

HOWELL'S SCHOOL

Key Stage 3

Years 7 - 9

Curriculum Booklet



H·S·L

HOWELL'S SCHOOL

Llandaff

YSGOL HOWELL

Llandaf



Girls' Day
School Trust

Make it happen...

ART AND DESIGN

The framework for our teaching and learning is structured around themes which last for one year. Within each theme a range of activities, exercises, workshops and contextual work are explored. All work grows from a basis of drawing, either in class or at home. We give students both 3D and 2D projects each year.

The main themes which run through the Art curriculum are 'Investigating', 'Understanding' and 'Making'.

YEAR 7 – The Visual Elements

1. Introduction to the subject and how as artists we use the visual elements of LINE, TONE, COLOUR, PATTERN, TEXTURE, SHAPE, SPACE and FORM.
2. Two Dimensional work – the visual elements are introduced through observational drawing and exploring materials and techniques (subject matter varies). This work then culminates in a mixed media visual elements book.
3. Contextual work – explore the work of artists with a focus on the visual elements.
4. Three dimensional work – design and make a clay sculpture, embellishing this with pattern and colour based on earlier research.

YEAR 8 – Natural Forms

1. Two-dimensional work – create study pages in the sketchbook through exploring different media and observed subject matter. This will lead to print making, exploring different aspects of the theme including flowers, insects, birds and fish. Students also explore colour mixing and complimentary colours through the painting of directly observed objects.
2. Contextual work – explore and show understanding of relevant art works and cultures.
3. Three dimensional work – explore the theme of flowers creating a three dimensional sculpture using paper.
4. ICT – explore photography with different lighting techniques and image manipulation.

YEAR 9 – Identity

1. Stop frame animation – explore the theme of Identity through photography and film making.
2. Contextual work – explore and show understanding of relevant art works and cultures.
3. Mixed media composition based on observational drawing, lettering and artist research.

Overalls must be worn at all times and cleaned regularly, particularly if clay has been used in lessons, to meet Health and Safety requirements.

DRAMA

In Years 7-9 girls participate in a wide range of improvised and scripted drama. They work individually, in pairs, small groups and sometimes as a whole class in a variety of activities. There are three main areas of activity:

MAKING – exploring drama texts, developing improvisations, researching, making props and settings, finding appropriate costumes.

PERFORMING – creating and sustaining a character using movement, gesture, facial expression and voice.

RESPONDING – evaluating through oral and written work their own dramatic experiences and the performances of other girls.

YEAR 7

Girls work at developing a range of movement and vocal skills and learn how to combine these to develop characterisation. These skills are used to explore the following themes during the year:

1. Evacuees, Soundscapes, Introduction to Shakespeare
2. Mime and Masks

Girls perform one scripted assessment in groups during the year. This involves making props, devising costumes and providing any appropriate sound effects.

Drama games are also used to promote concentration and spontaneous responses to dramatic situations.

YEAR 8

In Year 8 girls continue to develop characterisation skills and use drama techniques introduced in Year 7. Areas explored include Narrative Drama, Theatre History, and Awareness of Staging Techniques and Improvisation.

Girls also perform a more demanding scripted assessment following the same process as in Year 7.

YEAR 9

In Year 9 girls continue to develop their skills of characterisation and to experiment with a wider range of drama techniques. Areas explored include Greek Theatre, Melodrama, Dramatic Tension, and Set and Costume Design.

Extra-curricular Drama in Years 7, 8 and 9

Years 7, 8 and 9 are involved in performing in a House Pantomime Competition which is held every year and produced by College students.

There is also an opportunity to take part in a whole school play/musical, which is performed every two years.

ENGLISH

The Department offers a varied and interesting course that covers all areas of the subject. Writing skills are taught in a structured way and literary texts are studied and enjoyed in a sequence that takes account of increasing maturity and sophistication. As well as writing and reading, there are many opportunities for speaking and listening throughout the course.

YEAR 7

Students work at gaining a firm grasp of punctuation, spelling and grammar. Class readers, both drama and prose, are studied. Sometimes a 'Myths and Legends' module is studied and a Shakespeare play is always introduced. Poetry is studied throughout the year and wider reading is encouraged in all genres, taking full advantage of all the facilities available in the Library. Each girl keeps an exercise book, including classwork, homework and a range of other more formally assessed tasks, as well as spelling and grammar. Non-fiction and media are introduced.

Literary texts may include:

- *The Daydreamer*
- *The Boy in the Striped Pyjamas*
- *Myths & Legends*
- *Holes*
- *A Midsummer Night's Dream*

YEAR 8

Year 8 continues the pattern set in Year 7 with more advanced language skills developed through more sophisticated tasks. Students are introduced to new areas of writing and more challenging literary texts are studied such as pre-twentieth century prose.

These texts may include:

- *Does My Head Look Big in This?*
- *Dracula*
- *The Hunger Games*
- Extracts from Dickens, Austen or Bronte
- *Much Ado About Nothing*

YEAR 9

Year 9 is an important transition year, in which a challenging programme hones the skills required for GCSE to ensure a smooth transition from Key Stage 3 to Key Stage 4. A range of texts is studied, including: a Shakespeare play, poems from different periods and cultures, modern drama, challenging prose fiction and a variety of non-literary pieces. The skills of persuasion are explored through analysing media texts and exploring appropriate writing skills. There is more emphasis on extended writing.

Texts may include:

- *Private Peaceful*
- *Stone Cold*
- *The Tempest*
- Poetry – a variety
- *The Outsiders*
- *Of Mice and Men*

GEOGRAPHY

YEAR 7 – Geography on our doorstep

Year 7 girls study the local area and focus on Wales as a region. Knowledge of the maps of Wales and the UK, basic OS map reading skills and the function of settlements are introduced.

Topics Covered:

- My Place – Map Work (using atlas, OS maps and computer mapping – GIS)
- Settlement – How and why settlements develop and impact of changes
- Weather and Climate – Understanding how and why extreme weather events happen

Fieldwork: Investigating settlement change in Cardiff Bay.

YEAR 8 – Important local and global processes and issues

Topics Covered:

- Physical Processes – Volcanoes and Earthquakes
- Globalisation of the fashion industry
- Coastal processes and tourism

Fieldwork: Coastal study along the Gower Coast.

YEAR 9 – a range of regional and global issues

Students in Year 9 will be introduced to GCSE topics on:

- Rivers and flooding
- Intro Africa – investigating development issues from a range of perspectives (involving video link with a Zambian school)
- Ecosystems and climate change

Fieldwork: River investigation in the local area.

Skills

Girls are given the opportunity to develop their knowledge, understanding and skills through geographical enquiries. These may be class based or fieldwork based. Enquiries focus on geographical questions, e.g. What/where is it? What is it like? How did it get like this? How and why is it changing?

Skills that are developed include:

Map reading (OS Maps), Geographical Information Systems (GIS), written, atlas work, analysing, research, field-sketching, note-taking, annotation, ICT, presentation of written work, oral, team work, presentations.

HISTORY

YEAR 7 – From the Middle Ages to the Stuarts

Topics include:

- Wales and England before 1066
- The Norman Conquest, 1066
- The Medieval Village
- Changes in the Middle Ages
- Owain Glyndwr
- The Crusades
- Henry VII – securing the Tudor Dynasty
- Henry VIII – why was his reign a turning point?
- Life in Tudor Times
- Elizabeth I – threats to her reign
- The Stuarts and Civil War

Visit: one or more of – a local castle/medieval joust/Llancaiach Fawr/Medieval Village Cosmeston.

YEAR 8 – From Restoration to the Victorian era

Topics include:

- Restoration – The Great Fire of London
- The French Revolution
- Industrial Revolution and Social Change, especially in South Wales
- Crime and Punishment – Jack the Ripper
- The *Titanic* disaster
- The Wild West

Visit: Brunel's *SS Great Britain* and investigative workshop.

YEAR 9 – The Twentieth Century World

Topics include:

- Social and Political Change in the early 20th Century
- Political Systems – Democracy, Communism and Fascism
- The Impact of the Second World War
- The Cold War
- The Arab-Israeli Conflict and the Rise of Global Terrorism
- Social Change in the later 20th Century
- India and Independence

Visit: Black Country Living Museum

Skills developed

The study of History encourages a wide range of skills, including:

- Sense of chronology
- Developing range and depth of historical knowledge and understanding
- Evaluating interpretations
- Making historical enquiries
- Organisation and communication.

INFORMATION COMMUNICATION TECHNOLOGY

YEAR 7

Girls come to the school having had a vastly differing range of experiences. In order to cater for all experiences each student will be given ICT training, during which they will be introduced to the following:

Autumn Term

- Introduction to Network
- Folder/File Management
- Using Email
- Using Firefly – Skills Audit
- Safe use of the Internet
- Health and Safety with ICT
- Coding

Spring/Summer Term

- Use of Photoshop to create simple Animation
- Using of PowerPoint; use of Master Slide, embed Movie Maker file and animation, use animations, transitions, navigation, Notes Pages
- Using Windows Live Movie Maker
- Using images
- Using sound

In addition to these discrete ICT lessons girls will use ICT extensively in all subject areas.

- Coding

YEAR 8

Building on the development of basic ICT skills from Year 7, girls will begin the WJEC GCSE Short Course in ICT, honing the skills and expertise required for the Controlled Assessment. All work is completed in school and assessed electronically:

Autumn Term

- Reinforcement of Year 7 skills
- Using the Internet for Research
- Using Publisher/Word
- Using MailMerge
- Using PowerPoint
- Self/Peer Review

Spring/Summer Term

- Controlled Assessment Tasks including;
- Research Log
 - Mail Merged Newsletter
 - PowerPoint Presentation with Movie Maker File and Sound
 - Self/Peer Review using Email

In addition to these discrete ICT lessons girls will use ICT extensively in all subject areas.

YEAR 9

Autumn Term

Controlled Assessment Tasks including;

- Spreadsheets – Multiple Sheets, Functions, Macros, Validation, Charts, Testing
- Databases – Data Entry and Validation, Queries, Forms, Reports
- Evaluation of all software and working practices
- Examination preparation using Firefly

Spring/Summer Term

- Complete Controlled Assessment
- Examination Preparation using Firefly as main source of materials

General – Microsoft Windows 10, Microsoft Office 2013, Webmail, Windows Movie Maker, Photoshop and Audacity are the main software applications used. Coding applications will include Scratch and Small Basic. Filtered access to the Internet is available in school with Firefly access to lesson materials, network folders and webmail available from home. Print allowances are allocated to each year group based on subject requirements.

LANGUAGES – FRENCH, SPANISH, WELSH

YEAR 7

Girls learn to listen, speak, read and write about the following topics:

- **French:** meeting and greeting people; numbers; school; hobbies; likes and dislikes; family; nationalities and countries; weather.
- **Spanish:** greetings and introducing themselves; numbers; dates; countries; family; descriptions; house and home; free time and hobbies.
- **Welsh:** greetings and introducing themselves; numbers; dates and birthdays; age and other personal details; weather; where they live; school life; leisure time and the weekend; favourite things; time; television programmes.

YEAR 8

- **French:** computers and mobiles; sports and activities; town; media; Paris; personality; relationships; clothes.
- **Spanish:** food and drink; restaurants; daily routine; telling the time; health; school; at the tourist office; clothing; money; jobs.
- **Welsh:** daily life; technology; my family, home and area; the community; languages; friends; pets; discussing events in the past; the weekend.

YEAR 9

- **French:** Facebook; going out; music; parts of the body; fitness; healthy living; jobs; holidays; what you are allowed to do.
- **Spanish:** holidays and travel; illness and healthy lifestyle; school and future plans; media and festivals.
- **Welsh:** discussing the weekend, hobbies, the environment and my area; eating healthily and keeping fit; illness; holidays and travel; introducing the news.

Skill

Learning other languages helps develop many skills:

- speaking (including role plays and oral presentations)
- interpretation of written material (reading comprehension)
- interpretation of spoken material (listening comprehension)
- pair and group work
- ability to manipulate language structures
- memorising
- analysing
- drawing inferences
- grammatical understanding
- teamwork

LATIN

We familiarise girls with the translation and comprehension of passages of Latin using units I and II of the Cambridge Latin Course. This develops the girls' understanding of diverse linguistic features by reading material which is of intrinsic quality. The course fosters the girls' awareness of the cultural and linguistic roots of their own society and enhances their appreciation of the achievements of Roman civilisation in a crucial period of world history, the first century AD.

YEAR 8

1. Basic grammar and elementary syntax of the Latin language, e.g. case endings of nouns, singular and plural, verb endings, present and past tenses, simple sentences and continuous reading passages.
2. Roman religion, gods and mythology.
3. The city of Pompeii; archaeological and literary evidence.
4. Daily life of the Romans in the first century AD; houses, meals, theatre, slaves, gladiators, education.
5. The causes and effects of the eruption of Vesuvius.

YEAR 9

1. Additional linguistic structures e.g. genitive case, infinitive, relative clauses, pluperfect tense and longer reading passages.
2. The Romans in Britain; causes and consequences. Life and relationships between Romans and Britons, rich, poor and slaves. Domestic, political and religious affairs.
3. The Roman occupation of Egypt and the city of Alexandria.
4. Roman contact with, influence on and response to Egyptian ways of life, especially religion (e.g. cult of Isis), art and architecture, town planning, science and medicine.

Skills Developed

1. Analysis of features of the Latin language and, by comparison, modern foreign languages and English.
2. Comprehension of Latin and translation into fluent and accurate English.
3. Understanding vocabulary and spelling and the meanings and derivations of English words.
4. Studying primary source materials and evaluating their significance.
5. Honing critical faculties, literary, cultural and historical.
6. Chronological awareness of ancient and modern civilisations.
7. Knowledge of geographical location of countries in the Roman Empire.
8. Written and oral presentation, debating, reading Latin aloud, Art and Design, Drama.
9. Pair and group work.
10. Individual research.

THE LIBRARY

The Library supports the development of literacy and information skills and encourages reading for pleasure and lifelong learning. Students are given the opportunity to develop skills to enable them to locate, retrieve, handle and critically evaluate information from a variety of sources.

YEAR 7

Autumn Term: students have the opportunity to:

- Enjoy timetabled Library Lessons exploring ideas about fiction, new authors and poetry writing.
- Join the weekly Book Club.
- Join in with Book Week activities and author talks.
- Enter national writing competitions.
- Try for the international Kids' Lit Quiz team.
- Apply to be a judge on the Royal Society's Young People's Book Prize judging panel.
- Enjoy the 'Friday Film'.

Spring Term: students have the opportunity to:

- Continue Library Lessons exploring drama, different forms of creative writing and giving individual and group presentations.
- Get to grips with the Dewey Decimal Classification system and how an 'academic' library works.
- Develop effective library and internet searching skills.
- Enjoy author talks.
- Enter the Eisteddfod Reading Ladder and compete in the 'World Book Day House Quiz'.
- Join the Carnegie Award Judging Panel Book Club.

Summer Term:

- Due to public examinations, the library becomes a silent study zone for most of the summer term although all students are still welcome to use the space to read for pleasure.

YEAR 8

Year 8 continue to attend the Library for weekly 'Library Lessons' to further nurture their wider reading and appreciation of storytelling and narrative through film, as well as broadening their own writing and presentation skills. Year 8 students can apply to join the Kids' Lit Quiz team and 'Royal Society' Judging Panel. During the year, students have the opportunity to:

- Develop their information literacy.
- Enhance their research skills.
- Use the Library collections to support their studies and academic and personal interests.
- Attend author talks.
- Use the Library to support a love of reading for pleasure, challenge their own tastes and explore new authors.
- Become a member of our 'Editor Squad' to help influence the design and content of soon to be published books.
- Enjoy the 'Friday Film'.

MATHEMATICS

The department aims, above all, for girls to develop confidence in their approach to mathematics and to experience satisfaction and enjoyment with the subject.

YEAR 7

Number and Algebra

- Whole Numbers
- idmas
- Fractions, Decimals, Percentages
- Directed Numbers, Solving Equations
- Use of Formulae
- Factors and Multiples
- Coordinates

Handling Data

- Collecting and Displaying Data
- Grouping data
- Probability
- Venn diagrams and sets

Using and Applying Mathematics

- Investigative Tasks including nrich
- Use of computer package: My Maths

Shape, Space and Measure

- Angle properties of Triangles, Quadrilaterals and Parallel Lines
- Area and Perimeter of Rectangle and Compound Shapes
- Metric Units
- Line and Rotational Symmetry; Congruency

YEAR 8

Number and Algebra

- Indices, Standard Form, Estimation
- Ratio
- Sequences
- Fractions, Percentages
- Equations and Formulae
- Coordinates and the Straight Line
- Squares and Square Roots
- Travel Graphs
- Practical Applications of Graphs

Handling Data

- Statistics, Probability
- Scatter Graphs
- Grouped Frequency Diagrams and Frequency Polygon
- Averages

Using and Applying Mathematics

- Investigative Tasks
- Use of computer package: My Maths

Shape, Space and Measure

- Area of Triangle, Parallelogram and Trapezium
- Bearings and Angles of Elevation and Depression
- Volume of Prisms (including cylinder)
- Circumference and Area of a Circle
- Pythagoras' Theorem

- Reflections, Translations, Rotations, Enlargements
- Polygons

MATHEMATICS CONTD.

YEAR 9

Number and Algebra

- Percentages and bills
- Ratio and Proportion
- Estimation Significant Figures
- Indices, Standard Form
- Inequalities
- Algebraic Products and factors
- Simultaneous Equations
- Factorisation of Quadratic Expressions
- Solving Quadratic Equations
- Straight Line Graphs and Coordinates
- Gradients
- Range of values
- Sequences

Shape, Space and Measure

- Volume, Mass and Density
- Area of a Trapezium
- Locus
- Trigonometry
- Dimensions
- Bearings

Handling Data

- Grouped Frequency Distributions
- Averages

Using and Applying Mathematics

- Investigative Tasks
- Use of Computer Package: My Maths

MUSIC

The Music Department encourages all girls in Years 7 - 9 to learn an instrument and to participate in the many and various ensembles which are being offered. These include:

1. Youth Choir for girls in Years 7 - 9
2. Two orchestras, Repertoire Orchestra and Senior Orchestra (Grade V and above)
3. Ensembles: rock group, jazz group, flute ensemble, string ensemble, brass group and small chamber ensembles.
4. Songwriting and Radio are offered as additional extra-curricular activities

In Years 7 - 9, Music is taught using a variety of resources including tuned/untuned percussion instruments, electronic keyboards, bass guitars, electric guitars, drums, traditional instruments, computers and recording equipment. It is taught through the skills of performing, composing and appraising. Topics covered:

YEAR 7

- Elements of Music
- Graphic notation
- The Language of Music (pitch and rhythm)
- Composition Project – Caribbean Music
- Keyboard skills
- The Baroque Period
- The Orchestra
- Welsh Music
- Programme Music
- Forms of Music – Binary/Ternary

YEAR 8

- Scales and Chords
- Blues Music
- Classical Music – Form/Compound Time
- World Music, India and Ragas
- Vocal layers/word setting
- Composition project, composing a lullaby
- Band Skills – Four Chords
- British Composers of the 20th Century

YEAR 9

- Modal Music
- Band Skills
- Notation: chords, major and minor
- Music and Art
- Forms of Music
- Own project – Compose/Perform

PHYSICAL EDUCATION

'Sport can be the making of a woman'

Helen Fraser, CEO of GDST, GDST Annual Conference, 2014

Physical Education supports the holistic development of girls' education. Delivered in a positive, dynamic manner within a supportive environment, Physical Education at Howell's is ultimately thriving and constantly evolving to compliment the trends, interests and ambitions of our students.

Enjoyment. Inclusion. Participation. Diversity.

The broad and balanced curriculum programme enables the potential and capabilities of all students to be achieved. We successfully promote positive attitudes towards physical activity in order to promote and maintain a healthy lifestyle within our girls.

Excellence. Opportunity. Inspiration. Development.

We are hugely passionate about sports performance, promoted through the highest expectations of our girls. We proudly promote an element of choice throughout the curriculum, understanding that girls' levels of enjoyment are paramount to the attitude, confidence and esteem they possess thus leading to the success they achieve. Through strong female role models we inspire girls to excel through **Performing, Planning, Analysing and Evaluating.**

Howell's. Promoting physical activity for life.

Example of Core Curriculum Sports Activities:

YEARS 7 & 8

- Health Related Fitness
- Gymnastics
- Dance
- Swimming
- Netball
- Hockey
- Tennis
- Rounders
- Athletics

YEAR 9

- Health Related Fitness
- Badminton
- Basketball
- Netball
- Hockey
- Tennis
- Rounders
- Athletics

PRODUCT DESIGN

YEAR 7 – Design and Make a Bedroom Door Buzzer

For many students this will be the first time that they use the 'Design Process' to design and manufacture a product using workshop tools and equipment. The bedroom door buzzer is an electronic circuit housed in a plywood container featuring a graphic image and an LED.

Topics covered:

- Health and Safety at Work
- Graphic Presentation
- Materials and Components
- Electronic Systems (Input/Process/Output)
- Electronic Components (Resistor, LED, Buzzer)
- Practical Skills
- Circuit Manufacture
- Packaging and Corporate Identity

Design and Make a Decorative Apron

In this unit, students tackle a design and make assignment on the theme 'Apron', in which they develop a product that is decorative and functional. This is the first of two textiles based units which includes elements of Sewing (machine and hand) and Graphics.

Students will:

- Carry out research and use their findings when developing their ideas
- Measure, mark out and cut fabrics accurately and safely during production
- Use relevant techniques skilfully during production, including pinning, sewing (machine and hand)
- Apply decorative techniques such as applique, photo transfer, vinyl, embroidery etc.
- Identify successful, weak or problematic parts of their work

YEAR 8 – Several mini projects that include: Design and Make a Clock, Design and Make a Decorative Bluetooth Speaker box, Design the application and apply design to item a clothing

Resistant Materials – Working with acrylic, MDF, Plywood, Computer Aided Design and Manufacture (CAD/CAM)

In Year 8 students design and make a range of products. The clock face is a hand drawn design using paper and card. The decorative box features engraving produced using CAD/CAM and Laser Engraving. The design for textiles is produced using CAD/CAM and a vinyl cutter and is applied using a heat press.

Topics covered:

- Properties of Thermoplastics
- Designing and Manufacturing in Plastics and manmade board
- Computer Aided Design and Manufacture
- Marking out and cutting accurately using hand tools
- Finishing techniques

PRODUCT DESIGN CONTD.

Design and Make a Pendant

Students will design and make a pendant using pewter.

Further Topics covered:

- Use ICT software to research and generate a range of innovative design ideas. CAD/CAM.
- Make a mould to cast the pewter using 2D CAD software and the laser cutter.
- Use of a low temperature casting system to melt pewter and cast the pendants.
- A range of shaping and forming processes.
- Use of hand-tools to cut and form materials safely.

YEAR 9 – Design and Make a Decorative Mirror

Resistant Materials – Working with pine

Using wood joints, wood finishes applying decoration in the form of pyrography, engraving and other materials

In Year 9 students design and make a product using pine. The finish should be predominantly natural.

Further Topics covered:

- Properties of wood – natural hardwood/softwood and manmade boards
- Constructing wood joints
- Designing and Manufacturing in Pine
- Manufacture of a decorative item of furniture

Skills that are developed include: Designing, Problem Solving, Planning, Communication, Team Working, Presentation, Language and Literacy, Numeracy, Aesthetic Appreciation, Critical Analysis, Independent Learning and ICT.

Design and Make a Decorative Cushion

This is the second of two textiles based units that focus on designing and making: one in Year 7 – 'Apron Project' and one in Year 9 – 'Decorative Cushion' which includes elements of sewing (machine/hand) and Graphics.

Students will gather research into similar products and several different surface decoration methods. These will be incorporated into their cushion using machine/hand sewing techniques and practical methods from prior learning. The product will be manufactured with precision, observing health and safety regulations and taking action to control identified risks.

Further Topics covered:

- Making and using a pattern
- Applying a range of decorative techniques
- Sewing using the 'right sides together technique'
- Recycling and re-using

RELIGIOUS STUDIES

In Years 7, 8 and 9 Religious Studies offers a varied and interesting course that covers a wide range of topics. The focus is on developing knowledge, understanding and evaluation through:

1. Engaging with fundamental questions
2. Exploring religious beliefs, teachings and practices
3. Expressing personal responses

Christianity is the main religion studied, together with aspects of Judaism, Hinduism, Buddhism, Islam and Sikhism.

YEAR 7

Topics include:

- General introduction to the six major world faiths.
- What is faith?
- What leads people to faith?
- How is faith strengthened through worship?

YEAR 8

Topics include:

- The importance of forgiveness.
- The importance of celebration.
- Engaging in fundamental questions, including what makes us human.

YEAR 9

Topics include:

- Issues of Peace and Conflict.
- Engaging in fundamental questions, including;
- What is truth?
- Does God exist?

SCIENCE

The Science course in Years 7 and 8 is based upon the "Exploring Science: How Science Works" scheme which is published by Pearson. We also give the girls plenty of opportunities to carry out practical investigations to develop their scientific and thinking skills.

YEAR 7

Topics covered in Year 7:

- Getting ready for Science
- Classification
- Forces
- Acids and alkalis
- Reproduction
- Electricity
- Ecology
- Bubbles, bangs, burning and states

YEAR 8

Topics covered in Year 8:

- Energy and sustainable living
- Keeping the body working
- Light and sound
- Water, materials and recycling
- Disease and survival
- All that glitters

YEAR 9

The girls begin their study of GCSE Combined Science in Year 9 in all three science subjects. We follow the AQA Trilogy specification.

Topics covered in Year 9:

Biology

- Cell Biology
- Infection and response
- Organisation

Chemistry

- States of Matter
- Acids
- Atomic Structure
- Rates
- Ionic bonding

Physics

- Molecules and matter
- Energy transfer and stores
- Efficiency
- Resources and generating electricity

Understanding the key concepts is achieved through practical work, mind mapping, discussions, presentations etc. Progress is monitored by regular tests throughout the course.