meals and food in France/Germany; your town; shopping; giving directions; life at school; life at school in France/Germany.

Year 9:

Topics studied are based around the theme of 'The wider world' and include: Countries and transport; holidays; a foreign exchange; food shopping and eating out; festivals; social geography; the environment.

Music

Director of Studies: Miss L Barnsley

Subject structure:

All students in Years 7-9 study music for one period a week.

Learning Intent:

In all years students will study music through practical activities and through regular access to computers.

Year 7:

In Year 7 we explore the main elements of music focusing on rhythm and beat, pitch and timbre through a variety of activities involving composing, performing and listening activities.

Through individual, paired and group work students will study the main families of musical instruments, medieval music and folk song traditions and develop an understanding of a variety of music from different places and historical times. Students will develop performing skills on a variety of instruments including voice and keyboards and use traditional notation to increase their understanding. Students will learn how to use Mixcraft (composing software).

Year 8:

Students will continue to develop their understanding of music through composing, performing and listening activities. We will understand how musical clichés and traditions have shaped the sound of music from all different times and places, through scales and other musical devices. We will explore how music can create a dramatic effect and tell a story in programme music. Students will develop a deeper understanding of Mixcraft during electronic composition tasks, further develop their keyboard skills as well as learn how to play instruments from pop culture's such as the electric and bass guitars, and drum kit.

Year 9:

In composing, performing and listening activities, students will learn how the elements and traditions of music are used in popular music in the study of Blues; Jazz; 50's and 60's styles of music; music for film; and the music of today. Students will use the skills they have acquired during previous years to produce individual and independent musical performances and compositions.



Personal Development

Curriculum Leader: Mr R Mason

Subject structure:

All students in Year 7-9 study Personal Development for one period a week. During timetabled Personal Development lessons, students will study Relationship, Sex and Health Education (RSHE), Citizenship, Careers Education and other themes pertaining to their personal development.

Learning Intent:

In Personal Development we aim to nurture students in becoming successful, healthy and happy young people and leaders. They will gain powerful knowledge of themselves and of the world around them, enabling them to become responsible and active citizens who are equipped to fully participate in all aspects of school life and broader society. The Personal Development curriculum has been carefully designed to build on our school's already outstanding provision and to ensure that all students are able to develop their full potential during their time at Lady Manners School. This dynamic new subject distils many of the most aspirational features of our school into a weekly lesson in which students can focus on realising their potential.

Year 7:

Year 7 is very much about transition, ensuring that students have the personal skills to be safe, confident and increasingly independent learners as they begin their journey towards adulthood. For example, we cover issues like road safety, physical and emotional safety as well as how to be successful in school. Our learning to learn theme introduces Year 7 students to growth mindset and metacognition, whilst in careers education they start to explore their own skills and qualities that will later be invaluable in the workplace.

Year 8:

Our Year 8 students are growing in confidence and go on to learn the seven habits of highly effective people. Students will learn how to be proactive, how to understand others and how to be understood, how to prioritise, synergise with others as well as the importance of caring for their own wellbeing in order to be more effective young people. RSHE starts to explore what is meant by healthy and respectful relationships. In Citizenship students learn about Life in Modern Britain. Here we discuss issues relating to community cohesion, migration events, British values, democracy, participation, suffrage and voting.

Year 9:

By Year 9, students complete more serious careers education themes focused on supporting them in their options choices. RSHE covers mental health, emotional wellbeing, the risks of social media, coping strategies and the effects of substance abuse on wellbeing. We also start to explore what is meant by safe sex. Citizenship focuses on rights and responsibilities with a particular focus on human rights. At the end of Year 9 students complete work on sustainable lifestyles and the environment.



Physical Education

Curriculum Leader: Miss R Pownall-Jones

Curriculum Leader of Boys' PE: Mr R Allen

Subject structure:

All students in Year 7-9 study PE for two periods a week.

Learning Intent:

In PE we want students to enjoy learning and aspire to develop the skills of themselves and others. We want students to develop confidence and responsibility in leading one another and when trying to improve. We aim to ensure that our students are fit and healthy and well prepared for future and adult life.

Year 7:

In Year 7 students will:

- acquire and develop skills in a variety of games and physical activities
- evaluate and improve performance
- learn simple techniques
- learn basic tactics and rules
- develop physical, mental and social wellbeing

Year 8:

In Year 8 students will:

- develop a range of skills
- develop precision, control and fluency
- use more advanced tactics and rules
- perform different fitness tests to improve fitness
- identify and improve strengths and weaknesses
- develop physical, mental and social wellbeing

Year 9:

In Year 9 students will:

- refine and adapt skills
- develop consistency and accuracy whilst maintaining precision, control and fluency
- refine tactics and strategies
- improve fitness using different methods of training
- undertake analysis of performance
- undertake leadership roles



Activities taught in lessons:

- Rugby
- Badminton
- Fitness/wellbeing
- Rounders
- Gymnastics
- Football
- Basketball
- Cross Country
- Cricket
- Dance
- Netball
- Hockey
- Athletics
- Tennis
- Leadership

Sports Teams:

- Rugby
- Badminton
- Athletics
- Tables Tennis
- Football
- Hockey
- Rounders
- Cyclo-cross
- Netball
- Cross Country
- Cricket
- Equestrian

Religious Education

Curriculum Leader: Mr R Mason

Subject structure:

All students in Year 7-9 study RE for one period a week as part of the extended personal development curriculum.

Learning Intent:

In RE we want students to develop a philosophical understanding of the world and an appreciation of other world views. Students will develop the ability to express their own views and opinions in a manner that is respectful of people who have different faiths or beliefs to their own (or who have none). RE enables students to develop high order thinking skills and an ability to challenge stereotypical views. Our schemes of work are in line with the Derbyshire Agreed Syllabus for Religious Education including the Humanist supplement. According to the agreed syllabus, RE is a vital part of the curriculum with the 'principal aim' of enabling 'an on-going search for wisdom, through exploring questions raised by human experience'.

RE at Lady Manners School encourages the development of the fundamental British value of religious tolerance and encourages students to strive towards sharing universal values such as equality, peace, democracy, respect for the law and human rights, freedom of speech and the celebration of cultural diversity. Students will develop a strong personal morality and a deeper understanding of their own beliefs during their time at Lady Manners School

Year 7:

In Year 7 we ask some of the big questions about why people have beliefs, why we learn about religion and about where the universe came from. Students are also introduced to holy books and places of worship. They will also be challenged to write their own creation myth and to design a place of worship that meets the needs of all the religious and secular citizens of the UK. In the summer term students will dig deeper into the very nature of religion and will make presentations about the sort of religion they would create to cater for the spiritual needs of modern humans.

Year 8:

In Year 8 we explore and evaluate the influence of theism and how we can know if God exists. We evaluate a range of religious and secular moral codes such as the Buddhist Precepts, Divine Commands and Utilitarianism and apply these to modern issues. We further explore the problem of evil and suffering in the world and look at religious and secular solutions and explanations. We complete a unit of work on the great religions of the world and explore a range of spiritual experiences including meditation. In the summer term we study inspirational people from around the world and students research someone they find inspirational.

Year 9:

In Year 9 we explore what it means to be human and extend students' knowledge of moral philosophy. We explore issues like what the word 'good' means, the conscience, Natural Moral Law, Rule Utilitarianism and Environmental Ethics. Skills such as analysis and evaluation are taught more actively in Year 9 to prepare students for GCSE courses. In terms 3 and 4 we study the Relationships and Families GCSE Religious Studies theme so that students can make an informed decision at the end of Year 9 about whether or not to continue with Religious Studies as one of their GCSE options. At the end of the year we study the causes of genocide and take students to the Holocaust Centre to help them understand what happens when society does not value tolerance or human rights.



Science

Director of Studies: Mr R Edge

Curriculum Leader for Biology: Dr R Lennard

Curriculum Leader for Chemistry: Mr P Tattersall

Curriculum Leader for Physics: Dr A Ebbens

Subject structure:

In Years 7 and 8, students are taught a broad range of science over three periods a week. Students are taught in form groups in Year 7 and in mixed ability sets in Year 8.

There will be testing points in Year 7 and Year 8 during test week and there will be assessments of subject knowledge and understanding including Working Scientifically skills at other points.

Learning Intent:

In all years students will study science through a range of activities including regular practical work. Students are tested by pieces of assessed work throughout the topics. Some of these are practical tasks, some are explanation or modelling tasks and some are mathematical. This gives students exposure to a wide range of skills through the assessment programme and allows teachers to pinpoint areas of strength and weakness. This focus on practical work and scientific skills allows us to develop young scientists who are ready for the challenges of GCSE. There is an additional focus on scientific literacy through the Word Power programme, which helps to develop and widen students' vocabulary, supporting their access to scientific texts.



Year 7 - Autumn Term

- Biology: Cells and Organisation
- Chemistry: It's a Small World
- Physics: Forces and Motion

Year 7 - Spring Term

- Biology: Nutrition and Digestion
- Chemistry: The World at Your Feet
- Physics: Energy

Year 7 - Summer Term

- Biology: Reproduction and Health
- Chemistry: Elements and Reactions
- Physics: Earth and Space

Year 8 - Autumn Term

- Biology: Respiration and Photosynthesis
- Chemistry: Acids and Alkalis
- Physics: Electricity and Magnetism

Year 8 - Spring Term

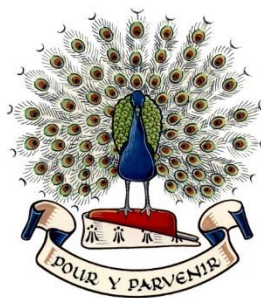
- Biology: Gas Exchange, Skeletal and Muscular Systems
- Chemistry: Reactions, Mass and Energy
- Physics: Electricity and Magnetism/Waves

Year 8 - Summer Term

- Biology: Gas Exchange, Skeletal and Muscular Systems/Genetics and Evolution
- Chemistry: It's a Reactive World
- Physics: Waves

Year 9:

In Year 9 students begin the GCSE course so that they can complete it over a period of three years giving them an additional option to choose in Year 10. In Year 10 students will follow the Combined Science route or they can choose to do Triple Science which gives them separate GCSEs in each of the sciences. We use the AQA exam board specifications for both courses. The literacy focus is continued in Year 9 with the introduction of the Literacy Certificate, a new and exciting programme which we are confident will have significant benefits for students and be an enjoyable addition to the programme of study.



Lady Manners School

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