LRGS Curriculum Offer

SCHOOL AIMS

Purpose: Make a positive impact locally and globally by creating the leaders of tomorrow

Focus: Lead in order to serve: Praesis ut Prosis

Academic	**and all-round excellence**	**as the school of choice**
1. Provide an ambitious academic curriculum which offers breadth, balance and choice 2. Inspire our pupils: Create the most positive culture for learning in every classroom 3. Focus on the learning and progress of each individual pupil, including those with particular learning needs and disabilities 4. Support each pupil to achieve the best possible progress and examination results 5. Develop attributes of intellectual curiosity, academic integrity, independent study, and high-quality written and spoken communication 6. Invest in high-quality academic facilities and learning environments 7. Ensure that pupils are well-prepared for career choices, further study and competitive post-18 applications	1. Create a culture of care and kindness in which every pupil is known and valued 2. Ensure that every pupil knows who to turn to; provide a wide range of pastoral support to individuals; equip pupils with the skills to thrive 3. No bystanders: Promote equity and inclusion; an anti-racist school; a school that does not tolerate any type of sexual harassment 4. Further develop the care and opportunities we offer in boarding – our most distinctive strength 5. Provide an excellent range and quality of co-curricular activities and ensure their affordability for pupils – from sport to arts; CCF and DofE; clubs, societies and competitions 6. Provide genuine and wide-ranging opportunities for student leadership 7. Praesis ut Prosis: Inspire pupils to volunteer, serve and help others in school and in society	1. Ensure that the school remains popular and oversubscribed at every entry point 2. Increase the number of pupils from disadvantaged backgrounds who apply and thrive at LRGS, supported by funds such as the Lune Scholarship 3. Welcome Sixth Form girls and boys from the widest possible range of schools, and retain the great majority of our own Year 11 pupils 4. Continue to champion boarding as the heart of the school, reviewing our local and international market and capacity for each age group 5. Ensure that LRGS is a school that develops excellent teaching, and an employer that values and develops its staff 6. Ensure that LRGS is an excellent place to work, with a culture of trust, challenge and care 7. Look outwards as a leader in local, regional and national education, including MAT considerations

Vision for Teaching and Learning

Seven years is the school lifespan of our current Year 7 pupils. This vision statement outlines the three aims for their teaching and learning that Lancaster Royal Grammar School intends to achieve over that period, together with implications for the school's teachers and resources. They can be summarised under the headings:

Rigour

What LRGS does, it does to the very highest standards. LRGS is a centre of academic excellence that has built further on many of its traditional strengths. Intellectual curiosity is the hub of our rich and challenging curriculum, and high expectations are our most powerful resource. We seek to develop, inspire and prepare our pupils to succeed academically during their time at school and to equip them with the tools to thrive in adulthood.

Reflection

LRGS pupils are equipped to live with challenge in a complex and fast-changing world. Their confidence to approach difficult problems has been developed in an intentional way, and they have clearly stated goals and

priorities which they are encouraged to reflect on and refine regularly. The values of *praesis ut prosis* are more relevant than ever.

Connection
Economy and society in the 21st century are characterised by connection – digital, person to person, local and global. LRGS pupils become highly skilled communicators, used to working with others on-line and face-to-face, and able to benefit from the opportunities for collaboration and competition that thrive in this environment.

These priorities have significant implications both for the teachers of LRGS, and for the resources that the school provides:

Teaching
LRGS teachers model the characteristics that we seek in our pupils to a very high degree. Exceptional teaching does not happen by accident: the LRGS teachers are subject experts with a critical interest in pedagogy. Their classroom practice is underpinned by a multidimensional understanding of their pupils, and by outstanding pastoral attitudes and systems.

Resources, facilities and infrastructure
LRGS is regarded as a modern, professional school in terms of its facilities, resources and accommodation, providing a first-class working and learning environment. Buildings, both Victorian and contemporary, are smart and well-maintained, and equipped with learning technology of the highest standard.

Ex antiquis et novissimis optima
The best of the old and the new

In Year 7 we offer the following subjects:

Art, Biology, Chemistry, Computer Science, Design Technology/Food Science & Nutrition, English (Language & Literature), French, Geography, German, History, Language & Learning, Mathematics, Music, Physical Education, Physics, Religion, Ethics & Philosophy, Spanish and Values.

Boys pick one of the modern languages as their preference and are assigned a second, meaning they study two languages from French, German & Spanish.

The Technology subjects are run on a carousel basis, two thirds of the year on Design and Technology, one third of the year on Food and Nutrition.

In Values lessons, pupils cover a range of PSHE themes including physical, mental and emotional wellbeing, healthy friendships and relationships, online safety, financial education and careers.

In Year 8 we offer the following subjects:

Art, Biology, Chemistry, Computer Science, Design Technology/Food Science & Nutrition, English (Language & Literature), French, Geography, German, History, Latin, Mathematics, Music, Physical Education, Physics, Religion, Ethics & Philosophy, Spanish and Values.

The Technology subjects continue to operate on a carousel basis as in Year 7.

Year 8 Values continues the spiral curriculum of PSHE topics, with modules on healthy routines, emotional wellbeing, developing skills and aspirations, digital literacy, relationships and diversity.

Pupils in Year 8 are given the choice of studying two languages in Year 9 from the two Modern Languages and Latin studied in Year 8. As part of their options, pupils can also choose to study extra-curricular Ancient Greek, starting in Year 9.

In Year 9 we offer the following subjects:

Art, Biology, Chemistry, Computer Science, Design Technology/Food Science & Nutrition, Drama, English (Language & Literature), French, Geography, German, History, Latin, Mathematics, Music, Physical Education, Physics, Religion, Ethics & Philosophy, Spanish and Values. Ancient Greek is offered as an extra-curricular option.

In Year 9 Art, Drama & Music are taught on an Expressive Arts carousel.

Values in Year 9 continues the PSHE spiral curriculum, looking at peer influences, decision making around KS4 options, financial literacy, respectful relationships and healthy lifestyles.

In Year 9, pupils select **7 GCSE options** from the above subjects. When choosing their options, they must choose:

- **either Single Science (worth 3 GCSEs) or Combined Science (worth 2 GCSEs)**
- **at least one modern or classical language** (French, German, Spanish, Latin or Greek), which they must have studied previously.

Photography is also available to study at GCSE.

Alongside these 7 option subjects, boys take GCSEs in English Language, English Literature and Maths, resulting in **10 GCSEs.**

We continue to teach Values and Physical Education in Years 10 and 11.

Values in Year 10 consists of pupils beginning the year considering how to use Penn Resilience skills in decision making and how it will help them deal with adversity, for example when coping with stress. They also complete units on Healthy Relationships, Drugs, Alcohol and Tobacco, Revision Skills, and Healthy Lifestyles. In compulsory RE, pupils begin the year with a moral values unit, learning about ethical theory and how we make moral decisions. They also consider their moral stance on issues of life and death, examining topics such as abortion, euthanasia and the death penalty. They also complete units on the media and its role in society and business ethics.

Values in Year 11 consists of pupils beginning the year considering what is a Healthy Relationship and continues their learning on topics such as consent, sexual harassment and contraception. They also complete units on Mental Health, Employability Skills and Revision Skills and consider philosophical questions. In compulsory RE, pupils examine the question of life after death, studying topics such as near-death experiences, the evidence for an afterlife and different religious funeral ceremonies.

In the Sixth Form we offer the following subjects:

Ancient Greek, Art and Design, Biology, Business & Management, Chemistry, Classical Civilisation, Computer Studies, Design & Technology, Theatre Studies, Economics, English Literature, French, Further Mathematics (only available as a fourth A-level choice), Geography, German, History, Latin, Mathematics, Music, Photography, Physical Education, Physics, Politics, Religious Studies and Spanish.

Most pupils study 3 A-levels, but we do have some pupils whose outstanding prior academic achievement allows them to study 4.

Values lessons continue in the Sixth Form with topics including: health and wellbeing, relationships and careers.

All Sixth Formers take part in a timetabled Games option once a week.

Some Lower Sixth Formers will also undertake a supervised EPQ (Extended Project Qualification, equivalent to half an A-level).

Literacy at LRGS

We aim towards creating a culture in which all staff recognise that "every teacher in English is a teacher of English" and that all teachers must "demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject" (Teachers' Standards).

We believe that the creation of such a culture will help get literacy into the bloodstream of the school so that our pupils will be both encouraged and inspired to build on and improve their skills in reading, writing and communication.

Through a wide range of strategies within and beyond lessons, we aim to increase pupils' standards of literacy across the curriculum, fostering an enjoyment of reading both for pleasure and research, and developing pupil confidence with regard to expressing themselves orally and in writing in a variety of situations, in all of their subjects.

We encourage the explicit teaching and learning of both tier 2 and 3 vocabulary to enable pupils to understand and use academic language; teachers model excellent written work as well as high quality oracy to provide exemplars for pupils to aspire to; and teachers plan in reading strategies that develop pupils' abilities to engage with complex texts.

Pupils are actively encouraged to develop strategies to proof-read their written work to find and correct errors and to practise redrafting work to improve and refine it. Marking and feedback promote high expectations with regards to literacy and specifically SPAG and give explicit instruction on how to improve.

The ability to express oneself clearly and effectively enhances and enriches learning in all subjects and this is why we firmly believe that all departments and all teachers have a crucial role to play in supporting our pupils' literacy development.

Period allocation in each year (70 periods per two weeks)

Periods	Year 7	Year 8	Year 9	Year 10	Year 11	Lower Sixth	Upper Sixth
1 2	English	English	English	English	English	Block 1	Block 1
3 4							
5 6							
7 8							
9 10	Maths	Maths	Maths	Maths	Maths		
11 12							
13 14							
15 16						Block 2	Block 2
17 18	2 of French/ German /Spanish	2 of French/ German/ Spanish	Computing	Option 1	Option 1		
19 20			2 of French / German / Spanish / Latin				
21 22							
23 24	Language & Learning			Option 2	Option 2	Block 3	Block 3
25 26	Computing	Latin	Biology	Option 3	Option 3		
27 28	Biology Chemistry Physics	Computing	Chemistry	Option 4	Option 4	Block 4 & Private Study	Block 4 & Private Study
29 30		Biology Chemistry Physics	Physics				
31 32			History	Option 5	Option 5		
33 34			Geography	Option 6	Option 6		
35 36			Expressive Arts				
37 38			Technology / Food Science	Option 7	Option 7	EPQ Programme & Private Study	EPQ Programme & Private Study
39 40	History	History	RE & Philosophy	Values	Values		
41 42			Values				
43 44	Geography	Geography	Physical Education	Physical Education	Physical Education	Values	Values
45 46							
47 48	Art/Design	Art/Design	Games	Games	Games	Games	Games
49 50							
51 52	Technology / Food Science	Technology / Food Science					
53 54							
55 56	Music	Values					
57 58	RE & Philosophy	Music					
59 60	Values	RE & Philosophy					
61 62	Physical Education	Physical Education					
63 64	Games	Games					
65 66							
67 68							
69 70							

EPQ Extended Project Qualification

Year 7 Curriculum Offer

Art

- Michaelmas Term: Self-portraiture and Cubism
- Lent Term: Landscape – Photography and Painting
- Lent/Summer Terms: Exam Unit (Theme TBD)
- Summer Term: Sculpture – Chessmen or Grotesques

Self-portraiture and Cubism focuses on techniques useful in drawing portraits and the semi-abstract systems of cubist representation. We also focus specifically on colour theory and symbolism in this unit, which culminates in a self-portrait completed in a cubist style.

The Landscape unit begins with a photographic homework, which is usually completed over the Christmas holiday. Pupils are introduced to the work of J.M.W. Turner and produce a series of watercolours in his Romantic style. There is also a photographic homework for this unit in which pupils take some shots from landscape. The final part of this unit makes reference to the abstract painting of Wasilly Kandinsky and how his work can be seen to connect with landscapes of the mind and traditions in music.

For logistical reasons the **exam unit** in art is completed before exams in other subjects and in regular class time. There are several weeks of preparatory work, including a photographic element and a final piece, completed in one normal art lesson (a double period). The exam theme in recent years has been ' Environment and Symbolism'.

The sculpture unit is a chance for Year 7 pupils to work with clay. Sculptures are planned for several weeks and relate either to the Lewis Chessmen (most of which are in the British Museum) or the western tradition of gargoyles/grotesques on buildings and masks from around the world. Whichever source is used, the project culminates in a kiln-fired sculpture, which encapsulates a creative response to the sources.

Biology

In Year 7, pupils follow the Activate Scheme of Work through Kerboodle. The following objectives underpin the ethos of the department:

- To develop an understanding and appreciation of the natural world and the organisms that live in it.
- To be aware of the impact that humans can have on the living world and the need to preserve a wide range of habitats for organisms to exploit.
- To develop an understanding of working scientifically and to build practical skills.
- Prepare pupils for the GCSE Biology specification.

In the curriculum there are a number of topics that the pupils will learn which include:

- Cells as the fundamental unit of living organisms;
- The hierarchical organisation of multicellular organisms;
- The structure and functions of the human skeleton;
- Reproduction in humans (as an example of a mammal) and plants;
- Extended investigation - developing an understanding of scientific methodology.

Working scientifically pupils will: use appropriate techniques, apparatus, and materials paying attention to health and safety; make and record observations / measurements using a range of methods for different investigations; present results using appropriate methods, including tables and graphs; evaluate the reliability of methods and suggest possible improvements; interpret observations and data, including identifying patterns; use observations, measurements, and data to draw conclusions; select, plan, and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent, and control variables, where appropriate.

Chemistry

Year 7 is used to introduce pupils to the laboratory and to some of the key ideas that underpin Chemistry for years to come.

Areas covered include:

- Introduction to the laboratory: lab safety, hazards, apparatus, the Bunsen burner.
- Particles and their behaviour: the particle model, states of matter, diffusion, gas pressure.
- Atoms, elements, compounds and chemical formulae.
- Chemical change: chemical reactions, burning fuels, thermal decomposition, conservation of mass, exothermic and endothermic changes.
- Acids and alkalis: indicators and pH, neutralisation, making salts.

Throughout the year, appropriate practical work will be used to gradually build up the experience and skills of the pupils in the laboratory.

Computer Science

For the most part the Computing Department delivers Computer Science rather than ICT. However, in Year 7, basic ICT skills are delivered such that pupils can access all parts of the curriculum, both in the subject and beyond. Year 7 begins with an introduction to our system and how to get the most from it in terms of storage and organisation of work. Spreadsheets are covered next because they are so important to many parts of the curriculum. After this point, the Computer Science element of the course begins. Then the focus shifts to cryptography with a focus on presentation skills. Finally, the Python Programming language is introduced.

Design Technology/Food Science & Nutrition

In Year 7 all pupils will spend approximately 2/3 of the year studying D&T and the remaining 1/3 studying Food. Whilst studying D&T, pupils will learn about design & engineering principles, material theory, presentation techniques and prototype production. These skills will be developed through 2 projects which are both developed to mimic the way in which design occurs in the 'real' world. Pupils will analyse information, develop design proposals, investigate consumer relationships, and produce a high-quality, working prototype. In Year 7 the focus is on the use of hand tools and precision before moving onto larger equipment and machinery in subsequent years. Pupils will bring their product home after it has been marked at the end of the project. After the completion of each of their projects, pupils will sit a short exam to gauge understanding; this replaces the summer exam in this subject.

Year 7 Food Technology

Pupils learn about the importance of food safety and personal hygiene, the basic principles of nutrition, and the importance of a varied, balanced diet and a healthy lifestyle. Pupils understand the standard operating procedures required to produce a range of family mid-week meals independently and safely. Pupils develop practical skills: they use a variety of tools and equipment and are creative with food by adapting, modifying and trying various presentation and decorative techniques. Pupils are able to analyse information, develop and discuss ideas, evaluate their dishes, produce time plans and work as a team and under pressure.

English

Year 7 English lessons are split into three literary topics throughout the year: Term 1 is 'Post-1914 Novel'; Term 2 is 'Shakespeare', with a focus on comedy/problem plays; and Term 3 is 'Pre-1914 Poetry' and 'Myths and Legends'. During each term, pupils will also study a different format of writing alongside studying their literature texts. The focus of Term 1 is 'Formal and Informal Letters', Term 2 focuses on 'Speech Writing' and in Term 3 we look at 'Anecdotal Narrative Writing'.

To help pupils anchor their understanding of basic reading and writing skills we teach and revisit set SPaG focuses, persuasive writing techniques and reading exam question types through Key Stage 3. The specifics of these can be found on an overview sheet in pupils' books.

Pupils in Year 7 also have one library lesson a week. They follow the Accelerated Reader scheme where their reading age is assessed at the beginning of the term and then a points target set. Pupils are expected to read for 20-30 minutes per night. They can then complete quizzes on the books they've finished. If pupils develop regular reading habits, they will reach their target at the end of the term. If pupils seem to be falling behind, they may be put into lunchtime sessions to catch up on their reading. Pupils should be able to tell parents/guardians about their reading age and their target as well as their progress towards it. They can log on to the Accelerated Reader site from home to check their progress and complete quizzes out of school. They will also be discussing their reading with their teacher in these lessons.

In addition to the whole school rewards available, there are English Book Worm blazer badges in bronze, silver and gold that pupils can earn credits towards as the year progresses. English teachers and form tutors have more information on this and can update pupils on their progress as the year goes on.

French

In Year 7, pupils will have three lessons of French a fortnight. Pupils will learn to make classroom requests, to exchange greetings and basic personal information about themselves and others, including sharing simple likes and dislikes; they will learn how to use adjectives and descriptive language to describe themselves and others. In Year 7, pupils will develop a strong understanding of grammatical gender and will learn to manipulate simple verbs in the present tense. There is a strong focus on phonics in Year 7, with pupils learning to pronounce high frequency sounds of the French language with increasing accuracy over the course of Year 7 in order to communicate effectively. Pupils will be able to demonstrate knowledge and understanding through regular assessments and retrieval tasks in all four skills.

Geography

Year 7 Geography aims to enthuse pupils about the world around them. The course begins by exploring what is geography and the difference between human, physical and environmental geography. In the Michaelmas term we look at "Almost Armageddon!" which looks at the Permian geological period when nearly all life became extinct. The course explores key geological ideas like the idea of "deep time" and the geological timeline. It goes on to study the Permian geological period, the theory of continental drift and plate tectonics. Evidence is then examined to understand why the Permian was a period of mass extinction. The question: "Are we heading for a period of mass extinction?" is asked. This is followed by "Living in Risky Places" which considers why people live in risky places, hazard risk and vulnerability as well as hazard responses. In the Lent term, pupils compare and contrast two different global ecosystems focusing on Iceland (tundra) and Madagascar (tropical rainforest). They also evaluate the opportunities and challenges presented by living in these different ecosystems on two very different islands. In the summer term, pupils examine limestone landscapes of the Yorkshire Dales. This involves a fieldtrip to the Ingleborough caves and surrounding area. We also look at the hazard of sinkholes. Throughout the year, pupils are learning geographical skills like using the atlas, latitude and longitude and O.S. map skills.

German

In Year 7, pupils have three lessons of German a fortnight. We start with basic greetings and learn how to ask and say names. We introduce classroom language so pupils can understand and use German for general classroom actions. We look at the alphabet, numbers, days of the week and months of the year. We then go on to learn how to ask for and give personal information about age, how someone is feeling, where they live and birthdays. In the Lent Term, we look at the topic of family, covering vocabulary on family members, physical descriptions, personality and pets. In the Summer Term, pupils learn how to talk about free time and sporting activities. These topics appear in the end of year exam which will test listening, reading and writing. There is no speaking exam in Year 7, but our classroom culture has a heavy focus on the use of target language and teachers aim to immerse the pupils in as much spoken language as possible, whilst making sure that the language is accessible to all.

History

Year 7 study the Medieval world from 400 AD to 1500, looking at both British and World history. Beginning with the Silk Roads, pupils are given a wider lens to look at the connections between Europe and the East, looking at the exchange of ideas and products that helped develop our interconnected societies and cultures.

The focus then shifts to 1066 and the Norman invasion, considering why this moment is so important for British history. From the Normans the narrative flows immediately to 1095 and the 1st Crusade, returning to and updating pupil understanding of East and West. Towards the back half of Year 7, pupils consider Kingship and what makes a good ruler before finishing with the seismic changes brought to society by the Black Death and the state of society on the brink of the Tudors.

Language & Learning

Language and Learning is a varied and interesting course, designed to spark the boys' interest in and understanding of words, language and the Classical world in the following ways:

- comprehension of short and engaging but demanding Greek mythological stories;
- understanding the derivation (and therefore spelling/meaning) of English words by looking at their Latin and Greek roots;
- learning some basic Latin;
- reinforcing English grammar to help with English literacy and learning other languages.

The breadth of activities used can be seen in the Language and Learning workbook.

Mathematics

In Year 7, pupils discover a more formal approach to mathematics, develop their algebraic thinking and learn to express their mathematical understanding, using key terminology and clear structures.

They explore sequences and use graphical representations to understand linearity. They explore formal algebraic notation, algebraic equivalence and solve simple equations. They study the number system and place value to develop confidence with fractions, decimals, percentages and scientific notation.

In the Spring term, pupils develop their problem-solving skills, applying them to geometric problems involving areas of common shapes as well as looking at the mean of numbers. They then explore directed numbers and fractions which provides valuable opportunities for revising and extending their algebraic skills from substitution to solving equations.

In the Summer term, pupils look in more detail at geometric notation, construction and problem solving, reasoning with angles. They are then introduced to probabilities and set notation and finally are introduced to proofs as we look into prime factorisation and its applications.

Music

In Year 7 our aim is to develop skills that will support pupils throughout their whole musical education at LRGS. Pupils will study a range of topics, looking at style and the use of musical elements in a diverse selection of set works. The following principles run through all units of work:

- Building confidence in performance and awareness of ensemble through singing, instrumental playing and experience of playing into music software.
- Developing musical literacy through an understanding of musical language, notation and theory.
- Understanding and analysing how the various separate elements of music are used to create character and mood and deploying these elements in set compositions.
- Learning to work with others creatively - contributing and compromising on projects.
- Using music technology as a tool to explore the elements of music and structure compositions decisively.

Our curriculum is extended and enriched by the many extra-curricular activities and clubs which are on offer from Year 7 – including choirs, string, woodwind and brass ensembles, rock bands, electronic music sessions, composition club and folk group – and allow pupils to explore many forms of musicianship.

Physical Education

Throughout the KS3 curriculum, Physical Education at LRGS aims to ensure that pupils develop a range of skills, both physical and mental, to allow them to excel in a broad range of activities. We hope to achieve this through covering activities ranging from the more traditional (basketball) to the more creative (dance).

Within each pupil's fortnightly (double period) lesson, dedicated to Physical Education, we aim to challenge our pupils to remain active and engaged for sustained periods of time. Pupils are also encouraged to supplement and extend their learning outside of the classroom with afterschool clubs.

There is a strong emphasis on pupils developing fundamental movement skills and motor competence across all activities in Year 7, in particular, during blocks of functional movement, striking games and dance. Pupils will also be given the opportunity, in line with the national curriculum, to use a range of tactics and strategies to overcome opponents in sports such as football.

Pupils will also have regular opportunities to self and peer assess individual and group performances based on previous and current levels of attainment.

Physics

In Year 7 we begin the exciting journey of discovery using experiments and observations to understand the Laws of Physics. We develop the skills we need to be good Physicists: using equations to calculate answers, setting up and using equipment safely, taking accurate readings, plotting graphs, writing conclusions, researching information and understanding the Universe. The topics we cover are the big ideas of Force and Energy. What are they? How do we rely on them? How can we control them? We study Newton's Laws of Motion and the Law of Conservation of Energy and how they apply to our everyday lives and how an understanding of them can be used to make the world a better place for everyone.

Religion, Ethics & Philosophy

The focus is on the three major Abrahamic faiths in Year 7, with the aim of developing key knowledge of world religions. The year starts with Islam, studying the prophet Muhammad (pbuh) and the events of his life, the 5 pillars of Islam and a look at modern Islamic practices around the world. We then go on to look at the life of Jesus, looking at his message, his parables and his miracles before completing a group project on the events of the crucifixion. Finally, Judaism is studied, looking at some major Jewish festivals like Passover, as well as what modern Judaism looks like and how it relates to the ancient stories of Abraham and Moses. The subject is taught from a non-denominational perspective, and all worldviews are appreciated and respected.

Spanish

In Year 7, pupils have three lessons of Spanish a fortnight. We start with basic greetings and information and useful classroom language before moving on to describing our school in Spanish and giving opinions. For this we cover school subjects, telling the time, uniform, facilities and descriptions of people. These topics appear in the end of year exam which will test listening, reading and writing. There is no speaking exam in Year 7, but our classroom culture has a heavy focus on the use of target language and teachers aim to immerse the pupils in as much spoken language as possible, whilst making sure that the language is accessible to all.

Year 8 Curriculum Offer

Art

- Michaelmas Term: Illustration from Literary Sources
- Lent Term: Architecture, culminating in sculpture
- Lent/Summer Terms: Exam Unit (Theme TBD)
- Summer Term: Mixed-Media '*Merz'* Project

Illustration from literary sources introduces pupils to traditions in book-based illustration. The unit begins with pastiche drawing studies using renowned illustrators including Ronald Searle. Pupils also explore text creatively by creating calligrams: words or pieces of text in which the design and layout of the letters creates a visual image related to the meaning of the words. The unit culminates in original designs, illustrating literary excerpts chosen by the teacher.

The architecture unit introduces pupils to traditions in architecture. The range of the unit spans from Ancient Egypt to the present day. The unit initially involves two-dimensional work including a composition informed by the work of architects such as Antoni Gaudí and Frank Gehry. There is also a photographic homework for this unit in which pupils take some shots from architectural sources. It culminates in a free-standing sculpture, made in clay, fired and painted or glazed.

In recent years, the **exam unit** has focused on the theme of 'Change'. Pupils devise a visual response to the theme of change, either illustrating a narrative incorporating the theme or with reference to architectural sources.

'Merz' is the title given to mixed-media assemblage art, devised by the German artist Kurt Schwitters. Pupils study Schwitters' life and artistic ideas and learn about his unique position among the European twentieth-century avant-garde. They devise mixed-media relief pieces which are broadly autobiographical in character e.g. if a pupil is a frequent rail passenger, he could collage his old train tickets. The unit has a strong ethical element, one of the principal tenets of Schwitters' oeuvre that everything on Earth is in a state of renewal and that artists have a moral duty to reuse and recycle.

Biology

In Year 8, pupils follow the Activate Scheme of Work through Kerboodle. The following objectives underpin the ethos of the department:

- To develop an understanding and appreciation of the natural world and the organisms that live in it.
- To be aware of the impact that humans can have on the living world and the need to preserve a wide range of habitats for organisms to exploit.
- To develop an understanding of working scientifically and to build practical skills.
- Prepare pupils for the GCSE Biology specification.

In the curriculum there are a number of topics that the pupils will learn which include:

- Healthy Lifestyle: balanced diet and the implications to a person's health and well-being; the processes that take place inside the digestive system.
- Ecosystem processes: key reactions within the ecosystem (photosynthesis, aerobic and anaerobic respiration) and the organisation and structure of an ecosystem.
- Adaptation and inheritance: basics on DNA, chromosomes, genes and inheritance.
- Extended investigation – developing an understanding of scientific methodology.

Working scientifically, pupils will: use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety; make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements; undertake basic data analysis including simple statistical techniques; understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas; select, plan, and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent, and control variables, where appropriate; evaluate data, showing awareness of potential sources of random and systematic error; present observations and data using appropriate methods, including tables and graphs; apply sampling techniques.

Chemistry

During Year 8, the pupils will build on their developing understanding of the chemical world and learn how to accurately apply their new chemical vocabulary.

- Atoms & compounds - recap of the Y7 work covering elements, atoms, compounds and formulae.
- The Periodic Table - metals & non-metals, Groups & Periods, Group 1, Group 7 & Group 0.
- Separation techniques - mixtures, solutions, solubility, filtration, evaporation, chromatography.
- Metals and acids - acids & metals, metals & oxygen, metals & water, metal displacement reactions, extracting metals, ceramics, polymers & composites.
- The Earth - Earth & its atmosphere, sedimentary rocks, igneous rocks, metamorphic rocks, the rock cycle, carbon cycle, climate change, recycling.

Pupils will also work to build their practical skills, engaging with a wider range of laboratory equipment and techniques, building confidence and skill.

Computer Science

Year 8 begins with an investigation of binary and data representation, both of which are fundamental to the understanding of how computer systems operate and how programming languages process data. Then pupils will undertake the BEBRAS challenge, a nationwide Computational Thinking challenge. Next is a study of algorithms where pupils will study algorithms such as Bubble Sort and program them up, using the Scratch programming language to make it more visual. The last major unit of the year is an investigation into how websites are built using HMTL.

Design Technology/Food Science & Nutrition

As in Year 7, all pupils in Year 8 will spend approximately 2/3 of the year studying D&T and the remaining 1/3 studying Food & Nutrition. Whilst studying D&T, pupils will continue to learn about design & engineering principles, material theory, presentation techniques and prototype production which were started in the previous year. These skills will be developed through 2 projects which are both developed to mimic the way in which design occurs in the 'real' world. Pupils will analyse information, develop design proposals, investigate consumer relationships and produce a high-quality, working prototype. This format also reflects that which will be required should the pupils choose to study D&T at GCSE or A-level.

In Year 8 pupils will focus on the use of CAD & CAM through the design and manufacture of a 3D printed power bank; designed using industry standard software. Once complete they will move on to the study of mechanisms, levers and systems before putting this to use in the production of a levered USB desk light. All pupils will bring their product home after it has been marked at the end of the project. After the completion of these projects, pupils will sit a short exam to gauge understanding; this replaces the summer exam in this subject.

Year 8 Food Technology

Pupils understand the principles of nutrition and healthy eating. They plan and prepare various 'multicultural meals for the school canteen'. They develop a broader range of subject knowledge and creativity through practical sessions and explore other cross-curricular areas such as science, geography and religion. Through investigation and research, they learn about factors that affect food choice, and how food, diet and nutrition have an impact on their daily life and the environment. Pupils understand source and seasonality by using a wide range of ingredients from around the world.

English

Year 8 English lessons are split into three literary topics throughout the year: Term 1 is 'Shakespeare', with a focus on tragedy/history plays; Term 2 is 'Pre-1914 Novel or Short Stories'; and Term 3 is 'Modern Poetry'. During each term, the pupils will also study a different format of writing alongside studying their literature texts. The focus of Term 1 is 'Article Writing', Term 2 focuses on 'Review Writing' and in Term 3 we look at 'Report Writing'.

To help pupils anchor their understanding of basic reading and writing skills, we teach and revisit set SPaG focuses, persuasive writing techniques and reading exam question types through Key Stage 3. The specifics of these can be found on an overview sheet in pupils' books.

Pupils in Year 8 also have one library lesson a week. They follow the Accelerated Reader scheme where their reading age is assessed at the beginning of the term and then a points target set. Pupils are expected to read for 20-30 minutes per night. They can then complete quizzes on the books they've finished. If pupils develop regular reading habits, they will reach their target at the end of the term. If pupils seem to be falling behind, they may be put into lunchtime sessions to catch up on their reading. Pupils should be able to tell parents/guardians their reading age and their target as well as their progress towards it. They can log on to the Accelerated Reader site from home to check their progress and complete quizzes out of school. They will also be discussing their reading with their teacher in these lessons too.

In addition to the whole school rewards available, there are English Book Worm blazer badges in bronze, silver and gold that pupils can earn credits towards as the year progresses. English teachers and form tutors have more information on this and can update pupils on his progress as the year goes on.

French

In Year 8, pupils have 5 lessons of French a fortnight. Pupils will learn to describe their school, their free time and their town. Within each topic, pupils will learn how to express and justify a variety of simple and complex opinions, including comparatives. In Year 8, pupils will continue to develop a strong knowledge of key grammatical concepts such as the use of the simple present tense; they will build on those to start gaining an understanding of how to form the future and past tenses. There will continue to be a strong focus on phonics in Year 8, with pupils gaining confidence in speaking with accuracy and reading out loud. Pupils will be able to demonstrate knowledge and understanding regularly through assessments and retrieval tasks in all four skills.

Geography

Year 8 begins with examining the importance of the oceans and the threats that they face. Pupils learn about the pattern of ocean currents including gyres. They study the plastic problem in the oceans with a study of the Great Pacific Garbage Patch. They also evaluate approaches to dealing with this problem including the work of "ocean cleanup". Pupils then examine the geography of coral reefs and some of the important ecological characteristics that make coral reefs a fragile ecosystem. They look at the threats that coral reefs face and evaluate the effectiveness of coral reef management. A particular focus is on how climate change works and its impact on coral reefs in terms of bleaching and acidification. The issue of overfishing, its impact and management is also examined. In the second part of the Michaelmas term, pupils complete an enquiry on "using someone else's water". This examines water scarcity in Peru and how in particular "fog catching" is helping poor communities. In the Lent term, pupils study rivers, flooding and flood management particularly in the UK. To develop our understanding of this, we take pupils on a fieldtrip to the river Wyre. In the summer term, we learn about the geography of tourism. Throughout the year pupils are learning geographical skills like using the atlas, latitude and longitude, O.S. map skills, research and presentation.

German

Pupils cover the topics of:

- School
- Food and Drink
- Holidays
- Home life

During this year, pupils will go over the basics of the language before moving on to studying the present and future tenses in more detail. They will be encouraged to use language as fluently and naturally as possible by the classroom routines that we use.

History

Year 8 continue the story from the Medieval period into the Early Modern period, looking at the Tudors, from Henry VII to Elizabeth. They focus on how history remembers these figures and how history is constantly being rewritten and also consider the importance of the Reformation and its impact on England. This British focus continues into the Stuarts and the English Civil War.

After the British theme, pupils turn to the Mughal empire in India – contemporaries of the Tudors – before starting a deep dive into the British empire. Taking sugar and cotton as important engines of empire, Year 8 chart their history across the globe and how they shaped Europe, Asia, Africa and the Americas. Sugar traces the age of discovery and the beginnings of the transatlantic slave trade, while cotton takes pupils back to India, before refocusing on the cotton states of the USA and the dark, Satanic mills of Lancashire.

Year 8 end the year on the brink of modernity, looking at the Victorian period and the developments of Britain, both at home and abroad.

Latin

We follow Cornelius and his family as they travel to Rome and have various adventures on the way in order to learn the Latin language using our own LRGS Latin course. By the end of the year, the boys have been taught three tenses (present, imperfect and perfect) and have met all the cases (nominative, accusative, genitive, dative and ablative). Alongside the language, we learn about Roman slavery, travel, clothing, houses etc. Every two years there is a trip to Greece, Rome or Sicily.

Mathematics

Pupils continue to develop their algebraic thinking and use formal mathematical writing.
One of the key topics covered throughout Year 8 is proportional reasoning. Pupils look at ratio and scale, direct proportions and similarity in shapes. They then turn to different representations: they apply their knowledge of linear sequences to the study of linear graphs, then to statistical representations.

Pupils also develop their algebraic thinking, discovering more complex algebraic structures, including factorisation, inequalities, indices rules and quadratic expressions.

Throughout Year 8, their number skills are revisited, with emphasis on fractions, percentages and standard form calculations and error intervals.

Geometry revisits areas of shapes and angles in parallel lines. It extends to angles in polygons, and more complex area calculations, including circles. Statistical measures are also covered.

Music

In Year 8 our aim is to reinforce and add depth to pupils' skills as performers, composers and musical analysts. Pupils will further their understanding of individual elements found in music and develop confidence in using these to create compositions, through:

- Identifying different styles of music and where they may have come from; the conditions that fostered their beginnings and the cultures that make up today's modern music.
- Understanding the principles of tonality, chords and how these are used to shape musical mood.
- Listening more closely to instrumental sonority and learning how this can be used to create effective atmospheres in composition.
- Recognising music as a language and building both vocabulary and understanding of this language.
- Exploring rhythmic patterns physically – through performance - in order to internalise and understand how they are constructed.

Year 8s are encouraged to develop these aspects of their musicianship through extra-curricular activities and clubs, including choirs, string, woodwind and brass ensembles, rock bands, electronic music sessions, composition club, orchestras and folk group.

Physical Education

Throughout the KS3 curriculum, Physical Education at LRGS aims to ensure that pupils develop a range of skills, both physical and mental, to allow them to excel in a broad range of activities. We hope to achieve this through covering activities ranging from the more traditional (cross country) to the more creative (dance).

Within each pupil's fortnightly (double period) lesson, dedicated to Physical Education, we aim to challenge our pupils to remain active and engaged for sustained periods of time. Pupils are also encouraged to supplement and extend their learning outside of the classroom with afterschool clubs.

In Year 8, pupils are encouraged to develop many of the core skills they have already acquired (athletics and

functional movement) in addition to improving their knowledge of rules and considering strategies they can use effectively to overcome opponents. Pupils will be given the opportunity, in line with the national curriculum, to use a range of tactics to outwit opponents in sports such as Gaelic Football and tennis.

Pupils will also have regular opportunities to self and peer assess individual and group performances based on previous and current levels of attainment.

Physics

We build on the knowledge, understanding and skills developed in Year 7. Wherever possible we back up the theory with demonstrations and class practical work. Topics include Electricity and Magnetism, Light and Sound and The Earth in Space. Skills are developed including using equations to explain answers, setting up and using equipment safely, taking accurate readings, plotting graphs, writing conclusions, researching information and explaining ideas concisely.

Religion, Ethics & Philosophy

The first two terms of Year 8 focus on ultimate questions, such as 'does God exist?', 'is there a life after death?', 'do miracles happen?', 'why is there evil in the world?' and 'how do I become a moral person?'. Pupils will engage with the Socratic Method and develop their critical thinking and debating skills. In the final term we look at how religion is portrayed in the media and consider what impact this has on public perception of religion, and if all religions are treated equally in society. Pupils participate in discussions in class, and will be expected to write longer, evaluation style questions for their assessments. The subject is taught from a non-denominational perspective, and we embrace all faiths and world views.

Spanish

Pupils cover the topics of

- Myself, family and friends.
- Free time and hobbies.
- Healthy Lifestyles.

During this year pupils go over the basics of the language before moving on to studying the present and future tenses in more detail. They will be encouraged to use language as fluently and naturally as possible by the classroom routines that we use.

Year 9 Curriculum Offer

Ancient Greek – extra-curricular.

Ancient Greek has proved to be a popular option with our Year 9 pupils seeking something a bit different and an intellectual challenge. We teach the necessary language to allow students to continue onto the GCSE in Year 10/11 whilst also enthusing them about the ancient world in a wider sense through reading texts in translation and school trips.

Art & Photography

Year 9 Expressive Arts: Art

Pupils will be taken through a series of media experimentations/techniques 'workshops', with a view to preparing them for GCSE Art, should they take this option:

- Pencil drawing – observation from natural forms
- Pen drawing – also from natural forms well-suited to traditional nibbed pen and Indian ink and/or fine liner/biro
- Charcoal – investigation of range of tone and different marks (willow charcoal and compressed charcoal pencil)
- Watercolour painting – reminder of colour theory/relationships and how to blend watercolour effectively
- Acrylic Painting: Faces inspired by Andy Warhol
- Oil Pastel: Large drawings inspired by Claes Oldenburg
- Stencils: Inspired by Banksy
- LINO PRINT PROJECT: the pupils produce a lino print based on the theme of identity. Symbolism, colour and how to create imagery from ideas of self are discussed.

Year 9 Expressive Arts: Photography

Pupils explore the notion of surrealism as a way to learn about foundation photographic principles. They learn about the mechanisms of the DSLR and specifically about the exposure triangle. They consider the impact of manipulating the shutter speed, aperture, and ISO on images and use this to create surreal outcomes. Parallel to this they also learn about the basic functions and tools on Photoshop including image selection, layering and transformations to create images which use juxtaposition for surreal intent. Finally, pupils consider how to animate these initial ideas with the aim of creating a surreal animated gif.

Biology

The following objectives underpin the ethos of the department in Year 9:

- To develop an understanding and appreciation of the natural world and the organisms that live in it.
- To be aware of the impact that humans can have on the living world and the need to preserve a wide range of habitats for organisms to exploit.
- To develop an understanding of working scientifically and to build practical skills.
- Prepare pupils for the GCSE Biology specification.

In the curriculum there are two main topics that the pupils will learn which include:

Unit 1: Cells are the basic unit of all forms of life. In this section we explore how structural differences between types of cells enables them to perform specific functions within the organism. These differences in cells are controlled by genes in the nucleus. For an organism to grow, cells must divide by mitosis producing two new identical cells. If cells are isolated at an early stage of growth before they have become too specialised, they can retain their ability to grow into a range of different types of cells. This phenomenon has led to the development of stem cell technology. This is a new branch of medicine that allows doctors to repair damaged organs by growing new tissue from stem cells.

Unit 2: Organisation: In this section we will learn about the human digestive system which provides the body with nutrients and the respiratory system that provides it with oxygen and removes carbon dioxide. In each case they provide dissolved materials that need to be moved quickly around the body in the blood by the circulatory system. Damage to any of these systems can be debilitating if not fatal. Although there has been huge progress in surgical techniques, especially with regard to coronary heart disease, many interventions would not be necessary if individuals reduced their risks through improved diet and lifestyle. We will also learn how the plant's transport system is dependent on environmental conditions to ensure that leaf cells are provided with the water and carbon dioxide that they need for photosynthesis.

Working scientifically, pupils will: use appropriate techniques, apparatus, and materials during fieldwork and

laboratory work, paying attention to health and safety; make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements; undertake basic data analysis including simple statistical techniques; understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas; select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate; evaluate data, showing awareness of potential sources of random and systematic error; present observations and data using appropriate methods, including tables and graphs; apply sampling techniques.

Chemistry

This year builds on the fundamentals established in Years 7 & 8, adding detail and introducing more calculations. The work covered begins preparation for GCSE and allows pupils to get a feel for how the subject will progress towards that qualification. They should begin to understand the importance of precision and accuracy in their use of chemical language, alongside developing competence and fluency in a range of calculations.

Solids, liquids & gases – revisits the three states of matter, the particle model and changes of state. Atomic structure – development of the modern atomic model, introduction to protons, neutrons & electrons and how they are arranged within atoms.

Atoms and the mole – introduction to the mole concept, equations and chemical reactions, percentage yield.

Reversible reactions – brings in the idea that the products of the reaction can react to produce the original reactants.

Bonding & structure – three types of strong chemical bonds: ionic, covalent and metallic - which join atoms to each other, exploration of the different types of chemical structure that can arise through bonding, different properties that result due to bonding and structure, nanoscience.

Air & water – air and the atmosphere, oxidation, greenhouse gases and climate change, potable water, corrosion.

The periodic table – development of the modern periodic table, metals & non-metals, the noble gases - group 0, the alkali metals – group 1, the halogens – group 7, the transition elements.

Computer Science

In this year there is a heavy focus on programming in preparation for the GCSE syllabus. First, the Intermediate Python Programming Course is undertaken which makes use of some classics like Turtle. Then some computer hardware is investigated by stripping down a PC. But this does not answer the question: but what happens in the process? For this an animated process is used to learn some basic assembly language.

Year 9 is finished with some games design using Python and, in some cases, Pygame.

Design Technology/Food Science & Nutrition

In Year 9 the time split mirrors the previous two years by allowing the pupils to spend 2/3 of the year in D&T and the final 1/3 in Food & Nutrition. Year 9 builds on the skills developed through Years 8 & 9 and allows the pupils to really express their creativity and innovation. Pupils will be presented with an open-ended design challenge in Year 9; this has been developed to build the skills necessary to undertake the coursework (NEA) element of the GCSE course which many will opt to study in Years 10 & 11. The project will give opportunity to investigate a problem of the pupils' own choice, research information to aid in its solution and design and develop a product that uses electronics alongside any modern and traditional manufacturing methods available in our well-stocked facilities.

The content and format of the project in Year 9 is excellent preparation for further study at GCSE and the theoretical engineering principles underpinning it are part of the required learning on the GCSE specification. Just as with previous years, pupils have the option to bring home their prototype after it has been marked at the end of the project. On completion of their project, pupils will sit a short exam to gauge understanding; this replaces the summer exam in this subject.

Year 9 Food Technology

Pupils begin the final module based on the TV show, MasterChef. Most pupils are competent and confident in the kitchen by now and the focus turns to honing the technical skills and terminology they need for GCSE.

Pupils plan and prepare a range of main courses and desserts. They should be able to use a vast number of techniques to prepare advanced and skilful dishes. There is a competitive element to the module as pupils cook against each other in front of a panel of judges. Pupils will be able to express themselves using high level literacy skills.

Pupils are taught the principles of food science, nutrition, sensory evaluation and dietary requirements with health and lifestyle choices through written tasks, exam questions and practical lessons which instil a sense of fun, creativity and a love of food cooking and, of course, eating.

Drama

The Year 9 curriculum for Drama is part of the Expressive Arts Carousel. Pupils study core ideas and techniques that are pertinent for GCSE for approximately nine weeks; their time in Drama is essentially a 'foundation course' for GCSE' and is structured as follows:

- The importance of warm-ups
- Improvisation skills
- An introduction to creating characters in the style of naturalism
- Developing vocal and physical skills
- Studying and performing texts including looking at language, non -verbal communication and two different theatrical genres
- Scriptwriting
- Performance skills

English

Year 9 English lessons are split into three literary topics throughout the year: Term 1 is 'World Literature', Term 2 is 'Modern Drama'; and Term 3 is 'War Poetry'. During each term the pupils will also recap the 7 writing formats that they studied in Years 7 and 8: Term 1 Anecdotal Narratives and Reviews, Term 2 Speeches and Reports and Term 3 Formal and Informal Letters and Articles. Having covered all of these writing types at least twice across Key Stage 3 means they're fully aware of them in preparation for the GCSE Language course they'll begin in Year 10.

In a similar fashion, we also revisit set SPaG focuses, persuasive writing techniques and reading exam question types that pupils have been exposed to in Years 7 and 8. The specifics of these can be found on an overview sheet in pupils' books.

You should also find a grid in pupils' books which explains the criteria used to come to a judgement about pupils' attainment. For all reading assessments, books will be marked using grades 9-1. However, to enable pupils to focus on SPaG skills separately, particularly the need for careful proof-reading, we have created a stand-alone SPaG marking grid, too. On lengthier pieces of writing focused assessment, therefore, pupils should expect to receive a grade 9-1 for the content and organisation of their work as well as a grade A-D for their SPaG. Consulting these marking grids will help your child to see what they've achieved and how they can improve their performance in the future.

Year 9 continue to have one library lesson a week. This year, instead of following the Accelerated Reader scheme, our focus is on moving them on to more advanced reading material that is not necessarily aimed at a child audience. We have created a 'Decathlon Challenge' for pupils to complete across the year, where they must read some good quality fiction from across 10 different categories including books recommended by their teacher, literary non-fiction, books shortlisted for respected awards and fantasy/sci-fi, amongst many others. After reading each book, pupils complete a review planning sheet and they will choose one book per term to review in full, they'll also have the opportunity to spend time recommending books they enjoyed to their classmates and discussing their reading with their teacher.

In addition to the whole school rewards available to your son, there are also numerous opportunities for pupils to work towards their creative arts tie throughout Year 9.

French

In Year 9, pupils will have five lessons of French a fortnight. Pupils will learn to discuss the topics of holiday, leisure and free time and healthy living. Within each topic, pupils will be challenged to give and justify a variety of simple and more complex opinions as well as manipulate verbs in all three time frames, completing increasingly complex translation tasks. In Year 9, pupils will consolidate their use of the perfect, present and immediate future tenses and will learn how to form the imperfect tense. There will continue to be a strong focus on phonics with pupils gaining key skills in readiness for GCSE, such as describing a picture and conversing accurately and confidently on prior and current topics. Pupils will be able to demonstrate knowledge and understanding through regular assessments and retrieval tasks in all four skills.

Geography

In the Michaelmas term, pupils study The Development Gap. Pupils understand that there are global variations in economic development and quality of life recognising that there are High Income Countries (HIC), Newly and Emerging Economies (NEEs) and Low Income Countries (LICs). Pupils examine different economic and social measures of development and their limitations. They become aware of the link between stages of the Demographic Transition Model (DTM) and the level of development. They also consider the causes of uneven development: physical, economic and historical as well as the consequences of uneven development: disparities in wealth and health, international migration. This then leads to examining the country of Nigeria: an examination of how rapid economic development leads to significant social, environmental and cultural change. In the Lent term, pupils examine superpowers. They consider the factors that contribute to superpower status: influence of military, economic, cultural and geographical power. They look at the differences between soft and hard power. Pupils then examine the development and role of NATO within the context of the Cold War and variation in military spending. They discuss the ways in which a country can be an economic hegemon. Pupils also look at the different ways a country can be culturally influential. In the summer term, pupils examine why cities are moving.

German

Pupils cover the topics of:

- Daily routine
- Shopping and clothes
- Technology
- Berlin

During this year, pupils look at German grammar in more depth and look at the past tenses as well as revising the future and present tenses. They start to write and translate more in length. Classroom routines continue to encourage spoken language during the lesson. We hope to introduce the opportunity to travel to Germany in Year 9 on an immersion trip to an activity centre near Cologne.

History

To finish KS3, Year 9 traces the 20th century. Beginning with the world in 1900, they consider the world about to be lost in the crucible of world war, before retelling the story of Franz Ferdinand and the July Crisis. After a look at the fighting, in particular the Somme and the Western Front, Year 9 move on to Interwar and the great changes of Communism, fascism and Women's suffrage.

After evaluating the causes of WW2 and looking at the key events of the fighting, Year 9 then focus on the details of Nazism and Holocaust.

The second half of the year looks at the Post-1945 landscape, drawing on the themes of Cold War and decolonisation. Pupils should be able to tell the story of Britain and the wider world, and how it reaches forward to us now in the 21st Century.

Latin

Continuing to follow the Cornelius family, we arrive in Rome, allowing us to explore the city buildings, entertainment and aqueducts alongside the language. Grammatically, we introduce the future and pluperfect tenses, discuss adjectival agreement and embark upon passive verbs in all the tenses. The methodical and logical nature of the language becomes much more apparent, and pupils see clearly what they need to learn to be successful in the subject. There is a set vocabulary list. Every two years there is a trip to Greece, Rome or Sicily. We often take the boys to see Hadrian's Wall in September.

Mathematics

In Year 9, pupils start to face more challenging topics. They deepen their algebraic thinking and learn to use lengthier mathematical reasoning.

In algebra, two major topics are covered: solving more complex equations and inequalities, and quadratic expressions. Pupils learn to factorise quadratic expressions and discover them in the context of sequences.

Proportional reasoning includes indirect proportion, compound measures, including the relationship between different units. Geometry revisits constructions and circles, introducing arcs, sectors and trigonometry. More graphical representations are explored with quadratic and cubic graphs, as well as statistical representations.

Music

In Year 9 music is delivered as part of the Expressive Arts carousel, in 4-5 week blocks.

In the first unit, pupils examine famous and effective works of Video Game Music, before moving on to a creative project in which they compose both incidental and sound-effect music, manipulating sounds and patterns to fit the needs of their chosen game using electronic software, which both rounds off Key Stage 3 learning and serves as preparation for composition at GCSE level.

The second unit revisits important principles of musical analysis, ensuring that these are secure at this stage in pupils' learning, exploring set works such as Defying Gravity from Wicked to bring together an understanding of how harmony, melody, instrumentation, structure, tonality and rhythm work together to create characterisation and tone. Composition of a comedy sketch reinforces ability to compose on a score and how to use music to convey action or effect.

As music lessons are not continuous throughout Year 9, pupils are encouraged to extend their relationship with music through our many extra-curricular groups and award systems, for example the Music Award or Music Theory Award.

Physical Education

Throughout the KS3 curriculum, Physical Education at LRGS aims to ensure that pupils develop a range of skills, both physical and mental, to allow them to excel in a broad range of activities. We hope to achieve this through covering activities that challenge pupils both individually (badminton) and collectively (hockey).

Within each pupil's fortnightly (double period) lesson, dedicated to Physical Education, we aim to challenge our pupils to remain active and engaged for sustained periods of time. Pupils are also encouraged to supplement and extend their learning outside of the classroom with afterschool clubs.

Pupils will be given the opportunity to develop technique in athletics and Gaelic Football, in addition to taking part in outdoor adventurous activities such as orienteering, encouraging mental and physical challenge whilst developing individual and group problem-solving skills. Pupils will also be provided with the opportunity to begin immersing themselves in activities that are more commonly used as practical sports in GCSE PE such as handball and badminton.

There is also more expectation in Year 9 that pupils are able to take responsibility for planning and leading warmups and consider the impact of exercise of a varying intensity on the body, using more technique language to describe this.

Physics

Pupils are encouraged to think more deeply and give answers which are thoughtful and backed up by evidence. The topics we cover include Heat and Energy, Energy Resources, Radioactivity, Density, Pressure and the Behaviour of Gases. There is plenty of practical work to help understand the theory more deeply and to develop important practical skills.

Religion, Ethics & Philosophy

In Year 9 the GCSE style of learning is used to a greater extent, looking at ethical dilemmas and religious responses. We look at a whole variety of different issues, including the Holocaust, which culminates in a talk with a holocaust survivor, the broad topic of Human Rights, including prejudice and discrimination, use of torture, the death penalty and the work of Amnesty International. After Christmas the focus is on ethical issues surrounding warfare, and considering if war is ever justified, whether it is ethical to use chemical weapons, terrorism and pacifism. We finish the year with a brief look at Buddhism, as preparation for the GCSE course.

Spanish

Pupils cover the topics of:

- Home and local area
- Latinoamérica (learning about Latin American culture and using it to complete a project about a given country)
- De vacaciones (discussing holidays and learning useful language for travelling in the Spanish-speaking world)

During this year pupils look into Spanish grammar in more depth and look at the past tenses as well as

revising the future and present tenses. They start to write and translate more in length and look at more pieces of Spanish literature. Classroom routines continue to encourage spoken language during the lesson. There is also the opportunity to travel to Spain in Year 9 on our annual immersion trip led by the Arbolar Centre in Murcia, South East Spain.

* Curriculum Intent summaries are provided for parents of Key Stage 3 pupils to accompany grades.

* Please see the GCSE options booklet for full details of our GCSE curriculum offer.

* Please see the Sixth Form prospectus for full details of our KS5 curriculum offer.

Should parents require more details about a specific area of the curriculum, please contact the relevant Head of Department.